Questions and Answers on Critical Issues in Education
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Dear Friends: It’s been a great year for Teachers College—and for its new President. Returning to the place that taught me all I need to know about education; renewing old acquaintances and forging hundreds of new ones; working with our talented and dedicated Board of Trustees, our superlative faculty, our tireless staff and our boundlessly energetic and enthusiastic students—and all in my native city of New York—has been the experience of a lifetime.

The inauguration ceremonies held in January 2007 were incandescent, joyous moments that highlighted the rich legacy of Teachers College and expressed the vibrant spirit and diverse talents of the entire TC community. My thanks to each and every member of that community—and many beyond—for welcoming me so warmly and sharing your insights, commitment and passion for the College and all we do.

Perhaps the single most important thing we can do as “education experts” is provide people in the field with evidence-based information to overcome the challenges they face every day.

More importantly, it has been a year when TC took significant steps toward expanding its relationship with the New York City school system; published and introduced into the policymaking arena several important new research studies, ranging in focus from cancer prevention strategies in minority communities to international comparisons of math pedagogy; introduced new scholarships for students; formed closer ties with Columbia University; investigated new educational exchanges abroad; created a social studies curriculum dealing with Hurricane Katrina that will be distributed to educators across the nation; conducted a major research symposium on the federal No Child Left Behind law; and much, much more. Early in 2007, these and many other achievements culminated in our being ranked the nation’s top graduate school of education by the editors of U.S. News and World Report—a designation based in part on the views of public school superintendents and other education school deans. Almost immediately, we followed that wonderful news by naming a new Provost, Thomas James—a noted education scholar who has held education school deanships at the University of North Carolina and New York University—and a new Vice President for Finance and Administration, Harvey Spector, who comes to us after serving in the same capacity at the Fashion Institute of Technology.

So there is much to celebrate, yet clearly much more to do in each of these areas if TC is to fulfill its mission of creating excellence and equity in education. We must become a true partner with the City’s public schools, both to ensure that principals, teachers and students benefit from the expertise we can offer and that we, in turn, learn firsthand from the people working on the frontlines. We need to increase, significantly, the financial aid we offer students, particularly so that those who wish to pursue careers in urban education and community work can do so unburdened by debt. We must identify and fully realize the appropriate opportunities to collaborate with Columbia, tapping its vast array of academic resources and making available the expertise that only we can provide—perhaps most of all in our efforts to conduct educational exchanges with other countries.
Finally, we must continue to improve the quantity and quality of our research, concentrating our talents, resources and commitment on the major questions that surround public education today. Indeed, perhaps the single most important thing we can do as “education experts” is provide people in the field with evidence-based information to overcome the challenges they face every day and at every level of the education system and beyond—across psychology, public health, nutrition and all the other fields that TC embraces.

This Annual Report attempts to frame some of the most important of these critical challenges and questions and to show how, at TC, we are attempting to provide answers and solutions—or, at the very least, to shape the course of debate.

- When it comes to closing the education achievement gaps between disadvantaged children and their wealthier peers, what really works? And more specifically: where to commit our financial resources?
- With an increased curricular emphasis on reading and math—and on preparation for tests that measure proficiency in these fundamental skills—are we losing sight of the importance of other areas of learning? What do the arts contribute to learning, and what place should they have in schools? What about physical education and well-being?
- How can education address the urgent need for a stronger sense of citizenship and civic engagement in our society—particularly as the U.S. absorbs wave after wave of new immigrants?
- How can we effectively harness technology in education?
- In an age of terrorism, prejudice and fear, how can we make our schools into places that foster cross-cultural acceptance and understanding?

Implicit in these questions is a broad understanding of what education should encompass. Teachers College has embraced this understanding from its inception, and our mission today remains predicated on the belief that student achievement depends on both school and out-of-school community supports. We are engaged on all these fronts, more actively than ever. And while no single institution can provide the answers to these questions, we are producing information that truly does provide real guidance to practitioners and policymakers—information grounded in rigorous research in which our methods are determined by the questions we seek to answer and not, as is too often the case, the other way around.

We must become a true partner with the City’s public schools, both to ensure that principals, teachers and students benefit from the expertise we can offer and that we, in turn, learn firsthand from the people working on the frontlines.

It is this last point that, in my view, is critical. In an age when education mirrors the ideological clashes that have made our country a more divided place, questions of substance will not be resolved by the addition of yet another loud, impassioned voice proclaiming what should be. What’s needed, instead, are calm voices that accurately describe what is and what directions seem promising based on research. If we can speak with that kind of authority, then we truly can make the best path more obvious to all and take the ideological rancor out of the debate.

And that, nearly everyone would agree, is an end worth working for.

Sincerely,

Susan H. Fuhrman
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he College welcomes a new President, tackles the question of whether and how to revise the nation’s education law, takes significant steps to increase financial aid to students, opens a state-of-the-art new conference center, develops a curriculum to deal with civic issues raised by Hurricane Katrina and receives official accreditation for its campus in Japan.

**JANUARY**

TC conducts its 23rd annual Winter Roundtable, the longest running continuing professional education program in the U.S. devoted solely to cultural issues in psychology and education. The fourth annual Social Justice Action Award is presented to Linda James Myers, Ph.D., and the 17th annual Janet E. Helms Award for Mentoring and Scholarship in Psychology and Education is presented to Beverly Greene, Ph.D. (pictured).

Visiting Professor Richard Rothstein delivers the first of a three-part series known as the Tisch Lectures, describing America’s historically broad understanding of education and outlining a vision for a “report card” that would track the progress of all 50 states and the federal government toward establishing educational equity.

**FEBRUARY**

In a TC talk titled “Can NCLB Be Fixed?” Harvard education scholar Richard Elmore describes the nation’s education law as “a major political revolution in education,” the thrust of which has been to federalize control of the school system.

**MARCH**

TC’s Campaign for Educational Equity makes its Congressional debut at an event hosted by the office of Senator Edward M. Kennedy. The Campaign’s Michael Rebell (left) speaks with Kennedy staffer Roberto Rodriguez.

**APRIL**

TC faculty and students form their usual strong complement among the 14,000 education researchers at the 87th Annual Meeting of the American Educational Research Association (AERA) in San Francisco. Among those presenting from TC at the meeting—themed “Education Research in the Public Interest”—are Thomas Bailey and Mariana Alfonso (“Public Policies and Their Effects on Community Colleges and Their Students”); Henry M. Levin (“Forging an Agenda for the Study of Social Class and Schooling”); Kevin Dougherty, Monica Reid and Kenny Nienhusser (“Public Policy and Its Influence on Student Access and Institutional Success’); and Eleanor Drago-Severson (“I Got Your Back: Looking Closely at Learner Collaboration and Leadership in Three Settings”).

**MAY**

Teachers College alumna Susan H. Fuhrman, a native New Yorker who has previously served as Dean of the Graduate School of Education at the University of Pennsylvania, is selected as the College’s 10th president and the first woman to hold the job.

Christopher Williams, the founder, chairman and CEO of The Williams Capital Group, L.P. and Williams Capital Management, LLC, joins TC’s Board of Trustees.

The College holds its first annual Health Disparities Conference and Community Health Fair. Organized by Barbara Wallace, Professor of Health Education; TC’s Center for Educational Outreach and Innovation; and other TC faculty members, the conference seeks to launch a new generation of health disparities research through a multidisciplinary approach.

TC Trustee Cory Booker is elected Mayor of Newark, New Jersey. Booker, a former Rhodes Scholar, joined TC’s Board in 2003.
AUGUST

Susan Fuhrman takes office as the College’s President, vowing to expand TC’s relationship with New York City schools and increase the impact of its research for the benefit of policymakers and practitioners in the field.

SEPTEMBER


TC opens its new Cowin Conference Center, named for longtime TC Trustee Joyce Cowin, who with her mother, the late Sylvia J. Berger, is the project’s lead donor.

New-student orientation at TC includes a forum on educational equity and debates among faculty over what it will take to realize the vision of Brown v. Board of Education, the Supreme Court’s 1954 decision to desegregate the public schools.

JUNE

TC receives a gift of $10 million from the estate of Arthur Zankel, the late financier, philanthropist and Vice Chair of the College’s Board of Trustees, which will be used to establish the Arthur Zankel Urban Fellowships—one-year scholarships of $10,000 each that will be given to both master’s and doctoral students with demonstrated financial need. TC renames its Main Hall the Arthur Zankel Building.

TC’s National Center for Children and Families convenes leading U.S. policymakers and members of the business community for a four-day event titled ‘Capitalizing on the Investment: Making the Most of Your Early Care and Education Dollars.’

JULY

The Algebra Project, founded by Civil Rights-era leader and educator Bob Moses to improve math literacy among low-income children of color, holds a series of coaching sessions at Teachers College for third-, sixth- and ninth-grade teachers from Harlem schools. The workshops were arranged by the City school system’s Region 10 and Community School District 5 in conjunction with TC.

An amicus brief written by Amy Stuart Wells, Professor of Sociology and Education, and co-signed by TC faculty members Jay Heubert and Michael Rebell, is filed through the NAACP Legal Defense and Educational Fund as part of the U.S. Supreme Court’s review of challenges to the efforts of school districts in Kentucky and Washington to achieve racial balance.
**OCTOBER**

Three TC employees receive the College’s annual Elaine Brantley Award for Community and Civility: Michelle Hill, Academic Secretary for the Curriculum and Teaching Department; Clarence Houston (left), Superintendent in the Department of Facilities; and Rocky Schwarz, Manager of Document Services. Each receives a $400 stipend. The award is sponsored by the President’s Office for Diversity and Community.

TC gives its annual Distinguished Alumni Award to Barbara Storper (M.A., Nutrition Education, 1982), creator of the long-running children’s ensemble theatre piece, “Foodplay” and other children’s shows on nutrition and health; Erick Gordon (M.Ed., Teaching of English, 2005; M.A., Teaching of English, 1996), a TC instructor who is the co-creator of the Teachers College Student Press Initiative; TC Trustee Joyce Cowin (M.A., Curriculum and Teaching, 1952), a founder and supporter of the Heritage School, an arts-themed high school in East Harlem founded by TC faculty, and lead donor for the College’s new Cowin Conference Center; and Rachel Moore (M.A., Arts Administration, 1994), Executive Director of the American Ballet Theatre.

R. Thomas Zankel, managing director at Iridian Asset Management, and Julie Abrams Leff, a TC alumna and former public school teacher who is a trustee of Facing History and Ourselves, an organization that engages students in an examination of racism, prejudice and anti-Semitism, join the Teachers College Board of Trustees.

**NOVEMBER**

The Campaign for Educational Equity hosts its second annual symposium, this time focusing on No Child Left Behind (NCLB), the nation’s education law. Newark Mayor and TC Trustee Cory Booker keynotes the event, which presents important new findings on how well the law is working and what areas are ripe for change.

The Web site for the TC Annual Fund introduces blogs by four current students—Jessica Cruz, Omari Keeles, Joe King and Sarah Norris—about their experiences at the College. All four are receiving some degree of Annual Fund support. The blogs can be viewed at www.tc.edu/supporttc.

**DECEMBER**

The Community College Research Center at Teachers College celebrates the publication of *Defending the Community College Agenda*, a new book by Thomas Bailey (far right), Professor of Economics and Education, and other researchers at the Center.

The College bids farewell to Fred Schnur, its longtime Vice President for Finance and Administration, who led major improvements in TC’s financial health—including a credit rating upgrade by Moody’s Investor’s Service. Morton Grusky, formerly in charge of finance and administration at the School of Medicine at Case Western Reserve University, is subsequently named Interim V.P. for Finance and Administration.

A group of TC faculty members, students, staff and alumni receives a $975,000 grant from the Rockefeller Foundation to develop a multi-disciplinary curriculum and online resource to complement *When the Levees Broke: A Requiem in Four Acts*, the HBO documentary film directed by Spike Lee about Hurricane Katrina and its aftermath in New Orleans.
Suniya Luthar, Professor of Psychology and Education, is the lead author of a study published in *Developmental Psychology* that counters the widespread perception that affluent children today are typically suffering from stress caused by “overscheduling.” The study of 300 eighth graders from well-to-do families finds instead that problems such as poor psychological profiles, low functioning at school and general unhappiness result from children’s perception that adults are critical of them or setting unrealistic expectations—or stem from children being unsupervised after school. The adolescents in the study list “fun” as their primary reason for engaging in so many activities.

A study published in *Contemporary Educational Psychology* by Stephen Peverly, Associate Professor of Psychology and Education, and former TC students Zheng Zhou of St. John’s University and Tao Xin of Beijing Normal University, finds that while American third grade mathematics teachers are more knowledgeable about general educational theories and classroom skills, their Chinese counterparts have stronger knowledge of the subject matter they are teaching. The finding could help explain why Chinese children consistently outperform American children in almost every area of math achievement.

A study published in *American Journal of Public Health* by Charles Basch, TC’s Richard March Hoe Professor of Psychology and Education, suggests that prompting patients via telephone outreach can dramatically increase screening for colorectal cancer (CRC) in an urban minority population. The method could help to reduce CRC incidences and deaths in black men and women, who are at significantly higher risk for both than whites.

TC announces The New York Latino Research Clearinghouse, an online source of the most up-to-date research reports, academic papers and policy news that relate to the Latino populations of the United States. Francisco L. Rivera-Batiz, Professor of Economics and Education at TC and Affiliate Professor of International and Public Affairs at the School of International and Public Affairs at Columbia University, is the Managing Editor for the Clearinghouse, which is funded by the New York State legislature. The Clearinghouse can be visited at www.tc.edu/latinoresearch.

The Campaign for Educational Equity launches a major initiative through which more than 15 TC faculty members will review existing knowledge and identify knowledge gaps in 12 priority areas of equity-related research, ranging from high-quality teaching and effective educational leadership to appropriate physical and mental health care services and effective parent involvement and family support. Amy Stuart Wells, Professor of Sociology and Education, is named The Campaign’s Deputy Director in charge of research.

Teachers College becomes home to the new National Center for Post-Secondary Research, the nation’s largest federally funded research center focused on higher education, in partnership with the University of Virginia’s Curry School of Education, MDRC (a non-partisan social policy research organization) and faculty from Princeton and Harvard. TC Professor Thomas Bailey is named the Center’s Director.

These are just some of the outstanding research projects at TC. Visit www.tc.edu/annual/aera for a look at presentations by TC faculty and students at the 2007 meeting of the American Education Research Association.
At TC, perhaps our most important job is framing the questions—and providing answers—that can help policymakers and practitioners in the field meet the challenges they face every day. The following special report poses six tough questions everyone is asking about education nowadays and looks at solutions being advanced by TC faculty and students.
How Can Schools Promote Multicultural Understanding?

A TC researcher is confronting that question—and his own experience at the convergence of cultures—through a study of Muslim students in U.S. public schools post-9/11.

Like most Americans in the moments after the terrorist attacks on September 11, 2001, Lou Cristillo’s first thoughts were for the safety of his wife and children. It wasn’t terrorists that Cristillo, a TC research assistant professor in the Department of International and Transcultural Studies, was worried about, however. Instead, he was afraid his family might be attacked by angry Americans.

That’s because Cristillo, who is white and was raised as a Catholic before converting to Islam in the 1980s, is married to a Muslim woman he met in Morocco during his 18 years there working with the Peace Corps and an overseas American school. She wears a head scarf. Their four children have Arabic first names.

“Even before 9/11, my wife got the stares, the sense that people here were suspicious of her, that she and our kids were unwelcome and didn’t fit in,” he says.

For a week after the attacks, Cristillo’s wife, at his urging, put aside her head scarf when she went out. “Finally she said, ‘This is who I am, I am going to wear it.’ She felt so self-conscious without it, it was as if she were naked,” Cristillo recalls. “But then that same day, someone pulled up in a pickup truck next to her on the street and spat in her face.”

“You have kids who are anglicizing their names so as not to mark themselves as Muslim or Arabic. What impact does that have on their religiosity and on their identity as Americans?”

“The sad irony in this is that several years before 9/11, my wife, who is dark-complexioned, got called the ‘N-word.’ Welcome to America!”

All of which helps explain why Cristillo, with funding from the Ford Foundation, is now conducting a three-year study of Muslim students in New York City public schools. While there is a long history of research in schools to study the effects of assimilation and the mixing of cultures, Cristillo is asking a new and all-too pertinent question: What happens to students whose culture is treated as an enemy of the state?

“You have kids who are anglicizing their names so as not to mark themselves as Muslim or Arabic,” Cristillo says. “Many girls have stopped dressing in identifiably Muslim ways. Young adults are trying...
to pass themselves off as Puerto Ricans or blacks. What impact does that have on their religiosity and on their identity as Americans?"

At the same time, Cristillo believes, 9/11 has produced a racialized religious identity among Muslims. "Everyone's a Muslim now, like it or not," he says. "Even Muslims who are completely secular are treated as highly religious. Women are simply presumed to be submissive objects of male domination. That's the irony: you're confronted with your religiosity whether you're religious or not."

From his previous field work in New York, conducted as part of his dissertation at Teachers College, Cristillo has learned that, in fact, Muslims here are anything but a homogenous group. Among the nearly 600,000 in the New York City area, there is an array of nationalities and ethnicities. Yet that diversity is often overlooked, he says, in part because the media—in a self-fulfilling search for the "stereotypical" Muslim—focus too often on Muslim kids who attend private schools, which are more conservative in their religious orientation.

"The number of students enrolled in Muslim private schools is probably 4,000 at most," he says. "That's about three or four percent of the Muslim school-aged kids in New York. So we're getting a skewed look. We're ignoring the kids going through the Americanization of the public school system. The fact is that one in 10 kids standing in New York City school lunch lines is wondering if the food is Halal."

Cristillo's study will merge findings collected through various means: a large-scale phone interview, a series of focus groups, and the ethnographic research of a TC doctoral student, Ameenah Ghaffar, working inside the schools. Eventually, he hopes to involve 500 Muslim and 300 non-Muslim students in the public school portion of the study, and another 200 students from private Islamic schools. The interviews also include key stakeholders such as principals, teachers and guidance counselors.

"I've been an educator all my life, and I haven't lost my faith in the schools and schooling as a forum where the hardest social issues can be examined and discussed so that we can break down things that foster stereotypes and bigotry," Cristillo says. "The fruits of research, for me, are not just scholarly papers, but also useable findings for classroom teachers to improve their teaching style, course content and classroom methods in ways that promote tolerance for diversity.

"That's really the beauty of Teachers College for me. I don't know any other place in the country that would provide someone like me with the chance to combine classroom teaching with scholarship of this kind, and with all the resources of New York at my disposal. There's just a tremendous sense of possibility—and hope."
At a time when there is an increasingly sharp divide between the nation’s “haves” and “have nots”, the odds would seem against three-and-a-half-year-old Melanie Sandoval ever being one of the “haves.”

Born to Guatemalan immigrants whose combined incomes are below the federal poverty line, Melanie lives in a tough neighborhood on the west side of Stamford, Connecticut. Since summer of 2006, when her mother had twins and stopped working as a nanny, the family’s finances have been tighter still.

Still, Melanie’s parents are bright, caring people who have stayed together and worked hard. Melanie also attends the Childcare Learning Centers’ Stillwater Head Start Center, just five minutes’ walk from her house, which leaves her mother, Marlen, with more time and energy for the twins. The center follows the Creative Curriculum for Early Childhood, which includes more than 30 specific targets for children’s social, emotional, cognitive and physical development.

Melanie’s head teacher, Lisa Barnes, has 10 years of classroom experience, and the assistant, Haydee Maestre, is bilingual.

“She loves her teachers, they’re amazing,” Marlen Sandoval says of her daughter. “On vacation, she says, ‘I want to go to school.’ Before she was there, she wasn’t talking clearly. Now she’s speaking more, she knows colors, numbers. There’s been a lot of change. She’s more friendly, she plays more. It’s amazing.”

In fact, the most recent national survey of Head Start—a program offered free to impoverished families and students with special needs—found that while children typically enter with below-average skills, they make significant gains in vocabulary and early skills in math and writing. Latino children like Melanie also make significant gains in both English and Spanish vocabulary. A 2000 RAND study found that, for whites, participation in Head Start is associated with a significantly increased probability of completing high school and attending college, as well as elevated earnings in one’s early 20s, while there was “suggestive evidence” that African American males who attended Head Start were more likely than their siblings to have completed high school.

For families like the Sandovals, then, Stillwater would seem to be a godsend—but what’s in it for those who foot the bill? After all, a year’s education at the school, which offers an onsite nurse, two daily meals and a snack, a teacher-to-student ratio of two to 17, and visits by a family social worker, costs the state of Connecticut between $12,000 and $15,000 per child. In all, the U.S. spends more than $7 billion on Head Start, which encompasses some 19,000 centers and roughly one million students.
This past winter, a new study led by TC education economist Henry Levin provided perhaps the most compelling evidence yet that this investment pays big dividends—not just in improved lives and life chances for Head Start students and their families, but in hard dollars for the American taxpayer.

Levin and colleagues from Princeton, Columbia and the City University of New York focused on a group of strategies that have been proven to boost high school graduation rates, including not only quality preschool, but also smaller-size classes in grades K-3, increased teacher salaries across all grades, and intensive small high schools with student and family supports. As a measure of educational effectiveness, they calculated the number of additional graduates each strategy generates per 100 students. They totaled the “public gift” conferred by each new graduate in increased taxes paid, reduced crime and likelihood of incarceration, reduced use of the public health care system, and reduced dependence on public assistance. Finally, they deducted the implementation costs of each graduation-boosting strategy, including the expenses that result from students’ increased years of schooling.

The bottom line: use of these proven strategies could save the U.S. taxpayer a net of $127,000 for each new graduate they generate—the equivalent of $45 billion annually if the number of high school dropouts nationally among 20-year-olds were cut in half, and $18 billion if they were reduced by one-fifth. For young black males, the student population most at risk for dropping out, the figure is even higher. The net public savings for each new graduate added among this group is estimated at $166,500.

Those figures do not even include the private benefits of improved economic well-being that would accrue to the new graduates themselves.

“What this study is really saying is that, beyond the compelling moral reasons for helping disadvantaged children make it through high school, there are economic reasons as well,” Levin, who is TC’s William Heard Kilpatrick Professor of Economics and Education, said at a Congressional briefing in spring 2007 that was hosted by Congressman Charles Rangel. “Providing greater equity for all young adults would also produce greater efficiency in the use of public resources. So this is a case where America truly can do well by doing good.”

In 2006, Congress cut Head Start spending nationally by one percent. The program’s formal status has been uncertain for several years, as its administrators have sought without success to win federal reauthorization. Armed with a growing trove of data like the Levin study, they’re hopeful for a better outcome.

So are Melanie Sandoval and her family.
What is the Role of the Arts in 21st Century Schools?

Whether it’s music, visual art, dance or other pursuits, TC faculty and students see arts education as critical to learning—and life.

“T”his was a kid who was so nervous and shy, he couldn’t put three words together.” That’s how Bert Konowitz, Adjunct Professor of Music Education, remembers Jacques Toney from when they first met in summer 2005.

Jacques, then a 13-year-old freshman at William Cullen Bryant High School in Queens, had come to Teachers College to attend Konowitz’ Music Improv Institute Camp, an annual week-long day-camp that brings together high school musicians of all abilities to play, improvise, jam and—through all of these activities—“confront issues and feel successful about who they are,” Konowitz says. “Because so often kids aren’t offered that opportunity. At school, they’re told what they need to do. Here, we help them find out on their own.”

Jacques, a trombonist, was attending the camp at the recommendation of his music teacher, Aminah Majied.

“She thought it would be good for me, because I was camera shy and had stage fright—I wasn’t a people person,” Jacques recalls.

Three years later, it appears that Majied was right. At the summer 2007 session of the Improv Institute Camp, Jacques will serve as an improvisational leader, helping other kids to open up, take chances—in essence, to blow their own horns.

“The ability to be artistically innovative and creative, and to know you have it inside yourself, is a tremendous enabler.”

“The ability to be artistically innovative and creative, and to know you have it inside yourself, is a tremendous enabler,” Konowitz says. “It affirms your sense of self worth, and it gives you the confidence—and, in many ways, the skills—to get better at reading, math, or whatever else you’re doing.”

Bert Konowitz, Jacques Toney and the Improv Institute Camp reflect a philosophy of the arts that has been central to Teachers College’s understanding of education since the institution’s very beginnings.

“John Dewey believed that learning occurs in the act of imagination that goes on when a child grapples directly with the environment in an effort to make sense of it,” says Hal Abeles, Professor and Coordinator of TC’s Music and Music Education Program. “That’s why we have a tradition of arts
education in which our faculty are hands-on, practicing artists as well as pedagogues. It dates back to the creation of our department under Arthur Wesley Dow and the participation of students such as Georgia O’Keeffe, and it came to full flower with the work of Maxine Greene—the notion of the arts as a way of bringing about a state of ‘wide-awakeness’ in which the mind questions to the fullest and imagines what is possible. Being in New York City is a big part of that, too—our students and faculty choose to come here partly because of all the theater, music and art. And because it’s the place to perform and have your work be seen.’

Abeles and other TC faculty members worry about the well-documented ‘curriculum narrowing’—including the loss of arts classes and resources—currently occurring around the country as schools focus on meeting federal proficiency requirements in reading and math.

‘People talk about the achievement gap, but we should be talking about an arts gap, as well, because it’s really part of the broader picture of inequity in education,’ Abeles says. ‘There’s widespread recognition that poorer children often lack access to the cultural richness open to more affluent children and that, as a result, they fall behind even before they arrive in kindergarten. The arts can be a huge part of bridging that.’

Of course, to argue that the arts deserve parity in public school curricula solely because they help kids in reading and math is a reductionist way of looking at things—sort of like reading Hamlet for a sense of Danish geography. Abeles and others leave no doubt that the arts do nurture transferable skills—‘Arts-rich schools perform better,’ Abeles says. ‘There are benefits in terms of innovativeness, creativity, literacy, and math and science scores’—but also that the transfer happens best in the context of an integrated curriculum.

In a study titled “Learning In and Through the Arts,” Abeles, together with Judith Burton, Professor and Coordinator of Art Education, and Rob Horowitz, a TC alumnus and current Adjunct Associate Professor of Music Education, write:

‘If the arts are to help define our path to the future, they need to become curriculum partners with other subject disciplines in ways that will allow
them to contribute their own distinctive richness and complexity to the learning process as a whole.”

That is the approach taken by the Heritage School, a high school in east Harlem founded by Burton nearly a decade ago, where the arts are given equal weight with other subjects. Heritage teachers work closely with many of New York City’s cultural institutions and find ways to use drama, visual art and music in social studies and math classes as well as making those disciplines a focus unto themselves.

“Music-making mirrors the human experience, including symmetry, relativity, expressivity and the potential for invention.”

The same approach is inherent in the work of TC Trustee Laurie Tisch, who has helped infuse millions of dollars into art education in New York City’s public schools. And, it is also the basis for work that Lori Custodero, Associate Professor of Music Education, is currently doing in collaboration with the producers of “Sesame Street,” centering around the use of musical activities as entry points to mathematical principles: “Formal structures are first learned in the musical ways we talk with infants. It is not surprising, then, that young children can comprehend the idea of numerical sequence in an eight-note scale or intuit the part-to-whole relationship when putting different motions to each phrase of a favorite nursery rhyme. Music-making mirrors the human experience, including its symmetry, relativity, expressivity and potential for invention.”

The visual arts, for their part, can combine that kind of instinctive, elemental learning with a more conscious level of inquiry. TC Art and Art Education student Ian Toledo is working with students at the Bronx Lab School to help them create their own graphic novels—an approach modeled in part on the Japanese practice of incorporating manga (comic books) into eighth- and ninth-grade classrooms.

“I like the idea of kids empowering themselves by making their own characters and stories, as opposed to being passive and only accepting what is commercially made,” says Toledo, himself a skilled cartoonist and illustrator. “One of my students made all her characters half human and half beast. When I asked her why, she said it was a reflection of her own situation, because she’s half Puerto Rican and half Dominican. I was amazed that she took a metaphor she learned from anime to make her own meaning and method of identity.”

Jacques Toney describes a similar process. The former painfully shy introvert held a performance in March 2007. “I have my own email list now,” he says. “More than 30 people came.”

ABOVE: Pre-SCHOOLERS FROM TC’S RITA GOLD CENTER AT THE COLLEGE’S MACY GALLERY.

BELOW: KONOWITZ CONDUCTS HIS SUMMER IMPROVISERS.
How Can Schools Teach Citizenship? What Would That Really Look Like?

A curriculum developed at TC that focuses on Hurricane Katrina and its aftermath provides an answer

“Those who do not learn from history are doomed to repeat it.”

—George Santayana

The power of Spike Lee’s four-hour HBO documentary, *When the Levees Broke: A Requiem in Four Acts*, is not simply its kaleidoscopic rendering of Hurricane Katrina and the enormity of its ongoing impact. The film also painfully captures the sense of Santayana’s words, leaving viewers to ask: How could this happen in the richest nation in the world? What should we learn from this? What do we need to do differently next time?

“I think when we look back on this many years from now, I’m confident that people are gonna see what happened in New Orleans as a defining moment in American history,” Lee said in an interview with HBO.

Now, with a grant of $975,000 provided by the Rockefeller Foundation, TC Professor Margaret Crocco and a team of the College’s faculty, students, graduates and staff have designed a curriculum that explores precisely those questions and others that focus on issues of citizenship and social responsibility.

“Teaching The Levees: A Curriculum for Democratic Dialogue and Civic Engagement”—a package that includes the DVD set of Lee’s film along with a 100-page curriculum book supported by online resources—is designed to facilitate “a conversation about a tough topic in a way that will bring participants to an understanding of some kind,” says Crocco, and provide them with a curriculum that will be “pertinent across time and place.”

“We are trying to suggest this is not a problem only for New Orleans or our country,” says Crocco. “The lessons exposed by Katrina and its aftermath have many historical parallels, from flooding, to earthquakes, to terrorist attacks, to name a few.”

“Teaching The Levees” will be distributed by TC Press free of charge to 30,000 high school and college teachers, and community, civic and religious groups around the country in time for the second anniversary of Katrina. A Web site, www.teachingthelevees.org, created and maintained by EdLab (a creative team within Teachers College’s Gottesman Libraries), provides background about the project and is the collection center for the names of people who wish to receive the package. Eventually, however, the site will play a much larger role.
We developed ‘Teaching The Levees’ not as a text-only effort but as something that’s also online, interactive, community-oriented, media-enhanced—and the EdLab team is making that all real,” says Maureen Grolnick, a TC consultant who is manager of the “Teaching The Levees” project. “Eventually, teachers will be able to upload lesson plans, classroom projects and video clips related to their work with this curriculum. They will also be able to participate in the Web site discussion board and comment on the blog. All these are resources that can be shared and that will give this work a more robust and timeless impact. And that sharing process itself will mirror the democratic discourse that our curriculum seeks to stimulate.”

The creators worked in several teams to produce five categories of lessons, including economics, civics, history, geography, media literacy and lessons for community, civic and religious groups. “We focused on the questions: ‘Who are we as a country?’, ‘Who do we want to be?’” Crocco explains. Every lesson, in fact, is structured around a big question related to some aspect of the film.

For example, a section on a previous flooding disaster that befell New Orleans explores changing notions of leadership and federal responsibility in disaster scenarios. In 1965, when Hurricane Betsy hit the area, President Lyndon Johnson visited the devastated Ninth Ward quickly, flashlight in hand, to reassure the residents that help was on the way. To a large extent, the value of his appearance was more symbolic than substantive—the burden of survival still rested largely on the shoulders of each individual citizen. It would not be until 1979, under President Jimmy Carter, that FEMA (the Federal Emergency Management Agency) would be created to respond to natural disasters within the 50 states.

Yet the performance of FEMA in the aftermath of Katrina underscores the reality that a bureaucracy is no substitute for personal response. In New Orleans, with minimal public transportation and one of the nation’s lowest per capita rates of car ownership, too many individuals did not hear or were not able to respond to Mayor Ray Nagin’s call to evacuate the city. A few days later, as Lee’s film points out, President Bush flew over the city to see the damage but kept a speaking appointment in California about the war in Iraq.

Other topics addressed in the “Teaching The Levees” project include the question of whether the low-lying areas should be rebuilt as well as a lesson on how space, race and poverty converge in this tragedy; New Orleans and its sense of place and home; media coverage of the events surrounding the hurricane; and the idea of disaster preparedness and the problems related to not being prepared for such events.

Each lesson is designed to encourage groups to gather information that produces “democratic dialogues.” Crocco says, “We want an honest debate about these issues.” Reasoned discussion should ultimately lead to some type of action, she adds. For example, some lessons encourage teachers and students to investigate their own community’s disaster plan or to do something that signals a sense of responsibility to others in the community.

In addition to lesson plans, supplementary curriculum materials and resources for professional development are being developed in collaboration with EdLab for the “Teaching The Levees” project.
"Teachers often don’t bring up topics of race in the classroom—it’s part of the evaded curriculum. With a well-prepared teacher, you might get more debate about sensitive problems.”

In order to ensure that the material in the package is relevant to the issues raised, an advisory board consisting of experts in different areas related to the curriculum has reviewed the lessons and provided feedback for the teams. The board includes Hess, Bolgatz, and Thomas; Douglas Brinkley, an historian from Tulane University and author of *The Great Deluge: Hurricane Katrina, New Orleans and the Mississippi Gulf Coast*; Gloria Ladson-Billings, an education professor at the University of Wisconsin whose expertise is teaching about race; Henry Louis Gates, The Alphonse Fletcher University Professor and Director of the W.E.B. DuBois Institute for African and African American Research at Harvard University; and historians Emily Clark and Sylvia Frey at Tulane University.

Preliminary curriculum ideas were vetted by focus groups held at the annual meeting of the National Council for the Social Studies in December 2006, where several teachers volunteered to “test drive” the material in their own classrooms once it is finalized.

“While Teaching *The Levees* clearly originates from a sense of bewilderment and even outrage at the unaided suffering associated with Katrina, it does not preach,” Crocco says.

“There is enough ambiguity in the film to engage people in a dialogue that will lead to debates and different points of view. The teacher’s obligation is to create a climate in which that is possible.”

*The Levees* project Web site. Others who are preparing materials for the project include Gregory Thomas, Deputy Director of Planning and Response in the National Center for Disaster Preparedness at the Columbia University Mailman School of Public Health; Diana Hess, who has taught about the teaching of controversial issues; Milton Chen, Executive Director of the George Lucas Educational Foundation; and Jane Bolgatz, author of the book *Talking Race in the Classroom.*
Does Phys Ed Really Matter?

Work by TC faculty is helping to reveal a direct link between brawn and brain—and new strategies for strengthening it

Ralph Montalvo wasn’t always a fourth-degree black belt in Karate, a daily runner and a self-confessed fitness nut. In fact, during his first year in high school, overweight and unable to do a single pull-up, he was called a “fat pig” by his physical education teacher in front of the entire class.

Tough love that worked? After all, mostly as a result of that comment, Montalvo not only dramatically shaped up, but went on to earn an M.A. in Physical Education at Teachers College in 1998, followed by an M.Ed. in the Curriculum and Teaching of Physical Education in 2002. He’s currently completing a doctorate at TC, writing his dissertation on the role of student attitude in physical education classes, while also serving as Assistant Vice Principal in charge of physical education and health at the William Cullen Bryant High School in Long Island City.

Still, Montalvo wishes his high school teacher’s delivery had been different: “He was right, because I was very heavy, but I just didn’t feel good about him saying that in a gymnasium full of students.”

Today Montalvo has introduced a program at William Cullen Bryant that’s designed to interest students in their own physical health without alienating them first. Among its features are a variety of non-traditional activity options that include golf, performing dance and even bowling for students in tenth grade and above.

“I want kids to be able to leave school wanting to partake in physical activity,” he says. “Whatever that physical activity is. As long as they’re active.”

Getting kids to participate in physical activity and, more broadly, getting policymakers to recognize the value of exercise and its importance in school curricula are important areas of research at Teachers College—particularly as schools across the country retrench on extracurriculars in order to prepare students for proficiency testing in reading and math. In fact—Ralph Montalvo’s experience notwithstanding—research by Stephen Silverman, TC Professor of Education, and Prithwi-Raj Subramaniam of Ithaca College suggests that the attitude students develop in school towards physical education can play a very large role in whether or not their interest in physical education endures. The most important motivators for students aren’t competition or the opinion of peers, Silverman says, but instead, whether students enjoy physical activity and think it will be good for them. And while it is nearly impossible to alienate kids with natural physical ability, those who are less physically gifted often end up receiving very little actual skill development, in part because competition is a greater priority than skill development.

“We never teach swimming by having kids dive off the three meter board and seeing how it goes,” Silverman says. “But we teach lots of other skills that way. And we shouldn’t. We know better. We should be helping kids learn basic skills progressively throughout the 12 grades, starting with the equivalent of blowing bubbles and doing a prone float.”

Thus Silverman and his departmental colleagues educate aspiring phys ed teachers at TC to make their lessons work for all students and not just for the jocks—a particularly important reminder in a line of

OPPOSITE: RALPH MONTALVO IS FOCUSED ON GETTING STUDENTS INTERESTED IN THEIR OWN PHYSICAL HEALTH.
work that tends to self-select for the sports-minded and naturally athletic.

"I'm very much in favor of physical education that's not just game playing, where people are learning skills, physical activity and how to play in physical activity programs," Silverman says. "I think game playing does more to discourage children from physical activity than anything we could do."

OK—but why, at a time when the nation is focused on closing the education achievement gap between rich and poor, should sports, or even exercise, be a priority for the schools?

Answer One is that the U.S. is fast becoming a nation of overweight kids with alarming health problems that could compromise and shorten their lives and cost society a great deal of money.

“We now have nine million overweight children in the U.S., or about 16 percent of the nation's children and teenagers,” says John Allegrante, Professor of Health Education at TC and Adjunct Professor of Public Health in Sociomedical Sciences at Columbia University’s Mailman School of Public Health. “That's triple the total in 1980.”

Perhaps the most frightening consequence of the obesity epidemic is the rapidly growing epidemic of Type 2 diabetes and metabolic syndrome among adolescents. Typically observed in middle-aged adults, this is a condition in which the body either fails to respond properly to insulin or simply fails to produce enough insulin to help metabolize blood sugar. Type 2 diabetes among children and adolescents was virtually unheard of a decade ago. But of those newly diagnosed patients with diabetes today, at least eight percent are now children with Type 2. The long-term complications from untreated diabetes can include nerve damage, blindness, kidney failure and the need for amputation of limbs. The national financial burden from the disease already stands at $132 billion per year, including about $40 billion in lost productivity, and the figure is expected to rise to $200 billion by 2020.

Schools are a logical place to begin reversing what Allegrante describes as the coming "tsunami" of chronic disease stemming from poor health behaviors—particularly because, as he himself has helped to demonstrate, there is growing evidence suggesting a connection between physical activity and academic achievement. Studies show that physical activity and participation in sport boost self-discipline, reduce stress, strengthen peer relationships, enhance self-confidence and self-esteem, and improve mental alertness. It is also clear that physical activity gets more oxygen going to the brain and fosters the release of endorphins, possibly enhancing cognitive performance. And studies by the California Department of Education—along with Allegrante’s own research, which is being funded by a Fulbright Award and conducted in Iceland among over 5,000 children and teenagers—strongly suggest that students who are physically fit actually score higher on tests and other measures of academic achievement.

Allegrante, co-author of an "action textbook" for teens on health, has taken those findings on the road, delivering presentations with titles such as "No Child Left With A Big Behind: The Role of Health Education in Addressing the Epidemic of Overweight Adolescents." His bottom line (pun intended): schools should provide the additional resources—from quality health instruction to wholesome snacks—necessary to help children become healthier.

"The history of schools in America as a venue to address the ills of society goes back more than 50 years," he says. "Young people are clearly facing very pressing problems of health status. We know parents and families can’t do this alone. And from a public health perspective, schools represent a captive audience."

Ralph Montalvo agrees. "I tell students my story all the time," he says. "And I explain to them it’s not where you start, it’s where you finish. You don’t have to go to a gym and work out two to three hours a day, seven days a week. It’s not like that at all. It’s just being consistent and doing something for a half hour to 45 minutes, three to four times a week. Doing it in moderation, but continually doing it."
You’re a high school social studies teacher and you want to prod your students into a meaningful discussion of an issue of national concern—say, global warming. Standard practice is to ask some version of the tried-and-true question, “What would you do if it were your decision?”—i.e., get them to take the part of legislators or policymakers thrashing out opposing viewpoints.

That’s good as far as it goes, but what if you could take it a step further? Suppose your students could play out the policies they’re advocating and see the consequences? Suppose they could consider alternatives by manipulating variables and engaging in the tradeoffs—pragmatic, if less than ideal—that go into real world decision-making?

“What’s most intriguing to me is the extension of the computer world into the actual classroom. The integration of the real world with what’s on screen.”

Now an online game called CO2 FX, developed by a team at the National Science Foundation that includes TC faculty members Charles Kinzer and Ann Rivet, does just that.

“The world and Brazil are as yet unaware of the impacts development will have on the global environment,” players are informed. “For the next 100 years, you will be responsible for managing some of the decisions made by the Brazilian government. If you choose wisely, you can guide Brazil to a path of sustainable development and ensure that the world 100 years from now is a place we would want to live.”

Players can choose to be the economic advisor, the budget policy advisor or the scientific advisor to the Brazilian government in the year 1960. They are provided with information about average global temperature and Brazil’s actual 1960 government spending on development incentives, health care, science and technology, social services and agricultural subsidies. They can then adjust the spending in categories that fall under their purview—and when they do, they are shown the impact on other spending areas and on the climate in the years to come. The object of the game: to agree on a budget that effectively balances Brazil’s competing needs.

“If your charge as the political advisor is to keep the population happy and functioning, you have different goals than the economic advisor, who really wants to maximize GDP and jobs in the community. The scientific advisor is trying to encourage scientific spending and discovery, especially about global warming,” says Kinzer, Professor of Education.
in the Department of Mathematics, Science and Technology. “You’re basically learning a number of things. You’re learning to work in teams, and you’re learning negotiation strategies because somebody has to give up some of their budget if you want more in your budget. You’re learning systems thinking, and you’re learning about global warming.”

Despite all that’s said and written about the vast potential of technology to improve education, there are still far too many classrooms that either lack equipment or don’t use it. For faculty and students in Teachers College’s programs in Computing, Communication and Technology in Education (CCTE) and Cognitive Studies in Education, changing that picture is a top priority, and CO2 FX—still in prototype development, but accessible to the public via the Web—is just one example of a new wave of innovation both here and in the field in general.

“Educational technology in general has cycles; we’re possibly on an uptick of a cycle now,” says John Black, TC’s Cleveland E. Dodge Professor of Telecommunications and Education. Black’s work includes a project called ARIA, in which children in after-school programs build robots with Legos and then control them via computer. He’s also leading development of a simulation tool called REAL (Reflective, Agent Learning Environment), in which middle school students can program a virtual agent to “learn” about something—say, ecology or statistics—and then implement its knowledge to create changes in an on-screen environment. Students then reflect on what they have seen and can make adjustments to the agent’s knowledge. “What’s most intriguing to me is the extension of the computer world into the actual classroom,” Black says. “The integration of the real world with what’s on screen.”

Black is quick to add that game technology that effectively promotes learning must differ from commercial video technology in one critical way: instead of extending game time by masking why things happen, it must take learners through a discovery process that is challenging but fairly brief. He has also shown that giving viewers the ability to directly manipulate an animated environment results in better problem-solving and recall than passive observation.

Ellen Meier, Co-Director of TC’s Center for Technology & School Change (CTSC), sounds a similar note. “It’s never about the technology alone; the focus needs to be on teaching,” Meier says. “The simulation world is using its potential to make a powerful contribution to education, because computers have a unique capacity to accurately model physical objects and then allow users to manipulate those models in different ways.” CTSC conducts research on the impact of technology on pedagogy and evaluates technology interventions in schools. Meier also is working with the New York State Regents on a statewide vision for technology.

“Technologies can maximize what we know about how children should learn, and they give us tools to actually make that happen.”

Invoking technologist Marc Prensky, who describes today’s students as “natives” in the technological world, Meier says it’s still the educators—the gatekeepers—who are “immigrants.”

“The question becomes, How do we help teachers ‘naturalize’ in this new world? Learning to integrate technology is a multi-step process. The ultimate goal is to transform curriculum using these powerful tools to help students build their own knowledge.”

To that end, TC recently added an all-online Master’s program in Instructional Technology—the College’s first online degree-conferring program—to the roster of degree offerings from its CCTE program.
‘We’ve had online courses for nine years,’ says Howard Budin, Co-Director of CTSC and Adjunct Associate Professor in Computing in Education, who is heading up the program. ‘We’ve also offered our Intensive Master’s Program, where teachers come here in July to study, and the rest of the year they are at home working online. But prospective students kept asking whether we offered an entirely online program, and we think this is one subject area where that medium is very much in keeping with offering quality content and experience.’

Supported by a tool called Breeze, online classes will have a specific meeting time and place; offer students live video of each other in real time, as well as chat capabilities in both voice and text; and provide shareable documents and Web sites. Budin, whose collaborators include Academic Computing, the Center for Education, Outreach and Innovation, and the Gottesman Libraries, hopes this technology will foster communities that will live above and beyond the courses.

TC technology students are also increasingly exposed to environments like Education Island, created by Charles Kinzer and hosted in the public virtual world known as Second Life. Education Island features a café where you can sit by the fire and order a latte; glowing kiosks along College Walk; a mid-air floating classroom with on-demand showings of lectures and conferences, and more. The space is virtual, but real, live educators and others interested can come to discuss issues, develop and test new theories, or just socialize.

‘I think these technologies can maximize what we know about how children should learn, and they give us tools to actually make that happen,’ says Kinzer, who teaches half of his course on virtual worlds in the classroom at TC and half in Second Life. ‘We know about the value of social learning, and the technology is becoming more and more social.’

In a recent paper, John Black writes: ‘Leaders today seem to be suffering from what might be called a failure of the imagination. We seem to be continually finding ourselves in situations where the leaders say something like ‘no one could have imagined that this would happen.’”

With learning technology—and with teachers who are “naturalized” in the new digital environment—maybe our imaginations will improve. Maybe the students imagined earlier are meeting right now on Second Life, imagining a strategy to reverse global warming. If they are, maybe we won’t have to wait 100 years to find out.
BALANCE SHEET
The balance sheet presents the College's financial position as of August 31, 2006. The College's largest financial asset is its investment portfolio, representing approximately 57 percent of the College's total assets, with a fair market value of $211 million as of August 31, 2006. The investment portfolio includes $188.9 million relating to the College's endowment, which represent contributions to the College subject to donor-imposed restrictions that such resources be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Trustees of the College have adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation) and provide a predictable flow of income to support operations. In accordance with the policy, $8.6 million of investment return on the endowment portfolio was used to support operations in fiscal year 2006.

The College's second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. As of August 31, 2006, the net book value of plant assets was approximately $125.8 million, representing approximately 34 percent of the College's total assets.

The College's liabilities of $137.6 million are substantially less than its assets. As of August 31, 2006, long-term debt represented the College's most significant liability, at $80 million.

In accordance with FASB standards, the net assets of the College are classified as either unrestricted, temporarily restricted or permanently restricted. Unrestricted net assets are not subject to donor-imposed restrictions. At August 31, 2006, the College's unrestricted net assets totaled approximately $150 million. Of this amount, approximately $81 million represented endowment appreciation and funds designated for long-term investment (quasi-endowment funds) by the College’s Trustees. Temporarily restricted net assets are subject to donor-imposed restrictions that will be met after actions of the College or the passage of time. Permanently restricted net assets are subject to donor-imposed restrictions that stipulate that they be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom. The College's permanently restricted net assets consist of endowment principal cash gifts and pledges.

STATEMENT OF CHANGES IN NET ASSETS Fiscal Year ended August 31, 2006

Unrestricted operating revenues totaled approximately $144.4 million. The College's principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 49 percent of operating revenues, and grants and contracts for research and training programs, representing 24 percent of operating revenues. Investment return, auxiliary activities, government appropriations and other sources comprise the remaining 27 percent of operating revenues. Operating expenses totaled $143.1 million.

The College experienced a net increase $17 million in unrestricted net assets from operations in its financial statements. The College's net assets increased by approximately $31 million overall.

Unrestricted operating revenues totaled approximately $144.4 million. The College's principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 49 percent of operating revenues, and grants and contracts for research and training programs, representing 24 percent of operating revenues. Investment return, auxiliary activities, government appropriations and other sources comprise the remaining 27 percent of operating revenues. Operating expenses totaled $143.1 million.

Net assets released from restrictions $ 2,192,200 —  —  2,192,200
TOTAL OPERATING EXPENSES 143,135,799 —  —  143,135,799
DECREASE IN NET ASSETS FROM OPERATIONS 1,307,247 —  —  1,307,247

NON-OPERATING ACTIVITIES
Contributions 6,149,063 12,490,326 18,639,389
Excess of total investment return over amounts used in operations 6,586,228 —  —  6,586,228
Net change in fair value of derivative instruments 3,944,390 —  —  3,944,390
Investment return on funds held by bond trustees and escrow agent 99,179 —  —  99,179
Change in value of split-interest agreements 86,857 61,279 148,532
Additional minimum pension liability 3,282,592 —  —  3,282,592
Redesignation of net assets 56,496 —  —  56,496
Net assets released from restrictions 2,192,200 (4,372,720) (2,192,200)
Increase in unrestricted net assets before cumulative effect of change in accounting principle 17,386,047 1,813,200 18,207,217
Cumulative effect of change in accounting principle (835,008) —  —  (835,008)
INCREASE IN NET ASSETS $ 16,551,039 1,813,200 18,207,217
NET ASSETS AT BEGINNING OF YEAR 132,978,158 15,174,884 158,153,044
NET ASSETS AT END OF YEAR $ 149,529,197 16,988,084 166,517,281

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board (FASB) for external financial reporting by not-for-profit organizations.
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