THE THINKING PROFESSION

TC BRINGS TEACHING INTO THE 21ST CENTURY
The advent of the new Common Core State Standards spells both opportunity and challenge for American public education. Success will depend on teachers, which means that teacher preparation—already a hot-button issue—will take on even greater importance. Our special report looks at how Teachers College is modeling 21st century teacher prep that blends research and practice.
Dear Friends,

TWO RECENT DOCUMENTARY FILMS have focused on teachers as the key variable in determining the success of American public education.

Waiting for “Superman,” released in Fall 2010, accuses big-city school bureaucracies and the teachers’ unions of enabling bad teachers to perpetuate mediocrity and low student achievement in our public schools.

American Teacher, which came out this past fall, portrays teachers as heroes—dedicated, resourceful people who work daily miracles while laboring under conditions that most educated professionals would never accept.

I will make no secret of the fact that I share the latter view. As a former teacher and long-time observer of the education scene, I can personally attest that people who become teachers aren’t in it for the money or the perks. They give their maximum effort and make great sacrifices because they care passionately about their students and understand that today’s children are the nation’s future. I also believe that a large majority of teachers run the gamut from very good to great.

I applaud American Teacher for challenging us to consider what teachers could do if, at the very least, we paid them better and provided them with adequate instructional materials and well-equipped classrooms.

But material compensation and support are only part of the equation. The wish most consistently and powerfully voiced by teachers in the film—and by the countless others with whom I come into contact throughout the year—is for society to show them the respect accorded to doctors, lawyers, engineers and other skilled professionals.

Above all, we as a society need to recognize that teaching demands great expertise—and that acquiring that expertise entails preparation that provides a rich and seamless blend of research and practice.

In my view, Teachers College is among the leaders in preparing educators and education leaders in the United States and throughout the world. As the special report in this Annual Report shows, our faculty are conducting research that is advancing understanding of teaching and learning. Our graduates constitute an unmatched network of school leaders and teachers who mentor our students in field placements across New York City each year. And the courses that our teaching students take help them to understand their field experiences in the context of critical, cutting-edge research.

Now that 45 states have agreed to adopt the ambitious new Common Core State Standards, intended to provide a clear roadmap for preparing children for college and the workforce, the value of preparing teachers with an education that seamlessly links research to practice has never been more important than right now. Thankfully, Teachers College is more than up to the task.

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Susan Fuhrman
2011 Year in Review

COVERING THE PERIOD OF SEPTEMBER 1, 2010 THROUGH AUGUST 31, 2011

SEPTEMBER 2010

The College welcomes more than 1,900 new students, the largest incoming class in its history, continuing its steady growth in applications and enrollment over the past several years. TC sees an increase of about 15 percent in applications to its teacher education and certification programs.

U.S. Under Secretary of Education Martha Kanter keynotes a two-day conference sponsored by the National Center for Postsecondary Research, led by Thomas R. Bailey, George and Abby O’Neill Professor of Economics and Education. The conference focuses on the failure of remedial courses offered at many community colleges to help entering students improve literacy and other basic skills.

The College unveils its revamped Edward D. Mysak Clinic for Communication Disorders. The Center, which serves some 60 clients weekly from neighboring communities, now features teleconferencing units for online work with children in other countries.

OCTOBER 2010

In her annual State of the College address, TC President Susan Fuhrman proclaims the 2010–11 school year TC’s “Year of Research”—a time when the College will take significant steps forward in its quest to rethink and reinvent education across the human lifespan.

TC’s online master’s degree program in Computing and Education is rated the nation’s best online graduate education degree program by GetEducated.com, a consumer group that publishes online college rankings and university ratings.

Nearly 200 experts from around the world gather at TC’s first Roundtable in Second Language Studies, focusing on Chinese second language acquisition. Students Yayun Anny Sun, K. Philip Choong, Hye Won Shin and Shaoyan Qi organized the conference, directed by ZhaoHong Han, Associate Professor of Language and Education.

O’Connor and musician and educator Wynton Marsalis.

The Social-Organizational Psychology program holds its inaugural Exchange, a twice-yearly salon and networking event aimed at bringing together faculty, students, alumni and friends of the program.

The Nutrition Education program partners with the New York City chapter of Edible Schoolyard to develop curricula in a range of subjects to support both garden- and classroom-based learning. Edible Schoolyard NYC is directed by current TC nutrition student Christiane Baker.

The Office of School and Community Partnerships co-sponsors “The Ultimate...
Environmental Initiatives

TC continues its commitment to reducing its overall carbon footprint. Accomplishments in 2011 include:

- Reactivating many public water fountains and installing bottle fillers to help reduce dependence on bottled water.
- Replacing or retrofitting more than 7,000 inefficient light fixtures and light bulbs in order to reduce kilowatt hours of electricity consumed.
- Implementing a single-stream recycling program to help boost TC's rate of recycling from 35 percent of all waste recycled to 50 percent by August 2012, and from 50 percent to 75 percent by 2017.
- TC broadly commits to three guiding principles of sustainability:
  - Demonstrating institutional practices that promote sustainability, including measures both to increase efficiency and use of renewable resources and to decrease production of waste and hazardous materials.
  - Encouraging environmental inquiry and institutional learning throughout the College community.
  - Establishing indicators for sustainability that will enable monitoring, reporting and continuous improvement.

The effects of mental and spiritual activity on the body and the physical environment.

DECEMBER 2010

Ernest Morrell is named the new director of TC's Institute for Urban and Minority Education (IUME), succeeding founding director Edmund W. Gordon. Morrell, an authority in the fields of literacy, critical pedagogy, cultural studies, urban education and ethnic studies, has since been elected Vice President of the National Council of Teachers of English.

TC's Center for Food and Environment concludes “The Kids Cook Monday,” a series of evenings in which elementary school students from Harlem-area schools and their parents visit TC's Earth Friends Lab to cook healthy meals.

FEBRUARY 2011

President Fuhrman moderates a Congressional briefing on Capitol Hill about the payoffs of long-term investment in education research. The briefing is co-sponsored by the Education Deans Alliance, the National Academy of Education (NAEd) and the American Educational Research Association. Fuhrman is NAEd President.

“Bi- and Multilingualism in Young Children,” a panel featuring Celia Genishi, Professor of Education, Mariana Souto-Manning, Associate Professor of Education, and Maria Torres-Guzman, Professor of Bilingual Education, debunks myths such as the notion that multilingualism leads to language delays.

MARCH 2011

More than 100 alumni of TC's International Center for Cooperation and Conflict Resolution (ICCCR) gather to hear talks by United Nations Ombudsman Johnston Barkat (the first student ever to receive a certificate from ICCCR) and ICCCR Director Peter Coleman, Associate Professor of Psychology and Education.

APRIL 2011

TC’s third annual Academic Festival, “Learn to Live Well: Bringing Education to the Table,” draws more than 900 alumni and friends, as well as a throng of newly admitted students. The events include the Phyllis L. Kossof Policy Lecture, delivered by New York City’s newly appointed public schools chancellor, Dennis Walcott, and a keynote address by the health guru and media personality Ian Smith (MA ’93), recipient of the College’s President’s Medal for Excellence.

TC's Department of Arts and Humanities hosts “Creativity, Imagination and Innovation,” a symposium featuring a panel of experts on creativity that includes Robert Sternberg, Provost and Senior Vice President at Oklahoma State University.
State University; R. Keith Sawyer, Associate Professor of Psychology at Washington University; and keynote speaker Steven Berlin Johnson, the popular science author.

MAY 2011

At TC’s commencement exercises in the Cathedral of St. John the Divine, graduates are exhorted to create new and better solutions to learning challenges and fight a rising tide of inequality in American society. The three recipients of TC’s Medal for Distinguished Service are former New York Times columnist Bob Herbert; Baltimore public schools chief Andres Alonso; and Stanford University education scholar (and former TC faculty member) Linda Darling-Hammond.


“Game Show NYC—The Art of Learning Through Games,” an exhibit at Macy Gallery curated by doctoral students Nick Sousanis and Suzanne Choo together with Joey Lee, Assistant Professor of

TC’s Vice President’s Office for Diversity and Community Affairs enhances its community-building initiative with three facilitated “Critical Conversations about Privilege: Leveling Hierarchies.” Its other efforts include:

A daylong conference, “From Pre-K to Post-Doc: Race and Privilege in Education”—issues that are often avoided in hopes of achieving “color-blindness.”

“The Hibakusha Speak,” a conversation with three survivors of the Hiroshima atomic bomb (co-sponsored with the Peace Education Network).

Constitution Day programming that includes screening the controversial documentary film Waiting for “Superman” before its national release. Faculty member Aaron Pallas introduces the film, which is discussed by faculty members Barbara Wallace, Erica Walker, Michael Rebell, Jeffrey Henig and Yolanda Sealey-Ruiz. A second Constitution Day event, for local public school students, features Christopher Lowell as “Ben Franklin Live!”


Screenings of Beyond the Bricks—A New Era of Education, a documentary about black males in public high schools, and the award-winning documentary To Be Heard, about the teaching and learning of spoken-word poetry in urban classrooms.

Full implementation of the new college-wide Professional Staff Evaluation Process, fulfilling the goal of developing a consistent college-wide performance review process with full compliance by all full-time professional staff, effective July 2011.

Awarding of $15,870 in grants to fund 18 student-, faculty- and staff-sponsored initiatives as part of the Vice President’s Diversity and Community Initiatives (DCI) Grant Fund, and $7,500 in grants as part of the Vice President’s Grant for Student Research in Diversity.

The third annual Community Cook-Off and Tasting Celebration.
Communication, Computing and Technology in Education, features a range of interactive games, from crossword puzzles to less traditional fare.

At Scratch Day at TC, students, parents, teachers and researchers gather to learn new uses for Scratch, a visually oriented programming language aimed at young people. Prior to the event, TC hosted the inaugural Scratch Educators Meetup, which included Mitchel Resnick, Academic Head of MIT’s Media Arts and Sciences program.

JUNE 2011

A TC delegation that includes President Fuhrman, Provost Tom James and several faculty members visits Taipei, Hong Kong, Shanghai and Beijing, meeting with alumni and prospective students. The trip culminates in the announcement of a new John Dewey Scholarship that will enable TC to enroll future generations of education scholars and leaders from Asia, regardless of means.

TC hosts a 90th birthday celebration for Edmund W. Gordon, Richard March Hoe Emeritus Professor of Psychology and Education, and founder of the College’s Institute for Urban and Minority Education. Gordon, called the preeminent African-American psychologist of his generation, receives proclamations from New York City Councilman Robert Jackson and State Assemblywoman Ellen Jaffee, as well as a Presidential Citation from the American Psychological Association.

The American College of Sports Medicine releases new exercise guidelines developed by a committee led by Carol Ewing Garber, Associate Professor of Movement Sciences (and ACSM Fellow). For the first time, the guidelines recognize that a little exercise is better than none and suggest minimizing inactivity.

More than 500 teachers, principals and paraprofessionals from schools across New York City gather for “Expanding Mindsets, Transforming Practices,” a full day of professional development workshops offered through the city’s partnership with the TC Inclusive Classrooms Project (TCICP). The project supports research, teaching and service to create organizational structures and curricular opportunities for students of all abilities.

JULY 2011

TC’s Student Press Initiative (SPI) holds its annual Summer Institute, providing educators with an intensive, four-day clinic in how to implement SPI’s project-based curricular model in which students publish and publicly read from or perform their own work.

A new research body, the Center for Analysis of Postsecondary Education and Employment (CAPSEE), housed and led by TC’s Community College Research Center (CCRC), will examine long-term employment and earning outcomes for students attending a variety of postsecondary institutions both statewide and nationally. CAPSEE is funded by a grant of nearly $10 million from the U.S. Department of Education’s Institute of Education Sciences.

TC reconvenes its prestigious Superintendents Work Conference, an annual gathering for school leadership from across the nation to respond to shifting policy and budget demands. The 68th annual iteration of the conference is themed “Pursuing Equity and Excellence: Courageous Conversations on Education Design and Innovation.”

AUGUST 2011

Together with leaders of the Chicago Community Trust, the Healthy Schools Campaign and the W.K. Kellogg Foundation, Charles Basch, TC’s Richard March Hoe Professor of Health Education, meets with U.S. Secretary of Education Arne Duncan to discuss the connection between health disparities and the minority achievement gap and propose ways that schools can promote student health and wellness.
RESEARCH HIGHLIGHTS

Faculty members Jeanne Brooks-Gunn and Herbert Ginsburg are elected to the National Academy of Education (NAEd) for their “pioneering efforts in education research and policy development.” Brooks-Gunn’s research focuses on designing and evaluating interventions and policies aimed at enhancing the wellbeing of children living in poverty. Ginsburg is a leading researcher on development of mathematical thinking and assessment of cognitive function.

Brooks-Gunn will co-direct an ongoing study of the effect of affordable housing on low-income families. Teachers College and the Mayor’s Fund to Advance New York City are awarded $1 million by the John D. and Catherine T. MacArthur Foundation to fund the work.

New analysis of data on more than 1,200 mothers, conducted by Brooks-Gunn and colleagues, finds a “strong and significant” interaction between certain genetic markers and postpartum depression. The finding supports the broader hypothesis that people are genetically inclined to be “more or less reactive to the environment.” The study is reported in “The Role of Mother’s Genes and Environment in Postpartum Depression,” a paper published on May 17 by the National Academy of Sciences.

“Identifying Young, Potentially Gifted, Economically Disadvantaged Students,” a paper published in 1994 in the journal Gifted Child Quarterly by TC faculty members James Borland and Lisa Wright, is noted for having been cited more than any other publication in that journal during the past 54 years.

A study based on a survey of thousands of new parents finds that while parenthood is definitely a life-changing event, having a baby has minimal long-term effect on parents’ sense of wellbeing. Published in The Journal of Family Psychology, the research was led by TC psychologist George Bonanno.

Georgia Malandraki, Assistant Professor in the Program of Speech and Language Pathology in TC’s Department of Biobehavioral Sciences, receives the 2011 Early Career Contributions in Research Award of the American Speech Language and Hearing Association. A certified Speech and Language Pathologist, Malandraki researches human brain recovery and plasticity as it relates to swallowing function.

Some 175 TC faculty and students attend the annual meeting of the American Educational Research Association in New Orleans, themed “Inciting the Social Imagination: Education Research for the Public Good.” Faculty members David Hansen, Henry Levin and Anna Neumann are named 2011 AERA Fellows, and Maria Torres-Guzman receives the AERA Bilingual Education SIG Lifetime Achievement Award. Mariana Souto-Manning receives AERA’s 2011 Division K Innovations in Research on Diversity in Teacher Education Award.

Lalitha Vasudevan, Assistant Professor of Technology and Education, receives TC’s 2010 Strage Junior Faculty Prize for her paper “Performing New Geographies of Literacy, Teaching and Learning,” published in the July 2009 issue of the journal English Education. The $2,500 prize was established at TC in 2009 by alumna Alberta Strage (a member of President Susan Fuhrman’s Advisory Council) and her husband, Henry M. Strage.

The Association for Science Teacher Education and the National Science Teachers Association select a paper published in The Journal of Science Teacher Education by O. Roger Anderson, Professor of Natural Science, and Julie Contino, an Ed.D. student in Secondary Science Education, as one of the top 10 papers published in science education in 2010.

Faculty member Carol Ewing Garber is elected Vice President of the American College of Sports Medicine, the foremost international scientific organization in that field.

The May 2011 issue of The Counseling Psychologist includes a 42-page profile of Derald Wing Sue, Professor of Psychology and Education, detailing “the personal and professional accomplishments of one of psychology’s most accomplished and prolific scholars... a contemporary figure considered by many to be a cultural icon.” Sue, the recent author of Microaggressions in Everyday Life: Race, Gender and Sexual Orientation (John Wiley and Sons), is a leading expert on multiculturalism and discrimination issues.

Barry Farber, Professor of Psychology and Education, is named Editor of the Journal of Clinical Psychology: In Session, a quarterly branch of the monthly Journal of Clinical Psychology.

Carolyn Riehl, Associate Professor of Education, is recognized as an Outstanding Reviewer for the American Educational Research Journal, Section on Social and Institutional Analysis, for 2010.
New York City Schools Chancellor Dennis Walcott delivers the annual Phyllis L. Kossoff Policy Lecture at TC’s 2011 Academic Festival—his first major policy address in his new role.

POLICY HIGHLIGHTS

Sharon Lynn Kagan, TC’s Virginia and Leonard Marx Professor of Early Childhood and Family Policy, and TC doctoral student Kate Tarrant publish their co-edited volume, Transitions for Young Children: Creating Connections Across Early Childhood Systems (Brookes, 2010), a collection of essays by U.S. and international policy experts.


Speaking in TC’s Milbank Chapel, Geoffrey Whitty, Director of the Institute of Education (IOE) at the University of London, calls for education officials in England and the United States to step up their sharing of research and policy reform ideas. Cross-cultural innovation in eduction is the theme of a subsequent panel discussion that includes Whitty, TC President Susan Fuhrman and Rona Kiley, Founder of the U.K.’s Teach First and former CEO of the Academy Sponsors Trust.

In a presentation titled “Sharing Responsibilities for Public Education—Where Public Meets Private: The New Education Landscape,” Tisch Lecturer Priscilla Wohlstetter, Professor of Educational Policy at the University of Southern California’s Rossier School of Education, offers convincing evidence that public education can be improved by collaborations such as the Harlem Children’s Zone, which bring together government, for-profit and non-profit entities.

Michael Rebell, Professor of Education Law and Adjunct Professor at Columbia Law School, is one of 28 education advocates, civil rights leaders, scholars, lawyers and corporate leaders appointed by U.S. Secretary of Education Arne Duncan to the U.S. Department of Education’s Equity and Excellence Commission.

Enrollment Services

In Fall 2011, TC welcomes its largest, most diverse and most selective incoming class in the post-World War II era. In all, applications have risen by 27 percent since 2006.

Among our 2011 highlights:

- A six percent increase in applications at the College over FY10. TC received over 6,500 applications, the largest and most diverse applicant pool in its history
- More than 1,850 new students enrolled in the Summer/Fall, a slight percentage increase over FY10
- An overall yield rate of 53 percent, 2 percent higher than in 2010. Master’s yield increased from 50 percent in 2010 to 52 percent in 2011, while doctoral yield increased from 45 percent to 54 percent
- Fifteen percent of enrolled students are from outside the United States. In terms of self-reported ethnicity/race of enrolled students, 9.3 percent are African American, 11.6 percent are Asian American and 9.1 percent are Hispanic
In an era of ambitious new learning standards, teacher preparation must seamlessly link research and practice.
UNLIKE NEARLY EVERY OTHER INDUSTRIALIZED COUNTRY, THE UNITED STATES has never had a national school curriculum. During the past two years, however, 45 states have signed onto the new Common Core State Standards (CCSS), a 400-page document that spells out expectations for the knowledge and skills that K-12 students should demonstrate in English Language Arts and mathematics at each grade level. “The standards represent the most sweeping reform of the K-12 curriculum that has ever occurred in this country,” writes Lucy Calkins, TC’s Robinson Professor of Children’s Literature, in her forthcoming book, *Pathways to the Common Core: Accelerating Achievement*, co-authored with Mary Ehrenworth and Christopher Lehman.

Calkins and other observers regard the Common Core as an important opportunity to help schools teach toward higher-level thinking and problem-solving, but also as an enormous challenge: If they were tested today, 75 percent of all U.S. schoolchildren would fail to meet the new standards, according to some estimates. Thus the ultimate fate of the Common Core rests on the shoulders of the professionals who are essential to the success of any school reform: Teachers. That means that teacher preparation—a hot-button issue in today’s charged education debate—will take on even greater importance.

Fortunately, the Common Core has appeared at a time when enormous advances in cognitive and neuroscience are expanding our understanding of how human beings learn. This emerging brave new world of education includes:

- A growing emphasis on understanding education from the point of view of the learner rather than the teacher;
- New “intelligent” Web-based technologies that provide teachers with real-time insight about where their students are bogging down on a given homework assignment, enabling them to make more focused use of classroom time;
- A movement to go beyond the written word in defining “literacy” as something that harnesses the power of cell phones, video and other readily available media to tap into the intelligence and creativity of young people from a variety of backgrounds;
- Efforts by teachers, schools, districts and even vast consortia of states to create tests and assessments that move beyond ranking students’ strengths and challenges.

To TC President Susan H. Fuhrman, the stakes for the teaching profession and education’s future could not be higher.

“We need to provide new teachers with a strong grounding in research, ensure that they are comfortable learning about and making use of research, and enable them to stay abreast of new research throughout their careers,” she says. “Otherwise, their knowledge and skills will become frozen at the current moment.”

It’s also clear that, beyond simply learning about research, aspiring teachers must be able to apply research knowledge in the real world of classrooms, students, school politics and parents.

“Teaching is a thinking profession,” says A. Lin Goodwin, TC’s Vice Dean, and Professor of Education. “Teachers have to learn to make hundreds of decisions every day about management, planning, curriculum, child development and diverse learners, all at the same time. If they aren’t constantly relating theory and practice, it’s like trying to learn tennis without actually hitting a ball.”

**PATHWAYS TO THE COMMON CORE: ACCELERATING ACHIEVEMENT**

**View the Common Core State Standards at corestandards.org**
are identified by what they can’t do instead of by what they can.

Vasudevan’s point is that in today’s highly diverse schools, where all students seem to have been born using laptops, smart phones and other gadgetry, the ability to put across ideas and information by a variety of methods and media is essential.

Thus, in their field placements, TR@TC residents, who receive a significant stipend in exchange for a commitment to work in city schools after completing the program, don’t merely apprentice. Instead they “co-teach”—a successful model developed at Minnesota’s St. Cloud State University in which teaching residents actively plan, teach, and assess instruction, beginning the first day of their placement. Residents often have the opportunity, with their mentor teacher, to co-teach with content-area teachers and to find new and better ways to reach students who have learning disabilities or are non-native speakers.

“One of the concepts we learn in the program is a curricular method called ‘universal design,’ which is taken from architecture,” says Tracy Wu, a TR@TC resident in the program’s secondary inclusive education pathway who is spending this year at Bronx High School for the Visual Arts. “A building should be designed so that all people can access it, whether they’re in a wheelchair or on crutches. And it’s the same in education. The onus shouldn’t be on the student to find a way to learn. Instead, it’s up to the teacher to create a pathway into the subject matter for each student.”

To that end, residents read works that focus extensively on helping young people from impoverished or special-needs backgrounds learn to advocate for themselves. In a course on the history of urban education, the residents learn how today’s vast network of district offices, school boards, and mayor-controlled systems has been shaped and reshaped over scores of political administrations, economic shifts, and waves of immigration. They go on community walks, touring the neighborhoods around their placement schools in order to get a clearer picture of their students’ lives. They read research on a variety of teaching practices. They teach, spending full days in classrooms right from the get-go. And then they return to TC’s campus for a weekly integrating seminar, where they share and distill their field experiences in discussions led by faculty who provide a context of additional relevant research.

“We believe teacher preparation should be a constantly iterative story,” says Goodwin, who secured the original $10 million federal grant that created TR@TC. “A teaching resident comes back to the seminar and says, ‘This is my experience. We say, ‘OK, that’s interesting, because the research says...’ And they take that back to their classrooms and adapt it to their practice—and their practice to it. The point is to be thinking, yes, I did a great activity with my kids, it was lively, there was classroom discussion, everyone had a good time—but what, exactly, did they learn? What should I do next and how do I connect that to what they learned last time?”

Wu, who is co-teaching a ninth-grade literacy class in which many students read at only a fourth-grade level, has repeatedly confronted those questions while assigning essays on rap songs such as Ice Cube’s “It Was a Good Day.”

“We get students to make inferences,” Wu says. “My mentor teacher [Juanita Garza] is really great, but at first she was a little tentative about using rap. But the key is to find ways for students to demonstrate what they know. They have really good ideas in discussion, there’s definitely higher-order thinking going on, but when they write, the words don’t match their thoughts. Ultimately, we want them to write powerfully, with words that are meaningful for everyone.”

In another assignment, Wu played students a reading of the Poe story “The Tell-Tale Heart” performed by an actor who uses cadences resembling hip-hop and rap. Then, she asked them to write stories based on the original. The results were astounding.

“This one boy—a big football player who almost never spoke in class—wrote an amazing piece about a guy getting angry at kids who keep coming over and playing on his lawn,” she recalls. “The grammar wasn’t perfect by any means, but he totally caught the voice and the spirit. When I told him how good it was, he just put his head down. He wasn’t used to hearing praise.”

Another TR@TC resident at the school, Brendan Tateishi, has used Japanese anime-style art, which is wildly popular with students, to convey science concepts in the Living Environment class he co-teaches with his mentor, Rowena Adalla. Tateishi has created a character called “Mrs. Gren,” a spooky-looking old woman whose name is a mnemonic acronym for movement, respi-
“We need to provide greatly increased support to students and teachers if even half of the children are going to attain the new standards.”

— RICHARD ROBINSON, CHAIRMAN, PRESIDENT AND CEO, SCHOLASTIC; ESTABLISHED TC’S ROBINSON CHAIR OF CHILDREN’S LITERATURE

ration, and other functions involved in body homeostasis. He’s also helped students to create collages that illustrate cell differentiation and the actions of different enzymes.

“This is an art school, so the kids often respond to information that’s presented visually,” says Tateishi says, adding that he spends little time distinguishing between general education students in the class and those who are “special ed.”

“In the past, an inclusive classroom often meant simply that there was a certified special ed teacher in the room,” Tateishi says, “There was a primary teacher working with the mainstream kids, and the special ed teacher kept to the side with the special ed kids. It was basically a segregated classroom. But in our classroom, Ms. Adalla and I work together to try to deliver multi-layered stuff. We’re dealing with a range of learners, and the point is to just keep trying different methods until something works, and they get it.”

TC has been able to persuade TR@TC partner schools to set aside significant time for residents and mentor teachers to co-plan their courses—a practice that research indicates is one of the most effective interventions a school can make for planning modifications and accommodations to support special ed students. And in December, Wu, Tateishi and their mentor teachers were chosen to present their classroom work at a special Common Core Learning Standards Peer Review at the Bronx District Office.

Wu and Juanita Garza spoke about challenging their class to come up with a new name for their generation, which is typically referred to in the media as Generation Z.

“We showed the kids articles that characterized Generation Z, often negatively, and told them to figure out whether they agreed or disagreed. And we said to them, ‘Define yourselves—don’t be defined.’”

For the TR@TC program, it was a clear case of mission accomplished.

If literacy is an area in which non-English speaking students are often unfairly stigmatized, mathematics presents an opposite conundrum: In U.S. schools, math—a universal language—has become something of a national phobia for teachers and students alike.

At TC, psychologist Herbert Ginsburg has been working to empower a new generation of teachers with a different outlook.

Preservice teaching students who take Ginsburg’s course “The Development of Mathematical Thinking” often find themselves immersed in preschool classics such as Eric Carle’s Rooster’s Off to See The World. As the title suggests, one fine morning the hero sets out to explore. He is soon joined in rapid succession by two cats, three frogs, four turtles and five fish. Then, with night falling and no dinner or place to sleep, his new companions depart in reverse order. Left alone, Rooster, too, returns home to sleep on his own perch, where he dreams of the adventures that might have been.

In addition to teaching kids about animals (and, possibly, the tenuous nature of friendship), Carle’s book is also very much about math—and not just plain old counting. Recognizing patterns, from piano keyboards to days of the week, is a form of algebraic thinking, since kids must solve the pattern’s riddle by making predictions.

Those truths have been vividly documented in a final project for Ginsburg’s class submitted by Regina Ferrin, who is earning a master’s degree in the College’s teacher preparation program in early childhood education. For her project, Ferrin videotaped a clinical interview she conducted with Tania (not her real name), a six-year-old Latina student. Thanks to a technology program employed in the class, clips of the interview appear in the paper as clickable footnotes. The clips show Tania performing several feats: accurately extending patterns of circles and triangles created by Ferrin; reestablishing patterns when Ferrin deliberately breaks them; and, when Ferrin reads the Carle story aloud, correctly predicting how many animals will appear on each page, confirming that she recognizes the book’s “growing pattern” of plus one.

Ferrin’s project is further evidence of the theory that Ginsburg—TC’s Jacob H. Schiff Foundation Professor of Psychology and Education—has been demonstrating for years: Children as young as 18 months have a sense of “everyday math” that can be developed both through play and more formalized teaching. In hundreds of videotaped clinical interviews, Ginsburg and his students have documented instances of children displaying their grasp of number operations, shape, pattern, cardinality (recognition that a number represents a definable quantity of things) and more (a word that, in itself, implies an understanding of quantity).

Ginsburg has also co-authored a preschool curriculum called “Big Math for Little Kids,” written a number of landmark texts, and developed several technologies for assessment and teaching. Yet given the potential multiplier effect of each aspiring teacher who takes “The Development of Mathematical Thinking,” his teaching may turn out
On Course

After college, Dan Brown was eager to teach in the inner city. He enrolled in an alternative certification program, and within weeks was handed his own classroom at an elementary school in the Bronx.

As Brown recounts in *The Great Expectations School: A Rookie Year in the New Blackboard Jungle*, the experience proved so disastrous that after a year, he temporarily quit teaching.

“I wanted to do a good job, but I didn’t know how,” Brown says. “My initial exposure through alternative certification instilled a raw desire in me to do the job, but not the tools for the craft. I just had my wits, and that was not enough—the classroom devolved into chaos.”

After a year licking his wounds, Brown enrolled in the English Education master’s degree program at Teachers College. In one class, he wrote a *New Yorker*-style profile of Linton Atkinson, a veteran teacher in East Harlem. “His students were raucous in other people’s classrooms, but with him, they were calm and receptive, because he had this quiet strength,” Brown recalls. “He was mild-mannered and physically unimposing, but unrelenting in his commitment—the one-on-one sessions he conducted with students before and after school, the care he took in crafting lessons.”

The take-away: “It’s a myth that managing a classroom and delivering quality instruction are separate skills,” says Brown, now a National Board Certificated Teacher in Washington, D.C. who mentors student teachers. “Understanding how to craft and deliver high-quality curriculum eradicates a huge amount of disruption, because if it’s good instruction, most kids will be on board.”
TC faculty and alumni share a focus on linking education research to teaching practice, through methods that include video annotation technology, student assessments geared to the curricula of each school, and intensive collaboration with established mentor teachers.
"I don’t like my students to talk in vague ideological terms, like, ‘It’s great to let kids construct knowledge.’"

— HERBERT GINSBURG, JACOB H. SCHIFF FOUNDATION PROFESSOR OF PSYCHOLOGY AND EDUCATION

to be his greatest legacy.

“I went into Herb’s course not liking math and thinking that I couldn’t teach it because I didn’t understand it,” says Ferrin. “I came out of it not only realizing I did understand it, but actually excited about it and recognizing its importance in everyday life in a way I never had before.”

The course syllabus alone, which ranges from works by Jean Piaget to a cross-cultural analysis of play titled Street Mathematics and School Mathematics, makes for a fascinating experience. But the clinical interviewing—supplemented by technology and pedagogy that enable students to study video, to refer within a paper to relevant clips, and to think deeply about them—is where everything really seems to come together.

“I don’t like my students to talk in vague ideological terms, like, ‘It’s great to let kids construct knowledge,’” says Ginsburg, who co-authored a 2009 National Academy of Sciences study of math instruction for young children, and who last year was elected to the National Academy of Education.

“I want them to integrate what they learn about kids, from observation, with what they read and with their own teaching skills. The ultimate goal is for them to understand each kid’s thinking so that they can teach better, and in a more personalized and effective way.”

C

learly, video is a powerful tool for shedding light on the ways that children learn. But it can be equally useful for identifying successful teaching strategies and pinpointing precisely why they work. That’s the intent behind a 37-minute clip, currently shown to all TC preservice social studies teaching students, of TC alumnus Bill Kahn, an award-winning teacher at Brooklyn Tech, a high-performing high school in New York City.

“Polls always find that people in this country support freedom of speech—but not if you ask them if the Ku Klux Klan should be allowed to march in Central Park,” Kahn, a burly man in shirtsleeves, tells a classroom full of seniors at one point in the video. “So ‘freedom of speech’ may sound like apple pie, flags waving, people standing tall to say good, patriotic things—but in reality, it’s about those who’d say things that might disgust you. The speech that needs protecting is the speech that you hate.”

The class is part of a unit in which Kahn covers ground ranging from the Bill of Rights to Supreme Court cases involving anti-draft protests during World War I, the publication of The Pentagon Papers in 1971, and a 1979 magazine article by a Princeton undergrad on how to construct a hydrogen bomb. The sequence on freedom of speech was videotaped as part of a project carried out by two Teachers College faculty members, Thomas Hatch and Anand R. Marri, with the support of Columbia University’s Center for New Media Teaching and Learning.

“One of the key areas of research in teacher education is to develop an understanding of how different teacher practices influence student learning,” says Hatch, who co-directs TC’s National Center for Restructuring Education, Schools and Teaching. “Video lets us have a common conversation about what’s working and what isn’t.”

Prior to watching the video footage of Kahn’s class, the TC preservice students read up on three key classroom methods: direct instruction (in which a teacher provides information or step-by-step lessons to ensure that students learn specific content or skills); questioning; and the contextualizing of ideas (that is, using real or hypothetical case examples to dramatize ideas or concepts). The student teachers debate widely held assumptions, such as the effectiveness of working in small groups or the logic of presenting students with lower-level cognitive questions before progressing to higher-level questions. They learn about the Anti-Bullying Act of 2005; the Fourteenth Amendment to the Constitution; chat rooms, buddy lists, text messaging, and “prior restraint” legal battles over publication. They even explore how the organization of classroom space affects learning.

Then they watch Bill Kahn, a teacher who makes clear and deliberate choices around all of these issues. Contextualizing ideas? Kahn tells the class that he’s proposing a new policy: Any boy who doesn’t want to do the homework can simply ask a girl to do it for him—and also to cook him breakfast. There’s a quick vote (boys outnumber girls), and the mock motion carries. “Ain’t democracy grand?” he says, over the howls of protest.

Kahn has ways to involve shy students. He tells a girl named Dina to stand and say anything about him she likes—then ushers her into an invisible soundproof room and asks the class whether she’s exercising her right to freedom of speech. Answer: No, because—in theory—no one can hear her. “There’s also a right to be heard,” he says. “Because if I allow you to print your newspaper, but then burn every copy, then you’re not exercising freedom of speech.”

In a series of written assignments, the TC students analyze Kahn’s use of the three classroom strategies, aided by a powerful new technology platform called Media Thread, developed by CCNMTL, which enables them to include excerpts from the video as clickable footnotes.

“Videos of teaching can be especially helpful because students can watch complex interactions again and again,” says Hatch. “The analytic tools provided by Media Thread force them to take an interaction apart, slow it down and process all of it—and that gives instructors the opportunity to make connections to different readings.”

This approach has pitfalls. As Hatch and co-author Pam Grossman—this year’s Visiting Sachs
Finding Answers in the Classroom

Why, really, is it important to teach in ways that build on children’s cultural backgrounds?

That question surfaced in a recent working group of the Teachers College Inclusive Classrooms Project, in which New York City teachers explore strategies to help the special education students entering their classrooms in growing numbers. Discussions are guided by TC faculty members who are experts on these topics.

“One gentleman, who taught deaf children, saw no value in finding out if his students came from rich or poor neighborhoods,” recalls the group’s facilitator, Yolanda Sealey-Ruiz, TC Assistant Professor of Education. “He said deafness was their defining characteristic, so focusing on their socio-economic status would be pigeonholing them.”

Noting that most of the teacher’s students were black, Sealey-Ruiz wondered whether he might be using sign language that differed from an African-American vernacular that children used at home. After all, TC faculty member Karen Froud, Associate Professor of Speech & Language Pathology, has used an imaging technique called electroencephalography to show that the brain often processes dialects as wholly distinct languages.

“In the end,” Sealey-Ruiz says, “he realized he needed to know more about his students than just that they couldn’t hear.”

To Vice Dean A. Lin Goodwin, that story distills an important facet of TC’s philosophy: “Even apprentice teachers have valuable insights from working with students of all abilities, but through the knowledge of our faculty, we provide scaffolding that moves them beyond show-and-tell to a much deeper, research-based understanding.”

“It’s our job to help our students understand that a good theory can generate a thousand practices,” adds Celia Oyler, who co-directs TC’s Elementary Inclusionary Preservice Education Program. “Teachers need alternative approaches for all the different challenges they face.”

Even the newest teachers gain insights that can help shape the practice of their more experienced colleagues. “I draw a distinction between research on practice and research in practice,” says Ruth Vinz, the Enid & Lester Morse Chair in Teacher Education, and Professor in English Education. “It is powerful to engage in research with a school community on ways to study learning and teaching. That creates an ongoing cycle of inquiry in which teacher-researchers continuously look closely at their work and take action from what they learn.”

In a sense, the process of research in practice begins with assessment—a word too often seen as a proxy for relentless testing, but at TC denotes a deeper process of learning how students think.

“The word ‘to assess’ literally means ‘to sit beside,’” says Associate Professor of Education Molly Quinn. “When you sit side by side with your student and see what’s happening, you get a very different sense of not only assessing, but teaching, generally.”

Vinz, who founded and directs TC’s Center for the Professional Education of Teachers (CPET), leads a unique project called the Secondary Literacy Institute (SLI), which works with New York City public school teachers to create “DYOs” (for “Design Your Own”)—periodic assessments that are embedded within the school’s curricula rather than relying on the city’s standardized tests. These curriculum-embedded assessments are rooted in what’s actually being taught by teachers, informing the next segment of the curriculum and the instructional steps teachers should take.

But assessments are only a start in guiding instruction. “Teachers can create an environment that fosters creativity, but they must be good observers of children,” says Susan Recchia, Co-coordinator of TC’s Integrated Early Childhood Program and Faculty Director of the Rita Gold Early Childhood Center. Recchia calls the Center’s play-based approach the “emergent curriculum,” from the Italian Reggio Emilia Approach. “Teachers must watch to see what children are interested in, what ideas they’re bringing to the group. Then they try to respond,” Recchia says.

Ernest Morrell, Director of TC’s Institute for Urban and Minority Education, recalls an East Los Angeles English teacher whose students only wanted to talk about life in East L.A. OK, Morrell suggested, let them write about life in East L.A. In the resulting project, called “A Day in a Life,” students published and described their work at national conferences. Boston teachers adapted the approach, creating a readers’ theater that Morrell calls “the most powerful thing I’ve seen in 25 years.”

“We need powerful educators, too, to tell their stories,” he says. “It’s in sharing these rigorously researched narratives of dynamic classroom practice that we have the best chance of replicating that practice.”

That’s part of the thinking at the Teachers College Community School (TCCS), a K-8 public elementary school in Harlem that TC opened this past fall with the New York City Department of Education.

TCCS exists first and foremost to meet our moral obligation to provide the best possible education for children in the community where we live and work,” says Nancy Streim, TC’s Associate Vice President for School and Community Partnerships, but the school is also “a place where we can show how the cutting-edge knowledge that we have here can be infused into regular public education.”

That effort includes the use of tools such as MathemAntics, a computer-based math program developed by TC faculty member Herbert Ginsburg, and the presence of TC’s Zankel Fellows—students who, in exchange for a stipend, volunteer in city schools and community organizations. Next year, TCCS will offer health and social services to parents and the community.

“With graduate students in social work, education and other areas, we can cost-effectively provide the wrap-around services schools need,” says TC President Susan Fuhrman. “TCCS, and Teachers College in general, are demonstration sites for the future of education in this country.”
Lecturer at TC—wrote in the *Journal of Teacher Education*, watching a veteran teacher may offer an image of what’s possible, but it can suggest “a vision of the impossible” as well. After all, what novice teacher can hope to approximate the work of someone with Bill Kahn’s experience? Then, too, Hatch and Marri have found that the lessons their students take away from watching Kahn aren’t always the ones they’d hoped to emphasize.

“One thing I really admire about Bill is his use of multiple viewpoints,” says Marri, a member of a group developing the national Common Core Social Studies standards, and the leader of a TC team that developed a highly regarded high school curriculum on the federal budget, the national debt and the budget deficit.

“Novice teachers tend to promote just one view—they don’t engage the gray areas. Bill looks at freedom of speech and asks, should it exist at all costs? What are the limits to that in the context of, say, terrorism? And he never lets students dodge those questions or answer without evidence.”

A number of TC students, however, said they would have liked to see Kahn open the floor to more free discussion. Of course, their views may change with time and experience—but it’s not likely they’ll have forgotten Bill Kahn.

**Yakety-yak, don’t talk back**, The Coasters mockingly intone in their 1958 hit, distilling the prevailing adult response to lippy teens. But attitudes are changing, at least in education circles. Freedom of speech is a right, but to succeed in today’s world, speaking well—informed by a solid base of knowledge—is a requirement. The new common core standards place a heavy emphasis on argumentation—the ability to forcefully present one’s views, buttressed by facts. Of course, the aim of the standards is primarily to produce students who are better at written forms of that skill—but at Teachers College, Deanna Kuhn, Professor of Psychology and Education, has been demonstrating that the best way for kids to learn argumentation is by, well...arguing.

For the past five years, at a public middle school three blocks from TC’s campus, Kuhn and her doctoral students have been implementing and evaluating two curriculum sequences devoted to the core intellectual skills of inquiry and argumentation.

In a multi-year intervention, students choose pro and con positions on a series of social issues. The teams break into pairs that dialogue with pairs of opposing-side students. The exercise culminates in a whole-class “showdown” debate, followed by a debriefing. Each student then writes an individual position essay, ending the cycle on that topic.

One essential twist: The students conduct the debate entirely via computer, using chat software that also enables them to see electronic transcripts of their conversations. The transcripts allow them to look back and to reflect with their same-side partner on what to say next to their opponents. As a recent back-and-forth among seventh graders on China’s “one-child” policy demonstrated, better “skills transfer,” meaning that they performed well regardless of the specific subject matter they addressed.

Kuhn is now seeking to refine and test her curriculum. Meanwhile, her ideas have helped Lucy Calkins and the Teachers College Reading and Writing Program craft new assessments of written argumentation skills, aligned to the Common Core, for students in grades K-8.

Calkins took on that work at the request of the New York City Department of Education. Last year, she worked with think tanks of city teachers to brainstorm, draft and pilot performance assessments and to develop learning progressions—curricula and assessment tools that reflect the sequence of development students follow in progressing from novice to pro-
efficient in skills central to the Common Core. The work with learning progressions was sparked by input from an expert, Thomas Corcoran, TC’s Associate Vice President for International Affairs. Corcoran and the Consortium for Policy Research in Education (an organization founded and directed by TC President Susan Fuhrman) have also studied how performance assessments and learning progressions have helped teachers move students along sequences of key skills and concepts.

The new assessments created by Calkins and her team are now in use at schools across New York City and around the world. They are carefully calibrated to target the specific skills emphasized by the Common Core, but also designed to engage kids’ emotions and enthusiasm.

For example, students are asked: Should there be zoos?

To answer that question, fifth graders undergoing the new assessment must absorb and respond to material that doesn’t mask real-life complexity. In “The Swazi Eleven,” an account of the 2003 airlifting of 11 elephants from Africa to the San Diego Zoo adapted from Tom French’s Zoo Story, the students learn that although the move was bitterly opposed by animal rights’ groups, it was undertaken to protect the elephants from local farmers calling for their destruction.

“Part of what we’re assessing is students’ ability to wrestle with complicated issues,” Calkins says. “Can they discern the different trustworthiness of an article written by an inflamed fourth grader from one written by a Pulitzer Prize-winning journalist who has conducted years of research?”

Why is argumentation so important? “Think about what many adults are required to do in their jobs,” Kuhn says. “We’re constantly being asked to become experts on new subjects, especially when we change jobs and careers. So, we need to give kids the skills to acquire information on their own, because we can’t tell what information they’re going to need. And the many complex problems they’ll need to address call for reasoned debate. Our research shows that inquiry and argumentation skills are largely not domain-specific. They can be identified apart from the content of a particular subject, even though we need to develop them in the context of rich, meaningful content.”

Kuhn remains guardedly optimistic that schools will fully embrace her ideas. She cites a principal who recently told her that the curriculum was great “in an ideal world,” but that students need to focus on absorbing information from text in order to do well on standardized tests. Then, too, she says, there have been the occasional complaints from adjoining classrooms that kids in the argumentation curriculum are “a bit noisy.”

Maybe, still, they’re talking about ideas—and you can’t argue with that.

Her Salary is Good. Her Preparation Was Priceless.

Rhena Jasey earns $125,000 a year as a teacher. She considers her years at TC even more valuable.

If Rhena Jasey’s face looks familiar, that’s probably because you’ve seen her on the front page of The New York Times and, more recently, in the documentary film American Teacher. She’s the high-powered young Harvard graduate who’s teaching at The Equity Project, the charter middle school that pays its teachers $125,000 per year.

That résumé might suggest that Jasey came to teaching through a fast-track alternative certification program, but not so: She holds two master’s degrees from Teachers College and is a staunch advocate of the deep preparation she received there.

“There were programs I didn’t even consider applying to because you got your master’s degree in one year,” says Jasey, whose mom, Mila Jasey, is a New Jersey State Assemblywoman on the education committee. “Eight classes and you’re a master. That’s crazy. TC insists that you have a range of experiences and work with all aspects of education—counseling, methods of teaching, multiculturalism—in order to become truly effective and well-rounded.”

Jasey says she still uses lessons she learned in TC courses on school counseling (a big plus in her first job, at a school that had only one part-time social worker for 450 students), how to use art in classroom instruction, conflict resolution and science teaching methods.

But “by far the most valuable experience was working with strong cooperating teachers who were very generous with their time and ideas, and who shared responsibility with the student teachers placed in their classrooms,” she says. “I realize how significant that is now that I’m a teacher with my own classroom.”

For example, Jasey received one of her TC field placements at an inclusion school, where special-needs students were learning in mainstream classrooms. “Being paired with a master teacher who knew how to handle special-needs kids, and watching that person respond effectively, provides experiences you can’t learn from reading a book,” she says. “When a child is lying on the floor, acting out in the middle of your math lesson, that’s different from reading ‘How to Deal with Children Who Are Sad.’”

Of course, other education schools offer field placements, too—but “TC is unique in its commitment to public education, and as a result it has these great relationships with public schools in New York City,” Jasey says. “And that enables preservice teachers to learn in exactly the same environment they’ll be working in if they stay in New York City. That’s priceless.”
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.

**BALANCE SHEET**

The balance sheet presents the College’s financial position as of August 31, 2011. The College’s largest financial asset is its investment portfolio, representing approximately 57% of the College’s total assets, with a fair market value of $220 million as of August 31, 2011. The investment portfolio includes $209 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. 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 value of the endowment portfolio in real terms have adopted a policy designed to preserve the asset’s most significant liability, at $85 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, 2011, the College’s unrestricted net assets totaled approximately $69 million. Temporarily restricted net assets are subject to donor-imposed restrictions that will be met either by actions of the College or the passage of time and appreciation on donor endowment funds. The College’s permanently restricted net assets consist of endowment principal cash gifts and pledges.

**STATEMENT OF CHANGES IN NET ASSETS**

The statement of changes in net assets presents the financial results of the College and distinguishes between operating and non-operating activities. Non-operating activities principally include investment return, net of amounts appropriated as determined by the College’s endowment spending policy, changes in non-operating pension and postretirement liabilities, and interest rate swap charges. Unrestricted operating revenues totaled approximately $177 million. The College’s principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 58% of operating revenues, and grants and contracts for research and training programs, representing 21% of operating revenues. Investment return, auxiliary activities, government appropriations, and other sources comprise the remaining 21% of operating revenues. Operating expenses totaled $168 million.

**STATEMENT OF OPERATING ACTIVITIES**

The statement of operating activities presents the operating results of the College for the fiscal year ended August 31, 2011. Operating revenues were $177 million, and operating expenses were $167 million, resulting in an operating surplus of $10 million. Operating revenues are comprised of student tuition and fees, net of student aid, research grants, government appropriations, and auxiliary services. Operating expenses include institutional support, student services, academic support, research, training and public service, and instruction.

**STATEMENT OF CASH FLOWS**

The statement of cash flows presents the College’s cash inflows and outflows for the fiscal year ended August 31, 2011. Net cash provided by operating activities was $8 million, primarily due to operating surplus. Net cash provided by investing activities was $29 million, primarily due to investment return used in operations. Net cash used in financing activities was $41 million, primarily due to retirements of long-term debt.