Dear Graduates, Colleagues, and Friends,

The palindromic year 2002 has been an extremely busy one for the Curriculum and Teaching community, although perhaps not in ways that always make for compelling reading. Albany seems to be dictating what we do with a good deal of our time and effort, and activities related to certification and program re-registration have been occupying many, probably too many, of our waking hours.

Quite a few of us are working assiduously on program reports for the College’s National Council for Accreditation of Teacher Education (NCATE) certification process. This is an extremely time- and labor-intensive process that will lead to our certification, as mandated by New York State, by NCATE, a group from which Teachers College withdrew in the 1980s. We are preparing for a site visit from NCATE in December 2004, which may appear to offer ample breathing room but which, in NCATE time, is just around the corner.

There have been a couple of other significant programmatic developments in the department over the past year. We have begun a preservice program in Early Childhood Education, and we have more fully integrated the programs in Early Childhood Special Education and Early Childhood Education. This is the first visible manifestation of the re-registration of our preservice, or as the State now calls them, initial-certification programs, that took place last year. Starting in 2003-2004, we will have a different array of programs for students who aspire to become teachers, including a number of dual-certification programs.

New York State is also mandating the re-registration of our in-service programs (now called “professional-certification programs”), and we are busy rethinking our degree offerings for practicing teachers and developing programs to submit for State registration. All in all, the amount of work that the department has put in, and has yet to put in, on the registration and certification of teacher-education programs has been staggering and has been the central priority of the department this past year – it promises to remain so for the balance of the academic year.

Sadly, we have two departures to announce. Professor Betty Lou Whitford, who not only taught in the Department of Curriculum and Teaching but also was Co-director of the National Center for Restructuring Education, Schools, and Teaching, left to become the Dean of the School of Education at the University of Southern Maine. Betty Lou was a valued colleague and friend, and her warm good humor, unfailing wisdom, and willingness to contribute to the department more than was required by her dual appointment will be greatly missed. Our only consolation is our knowledge that the faculty and students at Southern Maine will now have the benefit of her leadership and guidance. A search committee, headed by Professor Nancy Lesko, is currently engaged in the difficult task of finding a replacement for Betty Lou, a task whose difficulty will be obvious to anyone who knows how truly irreplaceable Betty Lou is.

Professor Beth Ferri, who taught in the program in Learning dis/Abilities, has also left us for a position at Syracuse University. She and her partner, Vivian May, a good friend to the Department of Curriculum and Teaching, were both offered tenure-line positions, and the opportunity for the two of them was too good to turn down. Beth did a great deal to strengthen our program in Learning dis/Abilities and to work with Professor D. Kim Reid in developing a program in Disability Studies. Beth’s wry and refreshing take on departmental and College matters, her innovative scholarship, and her hard work in the LD program will be
there were some staff changes this past year and, thankfully, a
number of people who are with us who were here at this time
last year. James Rolling continues his indefatigable work as
Director of Academic Administration, a job title that
replaces the old “Department Associate” and better reflects
the range and importance of responsibilities the position
entails. James’s dedication to his work for the Department of
Curriculum and Teaching continues apace, and, as before,
I owe him a special debt of gratitude for all he has done for
the department and for me in 2002.

Jo Ellen Thomas is in her second year as Department
Secretary, the responsibilities of which position she fulfills with
efficiency and no little creativity. Her rethinking of
some of our procedures has made things run more smoothly
in the department, and this has redounded to everyone’s benefit.

Also still with us, thankfully, are three wonderful Academic
Secretaries: Ida Esannason, Felicia Smart, and Michelle Hill.
Joining them, taking the place of Lynne Matte, whom we greatly
miss, is Carmen Hilton. In addition, Jill Perugini has joined
us as Preservice Coordinator for the Elementary/Childhood
Education Program, and Arana Shapiro has joined us as the
Early Childhood Coordinator to facilitate the operation of the
new preservice program in Early Childhood Education.

There were a number of honors and awards this past
year, more, I suspect, than were
reported by the deadline for this
newsletter. I offer my apologies
to anyone whose well-earned
recognition does not appear here.

Professor Barbara Kiefer has
been named to a newly endowed
Chair in Children’s Literature, a
well-deserved honor for a
scholar whose pre-eminence in
this field is beyond dispute.

Professor Nancy Lesko’s
book, Act Your Age! A Social
Construction of Adolescence
(Routledge, 2001), was among
the books recognized by
Division B of AERA for making
outstanding contributions to the
field of curriculum studies.

Professor Michelle Knight was
commissioned to prepare a
paper on increasing college
access for predominantly
working class Black and
Latino/a youth for the
Association for the Study of
Higher Education as part of the
President’s Commissioned
Sessions. Scholars “who have
divergent and creative ideas... to
offer competing and though-
provoking conceptions of an
important topic in higher
education today” were chosen to
present papers on the
overarching topic of From
Research to Policy to Practice to
Research.

Nancy Lesko and Jim Borland
were promoted to the rank of
Full Professor.

Barbara Kiefer and Robert
Lane received Excellence in
Teaching Awards from the
College for academic year 2000

As usual, there was a host of
student honors as well. Leanne
Stahnk was awarded a
President’s Grant for Student
Research in Diversity. Mikyung
Sim and Christine Clayton
received Dean’s Grants for
Student Research. Susan
Baglieri received the Julie
Louise Franck Fellowship in
special education.

The A. Harry Passow
Scholarships were awarded to
Christine Clayton and Karen
Nedbal, and the Milestone
Award, given annually to an

outstanding international student in the Department of Curriculum and Teaching, went to Yoon-joo Lee.

Another event of consequence in which department faculty were involved was the Teach-in for Teaching and Learning in a New Global Environment, held on January 26th, organized by Professors Nancy Lesko and Jim Borland and Adjunct Associate Professor Heidi Hayes Jacobs from the Department of Curriculum and Teaching, and by Barry Rosen, the College’s Executive Director of External Affairs, and MaryRose Barranco-Morris of the Center for Educational Outreach and Innovation. The teach-in, which featured speakers such as Schools Chancellor Harold Levy and UNICEF Executive Director Carol Bellamy, as well as workshops on a variety of topics by Teachers College faculty and educators from across the region, was an opportunity for teachers in the New York Area to come together to discuss and to learn about educational and psychological issues related to and resulting from the tragedy of September 11, 2001. Close to 500 teachers attended this all-day event, which culminated in a panel discussion featuring, among others, Teachers College Emeritus Professor Maxine Greene and a concert of Afghani music.

All in all, it has been a productive and rewarding year for the Department of Curriculum and Teaching. I want to thank everyone who has helped me this past year and throughout my five years as Chair of this remarkable department – my faculty colleagues, my students and all the students in C&T, our wonderful staff, our graduates, and many, many friends across Teachers College and beyond. Please know that everyone in the Department of Curriculum and Teaching joins me in wishing you a happy, healthy, and fulfilling 2003.

Jim Borland

STAFF UPDATES

ISABEL M. BELINKIE is delighted to serve the children, families and staff of the Rita Gold Early Childhood Center as the On-Site Coordinator since she began eleven months ago. Her 18-year career in this field includes teaching and directing diverse institutions such as the Pace University Child Study Center, being a regional supervisor for corporate centers in the tri-state area and serving the city of New Rochelle, NY, as the executive director and chief fundraiser for the Martin Luther King Jr. Child Development Center. She has enriched her life by being able to balance the demands of career, family and pets. Married for 26 years, her husband, Paul, is an editor for The New York Times and an adjunct professor at the Columbia University School of Journalism; her son, Lucas, has accepted a position with Ernst and Young in Manhattan, and her daughter, Dahlia, is a junior at the College of William & Mary. As a former professional singer and dancer, Isabel still finds time to enjoy attending the ballet, opera and theater in addition to cultivating her flower garden at her home in Westchester County.

Holiday Greetings to all, both far and near, from IDA ESANNASON. Well, another year has passed, all too quickly. “Is Ida still there?” you ask. Well, fortunately, unfortunately and/or indifferently (you chose one), some people, like objects, become place holders – they just stand still in time and space, but remain useful (she hopes).

Ida feels blessed by being allowed to rub shoulders with movers and shakers in the field of education – both within and outside of the Department of Curriculum and Teaching. Although she is basically a looker-on, she is proud to be able to say that she knows, in some cases, and is on speaking terms, in others, with professors, students, staff and visitors who have determined to make a difference in a world fraught with unnecessary conflict, hunger, illiteracy and poverty.

As we move into a New Year, Ida would like us to continue to count our blessings by applying the wisdom, knowledge and skills we have received in a greater way. To our mainline educators, Ida sets the challenge before them to teach all teachers, both present and future, to assist every child with whom they interact; and to help all of them to be everything they can be in order for them to reach their highest potential. This will help our nation! Remember that our world is shrinking at a faster pace than we are willing to admit – our challenges are bombarding us almost on a daily basis.

To those with whom Ida interacts on a daily basis – professors, students and coworkers – she says, “I respect you,” to many who are no longer
It is hard to believe that it has been a year since MICHELLE HILL first started working in C&T. She is learning a lot of new things and meeting a lot of new people from all around the world. What she finds most endearing is the sense of family and community that reverberates throughout the college.

CARMEN HILTON is our newest part-time staff member. In summer 2002 she completed a master’s degree in Human Services Counseling, at Regent University in Virginia Beach, VA, and is now continuing her studies at the School of Social Work, Columbia University, with a minor in law. After completing this program, she plans to attend law school. Her goal is to become an attorney who will advocate with probity and passion on behalf of indigent children and their families. “It has always pained me to see how the indigent are treated when it comes to receiving help from our legal system,” she says. She believes this is her calling and hopes to complete her studies in a timely manner.

In her spare time, Carmen loves to read, write (a few years ago, she served as the editor-in-chief of a small publication in the city), crochet, listen to gospel music (she is a member of the Grammy Award-winning Brooklyn Tabernacle Choir) and occasionally take in a “decent” movie. She enjoys planning parties, luncheons, dinners and getting everyone together to have a good time.

Favorite Quote: "When it is dark enough, you can see the stars." Charles A. Beard. Think about it!

JIM LERMAN is very pleased to be at Teachers College after a career of 35 years spent in K-12 urban education in New Jersey and New York City. In addition to teacher professional development, school improvement and leadership, he is very interested in technology and the arts. Jim has written a regular column on tap for Dance Biz magazine in New York and is a member of the New York Committee to Celebrate National Tap Dance Day. His professional writing has appeared in The Elementary School Journal and Electronic School. In addition he has written chapters included in two books and his work in the Newark Public Schools was the subject of a chapter in a third. He is consulted widely and presents often at numerous national and regional professional conferences including AACTE, ATE, NYSAIS.

Jim’s daughter, Michela, attends public high school in Manhattan and is a professional tap dancer. She is a two-time winner of the Harlem Jazz Dance Festival’s Hoofer Challenge, and dances regularly with the Cab Calloway Orchestra.. She has performed on Broadway with Jennifer Holliday and recently appeared on the cover of Dance Teacher magazine with Gregory Hines. She also performed at Teachers College on December 6th with Ravi Coltrane, son of John Coltrane. Jim’s wife, Terry, is a crafts-person, who sews and crochets; she also makes dolls and quilts.

JILL PERUGINI joined the staff at Teachers College in July as the Elementary Preservice Program Coordinator. Preceding TC, Jill worked for a non-profit community center and also with a for-profit public relations & advertising firm. Jill sends wishes of peace and joy to everyone this holiday season.

This has been the most difficult year for the department’s Director of Academic Administration, JAMES HAYWOOD ROLLING, Jr. and the entire Rolling family. His father, James Haywood Rolling, son of James H. & Eva B. Rolling, succumbed to diabetes-related illness at St. Mary’s Hospital in Brooklyn on July 8, 2002. He was 63 years old. The Rolling family owes a great deal of thanks to the staff and faculty of Teachers College for all of their prayers and support as the family continues to struggle with the repercussions of this great loss. James continues to work toward the completion of his dissertation and hopes to graduate with his Ed.D. in Art Education next May then move on to a university position in New York. He intends to leave behind, as his own legacy, a strengthened, more efficient and enduring support staff than C&T has ever enjoyed. James is about to publish an inspirational book titled, Living Sacrifices: For those dying to rise to a life worth giving (2003, Winepress
The highlight of her year was a vacation in South Africa: she visited Johannesburg, Pilanesburg Game Reserve, Sun City, Durban, Thompson's Bay, Clarens, Harrismith, Phuthaditjhaba, QwaQwa, and Kestell, where her hostess, watercolor artist Maureen O’Keeffe, heads the Tau Crafts' project, a government-subsidized training program that teaches hand-decorating to unemployed persons in the neighboring townships. For a change of pace, Jo Ellen was in The Netherlands to share Thanksgiving with friends, and will be in London to celebrate the beginning of 2003 and Puerto Rico for spring break. She wishes you all healthy and peaceful days ahead.

**NEWS FROM FACULTY, ADJUNCTS & INSTRUCTORS**

TROY AKIYAMA is keeping himself busy as a full-time doctoral student and part-time instructor in the Preservice Program. In addition to his work as an instructor, Troy supervises several student teachers at PS 165. Troy is currently working on his dissertation proposal with Michèle Genor. He is thankful for all the help and guidance he has received from her as well as other faculty members. Originally from Hawaii, Troy earned a BA from Washington State University and an MS from Portland State University. He has taught grades 3-6 in public and private schools in Vancouver, Washington, and Frankfurt, Germany. As much as he misses his work as a classroom teacher, Troy is enjoying his time here at Teachers College.

LYNNE BEJOIAN joins us full-time this year to help fill the void that Beth Ferri created when she left. Lynne is enjoying teaching both the C&T 4000 and 4001 classes this fall and will continue to teach 4000 in the spring and summer. With Kim Reid, Lynne is convening the Disability Studies Network (DSN) – a group of academics and other professionals from theater, law, medicine and so forth, who work throughout the tri-state area. The DSN provides an opportunity for networking and collaboration with people committed to the interdisciplinary study of disability within a socio-political context, and the promotion of disability studies in the academy and the larger society.

JIM BORLAND is completing his fifth year as Chair of the Department of Curriculum and Teaching. Last year saw the adoption of the College’s intellectual property policy and, thankfully, the demise of the intellectual property task force Jim co-chaired. This year he will chair the search committee for the Associate Dean for Summer and Lifelong Learning Programs. His book, *Rethinking Gifted Education*, will be published early in 2003 and will not be mentioned in any future newsletters. As before, he is grateful for the support, friendship and inspiration provided by his colleagues and students; his greatest joy remains his children, Max and Nina.

LUCY CALKINS is on
2002 was a busy year for DAVID CONNOR! In February he was happy to present a paper on the act of labeling students as learning dis/abled, at TC’s Winter Roundtable. However, the most satisfying part of the spring semester was being part of a research team with Beth Ferri, Santiago Solis, Jan Valle and Donna Volpitta. Together they presented at AERA, in symposium and roundtable format, on two articles they wrote on teachers labeled learning dis/abled. One of the articles has been accepted for publication by Disability, Culture and Education, the other is currently under review. In addition three of them presented their paper on “Disclosure” at the First International Queerness and Disability Studies Conference in San Francisco.

During the fall semester David worked on a solo effort for the above-named journal about in-service professional development. With Beth Ferri he is now in the process of co-writing an article that contemplates exclusionary practices within schools. In November David presented twice at the New York State Conference for the Council of Exceptional Children – once on students labeled LD who are in inclusive classes, and then again on the place of dis/Ability Studies in teacher education programs. Finally, he has started his dissertation – and has discovered what a slow, time-consuming process it is! David sends his thanks to Kim, Beth, and Michelle for working with him and wishes everyone a Happy New Year.

LYN CORNO continues to work with us – albeit virtually (!) – from the Boston area. She has doctoral students with dissertations in progress and also serves as a co-editor of the TC Record. The Record now appears online and in print eight times annually, with an online membership of almost 50,000. Its volume of manuscripts has increased accordingly, making the job of editor a larger challenge.

As if that editorial work were not enough, Lyn continues to co-edit the Educational Psychologist as well, a responsibility with a five-year term that expires in 2005. EP is the journal of record for Division 15 (Educational Psychology) of the American Psychological Association.

The year 2002 saw the publication of a book for which Lyn was the lead author (Remaking the concept of aptitude: Extending the legacy of Richard E. Snow). This was a labor of love dedicated to the late Dick Snow who was a colleague of Lyn’s for many years at Stanford. Last year’s Newsletter reported that this book appeared in 2001, but that turned out to be wishful thinking as such dates often are.

Lyn also continues as a member of the Board of Directors for the National Society for the Study of Education, and has joined the Editorial Board for the next three volumes of AERA’s Review of Research in Education (being edited by Robert Floden). Her own research on homework (with C&T alumnus Jianzhong Xu – now an Assistant Professor at Mississippi State University) is ongoing. So look for upcoming publications in the Elementary School Journal and Theory into Practice!

Lyn sends warmest greetings and hopes for a wonderful Holiday season to all.

JEAN ERICKSON GAUMER recently joined the department as an Adjunct Associate Professor. She is currently teaching Principles of Teaching and Learning. This is an area of great interest to Jean who has been a classroom teacher for 36 years. In addition to teaching high school English in Ridgefield, Connecticut, she has taught and mentored beginning teachers at Fairfield University for the last twelve years. Jean is pleased to be a part of the TC community. “It feels good to be
here. It's like coming home." Jean earned her doctorate in Curriculum and Teaching in 2000. She would like to thank everyone for being so welcoming and wishes all a prosperous and happy 2003.

**CELIA GENISHI** wishes you well in this very full season. This year she continued to write about young English language learners. Her article about their resourcefulness appeared in the journal *Young Children* in July. In November she and first-grade teacher-author Min Hong, also a doctoral student in Early Childhood, presented at the annual conference of the National Association for the Education of Young Children in New York on the topic of English language learners and early literacy. Celia and colleagues Susan Recchia and Leslie Williams are breathless but gratified by their experiences with students in the new integrated Early Childhood/Early Childhood Special Education Preservice Certification Program. And in what feels like an era long ago, Celia and Ed had excellent summer culinary and artistic adventures in Florence.

**MICHÈLE GENOR** looks back on her first year at Teachers College with absolute amazement — she is not quite sure where the time went! Having come to TC with an interest and past experience working in Professional Development School partnerships, Michèlle was excited to become involved in the PDS partnership between District 3 and Teachers College. Little did she realize that she would become so completely involved! When the director resigned in January, Michèlle agreed to take on the leadership and administrative roles until new director could be hired. The hiring of an official director in September has meant that she is now able to take on the role of invested faculty member – one she enjoys. Having received the Collaborative Pretenured Grant with Professor Ruth Bereson (Program in Arts Administration) provided valuable opportunities for interesting cross-discipline dialogues this past semester. Preservice teachers and students in arts administration are continuing to explore the significance of the arts and their shared roles in nurturing future audiences. Michèlle and Ruth are excited about a number of collaborative research and writing projects that have resulted from this grant. They will be presenting their work at AACTE, AERA, and AIMAC (Management Arts and Culture International Association Conference).

  Celia Oyler and Lin Goodwin continue to act as mentoring colleagues, but most importantly, are great friends. The team works incredibly well together, each bringing her own strengths which provide for a wonderful balance. They plan and teach collaboratively, and more recently shared their work as teacher educators at the National Association of Multicultural Education Conference in Washington D.C. While people were definitely interested in their work, there were many in the audience who wanted to know the secret of their collaboration – living on the same floor might have something to do with it!

  Michèlle loves living in NYC – her only complaint is that there just is not enough time to experience all that this city has to offer!

**TRICIA GIOVACCO JOHNSON** is enjoying her continued work as an instructor in the Program in Early Childhood Special Education. Her work with the faculty and instructors in the new, integrated early childhood program is very rewarding. She is very pleased to have the opportunity to team teach a course with Tamara Glupczynski and learn through the collaboration process. In addition she is busy analyzing data for her dissertation hoping to finish and defend her work in the spring.

  Tricia is busiest, though, in her role as mother to her two young children, Adrian, 3, and Ciara, 18 mos. Both children attend the Rita Gold Early Childhood Center at TC. For Tricia it has been an incredible year thanks to so very many at TC.

**TAMARA GLUPCZYSNSKI,** or Tammy as she likes to be called, joins us after a second move across the United States in the past two years! The first move occurred when she left the city of brotherly love, Philadelphia, to return to her home state, California. She began her doctoral work at UC Berkeley, in the department of Language, Literacy and Culture. Tamara joins us as a doctoral student as well as a full-time instructor in the Integrated Early Childhood preservice program.

  Tamara’s research interests include: early childhood literacy studies in urban public school contexts, issues of literacy and identity, and the teaching of culturally and linguistically diverse populations. Prior to her work...
as a doctoral student, Tamara taught first and second grade in North Philadelphia. She participated in numerous partnerships for the school district as well as with the University of Pennsylvania, where she completed her M.S.Ed with distinction in elementary education.

Life before her teaching life? Tamara spent four years in Colorado studying anthropology at The Colorado College. Despite her love for the outdoors, the city side of her prevails. In her spare time she enjoys attending spoken-word poetry nights and listening to live music, jazz and hip-hop among her favorites.

A. LIN GOODWIN has had another busy and productive year with several writing projects coming to fruition, including “The case of one child: Making the shift from personal knowledge to professionally informed practice” for Teaching Education, “Teacher preparation and the education of immigrant children” in Education and Urban Society, and two book chapters in Rethinking standards through teacher preparation partnerships (Gary Griffin and Associates), written with colleagues from Teachers College, University of California at Santa Barbara and PS 87 – one of TC’s PDS (Professional Development School) partners. She is currently working with Stacey Lee at the University of Wisconsin and Clara Park at California State Northridge on volume two in the series they are editing together on the education of Asian Americans. The Preservice Program in Childhood/Elementary Education continues to be a demanding and challenging endeavor, particularly in the face of re-registration of all teacher education programs with New York State, and frantic preparation for NCATE (National Council for the Accreditation of Teacher Education) accreditation. The good news is that the program has received approval from the state. But with good news often comes new responsibilities. Starting fall 2003, given new teacher certification requirements, the Preservice program will be serving many more students from different teacher education programs at TC, in addition to Elementary/Childhood students. This challenge is going to be daunting, and so, she is extra grateful to be working with a talented and energetic Preservice team and to be able to lean on the amazing shoulders of her faculty collaborators, Celia Oyler and Michèle Genor. Indeed, with that and NCATE looming, she will need all the help she can get!

Lin’s professional life always demands much time and attention, but 2002 will not be memorable for any professional reasons. Rather, 2002 was marked, for her, by the death of her grandmother who was a significant force in her life, and the matriarch of her extended family. Life and death up-close help us all remember what is most precious and important. May you all always enjoy many, many most precious and important moments with your families and loved ones.

AMITA GUPTA enjoyed a busy year with a full-time job, a dissertation defense, a class to teach at TC and her younger son who needs her help with college applications! She also sang for a CD this year – her first! Amita's doctoral research examines the relationship between early childhood teacher education and subsequent teacher practice in private schools in New Delhi, India. Last winter Amita traveled to New Delhi for her data collection and met with early childhood teachers, school principals and teacher educators for that purpose. Her study is framed within socio-cultural constructivist and postcolonial theories. This spring, Amita and Leslie Williams are organizing a group visit to early childhood schools in India.

Teaching the class on Play, C&T4117, has been an immensely enjoyable experience that has helped Amita strengthen her own ongoing work with theory and practice in early childhood settings. As Associate Director of a Nursery/Kindergarten school, she works closely with early childhood teachers and classroom curricula. She is looking forward to teaching the class again in the Spring.

The end of this academic year will, if all goes well, see a significant moment in her family: a triple graduation! Amita will graduate with an Ed.D. from TC. Her older son, Nihaar, will graduate with a degree in Electrical Engineering from the University of Pennsylvania with tentative plans of specializing in Biotechnology. Her younger son, Naman, will graduate from The Bronx High School of Science to start a college major in engineering combined with business.
BRITT HAMRE is enjoying teaching dis/Ability in Contexts this semester. She is also busy writing her dissertation after collecting data last spring.

JANET ANDRON HOFFMAN is currently teaching her "Issues in Parenting and Education" class which is meeting at Barnard College this year. Janet is a consultant with District 27 in Queens, participating in teacher-training workshops for preschool teachers, an experience she is enjoying tremendously. She and a colleague, Dr. Eileen Flicker, had an article published in September, 2002’s Young Children entitled, “Developmental Discipline in the Early Childhood Classroom.” Janet continues to collaborate with Eileen on a book about behavior and discipline for the classroom. Additionally she presents at various corporations and schools on issues relating to child development and parenting. Most recently Janet developed a workshop on “Parenting in the Age of Uncertainty” for the Closter PTO. Janet's daughter, Yardena, is a junior at Brandeis; her son, Ilan, a first-year student at Boston University; and her younger son, Ariel, an eighth grader who is busy applying for high school. She wishes everyone a healthy, fulfilling and peaceful year.

SHARON LYNN KAGAN continues to love her work at Teachers College. During the year she focused on implementing the early childhood policy concentration, which welcomed its first student. With Jeanne Brooks-Gunn she co-directed the National Center for Children and Families. Together they received numerous grants, including an award from UNICEF to work in several nations developing child indicators. They continue to co-direct the Head Start Quality Research Center. Thriving, the National Center now has fifty affiliates and twenty-eight grants and awards.

Lynn continues to teach the Federal Policy Institute and Early Childhood Policy courses. Her research includes work on universal financing, in conjunction with key administration leaders in Ohio, South Carolina and Illinois. She continues her work on welfare reform and early childhood assessment.

On the national level, Lynn has been the distinguished senior fellow with the Education Commission of the States, working on the Commission’s priority on early learning. In this capacity and in her own work, she continues to collaborate with governors, legislators, and policymakers throughout the nation. She also lectures on early childhood and family policy nationally and internationally. She has published numerous articles this year, and strives passionately to apply her research to the advancement of public policy for young children and families.

In what free time she has, Lynn sails (exuberantly), travels (spontaneously), and continues to be enthralled with the unlimited bounty of New York and Connecticut.

ELAINE KANAS has very much enjoyed her first semester at TC teaching C&T 4052, Designing Curriculum and Instruction. Walking through Main Hall, having a snack in the cafeteria and reading journals in Milbank Library have brought back fond memories of her time as a TC doctoral student more than a decade ago now! This fall she started her eighth year as principal of Siwanoy Elementary School in Pelham Manor, NY. In addition to her role as principal at Siwanoy, Elaine is co-chairing her District’s K-12 Language Arts Committee which is working to articulate a common vision for language arts instruction K-12. She is also teaching in a new master’s in administration program that is being offered through the Pelham, Eastchester and Tuckahoe Teacher Center in conjunction with the College of New Rochelle. Her younger child, Miranda, turned eighteen this November, and Colin is already a junior at St. Bonaventure College.

RICHARD KELLER is an advanced doctoral student in the Counseling Psychology Program as well as the Director of the Office of Access and Services for Individuals with Disabilities at Teachers College. As a member of our community with a disability, he hopes to share that unique aspect of diversity through his teaching and writing. The course on working with families of children with disabilities allows students to rethink their own personal perspective on disability with an eye towards furthering education through true collaboration. It is a challenging course, but may be one of those training experiences that impacts positively on both future students as well as his own career.

BARBARA KIEFER says the highlight of her year was a trip
to Australia in May. At the beginning of the month she gave a keynote address at the Children’s Book Council of Australia’s annual meeting in Perth. The conference was a real treat with over 700 attending, all interested in children’s literature. We really have nothing like this in the US, as most of our children’s literature meetings are attached to larger conferences like NCTE. Barbara also had a chance to meet and spend time with some extraordinary authors and illustrators, among them Allison Lester, Frane Lessac, Shaun Tan, Matt Ottley, John Marsden and Sonya Hartnett. After ten days in the Western Australian region Barbara traveled to Uluru in the Red Centre for four days, then on to Cairns and the Great Barrier Reef for two weeks of snorkeling and diving. It was truly the trip of a lifetime and she had great fun keeping a journal sketchbook, a project she has asked so many of her students to do in the past. Barbara returned home in time to begin work on the 8th edition of Children’s Literature in the Elementary School. The book should be out in the late Spring of 2003.

MICHELLE G. KNIGHT is currently (re) examining a life of meaning and worth in the midst currently (re) examining a life of MICHELLE G. KNIGHT should be out in the late Spring of our continuing local, national and international tragedies. In so doing the following excerpt by Derek Bell from the book Ethical Ambition continues to play a role in the work she is striving to accomplish:

Our lives gain purpose and worth when we recognize and confront the evils we encounter – small as well as large – and meet them with a determination to take action even when we are all but certain that our efforts will fail. For in rising to those challenges, there is no failure. Rather there is the salvation of spirit, of mind, of soul (p. 177).

Thus Michelle used the National Academy of Education/Spencer Postdoctoral Fellowship that she received this past year to conduct research and present her activist scholarship for, with, and by Black and Latino youth around inequitable access to college in several venues. She presented at the National Academy of Education/Spencer Postdoctoral Fellowship conference and, with graduate students, at AERA and QUIG conferences. In addition she is a guest co-editor (with three colleagues) for a special issue of Equity and Excellence. Michelle is also pleased with two articles in press that are entitled, “The intersections of race, class, and gender in the teacher preparation of an African-American social justice educator,” and the collaboratively written article (with Courtney Bentley, Nadjwa Norton, and Iris Dixon), “(De)-constructing (in)visible parent consent forms: Negotiating power, reflexivity, and the collective within qualitative research.” As she enters into the third year of the research project with Black and Latino youth, Michelle is looking forward to researching with graduate students Hui Soo Chae, Isabel Martinez and Julia Webb. As the end of this year approaches, Michelle wishes everyone a more peaceful, activist new year.

LORI LANCER de RAMIREZ wishes everyone a joyful holiday and a happy and healthy new year. She continues her work with the course “Teaching and Learning in the Multicultural Classroom” and sends a fond greeting to all those students and teaching assistants who have been part of the course in the past.

Lori continues to travel and do staff development for language educators, most recently in Thailand, Japan and China. She still works as the Vice President of NNELL (the National Network for Early Language Learning) and is involved in setting up a kindergarten language immersion program in her school district.

Like many people in New York City and around the country, Professor NANCY LESKO has been asking questions about education after 9/11/01. She is interviewing local teachers to understand how they revised their curricula and teaching after 9/11 and is trying to understand the ideas, theories, and assumptions that led to particular kinds of changes. She is especially interested in what kinds of ideas about trauma, crisis and tragedy teachers utilized and whether teaching was “militarized.” What might the militarization of teaching include and what helped such processes seem natural and normal?

This is HEERAL MEHTA’s first year in the doctoral program and she is a part of the C&T 5000 cohort. This class has made her aware of the long and difficult road that lies ahead of her, namely, the certification exam. This is also her first year teaching a graduate class, which she finds a very exciting and an enjoyable experience (although her students may have a different opinion). She cannot wait for the winter break.
because she gets to go to India for three weeks.

**Diane Newman** has recently joined the Department of Curriculum and Teaching teaching the course Educational Assessment of Students with Learning dis/Abilities. Diane also maintains a full-time position with Community School District 6 as a Supervisor of Education Evaluators, where she oversees teams who identify and place students in special education programs. Her busy schedule also includes a recent presentation for parents at the International Dyslexia Association, New York Branch, on How to Interpret and Utilize your Child’s Evaluation. Later this month she will present a paper at the New York State Council for Exceptional Children in Albany on Helping Autistic Children to Establish Concept Formation Abilities. Diane also finds time to continue her research with Dr. Marcia Singer and Dr. Barbara Hummel-Rossi on designing instructional approaches for young, preverbal autistic students. Diane is glad to be a part of the Teachers College community.

It has been a busy year for **Nicki Newton**. This past summer she went to a conference on Vygotsky in Amsterdam with Dr. Williams, Dr. Recchia and a group of fellow students. This upcoming spring she is planning to go to India as part of Dr. Williams’s international seminar on issues of early childhood and teacher education. Also in the spring she will be presenting at AERA with David Connor, Alice Pennisi and Antoinette Quarshie a paper they wrote during the summer in Browyn Davies’s class. Recently, she had an article accepted on “Black Spies in American History” for Footsteps, a children's magazine.

**Celia Oyler** is pleased to have another great cohort of student teachers eagerly venturing out into schools. She and her preservice inclusion cohort from last year have put the final touches on a book manuscript, *When All Means All: Learning to teach inclusively*. Outside of preservice teacher education, she is busy working around social action and social justice in education.

Celia, in collaboration with some students, helped start a new TC group who call themselves, “Educators for Social Justice.” They held a Social Justice Curriculum Fair in October, and are bringing Pedro Noguera and Michelle Fine to TC on February 28th to talk about educational activism. Celia will be collecting her last few cases of teachers who get students involved in social action projects as part of the regular school curriculum. She will spend next year taking a sabbatical and writing the book.

Outside of the office Celia has developed an active yoga practice and is involved in anti-war protests and organizing.

Things are going well, on 120th street,
For a girl, **Catherine Hagerman Pangan** - a woman you must meet!

This is year two, at old TC – And she’s working really hard for her Ed.D.
She is thrilled to be an instructor with new student teachers; But if you call you might find, it is kind of hard to reach her,
Because she’s also on the staff of NTA;
That’s the New Teacher Academy where for 2 years she’s stayed.

You might have guessed, that teachers are her passion, But she also finds policy and law quite dashin’

So she is mixing the three for a wild combination, And fixing them up to suit her dissertation!

Her husband, back in Indy thinks it’s mighty fine, That his New York wife has education in mind – And wants to make things great for kids – without delay! So get ready for Catherine, and have a happy holiday!

For **Carol Prendergast** this year has been filled with advocating for and working with families and their infants in the Neonatal Intensive Care Units at Bellevue Hospital and NYU Medical Center. She is now the director of Developmental Care and Family-Centered Care programs. This year she combined her two worlds: Teachers College and New York University Medical Center by working with several interns from the Early Childhood Special Education program. They have been wonderful assets to our Developmental Follow-up and Early Intervention program. They have been wonderful assets to our Developmental Follow-up and Early Intervention program. It has been a great experience for the students and an invaluable resource for our program. Carol hopes to continue to enrich our internship program providing infancy and family experiences for Teachers College students.
On a personal note, Carol wishes everyone a joyous holiday season and many thanks for the support you provided her throughout the year.

VICKY PUIG is enjoying learning alongside her students in the Early Childhood Special Education program. She continues her doctoral coursework in International Educational Development and her work with children and families. She hopes the TC. community and its families will share a year of health and peace.

SUSAN RECCHIA, with her colleagues in the Early Childhood Program, has been busy implementing the new Integrated Early Childhood Preservice Program this fall with a great group of new students and a wonderful team of instructors and support staff. It has been both exciting and challenging for them to focus together on creating nurturing environments for young children with and without special needs in early childhood settings. Susan is also mentoring a cohort of early childhood student researchers through a new Spencer-funded research seminar based at the Rita Gold Early Childhood Center. The emphasis for this year is on social relationships, with a particular concentration on the role of young children as classroom leaders. As an added attraction this Spencer team is mentoring two students from Bronx High School of Science who are developing Intel projects that will piggyback on their research. Susan has also been engaged in several collaborative writing projects with her students, and is preparing to present one study at the Council for Exceptional Children’s Division for Early Childhood Conference in San Diego in December. Susan’s work as Faculty Co-Director of the Rita Gold Center continues to be a great source of pleasure. The children, families, and staff remind her daily what is most important about her work. She wishes everyone a peaceful and fulfilling new year.

D. KIM REID has been traveling most of the year: Portugal in January, Morocco in March, New Orleans in April, Italy in May, Bolivia in June, China in July, Washington, D. C. in October (yes, during the sniper raids!), Colorado in November, and Miami in December. A trip to Kuwait was cancelled in October because of the possibility of war. She will be spending the winter break in India. She is looking forward to a more restful 2003! She sorely misses Professor Beth Ferri, but is thrilled to have Lynne Bejoian and Jan Valle as such capable and supportive colleagues for this year.

ROSALIE ROLÓN-DOW is delighted to be in the C&T department as a minority post-doctoral research fellow. She is amazed at how quickly the year is passing but is grateful to have the opportunity to pursue her research agenda and gain teaching experience so that she will be better prepared to compete in the academic job market. Rosalie is glad for all the advice that members of the C&T department have offered as she scans chronicle ads, prepares application packets, and makes decisions concerning faculty positions. Beyond securing a more permanent position in the Academy, one of Rosalie’s main goals for the year is to publish her dissertation findings about the schooling experiences of middle school, Puerto Rican girls. In particular, she has spent considerable time over the last two months developing two articles. In the first article, Rosalie demonstrates the power of images and representations in co-constructing the identities and educational experiences of Puerto Rican girls. In the second article, Rosalie explores how and why caring is a critical component in understanding the schooling experiences of Puerto Rican girls while also arguing for the need to politicize caring theory. In addition to writing, Rosalie is gearing up to conduct follow-up research with the main participants in her study, who are now high school sophomores, and she hopes to supplement this research with focus groups conducted with New York city girls. Rosalie is also grateful for the opportunity to develop a course to teach in the spring. This course will allow students the possibility to gain an understanding of historical, sociopolitical, theoretical, policy and practice perspectives that shape and inform the experiences of Latino/a students. On the home front, Rosalie and her family are also trying to find time to enjoy the simple pleasures that NYC has to offer. She and her husband recently spent a crisp fall afternoon watching their two young daughters, Carmela and Marcela, enjoy the slide in Central Park. Rosalie hopes that you and your loved ones will find opportunities to enjoy moments of peace, hope and renewal as you move on with
life and work in the year ahead.

MARY HERCUS-ROWE is pleased to continue as an instructor in Learning dis/Abilities, as she proceeds with her doctoral studies. She enjoys supervising the graduate students in their field placements. Mary works as a consultant for the Paterson School district where she finds her work in early intervention and prevention particularly rewarding.

NADINE RUZZIER is really enjoying her second year as an instructor. She appreciates the new opportunities she has within the Preservice Program this year. Nadine is also busy collecting data for her dissertation, which explores teachers’ attitudes toward developmentally appropriate practice. She looks forward to spending a peaceful holiday season with her family and wishes everyone a joyful New Year.

ANNE SABATINI continues as Professor of Practice in the Department of Curriculum and Teaching. During March of this past year, she accepted an invitation from Oxford University to participate in a roundtable discussion on “Human Rights.” In October she visited Rome, Italy, and was received by Lella Gandini of the American Academy of Rome to explore the Emilia Reggio approach to Early Childhood Education. It has been a very good year for Anne and she extends best wishes to all.

FRANCES SCHOONMAKER focused most of her energies on the department’s doctoral core and chairing the Faculty Executive Committee this past year. Her book, “Growing Up Teaching: From personal knowledge to professional practice” finally appeared this fall (don’t wait for the movie). She has been appointed Concurrent Professor in the Institute on Moral Education at Nanjing Normal University, which takes her to China at least once a year to work with research faculty and students who are doing research on moral education and designing curricula for schools in China. Last spring Fran took a drawing class here at TC and while she isn’t contemplating a career change, she did discover many analogies to learning how to teach as she was challenged to see familiar things in new ways.

MARJORIE SIEGEL’S teaching and scholarship continues to explore the meanings and uses of literacy in content area classrooms. In August she initiated the first annual Content Area Literacies Institute. The week-long Institute introduced classroom teachers and professional developers to new perspectives on talk, texts and reading/writing practices used in teaching/learning mathematics, science, and social studies. Institute participants are currently engaged in practitioner inquiries on questions of concern to them; online conversations of this work have begun. Reports of these projects will be an integral part of the 2003 Institute. In addition, Marjorie is continuing to incorporate technologies into her preservice literacy education courses, and is spending time in schools learning more about how teachers are using technologies. Finally, Marjorie is proud to report that C&T was well represented at the recent annual meeting of the National Reading Conference in Miami. Five doctoral students studying literacy presented their dissertation research at two interactive symposia: one on discourse analysis as a tool for studying literacy events, and one on critical literacies in the lives of Black and Latina/o children and youth.

Teaching in the Department of Curriculum and Teaching is an on-going pleasure for SUSAN STIRES. She enjoys the energetic and intelligent students and her fine colleagues in the department. She also enjoys being promoted from instructor to lecturer, as a result of receiving her doctorate last May. Susan continues to research and consult in District 2, and she is planning to begin some research in another district in January. In July she will travel to Australia to present at the International Federation of Teachers of English (IFTE) Conference. Then she will be writing, adding another layer to her longitudinal research of the English language development and use of three young students. Fortunately, the writing can be done in Maine at her house on Westport Island, near family and old friends.

IVONNE M. TORRES teaches a first grade, dual language class at PS 165. In addition, she is continuing in her role as a clinical faculty member in the Preservice Program. The clinical faculty role is a result of the collaboration and commitment the Professional Development School Partnership and Teachers College have developed. She envisions teachers’ continuing
professional development and reflective practice essential to teaching and learning successes. Ivonne is also the liaison and facilitator of the PDS/NCREST Technology Integrated Curriculum Project at PS 165.

**JAN VALLE** is busy filling Bob Lane’s “big shoes” as a full-time instructor in the learning dis/Abilities program. In addition to working on her dissertation, Jan supervises student teachers and co-teaches the seminar for student teachers. Her article, “Idea and collaboration: A Bakhtinian perspective on parent and professional discourse” was published in the September/October 2002 issue of the *Journal of Learning Disabilities*. She is currently working on a research project entitled, “Room 4-305: Creating a Classroom Community for Inclusive Education,” which documents the lived experiences of a veteran elementary school teacher and a first-year special education teacher (both graduates of TC!) as they team-teach through their first year in a fourth-grade inclusion setting. This project is also being filmed by an experienced documentary filmmaker. On the home front, hubby Paul manages to live among the debris created by a spouse in the throes of a dissertation. In July 2002 Jan and Paul enjoyed a trip to Taiwan. Jan conducted a three-day workshop for special education teachers while Paul engaged in R & R. In their spare time, Jan and Paul fantasize about other world travels!

**DONNA VOLPITTA** has joined the department as an instructor this fall after taking a break from her studies last semester to give birth to her son, Marco. She continues to savor the joys of motherhood; however, she is glad to get back to TC. In addition to teaching the student teaching seminar with Jan Valle, she is working on a project that was funded by a federal grant which will serve as the text for analysis for her dissertation. For the project she is working with three adolescents labeled learning dis/Abled in order to create a multimedia presentation for parents and professionals about their experiences in school and how they think that schools should be designed for students with LD. Donna is also continuing her collaborative study with Jan Valle, Santiago Solis, David Connor and Beth Ferri about teachers labeled LD.

**RICHARD WIENER** received his doctorate from the Department of Curriculum and Teaching, Teachers College, in 1986. He taught the Introduction to Supervision course, C&T4051, from 1986 to 1991, while serving as curriculum supervisor for the Maplewood-South Orange School District. In 1991 Richard accepted a principalship at Eric S. Smith Middle School in Ramsey, New Jersey, where he has been principal for eleven years. Richard returned to the Department of Curriculum and Teaching this fall as an adjunct assistant professor. He is teaching the course in supervision and is very excited to have the opportunity to bridge theory and practice, having worked as a supervisor in the public schools for the past sixteen years. Richard has been a leader in middle school education; worked with many middle schools throughout the country and has created a model middle school in New Jersey, which has an interdisciplinary approach to teaching, block scheduling, progressive teaching practices, and strong programming in character education. Eric S. Smith Middle School was recognized by the New Jersey Department of Education as one of the best ten schools in New Jersey. Richard is planning to write an ethnographic study of his principalship, inspired by Harry Wolcott’s book, *The Man in the Principal’s Office*. Richard lives with his wife Pamela, a fourth-grade teacher, and his son, Alexander, and daughter, Brielle, in Allendale, New Jersey. His hero is John Dewey and his special interest is muscle cars of the 60’s and 70’s.

This has been a challenging year for **LESLIE WILLIAMS** as an unexpected illness in January required her to take a medical leave for the next eight months. Happily now recovered, she returned to the College in September. She is deeply appreciative of the support received from colleagues and students during this difficult period.

Leslie has enthusiastically re-engaged with her teaching and scholarly activities. During her recovery period, she and her colleague Patricia Ramsey (of Mt. Holyoke College) completed the second edition of *Multicultural Education: A Source Book* and look forward to its appearance in November of 2002. The preparation of the manuscript came to culmination in an interactive symposium held at the annual meeting of the American Educational Research Association (AERA) in 2002,
during which the draft work was presented to critics for their review and recommendations.

As the year progressed, Leslie was also able to resume leadership of two of the international seminars for which students had been prepared over the past year. She subsequently led two separate student/faculty groups in visits to early childhood settings in Yokohama and Hiroshima, Japan, and in participation in the International Society of Critical Research and Activity Theory (ISCRAT) conference in Amsterdam, The Netherlands. In September Leslie resumed her masters' and doctoral teaching and advisement schedule at the College and began her work as the editor of the Journal of Early Childhood Teacher Education. She also continued her work as editor of the Early Childhood Series for the Teachers College Press.

Leslie continues as a faculty co-director with Susan Recchia, and with Isabel Belinkie (On-site Coordinator) of the Rita Gold Early Childhood Center at Teachers College, of which she is a co-founder. In addition to offering a program of direct service to families affiliated with Teachers College and Columbia University, faculty and staff at the Center coordinate teacher preparation and observational opportunities at the Center, run an associated research program, and offer a substantial outreach program.

Besides being a doctoral candidate in 2002, JOYCELN WOO taught introductory classes on qualitative research methods and curriculum theory, presented at AERA and the International Association of Time-use Research, made a movie and a CD, published a small non-academic fun book, signed on for satellite TV, started playing squash again, and moved to Brooklyn. Her research compares the lives of teenagers in Singapore and in New York City through the temporalities in their lives. She hopes that at some point in the not-too-distant future, she will complete her dissertation... however this might mean that she would have to get a real job!

LISA WRIGHT is enjoying her 16th year as the Director of the Hollingworth Center. She is enthusiastic about the continued services the Center offers graduate students, teachers, families, and international sites. The offerings of the Center fulfill its dual mission of developing the talents of all children as well as providing graduate students with meaningful educational experiences. The Center launched a new program last spring that provides outreach services to teachers and children in Karachi, Pakistan. The Center has also created the Global Village Book Talk Group that includes children from Israel, Harlem, Brazil, Pakistan, and Rwanda. The Preschool Staff Development Project, in its second year, provides services to seventy Universal Pre-K teachers in District 3 and continues to be a great success! Lisa's children, Matthew and Alexandra, are, unbelievably, eight-years old and in the third grade. While Lisa and her husband are adjusting to having "big kids," Matt and Ali are cruising right along! They are avid readers, emerging violin players and active community builders. The family continues to be involved in advocating for the preservation of the Alaskan Wildlife Refuge as well as baking cookies for the children at their local soup kitchen.

Lisa wishes everyone a new year filled with peace and community.

Now totally immersed in faculty work, KAREN ZUMWALT has taken on a few new projects this year. Along with Kim Reid and doctoral student Tricia Gallagher-Geurtsen, Karen wrote a successful department proposal for Spencer Research Training funds to improve the research preparation of our doctoral students. Part of the proposal involves the creation of nine collaborative research projects over the next three years to give doctoral students hands-on research experience prior to doing their own dissertation work. Karen is offering one of the pilot seminars this spring, focusing on collecting evidence that teacher education students and graduates meet standards-based program expectations. She selected this topic since it provides future teacher educators experience with the kind of research they will be expected to do as part of their program responsibilities. It also dovetails with the NCATE accreditation work Karen and other faculty are involved in this year. In addition Karen, along with students BC Craig and Shelley Thomas, is finishing a chapter on the demographic and quality profile of teachers for the AERA Consensus Panel on Teacher Education. Her other major project is finishing the book with Gary Natriello on learning to teach in New Jersey through college-based and alternate routes. On the home front she has mixed feelings about her new "empty nest" status. Scott is thriving as a first-year student at
Georgetown. Christina, a senior at SUNY College of Environmental Science and Forestry, still loves driving those school buses and wonders if there might be a dissertation there!

**FRIENDS**

**BETH A. FERRI** says, “hello,” to everyone in C&T from snowy upstate. She is settling into her new position as associate professor of Teaching and Leadership and Cultural Foundations of Education in the Disability Studies Program at Syracuse University. She is working away on a book project that she hopes to publish in time for the 50th anniversary of Brown v. Board of Education. She misses everyone at TC and wishes you all a wonderful holiday season. If you want to reach Beth, her email is <baferri@syr.edu>.

After graduating with an Ed.D. in May, **BOB LANE** moved 90 miles north to be the Academic Dean at the Kildonan School, a boarding school for “dyslexic students.” He is enjoying his return to a boarding community; teaching middle school and high school; working with kids, parents and teachers on a regular basis; and living in a real, live house in bucolic Dutchess County.

**BETTY LOU WHITFORD** sends warm greetings to all her TC and NCREST colleagues and students from the great state of Maine. She has moved to the University of Southern Maine where she became Dean of the College of Education and Human Development on August 1, 2002. She reports that she hasn't had a decent bagel for six months, but she has seen a red fox, deer, and billions of STARS almost every night. She can be contacted by telephone at 207.228.8535 or <whitford@usm.maine.edu>