

Inside

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The source for news and events at Teachers College, Columbia University

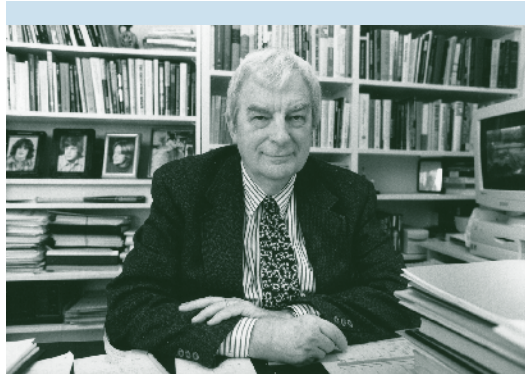
TC's Presence at AERA: Eclectic, Wide-Ranging and Award-Winning

Paper topics range from bullying to the virtual classroom

Teachers College was out in force once again at the American Educational Research Association (AERA) annual meeting, held this year in Chicago in early April. The meeting—the largest in AERA history, with more than 15,000 attendees—featured 154 presentations by TC faculty, students and staff. TC faculty, students and alumni also received honors at the meeting.

The paper and presentation titles of TC contributors were eclectic and far-ranging. They included “Learning in One’s Own Imaginary World” (a survey of the research on the use of games in education); “Taking Bullying Seriously”; “Teacher Accuracy Perceiving Classroom Friendship Networks”; “The Impact of High School After-school Supplementary Education Programs on the Bachelor’s Degree Completion of Urban Students of Color”; “Quality Conversations: Rethinking Child-Adult Conversations as Aesthetic Experiences”; and “Shattering Plexiglass: Continuing Challenges for Women Professors in Research Universities.”

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Tom Sobol, who received the Horace Mann Leagues “Outstanding Friend of Public Education” Award in March, will also receive the College’s medal for Distinguished Service to Education at the doctoral ceremony on May 16.

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Thomas Sobol, Shirley Ann Jackson and Lee Shulman to Speak at Convocation

*Honorees have advanced
educational practice,
research and policy*

In a departure from previous years, Teachers College will award just three medals at its convocation ceremonies this year, but the stature of the recipients—each of whom will deliver an address to the new graduates—is

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In Passing

It's amazing how fast an academic year goes by. It's as though we live on a slightly smaller planet, where all the cycles are compressed into nine months instead of 12. As the warm weather finally arrives and the rest of the world is just beginning to stretch its legs, here we suddenly are, rushing to write papers, complete projects, say goodbyes and plan next steps. At any school, that makes for an unsettling time—but perhaps even more so for us right now here at TC.

Over the past several weeks, we have announced the hirings of a new Provost, Tom James, a new Vice President of Finance and Administration, Harvey Spector, and the addition of a new coordinator for our efforts in New York City schools, Nancy Streim. We have learned that we will be saying goodbye to Joe Brosnan, who has so ably headed up TC's Department of Development and External Affairs for the past 12 years. And of course, our students, as always, march on.

With all these comings and goings, it's reassuring to reflect that in the nearly 125 years since TC was created, its people have remained connected to the College, throughout their lives and in many different ways. School may be an artificial environment—not “the real world”—but when we leave, we continue to follow its curriculum and live its lessons, perhaps more consciously and with more determination than we did when we were there. We are still, in a word, matriculated.

The kinds of questions we ask; the tools we employ to seek answers; the people we turn to for advice and help—all of that stays with us, whether we find ourselves facing 20 public school children across a desk, or working in a neighborhood hospital to teach people how to change their diets, or—like me—back here at TC, trying to gear the school for the next decade of preparing



**TC President
Susan Fuhrman**

future educators and researching the answers to challenges they will face.

All these processes, and all the people in these various roles, are connected, and together we are all part of the single fabric that I like to think of as the extended Teachers College. The newest graduate teaching out on the front lines is carrying with her a century of wisdom and best practices accumulated by all those who have gone before her. At the same time, she's seeing things and experiencing a new reality that no one else has yet encountered, and, as part of our community, she brings that knowledge

back to us, reshaping our understanding of what's important. The technology wizards in our midst are building on cognitive precepts identified by scholars who died before there was an Internet—but they're also changing our understanding of what cognition is and can be. And so on, with all our people.

That, for me, has been the beauty of returning here and taking up the charge once again of envisioning, with so many others, education's possibilities: the sense of timelessness, of connection, of progression along a continuum. Yes, we are all busy, and it's absolutely true that there is so much to do and so little time to do it in. But as we finish our rush through the busy days of our condensed spring here at TC, let's not forget to pause a moment and remember that we're part of something bigger that moves at its own pace. And that, no matter where we go and no matter what we move onto next, it will always, in some very deep-seated sense, be here to come back to. ♦

A handwritten signature in dark ink that reads "Susan Fuhrman". The signature is fluid and cursive, with the first name "Susan" and the last name "Fuhrman" clearly distinguishable.

Thought for Food

Isobel Contento serves up a textbook educating people to eat right

Why, amid a deluge of new information about diet and cholesterol, are Americans getting steadily fatter?

“When it comes to diets, there’s plenty of evidence that knowledge alone doesn’t change people’s eating patterns,” says Isobel Contento, TC’s Mary Swartz Rose

Professor of Nutrition and Education. “Americans are well-informed and, at this point, the grocery stores are full of plenty of healthy foods. What people lack is the oomph to overcome barriers to changing their behavior. So the field needs behavioral, psychological and educational strategies, as well.”

A new book by Contento, *Nutrition Education: Linking Research, Theory and Practice*, provides just those kinds of strategies to future professionals who will work with the public. The first nutrition education text ever written and 15 years in the making, the book is decidedly *not* a compendium of the latest scientific theories about what constitutes good nutrition.

“The public has been getting a lot conflicting messages from the Ornishes and Atkinses of the world—high carb, low carb—but the message from the science-based nutrition community has been pretty steady for a while now, and that’s basically: eat lots of whole grains, fruits and vegetables, not too many fats, and move around more,” Contento says. “This message seems simple but it

often involves making changes, and people often lack the confidence that they are capable of making those changes. They say, ‘I don’t like the taste,’ or ‘It’s too hard to cook all that,’ or ‘I can barely walk a block, let alone walk for an hour.’

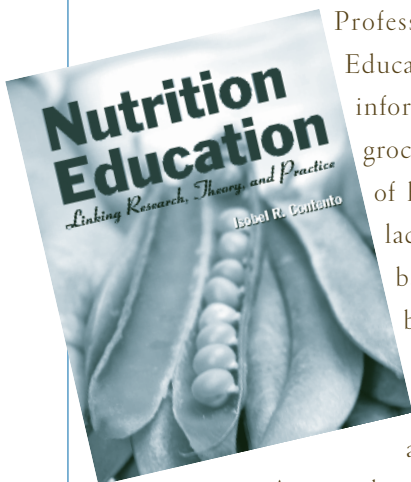
“So people need convincing that they can change, and this is an evidence-based text, focusing on change strategies that research and best practices over the past 15 years have shown to work.”

Contento’s book reflects her analysis of the evidence, which shows that there are three essential components to nutrition education: increasing awareness and motivation; facilitating the ability to take action; and promoting environmental supports for action—for example, changing what’s served up by restaurants and the food industry.

Contento believes that nutrition educators have a major role to play in working with individuals, families and groups to help them understand why they should take action—what’s in it for me, for my family or my community—and also how to take action.

“Nutrition educators also have a role in making the environment supportive of action,” she says. “This means working with policymakers in schools, worksites, communities, the food industry and the government to make the healthy choice the easy—and affordable—choice. Nutrition educators try to create a demand for healthy food and make it important to policymakers to create environments supportive of those seeking to do so.”

TC’s nutrition education program—which is the nation’s oldest and will celebrate its 100th anniversary in



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Extending a Helping Hand

TC provides new counseling services and adopts a suicide prevention policy

Nothing can mitigate the horror and loss of the shootings that occurred on April 16 at Virginia Tech. Still, if anything positive can be said to have resulted from the tragedy, it is that schools across the nation are revisiting their counseling and mental health policies—and TC is no exception.

“In light of the tragedy at Virginia Tech, we are revisiting proposals to further enhance support systems for our students,” says Don Martin, Associate Dean of Enrollment and Student Services. “Our population at TC is unique, and thus we need to provide students with adequate means of support.” But Teachers College is doing more than simply reacting to current events. The effort led by Martin includes more than two years of work to provide more seamless counseling services to the students.

In 2004, members of TC’s administration began to discuss ways to better meet students’ psychological needs. “There was no real place for a person to go to if we became aware that someone was severely overstressed,” Martin said. “The best we could do was refer them to Columbia.”

A Psychological Emergencies Response Team (PERT) was formed, comprising the Associate Dean

for Enrollment and Student Services and directors of the Center for Educational and Psychological Services; Residential Services and Security; the Office of Access and Services for Individuals with Disabilities; the Office of Student Activities and Programs; and the Office of International Services.

PERT’s first major goal has been to put in place a suicide threat prevention policy through the creation of new counseling services and better lines of communication among college staff. The team secured funding for a post-doctoral student, Greg Payton, to serve as a counselor under the direction of Dinelia Rosa, Director of the Center for Educational and Psychological Services. “If we learn that someone has made a threat of self-harm, then we as a team are able to go into action and intervene to help that person find support,” Martin says.

Rosa, who practiced clinical psychology for 16 years before coming to TC, says that there are unique challenges to providing effective counseling services in a university setting. “In a clinical setting, people come openly requesting services, but here we just make them available. The challenge is how to make the services available to students while making them feel comfortable with receiving aid.”

Payton's role has been to meet on a short-term basis with students who are in some sort of crisis. In addition to counseling, he assesses their needs and can refer students who need it to longer-term care. He has been able to run three wellness workshops for students and has also been working with Rosa to develop a directory of psychological services outside the university that are affordable to students. While Payton is moving on at the end of the semester, the perceived success of the program has ensured funding for a replacement, yet to be chosen.

The services have been informed and expanded by school-wide events such as a depression screening, Stressbusters teams, the Wellness Fair and others. "These are all attempts to help students realize that physical, mental and emotional health is very important," Martin says.

While the policies implemented this year have focused on preventing suicides and increasing awareness of mental health issues, PERT is in the process of formalizing other related policies and hopes to have these in place within the next year. ♦

For more information visit: www.tc.columbia.edu/oess/index.asp?Id=College+Policies&Info=Suicide+Threat+Prevention+Policy.

TC Honors Jim Collins



TC's Klingenstein Center for Independent School Education has presented its 2007 Klingenstein Leadership Award to the organizational guru Jim Collins, author of *Built to Last*, *Good to Great* and other global best-sellers that have identified the signature of qualities and practices of exceptional leaders and managers.

TC faculty member Pearl Kane, Klingenstein Center chair, presented the award to Collins at the annual meeting of the National Association for Independent Schools, held this year in Boulder, Colorado.

Kane praised Collins' 2005 book, *Good to Great and the Social Sectors*, for identifying and grappling with critical questions that many in the non-profit world ponder, including "how to define and assess greatness without business metrics? How to think about leadership in arenas where typically no single person has the concentrated power of decision making? How to think about an economic engine in the absence of a profit motive?" These are significant challenges, Kane said, "but as Jim aptly notes, the extra dimension of non-profits that businesses may learn from is a 'purity of mission' that 'has the power to ignite passion and commitment.'"

The Klingenstein Award is given annually to an individual who has influenced the lives of independent school administrators, teachers, parents or students in enduring ways. Past recipients have included TC's Maxine Greene; education journalist Diane Ravitch; and the educators and authors Theodore and Nancy Sizer. The honor includes a \$2,000 award, which Collins, who praised TC and all school leaders for their work in "shaping the future of the nation," donated to the Boulder Shelter for the Homeless. ♦

A Firsthand Look at Quality Teaching

TC's Tom Hatch takes his video camera into the classroom



**Associate Professor
Tom Hatch**

Everyone talks about high quality teaching—but what does it really look like?

“Too often teaching goes on unseen,” says Thomas Hatch, Associate Professor of Education. “We call them public schools, but teachers are for the most part working in private, isolated classrooms.”

For the past year, Hatch has been taking a video camera into local public schools and taping teachers in action. He then puts the footage into multimedia presentations on the Web to reach a broad community of educators. This April, *Teachers College Record* published, “Making Teaching Public,” an online digital exhibition produced by Hatch and his colleagues that documents teaching and learning in New York City, California and Philadelphia classrooms. Combining videos, photographs, written descriptions, student work and teachers’ reflections, the exhibition gives viewers an in-depth yet accessible portrait of how teaching and learning takes place in challenging contexts.

Hatch’s Web presentations not only give teachers and teacher educators a view of good teaching up close, they also allow instructors a chance to share their challenges and achievements with their peers. “The Web sites are a venue for connecting teachers with teachers,” he says.

Ultimately, Hatch hopes to develop a multimedia collection of educators teaching a variety of content to

a diverse range of students in different contexts and grade levels, so that viewers in the profession can find examples of teaching that resonate with their own teaching experience.

“I want a teacher to say, ‘Yeah, this Web site actually begins to get at some of the complexities that I have to deal with in my classroom,’” he says, explaining that video often conveys these complexities more effectively than written case studies. On-the-spot decision making, altering lesson plans and assignments to fit classroom dynamics, interactions with students: these processes are often hard to capture with words, yet they are the very things teachers—especially new teachers—want help with. The Web sites give them access to real situations and strategies.

Hatch was inspired to make teaching public as a result of his own experience of classroom isolation. “In working with teachers in higher education, I suddenly realized there were all kinds of teaching, courses, activities and assignments I’d never experienced,” he says. “We’re really confined to our own experiences with what goes on in the classroom, and I think that is really limiting.”

Hatch started using cameras and the Internet to open classroom doors 10 years ago, when he was working at the Carnegie Foundation for the Advancement of Teaching. He has since carried on the work through The National Center for Restructuring Education, Schools and Teaching (NCREST), based at TC, where he is Co-Director.

Hatch stresses that capturing classes on tape is not easy. Busy schoolrooms are often loud and poorly lit. There are issues of permission, privacy and intellectual property. For teachers, being filmed on the job “can be daunting,” he says. There also are questions about what to videotape and how to edit the footage, as well as how to design the Web sites so viewers get a deep sense of the content without being overwhelmed with too much information.

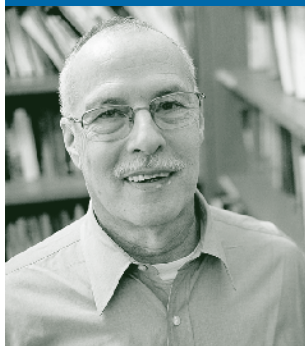
That said, educators are generally eager to share their teaching experience. “For the most part they’ve welcomed this opportunity with open arms,” says Hatch, who is especially pleased when viewers personally respond to the educators who appear in the Web sites. “The teachers have this sense of discovery that there are people out there who care about what they’re doing, and these teachers have never had that before. For me, it’s tremendously fulfilling to help build those connections.”

Ultimately, Hatch wants his Web work to reach the general public. As a parent of three young children, he experienced first-hand the frustration of trying to learn what was going on in the actual classrooms of elementary schools. “When we moved to New York four years ago, all we had to go on in terms of picking schools were those magazine articles, those ratings and statistical digests that talk about test scores and demographics but don’t tell you anything about what’s really going on inside the schools. I had to go to 15 different elementary schools around Westchester to begin to get a sense of the kind of teaching and learning that might go on there.”

Hatch envisions a public record of Web sites where parents can go in and see examples of teaching and curricula offered in local schools. “Then parents will have a whole new means of understanding and thinking about where they’d like their kids to grow up,” he says. ♦

🔗 Tom Hatch’s multimedia work, “Images of Teaching,” can be found on the NCREST Web site at **www.tc.edu/ncrest/images**. “Making Teaching Public” can be found through *Teachers College Record* at **www.tcrecord.org/makingteachingpublic**.

Levin Named to NAE



TC’s Henry M. Levin, an internationally known education economist, has been elected a member of the National Academy of Education (NAE).

Levin, the College’s William Heard Kilpatrick Professor of Economics

and Education, has led groundbreaking cost-benefit analyses of educational strategies that boost high school graduation rates. He is former Director of the Accelerated Schools Project, a national school reform initiative focused on at-risk youngsters in 1,000 schools in 41 states.

Levin heads the National Center for the Study of Privatization in Education, a non-partisan group that studies educational vouchers, school financing and other issues, and has advised many state and municipal governments. He also is the David Jacks Professor of Higher Education and Economics, Emeritus, at Stanford University. His most recent books are *Privatizing Education* (Westview, 2001); *Cost Effectiveness and Educational Policy* (Eye on Education, 2002) and *Readings in the Economics of Higher Education* (Elgar, 2003), and, with Clive Belfield, *Privatizing Educational Choice* (Paradigm Publishers, 2005).

Levin was named to the NAE along with 15 other education leaders, including James Gee of the University of Wisconsin, Madison; Marvin Lazerson, University of Pennsylvania (Emeritus); and Gary Orfield, of the University of California, Los Angeles.

“The newly elected members are preeminent leaders in their respective areas of educational research, and they have had extraordinary impact on education in the U.S. and abroad,” said Dr. Lorrie Shepard, NAE President.

Founded in 1965 to advance the highest quality education research and its use in policy formation and practice, the National Academy of Education is an honorary society that currently has 162 members and 12 foreign associates. Members are elected on the basis of outstanding scholarship or contributions to education. ♦

Education, *Very* Broadly Defined

A cultural anthropologist unveils a vision of sub-rosa education and its possibilities

When Hervé Varenne earned his Ph.D. in the 1970s, his grandmother, whose formal schooling had stopped in the sixth grade, told him, “Remember, you may have more instruction than I have, but you are not more educated.”

Varenne’s grandmother’s viewpoint is strongly in evidence in “Explorations in the Theory of Education: Anthropological perspectives,” a special issue of the *Teachers College Record* guest edited by Varenne, now an eminent cultural anthropologist and Professor of Education in the Department of International and Transcultural Studies, that will be published in July 2007.

“Cremin urged researchers to remember that education is more than schooling,” Varenne writes in the very first sentence of his abstract, referring to the late TC President and educational historian Lawrence Cremin.

Citing Cremin’s notions of “building” and “deliberating,” Varenne goes on to sketch a vision of education in which people are active agents rather than passive absorbers, in which “human beings are not so much shaped as shaping, not so much transformed as transforming.” The papers that follow his introduction illustrate “how all people do educate themselves, in a wide series of settings and historical conditions,” including those of “enslaved people in the early United States,

Hmong girls in Thailand, adolescent girls in Jordan, poor, shamed Brazilian women, students in a small liberal arts college, teachers and administrators in a Jesuit school for Mexican immigrants, health care professionals in Sweden, activists in New Zealand, museum curators and the people who visit their exhibits.”

Contributors to the issue, about two-thirds of whom are TC students and faculty, include Lesley Bartlett, Assistant Professor of Education, and visiting professor Fida Adely. All the contributors are anthropologists who graduated from either TC’s program or those at Chicago, Yale and Stanford.

Varenne’s theory of education has political overtones, though Varenne himself may be impossible to pigeon-hole as either liberal or conservative. For starters, he flies in the face of much current conventional wisdom that holds that the first three years of life are critical for forming not only minds but future life chances.

“All the case studies in the special issue take us out of the world of early learning and into the world of continued efforts to change both oneself and one’s consociates through often difficult collective deliberations,” Varenne writes, adding that in the literature of the past half-century of social science research, “participants are, often unwittingly, made passive carriers of what was once called

‘cultures of poverty.’”

Is Varenne blaming people who don’t escape their poverty, then? Praising those do? “In fact, we try to move away from the language of blame,” he says. “We believe problems originate from institutions, not the individuals who are affected by them. Thus, when children fail a high-stakes test, the problem does not lie in some personal property of the child. It does not even lie in the design of the test. The problem lies in these tests having been made so important in children’s careers.”

Varenne says that even well-intentioned institutions that seek to ensure social welfare can obscure (or even suppress) the initiative of individuals, who rarely follow any social program as legislated. To counter that tendency, he says, he and the other authors contributing to the special issue emphasize “the wealth of what people are able to do with and against their conditions.”

“We intend to bring out the collective efforts to deal with difficult conditions and transform them through everyday learning and teaching,” Varenne writes. “Our goal is to show that all people, everywhere, are involved in such efforts.”

“If religion, ideology, artistic tastes, technologies and so on must be seen as developing essentially in and around institutions uneasily controlled by the ‘public,’



Professor Hervé Varenne spoke in April at a launch ceremony for a special issue he guest edited of the *Teachers College Record* devoted to broadly redefining education. With him is contributor Maria Brodine.

then the conversations by school people about schooling (its policies, prerequisites and consequences) miss what remains most powerful in human life—the continued efforts by all to transform their conditions.”

Varenne is quick to add that “those conditions” include schooling itself. With that in mind, he currently is collaborating with TC Professor Emeritus Edmund Gordon and post-doctoral fellow Linda Lin on an ethnographic study of non-school settings in Harlem—churches, community groups, street situations—where significant education occurs. ♦

Readers who wish to comment on the studies in the TC Record special issue may do so by visiting:

www.studyplace.org/wiki/index.php?title=Talk:Anthropological_perspectives_on_educational_research

TC MEDALISTS (CONTINUED FROM FRONT PAGE)

anything but scaled down.

Thomas Sobol, TC Professor Emeritus and former New York State Commissioner of Education, will receive the College's Medal for Distinguished Service at the doctoral convocation ceremony on May 16, which will begin at 2:30.

Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching and Charles E. Ducommun Professor of Education Emeritus at Stanford University, will also receive the medal at the 3:00 ceremony for master degree candidates on May 15. And theoretical physicist Shirley Ann Jackson, President of Rensselaer Polytechnic Institute and former chairman of the U.S. Nuclear Regulatory Commission, will receive the medal at the evening ceremony for master degree students, to be held at 7 p.m. on May 15.

All the ceremonies will take place in Riverside Church, on 120th Street and Riverside Drive.

Sobol recently retired as TC's first Christian A. Johnson Professor of Outstanding Educational Practice. In that role, he supervised the Inquiry Program, the College's largest doctoral program for public school leaders, and oversaw the Superintendents Work Conference, an annual gathering of school leaders from around the country.

In the 1990s, as New York State's Commissioner of Education, Sobol led the creation of *A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education Results*, which was among the first documents to codify a state's achievement standards, including key concepts and competencies the students are

required to know at different grade levels. He consciously shaped that document to offer a rationale for a legal argument that children should be given the necessary resources to succeed in school and subsequently played a leading role in advancing just such a legal argument. Named, by virtue of his position, as a defendant in the landmark Campaign for Fiscal Equity educational adequacy suit against New York State, he asked to switch sides in the case and ultimately served as an amicus witness to the plaintiff. In *Williams vs. California*, another major adequacy suit in which he subsequently gave testimony, Sobol enumerated what he described as "core elements that are required for schooling, regardless of what a state Constitution's education provisions are interpreted to mean," including safe and sanitary facilities, adequate supplies and resources, and, above all, access to quality teaching.

Sobol recently was honored at the American Association of School Administrators with a lifetime achievement award. He still teaches at TC and is now leading a coalition of retired and current superintendents who are trying to focus attention on key issues related to educational equity.

Jackson is the 18th President of Rensselaer Polytechnic Institute, the oldest technological research university in the U.S., which has campuses in Troy, New York, and Hartford, Connecticut. Calling her a "national treasure," the National Science Board selected her as its 2007 recipient of the prestigious Vannevar Bush Award for "a lifetime of achievements in scientific research, education and senior statesman-like contributions to public policy."

Described by *Time Magazine* (2005) as “perhaps the ultimate role model for women in science,” Jackson has held senior leadership positions in government, industry, research and academia. She a leader in addressing what she has described as a “quiet crisis” in American science: the record numbers of scientists and engineers who are beginning to retire without enough young professionals prepared to replace them. She has urged a national focus on energy research as a focal point to excite and encourage greater interest in science, technology, engineering and mathematics careers, noting that “energy security is the space race of this millennium.”

Since assuming the presidency at Rensselaer, Jackson has fostered an extraordinary renaissance at the institution. This has included the hiring of new faculty; new construction and renovation of facilities for research, teaching and student life; a doubling of research awards; and innovations in curriculum, undergraduate research and student life initiatives.

Previously, Jackson was Chairman of the U.S. Nuclear Regulatory Commission, from 1995 through 1999; a research scientist at the former AT&T Bell Laboratories; and a professor of theoretical physics at Rutgers University. She is past President (2004) and Chairman of the Board (2005) of the American Association for the Advancement of Science (AAAS); a member of the National Academy of Engineering; and a Fellow of the American Academy of Arts and Sciences, the American Physical Society and AAAS. She serves on the Board of Directors of NYSE Euronext, the Board of Regents of the Smithsonian Institution and is a director of several major corporations.

She has advisory roles and involvement in several other prestigious national organizations.

Jackson holds an S.B. in physics and a Ph.D. in theoretical elementary particle physics from M.I.T.

Shulman established a national reputation through his groundbreaking studies of medical reasoning and the cognitive processes involved in medical problem-solving. He followed these achievements by conducting technical studies in the field tests that led to the creation of the National Board for Professional Teaching Standards. As the eighth President of the Carnegie Foundation for the Advancement of Teaching—a position he recently announced that he will relinquish in August 2008—he has brought to bear an expertise across varied areas and disciplines. He has compared educational interventions to medical treatments and then explored the rich notion that they simultaneously heal and introduce new variables into the education system that trigger “cascades” of unforeseen consequences. That idea, in turn, has laid the ground for Carnegie’s view that “one must always look ‘upstream’ to understand the current nature of problems” and that “nearly every sector of the educational system can be simultaneously viewed as both upstream and downstream.”

Shulman is past President of the American Educational Research Association (AERA) and received its career award for Distinguished Contributions to Educational Research. He is a member of the National Academy of Education, having served as both President and Vice President. He is the recipient of the American Psychological Association’s 1995 E.L. Thorndike Award

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TC AT AERA (CONTINUED FROM FRONT PAGE)

“Millions of children are regularly subjected to acts of bullying in our schools, resulting in painful humiliation, psychological harm, physical injury, and in some cases even suicide and murder,” writes TC doctoral student Emily Ackman and two co-authors from other institutions in their paper on bullying. “Nonetheless, bullying is dismissed by many as a ‘normal’ part of life in schools. The paper goes on to review a range of existing statutes and policies for preventing bullying, and to suggest strategies for more effective enforcement.

“Teachers are important classroom actors who make a wide variety of consequential decisions that are likely influenced by their perceptions of who is friends with whom among students in the classroom,” writes TC doctoral candidate Matthew Pittinsky, with other authors, in his paper on teachers’ perceptions of classroom friendship networks. “While a number of investigations into teacher sociometric accuracy were conducted during the 1940s and 1950s, little has been published since on this topic.”

Hervé Varenne, Professor of Education in TC’s Department of International and Transcultural Studies, together with Ray McDermott and Shelley Goldman, both of Stanford University, received the Palmer O. Johnson Memorial Award, given for the highest quality of academic scholarship for a paper published in an AERA journal during the 2006 volume year.

The paper jointly authored by the trio, “The Cultural Work of Learning Disabilities,” was published in the August–September 2006 issue of *Educational Researcher*. It is an examination, in classrooms around the country, of “shifting currents of concern and tension that invite the attribution of labels for mental and/or minority-group status.” It seeks to introduce a “language for cultural analysis” that can be used for

“interpreting the interpretations of others.”

Varenne is a cultural anthropologist whose major interests center on the processes that produce particular conditions for human beings in history, and their consequences. His most recent book, *Successful Failure* (written with McDermott and published by Westview), deals with the consequences of American schooling. McDermott was a member of the Teachers College faculty from 1979 through 1989. Goldman earned her master’s and doctoral degrees at TC.

In addition, Thomas Bailey, George and Abby O’Neill Professor Economics and Education and the Director of TC’s Community College Research Center (CCRC), and Vanessa Smith Morest, a TC alumna and Senior Research Affiliate at CCRC who is now Dean of Institutional Effectiveness at Norwalk Community College, received the AERA Division J (Postsecondary Education) Exemplary Publication Award for their book, *Defending the Community College Agenda* (Johns Hopkins University Press, 2007).

Finally, Frank Grossman, who recently earned his Ph.D. in TC’s Leadership, Policy and Politics program and is now on the faculty of Swarthmore College, was awarded the Division L Best Dissertation Award. Grossman’s dissertation explored how Teachers and Administrators of New York, a group of educators from 28 small schools, were able to maintain a waiver that allowed students in its schools to demonstrate mastery of state standards through a series of performance-based assessment tasks rather than by passing state-level graduation exams.

Next year’s AERA meeting will be held in New York City from March 24th through March 28th.

For a more in-depth look at TC presentations at AERA, visit www.tc.edu/annual/aera. ♦ For a more in-depth look at TC presentations at AERA, visit www.tc.edu/annual/aera. ♦

TC MEDALISTS CONTINUED FROM PAGE 11

for Distinguished Psychological Contributions to Education; a fellow of both the American Academy of Arts and Sciences and the American Association for the Advancement of Science; a Guggenheim Fellow; a Fellow of the Center for Advanced Study in the Behavioral Sciences; and the recipient of the 2006 Grawemeyer Prize in Education.

In 2004, Shulman's collected writings on teacher education and higher education were published by Jossey-Bass Inc. in two volumes, *The Wisdom of Practice* and *Teaching as Community Property*. He is a co-author of *Educating Lawyers: Preparation for the Profession of Law* (Carnegie/Jossey Bass, 2007). Shulman's research has dealt with the quality of teaching and teacher education; knowledge growth among those learning to teach; the assessment of teaching; medical education; the psychology of instruction in science, mathematics and medicine; the logic of educational research; and the quality of teaching in higher education. His most recent studies emphasize the central role of a "scholarship of teaching" in supporting needed changes in the cultures of higher education, and the function and features of signature pedagogies in professional education.

Since 1990, Shulman has collaborated with Pat Hutchings and Russell Edgerton on programs and research to strengthen the role of teaching in higher education. The themes of emphasizing teaching as a community property and supporting the needed changes in the cultures of higher education remain central to the mission of the Carnegie Foundation. ♦

Joe Brosnan to Leave TC



Led successful capital campaign; built endowment

Joseph Brosnan, Vice President for Development and External Affairs, will leave Teachers College this summer to become the twelfth President of Delaware Valley College, a nationally ranked comprehensive college of 2,100 students in Doylestown, Pennsylvania that was founded in 1898.

Brosnan came to Teachers College in 1995 and built TC's development function from the ground up, establishing what is now the Department of Development and External Affairs. In 2000, he led what was then the largest-ever capital campaign for a school of education, which contributed to tripling the school's endowment, which now stands at over \$200 million, and has since sustained fundraising at a level of \$22 million per year. For three of the past four years, the College has received four-star ratings from Charity Navigator, the nation's largest independent evaluator of charities, for its sound fiscal management of development dollars.

Brosnan played key leadership roles in the development of the College's Financial Priorities Plan, Technology Plan, Intellectual Property Policy and its planning for the Gottesman Libraries.

"Joe has been an important part of TC's growth and success over the past decade," TC President Susan Fuhrman said in announcing Brosnan's departure.

In his own note to the TC community, Brosnan said his decision to leave the College was "among the most difficult I have ever made.

"The past 12 years have given me everything I could have hoped for professionally and personally, including not only the chance to shape TC's development and external affairs functions and lead an exhilarating and successful capital campaign—all in the most dynamic city in the world—but also the opportunity to build scores of relationships that I believe will last the rest of my life," he wrote. "Teachers College is an extraordinary community, one that is truly united and defined by the idealism and passion that everyone in it brings to the work of education and improving lives." ♦

Calendar

MAY 15

Teachers College Master's degrees Convocations

**The Riverside Church,
490 Riverside Drive at 120th Street**
**Ceremony I (3:00pm): Arts and
Humanities, Biobehavioral Sciences,
Counseling and Clinical Psychology,
Curriculum and Teaching**
**Ceremony II (7:00pm): Health and
Behavior Studies, Human Development,
International and Transcultural
Studies, Math Science and Technology,
Organization and Leadership**

An Alumni Council-sponsored Reception will immediately follow each ceremony in Russell Courtyard at TC. All graduates and their guests are invited to attend.

Book Talk: Terror in the Holy Land: Inside the Anguish of the Israeli- Palestinian Conflict with Judy Kuriansky **5:00pm - 7:00pm - 306 Russell**

Hear Judith Kuriansky read and discuss *Terror in the Holy Land: Inside the Anguish of the Israeli-Palestinian Conflict* (Greenwood, 2007). This book is the first to bring together commentary and anguished personal insights from people on both sides of the battle, offering a clearer, more nuanced understanding of the psychological trauma that is common for men, women and children there.

MAY 16

2007 Teachers College Doctoral Hooding Ceremony **2:30pm - 4:30pm**

**The Riverside Church,
490 Riverside Drive at 120th Street**
The Teachers College Doctoral Convocation is held to recognize and celebrate the achievements of

doctoral students. Each doctoral degree recipient will be hooded by the Dean of the College in front of Faculty, Senior Staff, family and friends. A reception for graduates and their guests will be held immediately following the ceremony in Russell Courtyard at Teachers College. Please enter the Courtyard from 120th Street.

Live Performance: The Angelo Miranda Quintet (Latin jazz)

5:00pm - 6:00pm - Everett Library Café
Come grab a coffee and enjoy the music. The Everett Cafe is host to a series of one-hour musical performances by musicians in the Teachers College community. The cafe is located at the entrance of the library.

MAY 22

Promoting Mutual Respect and Preventing Workplace Harassment **10:00am - 12:00pm - 179 Grace Dodge**

Attend the *Promoting Mutual Respect and Preventing Workplace Harassment* training, designed as a two-hour interactive session created to help engage and educate everyone on the importance of understanding the laws, policies, avenues of institutional support for appropriate corrective action and protection against retaliation; and identify behaviors that contribute to bias, stereotyping, and harassment.

MAY 25

Looking For Life Film Screening - Haiti **6:00pm - 8:00pm - Location TBA**

Experience this film that depicts a connection between two women as well as their daily work and

the constant battle for survival that they lead together with other women in Haiti. Beyond this, the film demonstrates the extent to which the importation of North American goods has brought about the collapse of Haitian regional production and ruined Haiti's economy. Sponsored by TC African Diaspora Cine-Club and co-sponsored by CAE.

JUNE 2

Graduate Writing Center: Literature Review/APA workshop

9:00am - 12:00pm - Location TBA

Attend this workshop that is tailored to the needs of the workshop attendees. In addition to APA referencing, the topics we will cover include: identifying arguments, claims, evidence and theoretical frameworks, organizing topics and subtopics, finding and using sources, structuring your review, and writing it up. If you own an APA manual, please bring it with you.

JUNE 15 - 16

Admitted Student Weekend

10:00am-6:00pm

Mingle with newly admitted students who will be visiting the TC campus. There will be an opportunity to meet the TC administration, Faculty, Staff, and a famous TC alumna. There will also be staff from Financial Aid, Career Services, Residential Services and Student Activities and Programs, to answer a variety of questions. We will offer campus tours and a chance to participate in a variety of social activities with our current TC students. ♦

Inside

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EXECUTIVE DIRECTOR,
EXTERNAL AFFAIRS

Joe Levine

DIRECTOR OF
COMMUNICATIONS

Diane Dobry

ASSOCIATE DIRECTOR OF
PUBLICATIONS

Lisa A. Farmer

COMMUNICATIONS
COORDINATOR

Ryan Brenizer

WEB EDITOR

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WEB CONTENT DEVELOPER

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ASSISTANT

Kalena Rosario

EDITORIAL
ASSISTANTS

Sheba Michel

Janine Rudder

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or send via campus mail to:

OFFICE OF EXTERNAL AFFAIRS,
BOX 306.

ISOBEL CONTENTO (CONTINUED FROM PAGE 3)

2009—has a long history of doing just that, and Contento, perhaps more than anyone else in the field, embodies the tradition. The program's coordinator since 1985, she has served on a score of national advisory committees, including the American Cancer Society's "Changing the Course" curriculum project; the Centers for Disease Control and Prevention's Guidelines for School Health Programs to Promote Lifelong Healthy Eating; and the National Academy of Sciences' Committee on Nutrition Standards for Foods in Schools. She has studied the knowledge and beliefs of high-poverty urban children about food and food systems, and how children transform and use that knowledge in their everyday lives. She is the co-developer of a science education curriculum series that teaches children about nutrition by examining the relationship between food, personal behavior and their food and activity environment, and that also assists kids to develop personal agency to act upon this environment.

At a recent nutrition conference held at TC in April, Contento announced the creation of the College's new Center for Food and the Environment, which she will lead.

"What we are attempting to do in our nutrition program and through the new center," she says, "is to create a new field in which nutritionists learn enough about behavioral sciences to work effectively as behavioral nutritionists and nutrition educators and who are also able to work to transform the environments in which food choices are made." ♦

POP CULTURE PAIR (CONTINUED FROM BACK COVER)

"It was just a kind of natural fit," says Goble. "We're very like-minded in how we see the world and how we explore the world and our views on education."

Trackman soon began developing multidisciplinary lesson plans with Goble for Mindblue. In 2005, they launched their online storefront, Mindblue.com. Last summer they took a break to get married.

What's it like, being married to your business partner?

"We balance each other out," answers Trackman. "I think it's because I'm very good at the details, and he's very good at the big picture."

In March, they put together the conference, "Popular Culture in the Classroom: Teach, Think, Play," at Teachers College. The conference, which Goble describes as "an educational sweet spot where the outside world and the school world came together," identified ways to incorporate popular culture into curriculum and classroom practice across disciplines.

Next up for Goble and Trackman: taking Mindblue on the road to schools and teachers' conventions.

"Schools call us in to rock their professional development," Goble says. "People treat us as a revelation." Billed as educational rock concerts, their presentations offer lesson plans, live music and audience participation.

So when do they have time for their own schoolwork?

"You have some sleepless nights, and you try to multitask," says Goble.

"I ask myself that all the time," Trackman says. "But we're both fortunate enough to be doing things we not only love, but really believe in." ♦



A PAIR OF POP PEDAGOGUES

Most teachers see pop culture as the enemy—a competitor for their students' attention. Ryan Goble and Nicole Trackman embrace it.

Goble, a doctoral student in Interdisciplinary Studies at Teachers College, and his wife, Trackman, run Mindblue Productions, a fledgling company that develops study guides integrating rock and roll with core curriculum. As Goble says, "we're making curriculum pop."

Ben Harper, Ani DiFranco, Radiohead—these are just a few of the artists Goble and Trackman use to connect schoolwork with students' lives. "The kids just love it," Trackman says, "and we have wonderful responses from the teachers."

"There's no reason school should be boring," Goble adds. "It's too exciting. There are too many things to connect, to see and do."

Goble, a self-described media junkie, grew up lis-

tening to Motown and worked for Virgin Records before becoming a teacher. His brainchild, Mindblue, grew out of his 1997 master's thesis on improving education through the arts and popular culture. He is currently a high school curriculum coordinator and also mentors first year teachers in the South Bronx.

Trackman, a poet who attended the Iowa Writer's Workshop, teaches at Lyceum Kennedy, the French International School, and also consults on curriculum development in the Bronx. She hopes to pursue her degree, like Goble, in Interdisciplinary Studies at Teachers College.

Goble and Trackman attended the same high school in Chicago, although they were four years apart and did not know one another at the time. They met later on as newly hired teachers at another Chicago high school. Working together, sharing lesson plans and ideas, they soon realized how much they had in common.

CONTINUED ON PAGE 15