Getting Ready for Pre-K—and Later Life

Readiness for pre-K can be a strong predictor of achievement later on, finds a new study co-authored by TC’s Jeanne Brooks Gunn—but don’t give up on that rowdy toddler.

How accurately does a child’s social, behavioral and academic readiness upon arriving at preschool and kindergarten predict his or her achievement down the road?

TC faculty member Jeanne Brooks Gunn is among a 13-member international group of researchers who have sought to answer that question through a study—“School Readiness and Later Achievement”—recently published in the journal Developmental Psychology and reported on in the New York Times.

The study found that a child’s mastery of “such early math concepts as knowledge of numbers and ordinality were the most powerful predictors of later learning,” while vocabulary, knowledge of letters, words and beginning and ending word sounds also were consistent predictors of later learning. But non-academic variables such as...
We pack so many educational experiences into our daily lives at TC that we don’t always stop to appreciate just how amazing some of them are. It’s especially important to do that when the “experience” is someone special in our midst who represents a philosophical viewpoint, a field of endeavor, or a body of experience or thought. We don’t want to look back and realize only in hindsight that we were in the presence of someone who has changed lives with powerfully humane ideas and actions.

An unusual number of people at TC fit that description, but the one I’m thinking of was only with us for a semester. I’m thinking of James Banks, our visiting Tisch Lecturer.

Jim is the author of such important works as *Diversity and Citizenship Education: Global Perspectives*, which examines the tension between a unified political culture and a racially and ethnically diverse society in 12 nations; *Teaching Strategies for Ethnic Studies*; and *Cultural Diversity and Education*. He founded and still directs the Center for Multicultural Education at the University of Washington, where he is a distinguished professor, and he edits an influential series on multiculturalism at Teachers College Press.

If you really want to understand what Jim Banks has contributed, though, consider the very notion of “multiculturalism” itself. Today this concept, while challenged by many, has a recognized place in the education lexicon and debate. In many ways, we owe that to Jim Banks, who has pioneered in advancing and documenting the view that people can and should fully participate in civil society while still retaining their distinctive cultural identities. If Jim formed that viewpoint as an African American in the crucible of the Civil Rights era, it has nevertheless since been recognized to have global significance.

Indeed, more than any other line of educational research, Jim’s work captures the central tension of our era—and it may be that no idea is more critical to how nations, communities and individuals must conduct themselves and interact with one another in this day and age. We need to join together, but we also need to retain our sense of who we are. We need to cooperate, respect, understand and be understood, yet at the same time we need to defend and cultivate the sources of our identity as human beings. It’s hard to think of an issue in the world today that doesn’t pose those challenges and offer those opportunities for discovering what democracy is all about.

Jim Banks has had the courage to articulate those ideas, teach them, and inspire people of all backgrounds to recognize their value and take them up as their own. We at Teachers College have been lucky enough to have him right here on our campus, this fall. Our academic community grows in its power of understanding, its depth of social vision, and its capability for constructive action because of those who walk here, whether they be faculty, staff, students or honored guests like Jim Banks. So if you have a moment, or especially if you see Jim in the hallways before he returns to the Northwest later this month, stop to say hello. And a big *Thank you*, too, might be in order.

Tom James
Jeffri, Director of TC’s Research Center for Arts and Culture, and her co-principal investigator, Douglas Heckathorn of Cornell University, surveyed 213 visual artists, ages 62–97, in New York City, and found that most demonstrated personal growth, creativity, self-efficacy, autonomy, independence, effective coping strategies, sense of purpose, self-acceptance and self-worth. The artists in the study also tended to remain actively engaged in their work and productive well past retirement age, and also maintained extensive social networks—a key finding because, as the study notes, “people with ‘robust’ networks tend to stay out of nursing homes and gain benefits in their quality of life.”

Undertaken to assess the needs of aging artists in New York City’s five boroughs, the study (which was supported by the Pollock-Krasner Foundation and the Cornell Institute for Translational Research on Aging) was conducted in English, Spanish and Chinese. Its title—“Above Ground: Information on Artists III”—is drawn from the words of the oldest artist in her nineties who participated, who, when asked, “How are you doing today?” replied “Well, I’m above ground.” The researchers brought together the study population through a methodology called “respondent-driven sampling,” developed by Heckathorn, in which they initially targeted artists known to have extensive social networks and gave each of them four coupons, with information about the study, to give to colleagues who met the study’s guidelines.

The study recommends that society redefine its understanding of both “work” and “old age”; create support for informal social care using the networks provided by...
Pursuing equal educational opportunity in a post-*Brown* world

TC’s Equity Symposium asks: Can state-level school finance suits fill the gap as the Supreme Court retreats on integration?

The decision last June by the U.S. Supreme Court to invalidate racial balancing plans in two school districts was the clearest signal yet that the nation has entered a new, post-desegregation era, in which the vision espoused in *Brown v. Board of Education*—that of a federal judiciary with an abiding commitment to integrated schools—is no longer the operative condition. This shift will alter the national education landscape—and indeed has altered it already—for decades to come.

That assessment, offered by TC President Susan Fuhrman at the start of the Third Annual Symposium of TC’s Campaign for Educational Equity, was widely shared by the many presenters, discussants and panelists at the two-day event, titled “Equal Educational Opportunity: What Now? Reassessing the Role of the Courts, the Law and School Policies after *Seattle* and *CFE*.” On the question of precisely how the education landscape has changed and how those changes will affect the lives of students, communities and the nation as a whole, there was far less consensus.

The Symposium began with a brief overview of the Court’s decision in *Parents Involved in Community Schools v. Seattle School District*, in which plaintiffs challenged the constitutionality of voluntary integration plans adopted by school boards in Seattle and Jefferson County (Louisville), Kentucky. Under Seattle’s plan, race was one of several factors (including presence of siblings and distance from home) used as “tie-breakers” in determining where to assign students. Louisville’s plan set a goal of having all schools maintain not less than 15 percent and not more than 50 percent black students (the district is 37 percent African American) by using cluster groupings, adjustment of school attendance areas and managed choice. In a limited number of instances, racial classifications determined students’ assignments.

By a 5-4 margin, the Supreme Court ruled in June that both of these plans were unconstitutional. However, a different majority of the Court indicated that other voluntary integration plans that do not assign individual students by race, but which rely instead on magnet schools, redrawing of attendance zones, strategic site selection of new schools and other such mechanisms would be permitted. Justice Anthony Kennedy provided the swing vote in each outcome.

For Ted Shaw, President and Director-Counsel of the NAACP Legal Defense and Educational Fund, the Court’s invalidation of the Seattle and Louisville plans cut the ground out from under 50 years of legal precedent and jurisprudence.

“There is a constant struggle over the place of race in this country, and now diversity has become the only rationale that the Supreme Court has respected,” Shaw said, referring to Justice Kennedy’s opinion that while schools do have a “compelling interest” in maintaining the diversity of classrooms, measures by districts to ensure diversity cannot use the race of individual students as a basis for making classroom assignments. As a result of the decision, Shaw said, many programs are now at risk—including scholarship programs, pipeline programs and Ph.D. programs.

“These programs are at risk because of this Orwellian
consciousness that says race consciousness is race-ism. The
legal discourse is dishonest, and the social and political
discourse is dishonest,” he said.

Others felt the Court’s ruling opens new potential for pursuing equal educational
opportunity.

“Things are not so bad,” said John Powell, Executive
Director of the Kirwin Institute for Race Ethnicity at Ohio
State University. Yes, one can read the plurality decision
and then ‘go get the Prozac; it’s so depressing,” Powell said,
admitting he wished the decision had not been rendered.
But in his view, the decision’s interest in diversity makes
addressing racial isolation a compelling government inter-
est. Furthermore, Powell said, “It’s really a complicated and
confused opinion. There are five different opinions in the
case, and that is a place of potential movement. This case
has not been put to rest. This issue has not been put to rest.
We do a disservice if we read this case narrowly, and think
this case is over.”

Those viewing the Seattle decision on a more tactical
plane seemed to share Powell’s optimism, with many arguing
that the decision does not force states and districts to
completely do away with their racial balancing programs
and that, in fact, there are quite a few extant programs that
still pass muster.

For example, Anurima Bhargava, Director of the
Education Practice, NAACP Legal Defense and Educational
Fund, said that under Kennedy’s opinion, the vast majority
of the programs used in Kentucky to ensure racial integra-
tion remain 100 percent permissible. Yet race—or more
specifically, a specific percentage assigned to race—can no
longer serve as a “moral yardstick,” as Pat Todd, Executive
Director of Student Assignment for the Jefferson County
Public Schools, called it. Instead, Bhargava said, districts
will need to be creative to meet the goal of racial balance
within the parameters of Kennedy’s opinion.

“It’s not just about race anymore,” Bhargava said.
To ensure public schools that benefit all children, school
assignment plans should also target balance poor students
and rich students, low-performing students and high
performing students, as well as other demographics.

Rhoda Schneider, General Counsel and Associate
Commissioner, Massachusetts Department of Education,
said that she’s been telling districts not to panic in the wake
of Seattle, but instead to review integration programs to
make sure they’re defensible.

“Massachusetts has only two natural resources:
cranberries and brainpower,” Schneider said. “The Supreme
Court may have tried, however unintentionally, to squash
the second by encouraging racial isolation. But the most powerful court in the land has some tough competition—the practitioners who are working their magic to do whatever it takes to safeguard integration in the face of an unsympathetic federal judiciary.”

Michael Rebell, Executive Director of The Campaign for Educational Equity, made the case that educational adequacy litigation—the wave of lawsuits in state courts that over the past two decades have won increased funds for poorer school districts—is currently the best hope for pursuing equal educational opportunity. He laid out a framework for expanding and securing the changes wrought by these suits, which have prevailed in 21 of 27 states since 1989.

“The experience of the last 30 years has proved the pessimists wrong,” he said, referring to the reaction by many education and civil rights advocates during the 1970s when a previous Supreme Court ruling suggested that state courts would be the appropriate theater for safeguarding educational opportunity. “I’m here to say that the experience of the education adequacy cases proves there is life after bad Supreme Court decisions.”

Rebell said that state courts are in fact better equipped than the federal courts to enforce students’ constitutional rights, because state constitutions provide them with a direct and positive command to do so, while the role of the federal court plays a more reactive role. As elected officials, state judges also have a higher “democratic pedigree,” Rebell said, and they are more familiar with local conditions—both social and political.

Courts, in turn, are in a better position than legislatures to provide the remedial staying power to insure successful implementation of school reforms, Rebell said. But he was careful to note that the courts could not do it alone; that in fact, the best scenario is one in which the three branches work together, each in the capacity for which it is best suited. The courts offer the ability to uphold a principled perspective, Rebell said: legislatures offer the needed policymaking expertise and the executive branch brings the day-to-day ability to oversee implementation.

In a framework he called the Adequate Education Remedy Oversight model (AERO), Rebell outlined five elements necessary for successful implementation of reforms.
in school adequacy litigation: challenging standards, adequate funding, effective programs and accountability, and a supportive political culture—all leading to improved student performance.

Eric Hanushek of the Hoover Institution, a long-time critic of the education adequacy movement, took issue with Rebell, questioning how courts can start with a clause in a state constitution that requires common schools and end up with a judicial order that schools equip citizens to be jurors capable of evaluating DNA evidence.

Hanushek warned the mostly pro-adequacy audience to be careful what it wished for, arguing that judicial decisions don’t necessarily provide the recovery or extension of democracy. However, Neil Komesar, a professor from the University of Wisconsin Law School who specializes in comparing the functions and capabilities of three branches of government, said that institutions that are asked to fix social problems often find themselves in the bind of being “most needed where least able”—that is, tasked with solving problems that have been abandoned by the other governmental branches. That, Komesar said, has been the lot of the state courts called upon to solve educational inequities. Critics of adequacy fail to consider the broader context of the imperfect systems in which the state courts are functioning—a context that includes other institutions and their past failures in addressing the same issues.

The Symposium’s final session brought together two former judges in adequacy cases—John Greaney, Justice Supreme of Massachusetts’ Judicial Court, and Albert Rosenblatt, formerly of the New York Court of Appeals—along with a former West Virginia governor, Robert Wise, and a former state legislator, Joyce Elliot, who had chaired the Arkansas House Education Committee. The four—all veterans of adequacy litigation—agreed that adequacy cases are judicial as well as political processes, and that harmonizing relationships with other branches of government is crucial to the successful implementation of remedies. All took issue with the opinion of Supreme Court Justice Clarence Thomas in the Seattle decision, agreeing instead that, at times, judges do indeed have to be willing to be “social engineers” in order to be faithful to constitutional

“The last 30 years has proved the pessimists wrong. I’m here to say that the experience of the education adequacy cases proves there is life after bad Supreme Court decisions.”

MICHAEL REBELL
EXECUTIVE DIRECTOR,
THE CAMPAIGN FOR EDUCATIONAL EQUITY

“The most powerful court in the land has some tough competition—the practitioners who are working their magic to do whatever it takes to safeguard integration.”

RHODA SCHNEIDER
GENERAL COUNSEL AND ASSOCIATE COMMISSIONER,
MASSACHUSETTS DEPARTMENT OF EDUCATION
After 40 years of teaching kids to speak, Doug Greer has some new numbers that help validate his work. He’s also got a new book that lays out his methodology.

"The world was so new that there were no names for many things; so all the people could do was point."

That line, from Gabriel Garcia Marquez’s novel One Hundred Years of Solitude, is one of Doug Greer’s favorite analogies for how human beings develop language skills. For the past 40 years, Greer—Professor of Psychology and Education at TC and a disciple of the late behavioral psychologist B.F. Skinner—has quietly gone about the work of giving the gift of speech to young children with language delays resulting from either genetic causes (autism or other disorders) or environmental ones (the social deprivations that can attend severe poverty). He has founded schools in Ireland, England and the U.S. for children with linguistic disorders; pioneered in the development of a system called Comprehensive Applied Behavior Analysis in Schools (CABAS), which breaks language learning down into thousands of “learn units”; and mentored many hundreds of students in his methods.

Now he has produced two particularly compelling forms of validation for his work. The first is a book, Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children with Language Delays (Pearson Education, 2008), co-authored with his former graduate student (and former TC faculty member) Denise Ross, which provides a hands-on guide to teachers and parents who are trying to provide verbal capabilities to children. Like the CABAS method itself, the book offers a step-by-step process for imparting units of learning as seemingly basic as learning as seemingly basic as learning to ask for a cookie, using methods as seemingly primitive as leading a child through a “Simon says” series of movements that become associated with a word and the object it denotes. Yet these units, when absorbed, in fact represent huge leaps across a divide that separates learning, interacting children from those trapped by walls of silence.

Just as important as the protocols for teaching these behaviors is Greer’s system for documenting and measuring a child’s progress—both over a sustained period of time, but equally as important, from task to task, hour by hour.
hour, day by day. Such documentation is a staple at the schools Greer has founded in England, Ireland and the U.S. for children with linguistic disorders, and it figures just as prominently in more recent work he has done with high-poverty children in mainstream classrooms.

Perhaps even more compelling than Greer’s book, at least for a lay audience, are new data on the progress of a class of normally-developing second graders with whom he employed the CABAS teaching methodology during the 2006–07 school year. The 17 children, who attended public school in Morristown, New Jersey, did not have linguistic disorders, but the group included seven students receiving free or reduced lunch (a proxy for low socioeconomic status), four who were designated special education students and four who spoke English as a second language. For the year, the average grade equivalency of Greer’s class across language, reading and math, as measured by performance on the national standardized test called the Terra Nova, was in excess of fourth grade. The average for the special education students was just under third grade equivalency; the English language learners averaged just above fifth grade equivalency; and the free- and reduced-lunch kids averaged just above sixth grade equivalency.

“These were supposed to be the toughest kids to teach because so many of them are poor, learning-disabled or speak English as a second language,” Greer says. “With results like these, the question is no longer, ‘Can we close the achievement gap?’, but ‘Do we care enough to bother?’”
Many New Yorkers took the Mets’ historic collapse this past summer pretty hard, but for Daorond Lawrence, there was added insult: his job, running food to the stands, was over. “I like to work,” he says. “And I don’t like to see the same people on my block every day. My mom’s been telling me for years the people there aren’t my friends, and I’m starting to realize it.”

Fortunately, Lawrence, 20, has had a place to turn: the Manhattan Transition Center, one of the few remaining vocational schools in New York City. The Center has job training programs at a dozen locations throughout the City, including at TC, where teacher Oscar Marmolejo works with 12 students on reading and math skills and supervises them in positions in the TC cafeteria, the Everett Café and custodial work.

The students aren’t paid for their work, but the Center trains and certifies them for different positions, helps them find jobs when they graduate, and provides them with an Individualized Education Plan (IEP) diploma. “It comes from a local school and looks like any other,” says Marmolejo. “There’s no stigma attached.”

This is Marmolejo’s first year teaching in the decade-old TC-based program, and he’s already making an impact. “When I came here, they’d had a bunch of teachers in a row and attendance wasn’t very good. I’ve been committed to work with them, and the students seem pretty happy now.”

Lawrence says he enjoys his custodial duties in the program. “There are really nice people here, respectful people. I love the time we get to read the paper. It keeps my mind going. You need that when you get older, but most people don’t understand that.”

Another student, Ebony Gary, works in Everett Café. She doesn’t like having to get up early in the morning, but says being on time gives her a sense of pride. “I like dealing with the people here. I just want to have my own money and space, and I’d like to be able to travel.” She likes dealing with adults, who offer a change of pace from life at home. “I like kids, but I’ve got little cousins at home, and I can’t get any sleep.”

As in any school, the students in the Center are on different levels. Some
Provost Tom James is Honored by the University of North Carolina

Tom James, TC’s Provost and Dean, has received the 2007 Distinguished Leadership Award from the University of North Carolina School of Education, where he served as Dean from 2003 through spring of 2007.

“During his four-year tenure as Dean of the School of Education, Tom used his steady hand and visionary eye to guide the school boldly, increasing its influence,” wrote James’ successor, Jill Fitzgerald, in the citation given to James. “While at the School’s helm, Tom was committed to preparing and developing outstanding educators, and to supporting and enhancing educational research and scholarship. He created new opportunities to attract and retain outstanding faculty and students… His work to streamline the internal organization of the School produced a positive climate and strengthened the School’s academic programs. He led the School in building strong interdisciplinary collaborations with faculty across the campus. Beyond the campus, he led the faculty in establishing new partnerships and developing ties with policymakers at the state and federal levels.”

Fitzgerald also credited James with overseeing an unprecedented increase in external research funding and launching “innovative research initiatives with significant policy implications.”

“Tom was highly respected by our faculty,” Fitzgerald wrote. “One of his greatest strengths as a leader is his keen ability to inspire through imagination of what might be, while at the same time listening to—and believing in—others’ ideas.”

have learning disabilities, some had had behavior problems, but Marmolejo says that overall, the group is doing well. “The students are comfortable here; they tell him when they have problems. I talk to their families a lot, not just when they do something bad, but to congratulate them when they do something good. They appreciate that.”

TC has been very helpful, Marmolejo says, providing classroom space for instruction and integrating the students into various jobs. Still, he’d like to see more people recognize the good work the students are doing. “Once in a while, people should talk to the students, let them know that they’re doing fine. It’s not about me, it’s about them. They’re doing their best. They don’t get paid for this.

For his part, Lawrence already is using the program as a stepping stone to new opportunities. “If I’m not here, I’m always downtown applying for jobs. I have an application in with UPS, and I really hope I get it.” At the very least, he won’t have to wait for baseball season to open again, and he won’t have to hide a big secret: he’s a Red Sox fan.
School Leadership

They Must Be Doing Something Right

TC Cahn Fellows nearly sweep Time Warner’s awards

On October 10, 2007, Time Warner Inc. honored five New York City public school principals with the “Principals of Excellence” award. Four of these honorees were members of Teachers College’s prestigious Cahn Fellows Program for Distinguished NYC Principals: Alan D. Cohen, Sandye Poitier-Johnson, Ruth N. Quiles and Rima Ritholtz.

Chuck Cahn, who has funded TC’s Cahn Fellows Program, was honored on November 13, receiving commendation from The Center for Educational Innovation - Public Education Association (CEI - PEA). He believes that the award truly belongs to the Program and its principals: “The principals are the ones who should be honored; they are the ones who inspire and serve our children everyday,” he said.

Time Warner Chairman and CEO Dick Parsons praised all five principals: “These extraordinarily talented and dedicated individuals exemplify the leadership qualities so important to the New York City public school system,” he said. Each award will include a $20,000 grant for the school, to be designated for use by the principal, and a $5,000 honorarium, which will go directly to the principal. More than 350 principals were nominated for the awards by either their peers (current and former principals) or by members of the school community including parents, teachers and community leaders.

When Alan Cohen, a 2006 Cahn Fellow, became Principal in 2003, P.S. 69 had been designated a School in Need of Improvement by the State of New York and was in jeopardy of being taken over for poor grades. He set about building a community—“a climate of open communication, sharing, collaboration and respect.”

“There’s no magic formula, but what I did give people were options and opportunities where they’d never had them before,” says Principal Cohen. He began reform at P.S. 69 with the implementation of conflict resolution platforms for teachers, students and parents. In fact, a couple of years ago on a visit to City Hall, a few of P.S. 69’s fourth graders told Mayor Bloomberg that they would personally help him resolve conflict at the office since, thanks to their school’s peer mediation program, they now had “negotiation skills.”

Principal Cohen introduced a writing process across the grades that connected students’ writing to reading through favorite authors; implemented enrichment clusters in architecture, gardening, photography and journalism; and put into effect an extended instructional platform, with school beginning at 7:00 a.m. and ending at 5:00 p.m. Also offered were Saturday School, Spring
and Winter Holiday Learning Institutes and a Summer Enrichment Institute.

The school’s most recent score on the New York City Department of Education Progress Report was 98.7%. In mathematics, student proficiency has increased more than 40% in four years and, when compared to their peers at similar schools, the students at P.S. 69 performed 121.5% better. In reading, scores on standardized tests have improved by more than 30% in four years. When compared to their peers at similar schools, the students at P.S. 69 performed 99% better.

Principal Cohen grew up in Brooklyn and attended the City’s public schools. He is a graduate of Brooklyn College, holds an M.S. in Special Education from NYU and has trained at the NYC Leadership Academy.

Ruth N. Quiles, 2007 Cahn Fellow, has been Principal of P.S. 131 in Brooklyn since 1999, when it had been identified as a School in Need of Improvement by New York State. Among the first things Principal Quiles noted was that the school’s English Language Arts scores were deficient. She wanted to know why, so she began poring over the test data and disaggregating it. She arranged professional development for teachers through the Teachers College Reading and Writing Project and implemented a Writers Workshop across the entire school. This focus on writing began to show immediate results.

Quiles also successfully pursued a Magnet Grant in Performing and Visual Arts. Says Quiles, “When a student leaves our school he or she will have had the opportunity to explore a variety of mediums that they may use to express themselves and to be successful in addition to academics.” P.S. 131 now has partnerships with Studio in a School; Leap (Learning through an Extended Arts Program); the Brooklyn Conservatory of Music; Inside Broadway (a professional children’s theater); and Lincoln Center, broadening the students’ exposure to the arts. During the past year, Principal Quiles has also initiated a system for providing intervention and enrichment, based on the individual needs of students. One component of this program provides small group instruction to at-risk students at the end of each school day.

Sandye Pottier-Johnson, 2005 Cahn Fellow, has led the Thurgood Marshall Academy for Learning and Social

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“externalizing and internalizing problem behaviors and social skills” were not at all predictive of later achievement.

Brooks Gunn is Virginia and Leonard Marx Professor of Child Development and Education, Co-director of the National Center for Children and Families at Teacher’s College and the Co-director of the Columbia University Institute for Child and Family Policy.

One non-academic factor did turn out to be predictive however: attention span. Children in the study who had trouble concentrating early on in their school careers were more likely to have academic trouble later on. Another intriguing discovery of the study was that early math capacity was a more powerful predictor of later reading achievement than early reading was of later math achievement.

The researchers reached their conclusions by analyzing data from six studies of children—four in the U.S., one in Great Britain and one in Canada—conducted in the 1970s, 1980s and 1990s. The studies followed the children from an early age through elementary school and in some cases beyond and included achievement test scores and in some cases teacher reports. The researchers were able to adjust the findings for factors like family income and family structure and to show that gender did not play a significant role.

One goal of the study was to provide an empirical basis for the theoretical assumption that children’s early academic skills and behavior are linked to their subsequent behavior and achievement. Another was to discover whether the data would support adding “domain-specific early skills to the definition of school readiness” and encourage “interventions aimed at promoting these skills prior to elementary school.”

Yet despite the predictive nature of early academic and concentration skills, the study’s author concluded they “could not attribute most of the variation in later school achievement to our collection of school entry factors, so the potential for productive interventions during the early school grades remains.”

~The New York Times

CONTINUED ON PAGE 16
In America these days, ethical arguments hold less weight than they used to—however important or valid they may be. Increasingly, Americans look to see what the return is on the public investment.

In his recent conversation, David L. Kirp, Professor at the Goldman School of Public Policy at the University of California, pointed out during the Virginia and Leonard Marx Lecture at Teachers College—on the matter of universal preschool—the returns on investment are significant.

Kirp, author of *The Sandbox Investment: The Preschool Movement and Kids-First Politics*, discussed the growing call for universal preschool and revealed the life changing impact a quality preschool program can achieve.

Kirp cited the landmark study of the Perry Preschool in Ypsilanti, Michigan. There a group of underprivileged African American youngsters were tracked from the early 1960s until they were in middle age.

Findings showed the Perry Preschool attendees were less likely to be assigned to special education classes, less likely to have any convictions, less likely to be on welfare. At the same time, they were more likely to graduate high school, more likely to go to college, more likely to be married and more likely to afford proper healthcare.

As Kirp pointed out, “the Perry Preschool has produced the kind of returns that outstrips the stock market.” A $17 return to the individual, and society, for every dollar spent on early education.

Facts that translate to smart economics. Paying for preschool now can create significant future savings on unemployment, crime management and healthcare benefits.

Facts that have been hailed by child development researchers, police departments, economists, as well as presidential candidates.

Kirp pointed out the universal preschool issue is not a red state–blue state issue. “It’s become,” he noted, “a bi-partisan issue—a non-partisan issue.”

On a personal note, he stated, “It’s not about politics. It’s not about policy. It’s not about money. It’s about giving kids their lives, where they can reach their potential.”

Kirp clearly admonished, however, that the quality of the preschool is vital, and adequately trained teachers is integral to the success of the educational experience.

And so, while universal preschool is on the national radar, “Gradualism,” he stressed, “is the key. You’ve got to get it right at whatever level the system can sustain.”

"It’s not about politics. It’s not about policy. It’s not about money. It’s about giving kids their lives, where they can reach their potential.”

David L. Kirp, Professor at the Goldman School of Public Policy at the University of California, called for universal preschool during the Virginia and Leonard Marx Lecture at TC.
The Times story paired the findings with a report on another important study—this one by researchers at the National Institute of Mental Health and at McGill University in Montreal, Canada—which found that the brains of children with attention-deficit hyperactivity disorder (ADHD) developed normally, but more slowly, in some areas than did the brains of children without the condition. This study involved 446 children ages six to 16, half with attention deficit disorder and half without.

According to the Times, the ADHD report, published in Proceedings of the National Academy of Sciences, helps to explain why so many children grow out of the diagnosis in middle school or later, often after taking stimulant medications to improve concentration in the earlier grades.

Taken together, the Times said, the findings from the two studies “could change the way scientists, teachers and parents understand and manage children who are disruptive or emotionally withdrawn in the early years of school.” It also indicated that the findings in the study Brooks Gunn participated in “should put to rest concerns that boys and girls who are restless, disruptive or withdrawn in kindergarten are bound to suffer academically” later on.

In addition to Brooks Gunn, the authors of the school readiness study included researchers from Princeton, Northwestern, the University of Texas at Austin, the University of Wisconsin-Madison, the University of Michigan, the University of London, the University of Montreal and the University of Quebec at Montreal.
Change for 11 years. The school was among the first New Visions Small Schools (small learning communities), but it did not initially flourish as anticipated. In 1996, the school was scheduled to close. It was then that Sandye Poitier-Johnson, a special education teacher in Brooklyn, who received an Ed.D. in Learning Disabilities from Teachers College, stepped in as Principal. Today, the school boasts a graduation rate consistently 20 to 30% higher than the citywide average. In 2000, only 9% of students passed the Math A Regents. This year, 82% of the students taking the Math A Regents scored at or above grade level and 89% of the students who took the English Regents this year passed with 63% of them passing at the higher levels. The school has consistently met its targets for the State Department of Education and is a school in good standing.

Rima Ritholtz, 2006 Cahn Fellow, has also served as Principal for 11 years at P.S. 176X, the largest New York City school serving students with autism, from ages 2 through 21. The school’s 76 classes are located in four general education schools: P.S. 178X, P.S. 153X, I.S. 181X and Truman High School. It has been recognized by the New York State Department of Education as one of five schools in New York State with an effective program for students with autism. The school was selected as a Collaborative Community of Practice the first year the program was instituted in New York City and serves as a mentor school.

The school offers rich, creative, instructional programs with students participating in a chorus, drum line, rock band, flute-a-phone ensemble, prom and family camping trips. Community programs include the “Best Buddy Program,” a national program that facilitates connections between general education students and students with disabilities. And parents are offered monthly activities that engage them as partners in their children’s education. These include workshops, advocacy information, in-classroom activities, networking and recreational opportunities. “These parents want for their children the same thing I want for my children,” says Principal Rimholtz. “That’s the mission of our school—to give them a quality of education better than any student anywhere despite their challenges.”

The Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University is committed to recognizing outstanding NYC principals and providing them with opportunities for professional, intellectual and personal growth. It was founded in 2002 as a result of the vision and generosity of Charles and Jane Cahn.

CEI-PEA is a New York City-based nonprofit organization that creates successful public schools and educational programs. CEI-PEA’s staff of experienced leaders in public education provides hands-on support to improve the skills of teachers and school leaders, increase parent involvement, and channel cultural and academic enrichment programs into schools. CEI-PEA works with more than 220 public schools in the New York City area, as well as schools in Baltimore, Boston, Chicago, Cleveland, Columbus, Paterson (NJ), Philadelphia and Washington, D.C.
In Memoriam

TC Mourns Four from Its Faculty

Teachers College lost an active professor—Leslie Williams—and retired faculty members Robert Bone, Kenneth Herrold and Elizabeth Maloney in November. All were leaders in their fields.

Leslie Williams, Professor of Education in the Curriculum and Teaching Department, died on November 22, 2007. She held an Ed.D. from Teachers College and taught at the College for 33 years.

In her work in multicultural and early childhood education, Williams was a powerful advocate for inclusion, which she defined as “a dialogue between self and other” in which both adults and children move “from initial identification of others like oneself, to acknowledgement and acceptance of differences, and finally to a deeper recognition of fundamental human similarities without denial of differences.” It was a view she formed in part through her work with Native American children, and it was a gospel that she spread worldwide through her scholarship, publication, teaching, mentorship and work to promote educational exchange. Among her many publications were Multicultural Education: A Source Book and Kaleidoscope: A Multicultural Approach for the Primary School Classroom.

Robert Bone, an emeritus faculty member, passed away on November 25th. A conscientious objector during World War II, he served in the Civilian Public Service program as a hospital orderly near Philadelphia, also volunteering as a subject for jaundice research at the University of Pennsylvania. He served as National Secretary of the Young People’s Socialist League from 1946–47, became a member of the United Auto Worker’s Union and worked in a Buick factory and, ultimately, was drawn to the struggle for racial integration and the study of black history and literature.

Bone’s dissertation at Yale, The Negro Novel in America was published in 1958, reissued in 1965 and translated into Japanese in 1972. During his long academic career, 25 years of which were spent on the academic faculty at Teachers College, he published other works on black literature, including Down Home: A History of Afro-American Short Fiction from its Beginnings to the End of the Harlem Renaissance and a well-regarded monograph on the author Richard Wright. At his death, he was working on a manuscript titled Lost Renaissance: Afro-American Cultural Expression in Chicago, 1930–1950.

Kenneth Herrold, Professor Emeritus of Psychology and Education, died on November 22nd at the age of 94. In his early research at Teachers College in the late 1940s, Herrold studied the interaction of crew members on multi-engine airplanes—his first foray into the dynamics of group behavior, which became his career-long interest. Through Herrold Associates, which he founded in New York City in 1953, and later with the American Management Association, he studied behavior in large corporate environments—work that eventually matured
into the field of business psychology.

Herrold lectured throughout the U.S., England and Europe, and authored or co-authored several books and more than 100 articles. He was a consultant for the U.S. Children’s Bureau 1950 White House Conference on Children and Youth, and he advised numerous corporations and government institutions on improving organizational effectiveness. As a consultant to Bankers Trust Company, he helped integrate minority groups into the banking world and bring banking to underserved areas of the Bronx.

Herrold retired from Teachers College in 1978.

Elizabeth Maloney, former Associate Professor of Nursing Education and Chair of Nursing Education at TC, died on November 21st in Wilmington, North Carolina. Maloney earned her bachelor’s, master’s and doctoral degrees at Columbia. Her career brought her many honors, including an Alumni Achievement Award from TC’s Nursing Education Alumni Association and induction into the Nursing Hall of Fame at the College. She was particularly outspoken about the lack of adequate nursing care for the mentally ill and failure of the profession to recruit from nursing education programs.

Born in upstate New York in 1922, Maloney received a diploma in nursing from St. Elizabeth Hospital in 1943 and served in the Army Nurse Corps in France during World War II. After her discharge, she began a more than 40-year association with TC, retiring in 1993. She was a leader in the field of graduate nursing education and influential in psychiatric nursing on a national level as consultant, lecturer, author and editor of Perspectives in Psychiatric Care.

Leslie Williams, TC alumna and Professor of Education in Curriculum and Teaching, taught at TC for 33 years.

CCRC Reports on Dual Enrollment

A recent report by Melinda Mechur Karp, Juan Carlos Calcagno, Katherine L. Hughes, Dong Wook Jeong and Thomas R. Bailey explores enrollment by high school students in college-level courses. The authors, all of whom are with the Community College Research Center at Teachers College, found that dual enrollment is a useful strategy for encouraging postsecondary success—not only for academically-focused high school students, but also for those who participate in career and technical education programs.

To read the study, “The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States,” please visit: http://ccrc.tc.columbia.edu/Publication.asp?UID=547
Recognizing Five Pioneers

TC alumni award winners have blazed trails in fields ranging from sex ed to disaster management

In October, Teachers College honored five alumni with awards for service to education.

The Early Career Award was given to Sharon Ryan (Ed.D., Early Childhood Education, 1998), a faculty member at Rutgers Graduate School of Education, and to Michael Lowry (M.A., Educational Administration, 2005), a science teacher at the McCallie School in Chattanooga, Tennessee.

The Distinguished Alumni Award was given to pioneering feminist sex educator Leah Schaefer (Ed.D., Family and Community Education, 1964); Fordham University professor and trauma-therapy specialist Anie Kalayjian (Ed.D., Nursing Education, 1986); and Susan Fuhrman (Ph.D., Political Science and Education, 1977), President of Teachers College.

Ryan was a classroom teacher in Australia before moving to the U.S. and attending TC. After graduation, she began working at Rutgers, investigating preschool restructuring in poor districts. Ryan has taken the lead in creating new standards for early childhood teacher certification and also has studied other key aspects of early childhood education reform.

Lowry, a graduate of TC’s Klingenstein Leadership Academy, is known for a teaching approach—shaped with his own classes at The McCallie School in Chattanooga, Tennessee—that allows students to determine the scope of their own projects and presentations and select the texts and videos from which they will learn. He is a member of the National Science Teacher Association, the International Writing Centers Association, and the Board of the Art and Education Council, and also has won grants and other support from the National Endowment for the Humanities, the National Science Foundation, the Woodrow Wilson National Fellowship Foundation and the Fulbright Association. He has been honored with the Presidential Award for Excellence in Science Teaching and National Board Certification in science.

Before coming to TC, Schaefer was a jazz and folk singer who recorded with the Wayfarers, the Barries and as a solo artist. She achieved a different sort of fame when she adapted her TC dissertation into a book titled *Women and Sex: Sexual Experiences and Reactions of a Group of Thirty Women as Told to a Female Psychotherapist*. Anticipating the women’s movement by several years, this compendium was one of the very first books that enabled the public to hear the voices of women discussing their sexuality. Schaefer also was a founding member of the Society for the Scientific Study of Sex, among the first national organizations dedicated to sex education and research, and later served as its president. However she is perhaps best known for her ground-breaking research on transsexualism, including ideas that have become the basis for Holistic Psychotherapy, a treatment approach that encourages gender-dysphoric people to focus on the self in its entirety, rather than simply on the gender
Kalayjian, an expert on the psychological impact of trauma, has treated and studied survivors of man-made disasters—the Gulf War, the war in Vietnam, the Holocaust, the Armenian genocide, the World Trade Center attacks—as well as survivors of natural disasters. She wrote about these experiences in the landmark publication *Disaster and Mass Trauma: Global Perspectives on Post Disaster Mental Health Management*, a practical guide for others in her field. Kalayjian has taught at Fordham, Columbia, Pace, Hunter College and other institutions, and has created or worked with many advocacy organizations, including the Association for Disaster and Mass Trauma Studies; the Armenian American Society for Studies on Stress and Genocide; the International Society for Traumatic Stress Studies; and the Global Society for Nursing and Health and many others.

Over the course of her career, Susan Fuhrman has built a reputation as an education leader and scholar who acts upon the basis of evidence rather than ideology. As an education scholar at Rutgers in the 1980s, she founded the Consortium for Policy Research in Education—the nation’s first federally funded education policy center, which she still directs. Fuhrman then served as Dean of the Graduate School of Education at the University of Pennsylvania, leading an effort to bring the university into partnership with neighboring low-income communities in West Philadelphia. As the 10th president of Teachers College—and the first woman to lead the nation’s premiere school of education—she is working to replicate those efforts on a broader scale in New York City and more generally.

Continued from back cover

they want to help.”

At the Milbank event, Brown read a moving excerpt from the book about his first day on the job—“for 22 years I’d been on one path and 25 kids from the Bronx had been on another”—in which, after writing his name and the world “TEAM” on the blackboard, he quickly discovers he has been handed a classroom full of the school’s most difficult kids. He contemplates quitting, but stays because of one child, a girl named Sonandia—“my beacon, even in the most brutal moments,” Brown told the Milbank audience; “if she was learning, it was all worth it.”

When Brown is unable to gain control over his classroom, Sonandia’s parents ask to have her transferred to another teacher. “I couldn’t argue with them,” he said. But in a turn events he calls “life changing, amazing, shocking,” Sonandia, when told of the change, bursts into tears, saying, “I don’t want to leave Mr. Brown.”

“It taught me that even in the bleakest moments, you don’t know what you’re putting out to other people, and what’s coming across,” Brown said. “If kids know you really care that you love them and will go to bat for them, they’ll be on your side.”

After spending a year away from teaching, Brown worked at a private school, where kids writing about their summer vacations asked “Mr. Brown, how do you spell Tuscany?” Now he’s back in public education at the Isaac Newton Middle School, boosted by the rave reviews of his book—“I got to be on NPR with Jonathan Kozol, one of my real heroes”—and the input he’s getting at TC.

“I feel like I’m getting an exceptionally rich source of preparation here to run my own classroom,” he said. “Teachers are so critical within the fabric of our society, and it’s so important to know that I’m part of this incredibly vast brotherhood and sisterhood.”

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Calendar

DECEMBER 21
Last Day of TC Classes

DECEMBER 25 - JANUARY 1
Winter Break
The winter break period is considered a university designated holiday. Due to the uniqueness of this year’s calendar, President Fuhrman has also authorized the closing of the College on Monday, December 24th. Access to academic buildings will be through the Zankel Building entrance only from 9:00 a.m. - 6:00 p.m. The Library, Cafeteria, and Pool will be closed.

JANUARY 17 & 18
Washington D.C. Career Conference
Washington, D.C.
The Career Conference is an annual event sponsored by the Office of Career Services. The Conference is designed to introduce students to Washington, D.C. and to teach them about employment opportunities in the D.C. area.

JANUARY 21
Martin Luther King Jr. Day
All college offices will be closed in observance of Martin Luther King, Jr. Day. Access to academic buildings will be through the Zankel Building entrance only and be open from 9:00 a.m. - 6:00 p.m.

JANUARY 22
New Student Experience Orientation Program - Spring 2008
8:00 AM - 6:00 PM, 179 Grace Dodge Hall
The New Student Experience Orientation Program is one of several orientation events coordinated by the Office of Student Activities and Programs designed to complement the new student experience and introduce new students to the Teachers College community. There are orientation programs in the fall and spring semesters for all newly admitted students. For a complete schedule of events for orientation, please refer to our website: www.tc.edu/studentactivities or www.tc.columbia.edu/nse/.

JANUARY 24
Booktalk: Lenses on Reading, with Diane H. Tracey
4:00 PM - 6:00 PM, 306 Russell Hall
Come join Diane H. Tracey while she reads and discusses her book *Lenses on Reading: An Introduction to Theories and Models*. Diane Tracey is an Associate Professor of Education at Kean University. She has written widely on topics relating to literacy achievement. She has received numerous awards and is an active presenter at conferences.

JANUARY 25
Book Breakfast: Brother, I’m Dying, by Edwidge Danticat
9:00 AM - 11:00 AM, Second Floor Russell
Join us over coffee and pastries for a discussion of *Brother, I’m Dying* by Edwidge Danticat. Danticat’s memoir is an insightful, poignant family story that focuses on her father, Mira, and his oldest brother, Joseph. Family exile, the Haitian Diaspora, the Duvelier regime, and post 9/11 immigration policy figure in as major influences reflective of social injustice.

JANUARY 29
Media: A Socratic Conversation
4:00 PM - 5:00 PM, Second Floor Salon
Come share your thoughts, experiences, and reflections. This highly-participatory conversation is moderated by Ronald Gross, author of *Socrates’ Way*. Co-chair of the University Seminar on Innovation in Education, and columnist for *About.com*. This session is part of a year long series of Socratic Conversations hosted by the Gottesman Libraries. To assure yourself a spot, complete with diet hemlock and cookies, please RSVP to library@tc.edu.

JANUARY 30
EQUITY IN EDUCATION SERIES
From English Language Learners to Emergent Bilinguals: Equity Perspectives
3:30 PM - 5:00 PM, Grace Dodge Hall
With Ofelia Garcia, Professor of Bilingual Education, presenting, this will be the first part of a series of Equity in Education Forums planned by the Campaign for Educational Equity for Spring Semester 2008 designed to bring together students, university faculty, policy leaders, business people, funders, advocates and school leaders to promote educational equity by highlighting important new research emerging from the Equity Campaign’s Research Initiative and by fostering dialogue on other important equity issues affecting schools today. Visit www.tcequity.org for our forums in the series.

Booktalk: Beyond Bullets and Bombs, with Judy Kuriansky
5:00 PM - 7:00 PM, 306 Russell Hall
On Wednesday, January 30th Judith Kuriansky will read and discuss *Beyond Bullets and Bombs: Grassroots Peace Building between Israelis and Palestinians* (Greenwood Press, 2007). Kuriansky is an internationally respected clinical psychologist, journalist, and radio advice host, TV commentator and adjunct faculty member in the TC’s Department of Counseling and Clinical Psychology and in the Department of Psychiatry at Columbia Medical School. She has also provided psychological first aid after bombings in Jerusalem, SARS in China, the tsunami in Asia and after 9/11 in the USA.

ALL ARTICLES CAN BE FOUND AT: http://www.tc.edu/inside
Life in the Blackboard Jungle

No, he’s not that Dan Brown, but this TC student is getting rave reviews, too—for his firsthand account of inner-city teaching.

Most books about school in the inner city present teachers as “saviors with the golden touch,” says Dan Brown, a first-year student at TC in the Teaching of English program. Not so Brown’s own best-selling memoir, The Great Expectations School: A Rookie Year in the New Blackboard Jungle. The story of his first year as a teacher at PS 85 in the Bronx, the book is a painfully honest account of an idealistic young man completely at sea in a room full of endearing, difficult fourth graders, unsupported by either the school’s administration or most of his teaching colleagues.

At talks in Milbank Chapel and the Gottesman Libraries in October, Brown said he began The Great Expectations School partly as “a cathartic spilling” after that experience, during which “my hair fell out, my girlfriend and I broke up, and I became a total mess,” and which ended in his leaving the school and (temporarily) the teaching profession. But he also sought to truly spotlight students, whom he feels have been largely absent as characters in books about inner-city schools.

“There’s this big discussion America is having about how to close this perplexing, frustrating achievement gap,” he said. “I do my darnedest in the book to portray the kids that everybody’s talking about and saying CONTINUED ON PAGE 22