A cademic Festival 2010—the second annual incarnation of this major event—will showcase an impressive line-up of TC community members, including trustees, faculty, alumni and students.

Among the day’s many highlights is the formal dedication, at 10:45 a.m., of the Cowin Conference Center and a tribute to the person who made it possible, longtime Trustee Joyce Berger Cowin.

Then TC President Fuhrman will honor Nahas Angula ’79, Prime Minister of Namibia and architect of that country’s school system, and Ulysses Byas ’52, a pioneering principal in an all-black school in the American south during the 1950s, with The President’s Medal of Excellence. Prime Minister Angula will

CONTINUED ON PAGE 2

Testing Obesity Prevention with New York City Fifth Graders

TC’s Isobel Contento and Pamela Koch to lead USDA-funded study in 20 public schools

Teachers College has received a three-year $1.497 million grant from the U.S. Department of Agriculture (USDA) to develop a science education and nutrition curriculum and evaluate its effectiveness in preventing obesity in some
then deliver a keynote address, titled “Out of Apartheid and Into the 21st Century.”

The day will also include a full slate of events geared to parents with children, including a session on college admissions.

For more information about Academic Festival or to register to attend, please visit www.tc.edu/festival. If you have questions, you may call Marlene Tucker in the Office of Alumni Relations at 212-678-3790.

**Academic Festival Registration and Check-in, Zankel Hall**

8:30 – 9:30 a.m.
Continental Breakfast, Everett Lounge

**Concurrent Sessions I**

9:30-10:30 a.m.

**Schools from Scratch: a panel of School Founders and Heads of Schools**
Moderated by John Merrow, TC Board of Trustees, Education Correspondent, PBS NewsHour, and President, Learning Matters, Inc.; Luyen Chou ’07 and Daniel Kikuji Rubenstein, Ed.D. ’07, Founders of Brooklyn Prospect Charter; Ramón M. Gonzalez III ’97, Principal, MS 223—The Laboratory School of Finance and Technology; Jose Maldonado-Rivera ’98, Founding Principal of Columbia Secondary School; Joshua N. Solomon, Ed.D. Candidate ’10, Founder and Principal of Business of Sports School; and Robert D. Vitalo ’80, Head of School, The Berkeley Carroll School

What does it take to start, lead and maintain a truly innovative school in New York City? Is it better to work inside the mainstream—or are charters smarter? Find out from those who have done it; hear about their mistakes and successes.

**Dewey in the 21st Century: The Magic of Experience Plus Simulation**

John Black, Cleveland E. Dodge Professor of Telecommunications and Education, Department Chair of Human Development, and Director Institute for Learning Technologies

Dewey stressed the importance of linking learning to experience—but sometimes experience needs to be fine-tuned to ensure understanding of a sophisticated concept. Black will describe how recent research has shown that, by allowing learners to manipulate variables and thus imagine and re-imagine situations, new technologies like graphic computer simulations, video games and robots enable students to test their own assumptions and increase their learning, understanding and motivation.

**Executive Coaching for Leadership Effectiveness**

Terry E. Maltbia, Senior Lecturer, Organization and Leadership, with Caryn Block, Associate Professor of Psychology and Education; Debra Noumair, Associate Professor of Psychology and Education; and Patricia Raskin, Associate Professor of Psychology and Education

Maltbia leads a round-table discussion. The author of *A Leader’s Guide to Leveraging Diversity: Strategic Learning Capabilities for Breakthrough Performance*, he consults with clients to implement research-based best practices.

**TC Alumni: We Mean Business**

Panel Chair: Marla Schaefer ’03, TC Board of Trustees, former Co-CEO of Claire’s Stores, Inc.; Nabeel Ahmad, Ed.D. ’09, Learning Technologist, IBM; Jay Gaines ’70, President and CEO of Jay Gaines and Company; and Diana Lewinstein ’67, DL Interiors

Schaefer will lead a round-table of entrepreneurial leaders with degrees from a wide range of TC programs. Hear how Teachers College alumni have leveraged their degrees to gain a competitive edge in non-educational fields.

**Sketch Artist**

Mark Dzula, Freelance Arts Museum Educator and Ed.D. Candidate, Computing, Communications, Technology, in Education

Bring your children and your imagination, and get ready to explore the world of visual arts in this painting workshop for children 3 to 10 years and their parents or
caregivers.

**Morning Break**
10:30 – 10:45 a.m.

**Academic Festival Opening Ceremony and Keynote Address**
10:45 – 12:15 p.m.

**Dedication of the Joyce Berger Cowin Conference Center**

**Academic Festival Opening Ceremony**

**The President’s Medal of Excellence Presentation**

- His Excellency **Nahas Angula ’79**, Prime Minister of Namibia and **Ulysses Byas ’52**, Pioneering Principal in the Segregated South

**Keynote Address: “Out of Apartheid and into the 21st Century”**

- Prime Minister Angula

**Distinguished Alumni Awards Luncheon, Grace Dodge Dining Hall**
12:15 – 2:15 p.m.

**Concurrent Sessions II**
2:30 – 3:30 p.m.

**Black Schools Before “Brown”**

- **Ulysses Byas ’52**, and **Vanessa Siddle Walker**, Biographer and Winship Distinguished Research Professor, Emory University

He was a witness to the tumultuous days of school segregation. Octogenarian Ulysses Byas is the subject of **Hello Professor: A Black Principal and Professional Leadership in the Segregated South**. Biographer Vanessa Siddle Walker will speak of Byas’ courage and conviction in his quest for equality in the Deep South and how that shaped the school systems of the neighboring states. Byas will discuss his experiences and take questions from the audience.

**Helping Adults Learn and Grow**

- **Ellie Drago-Severson**, Associate Professor of Education, and **Victoria Marsick**, Professor of Education and Co-Director J.M. Huber Institute

Recent work in adult development and learning underscores that adults learn throughout their lives. In fact, adulthood can be a vital period for growth. Learning does not stop with the end of formal education, and some learning is transformative to adult lives. Drago-Severson and Marsick will introduce some key ideas related to how we can better support adult learning and development in today’s complex world. We will also provide examples of practices that support adult learning and development.

**Beyond School Lunch**

- **Charles E. Basch**, Richard March Hoe Professor of Health Education; **Isobel I. Contento**, Mary Swartz Rose Professor of Nutrition and Education; **Pam Koch**, Project Director of the Center for Food and Environment; and **Toni Liquori**, Adjunct Associate Professor of Nutrition Education and Developer of the CookShop™ Program and the SchoolFood Plus Initiative™

Can schools serve as models for systems that promote health? Are healthy children better learners? Does learning about health translate into healthful behaviors? These questions are at the forefront of media attention. At Teachers College these questions have been debated and researched for the past several decades. Basch has extensively surveyed the literature for the connections between health and learning with a focus on what types of action steps are rooted in evidence from research. Contento has successfully tied her scholarly interests to nutrition in the nation’s schools, creating programs that encourage youth to think critically about the food and dietary choices they make. Liquori is the head of SchoolFood FOCUS, a national initiative working with school districts that have more than 40,000 students to create system to purchase

**FESTIVAL CONTINUED ON PAGE 4**
FESTIVAL CONTINUED FROM PAGE 3

and serve foods that are healthier, more sustainably produced and more locally sourced than is typically the case. Koch is leading the research in the areas of food, food systems, and the diet-health connection seeking to understand what interventions would facilitate voluntary adoption of more healthful and ecologically sound food choices.

You Gotta Try This! A Fun Program of Amazing Science

Vicki Cobb ’59, Children’s Science Book Author

Parents and kids—come have a rollicking and interactive good time with Vicki Cobb, the Pied Piper of Science. You'll learn how to taste chocolate in a whole new way, how experience can fool you and how technology can help you set a speed record for unrolling toilet paper.

Afternoon Break

3:30 – 3:45 p.m.

Concurrent Sessions III

3:45-4:45 p.m.

Big Math for Little Kids: Children’s Surprising Mathematical Minds

Herb Ginsburg, Jacob H. Schiff Foundations Professor of Psychology and Education

Guess what… kids and math DO mix. Ginsburg, whose work attracted a $2.3 million grant from the National Science Foundation for teaching math to preschool children, will demonstrate how very little kids can do challenging and complex “everyday” math problems, even from the age of two and three. And they like it. He will also screen several fascinating videos.

Sound Mind, Sound Body and Sound Bites

Isobel Contento, Mary Swartz Rose Professor of Nutrition and Education; Pam Koch, Project Director of the Center for Food and Environment

Even if you saw Morgan Spurlock’s Supersize Me, you’ll want to hear more shocking truths about the food you eat. You will see for yourself how many cups of sugar there are in a quart of Coca-Cola, for example. Participate in a demonstration of healthy cooking techniques with local, in-season ingredients from the green market. Snacking permitted.

Cracking the Code: Getting Your Kids into College

Facilitated by Thomas P. Rock, Ed.D. ’02, TC Executive Director of Enrollment Services; Eric Furda ’94, Dean of Admissions, University of Pennsylvania; Diane McCoy ’02, Associate Director, Undergraduate Admissions and Financial Aid, Columbia University; Lawrence Momo ’81, Director of College Counseling, Trinity School; Carla Shere, Ed.D., ’93, Program Specialist for College Planning, Learning Leaders; Mitchell Thompson ’96, Dean of Students, Scarsdale High School.

Insight on admissions from insiders: Good grades and good scores are just the beginning. The admissions landscape has changed drastically in recent years. YouTube and social networks have emerged as essential tools. Conventional thinking about tests scores, financial aid and need-blind admissions has been turned upside down.

WeBop!

Presented in collaboration with TC by Jazz at Lincoln Center

WeBop is an early-childhood jazz education program for children (ages 8 months—5 years) and their parents/caregivers. Learn about jazz’s improvisation, creative process, instruments, styles and great performers. This session provides a creative outlet for parents and children to explore jazz as a tool to educate and express themselves together.

Closing Reception

5:00 – 6:00 p.m., Zankel Hall

Featuring comedienne Sara Benincasa ’08
Schedule Set for Rockin’ Earth Day Fest!

Bands, education and free gifts headline an eco-friendly day

On Sunday, April 25th, TC will host its second annual Rockin’ Earth Day Fest! in Russell Courtyard. The event, scheduled to take place between 11:00am and 6:00pm, will feature musical entertainment, local and organic food vendors, sustainable consumer goods, hands-on eco-friendly art booths, health and wellness courses, free give-aways, and more. The event is open to the public, at no charge, on a first come first serve basis.

Musical Entertainment will feature local bands and artists, with the sound system run on a biofuel generator. Musicians Elena Vogt, Shanelle Gabriel, Ayo Awosika, and Shakozoba will be performing to raise money for Charity: Water, a non-profit organization bringing clean, safe drinking water to people in developing nations. Band members of Shakozoba will arrive at the event on a bus that runs on used vegetable oil. Miguelli, Autodrone, and Greg Holden are providing entertainment to raise money for The Riverhead Foundation for Marine Preservation and Research, a not-for-profit organization that operates the New York State Marine Mammal and Sea Turtle Rescue Program. Urban Sun, a local funk, rock, and soul band will headline the Fest at 5pm.

Vendors will sell sustainable food, clothing, art, and beauty products throughout the day. Organic, local, natural, and/or vegan foods and drinks will be sold by Cafe du Soleil, Gus Grown-up Soda, Chef Laura Dardi, Raw Soul, Cell-nique, and Organic Treats by Lisa Farmer and Heather Lewis. Nikita Natural Soap will sell homemade, all natural scented and non-scented soap, Brook&Lyn Boutique will sell vintage jewelry and pre-loved clothing and shoes, and Dolls by MonTQ will sell beautiful handmade dolls made with natural fibers and recycled fabrics by Tanya Montegut. TC’s Go Green Committee will sell 100 percent organic Rockin’ Earth Day Everyday tee shirts and tote bags.

Eco-friendly organizations, such as The Riverhead Foundation, will educate festival attendees about their missions, while hosting hands-on displays. East River C.R.E.W. (Community Recreation & Education on the Water), a non-profit advocate for appreciation and stewardship of the New York /New Jersey Harbor Estuary, will be sharing ideas about fun things to do on the water in New York City, including free East River rowing from East 96th Street. TC’s Students in Health will host interactive displays that explore some of the many intersections of health and the environment, including sexual and reproductive health, nutrition, and local food systems. The Go Green Committee will be showcasing TC’s progress towards sustainability over the past couple of years.

EARTH FEST CONTINUED ON PAGE 7
This year’s TC presentations range from using video to prepare preservice teachers to the educational impact of natural disasters

This year’s annual meeting of the American Educational Research Association (AERA), themed “Understanding Complex Ecologies in a Changing World,” which will be held April 30- May 4 in Denver, will include the participation of nearly 175 TC faculty and students. Among the highlights of TC’s involvement:

• TC President Susan Fuhrman is co-chairing “Excellence in Education Research: Early Career Scholars and Their Work,” a poster session that will include TC Assistant Professor of Education Monisha Bajaj and her project, “Time Pass’ or Transformative Force?: Human Rights Education in Indian Schools.”

• The conference’s Presidential Sessions will feature presentations by several TC faculty, including Xiaodong Lin, Associate Professor of Technology & Education, a panelist on “Developing Students’ Creativity: Challenges and Opportunities for Chinese and American Educators and Researchers;” Henry Levin, William H Kilpatrick Professor of Economics and Education, a panelist on “From Katrina to Haiti: Educational Research and Short- and Long-Term Response to Disaster;” and Michelle Knight-Diop, Associate Professor of Education, a panelist on “Meaningful Connections: Social Networks as a Policy Focus in Complex Educational Ecologies.”

• Faculty and staff associated with TC’s Center for Community College Research will make a number of presentations, including “High School Dual Enrollment Programs: Are We Fast Tracking Students Too Fast,” in which Cecilia Speroni, TC Research Assistant and Doctoral Student in Economics and Education, will participate; and “Building Bridges to Postsecondary Education for Low-Skill Adults: Findings from Recent Research on Promising Practices,” in which TC’s Senior Research Associates Davis Jenkins and Elisabeth Barnett will participate, along with Sung-Woo Cho, TC Senior Research Assistant and Doctoral Student in Economics and Education.

• In recognition for their exceptional scientific and scholarly research, the following TC professors will be inducted as 2010 Fellows...
This year’s TC presentations range from using video to prepare preservice teachers to the educational impact of natural disasters of the American Education Research Association on Saturday, May 1: Jeanne Brooks-Gunn, Virginia and Leonard Marx Professor of Child Development; Celia Genishi, Professor of Education; Herbert P. Ginsburg, Jacob H. Schiff Foundation’s Professor of Psychology and Education; Sharon Lynn Kagan, Virginia and Leonard Marx Professor of Early Childhood and Family Policy; Janet L. Miller, Professor of English Education; Gary J. Natriello, Ruth L. Gottesman Professor of Educational Research; and Stephen Silverman, Professor of Education and Program Coordinator in Physical Education.

- TC’s Herbert Ginsburg, Jacob H. Schiff Foundation’s Professor of Psychology and Education, together with student researchers, will chair “Video Analysis as a Method for Developing Preservice Teachers’ Beliefs about Teaching and their Understanding of Children, Pedagogy, and Assessment.” The panel focuses on early childhood teacher preparation in mathematics, including the development of model courses, an extensive video library, and a unique web-based video analysis system to provide preservice teachers with intellectually-stimulating learning experiences that vividly portray the processes of student thinking and the tasks of assessment and teaching.

For a more comprehensive listing of TC participation in the 2010 AERA annual conference, please visit www.tc.edu/7409.

Earth Fest continued from Page 5

Free gifts will be distributed to festival attendees throughout the day. Apples donated by West Side Market, samples of healthy, local food prepared by TC’s Students in Health, and environmentally friendly Rockin’ Earth Day Everyday bracelets donated by Teachers College will be given out. Additionally, Vita Coco will be distributing free samples of their 100 percent natural coconut water and TC’s Go Green Committee will distribute samples of laundry detergent and chlorine free tampons donated by Seventh Generation. Children’s books donated by Teachers College and local bookstores will be distributed to winners of the Go Green Committee’s free raffle.

Art tables devoted to creating art with recycled goods will be available for participation throughout the day. The Go Green Committee will host three art centers where festival attendees can make instruments, design clothing and build sculptures using reused and recycled goods. Lisa Daehlin and Marta Cabral will teach festival attendees how to knit and crochet with reused plastic bags.

Health and Wellness courses are being donated by instructors and massage therapists at the event’s Wellness Center. Some classes include a one-hour meditation session led by Kamila Dvorakova, a one-hour Beginners Yoga class instructed by Kari Bono, and a half-hour cardio aerobics workout taught by Emily Owen. In addition, StressBusters will be providing free ten-minute massages from 1:00pm to 4:00pm. Please bring your own mat and/or meditation pillows and be sure to wear comfortable clothing if you plan on attending a health and wellness course.

For a complete listing of event details updated daily, please visit http://blogs.tc.columbia.edu/gogreen/. For more information about the Go Green Committee, please contact Natalie A. Hadad at gogreentc@tc.edu.

As always, keep it green.
Using Data from Space to Help Instruction in the Classroom

TC teams up with NASA to offer new certificate in Science Education

For decades, schoolchildren studying earth science have built papier-mâché volcanoes, painted them rock-colored, poured in vinegar and baking soda, and gleefully watched them erupt. Now Julie Gabrovic, a science teacher in Longwood, Florida, does something more exciting with her fifth-grade students. She “takes” them on an Internet ride to see active volcanoes on Mars via online digital images provided by NASA.

Gabrovic, a science teacher for grades kindergarten through five in Longwood, Florida, is a participant in NASA’s Endeavor Science Teaching Certificate Project, a collaboration with Teachers College’s Urban Science Education Center and U.S. Satellite Laboratory Inc. The program enables teachers in the science, technology, engineering and math (STEM) disciplines to tap the wealth of scientific data that NASA has gathered from space for use in the science classroom.

The Endeavor program guides teachers to information that “some teachers just wouldn’t know, unless you’re really researching and hunting all the time,” Gabrovic says. “We looked at volcanoes on Mars, and compared and contrasted the sizes and location on Mars versus volcanoes on Earth. The students are super-excited about the science.” She also uses Google Mars to allow students and teachers to visually “travel across the surface of Mars using real footage, not a model.”

Working with Felicia Moore Mensah, Assistant Professor of Science Education at TC; and Meghan Marrero, a TC doctoral graduate who works at U.S. Satellite and is an adjunct Assistant Professor of Science Education at TC, a select group of teachers across the country participate in workshops and take online and on-site graduate courses.

At the end of a fellowship that lasts from 18 months to two years, participants earn a Certificate of Completion in Applied Science Education from Teachers College and graduate credit from other institutional partners. Most can apply credit from the project courses toward state certification requirements. There were 40 fellows last year, the first year of the program, and another 40 this year. NASA hopes to put 200 in-service and pre-service teachers through the competitive program over five years. According to NASA’s Web site, “the goal of the project is to ensure that teachers across the country can use the discoveries that NASA makes on a daily basis to inspire the next generation of explorers, scientists, engineers, and astronauts.”

The program works on multiple levels. Endeavor Fellows complete a minimum of five online graduate-lev-
Using Data from Space to Help Instruction in the Classroom

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"short courses" which are interdisciplinary, including life and marine science, math connections to earth and space science. Fellows also take methods in STEM education and an action research course. The courses are taught by Marrero and other TC affiliated faculty, Jessica Riccio and Amanda Gunning. Classes are live, online sessions in which fellows participate on the telephone and the Internet at the same time. Marrero and Glen Schuster, the project director at U.S. Satellite, also arrange for special online guest lectures by experts in a variety of fields—including NASA scientists and engineers.

As program members, Fellows can log on to a U.S. Satellite Web site and share information as part of an online community, a feature Gabrovic has found particularly valuable. "I have developed units and lesson plans using information from the Web sites," she says, adding that she hopes to maintain contact with Fellows after she finishes her program this summer.

U.S. Satellite, in Rye, N.Y., a STEM education and professional development company for educators, provides the platform for "an online community in which they come together and share experiences, tips and information," Marrero says. "It is very interesting to watch that community. It starts out not very well used, but as the teachers get to know each other online, they start sharing lessons and resources, asking questions. I am presenting some preliminary research on this at an upcoming science education conference."

From the time they apply to the program, Endeavor fellows are committed to sharing what they have learned with teachers in their schools and school districts.

NASA CONTINUED ON PAGE 10
Gabrovic, for example, reports monthly to a district-wide leadership committee for science and math.

The project also provides workshops and research opportunities for science education professors at schools of education. “I think the Endeavor program has great potential for anybody who wants to work in research around professional development for K–12 education” says Moore Mensah. “I have two colleagues in Alabama and Kentucky and we are working on a fall seminar series to incorporate the NASA materials into our preservice methods courses.”

The goal is to train more science teachers, first at the elementary level and then at the junior-high and high school levels. Moore Mensah also would like to inspire more minority students to pursue STEM studies. In order to do so, “we have to prepare well-qualified and enthusiastic teachers at the elementary level,” she says. “We really want all students, and especially students traditionally marginalized from full participation in science, to get involved in STEM disciplines, to see that they can become scientists.”

“We really want American kids to get involved in STEM disciplines, to see that they can become scientists.”

—Felicia Moore Mensah, Professor of Science Education

Carolyn Stiles, a NASA Endeavor fellow and fourth-grade teacher at Hillsboro-Deering Elementary School in Hillsboro, New Hampshire. Her school has been rated a failure under No Child Left Behind criteria, a designation which has been “demoralizing” for the teachers and students and forced her to fit science instruction into math and literacy classes. Using NASA satellite data, her students constructed Power Point presentations on tracking solar storms. “We wrote to one of the NASA scientists and asked questions, and we got an answer back.”

Stiles says that, at her school, science instruction isn’t all that has benefited from her NASA fellowship. In a push to raise the school’s NCLB rating, which relies heavily on reading and math scores, she has woven the information into math and literacy classes and begun to share her experience with other teachers at her school. “I just hope that through science we can transform our school,” she says.

A similar transformation is in the works in the third-grade classroom of Natash Jones at Martin Luther King, Jr. elementary school in Washington, D.C. The Endeavor Program has “opened my mind and my heart,” she says. “It has opened my students’ hearts, to the possibility of learning new things, and of taking risks.”
All Articles Can Be Found Online at: www.tc.edu/inside

CONTINUED FROM FRONT PAGE

2,000 low-income, predominantly minority fifth graders at 20 New York City public schools.

Isobel Contento, Mary Swartz Rose Professor in Nutrition and Education, and Pamela Koch, Executive Director of TC’s Center for Food & Environment, are the principal investigators for the project. The curriculum they are developing for this grant, “Food, Health & Choices,” is an adaptation of their middle-school curriculum that has been evaluated, with positive results in changing eating and activity behaviors, in both New York City and Michigan. The curriculum incorporates science concepts and social cognitive and self-determination theories, focusing on empowering students to make healthy choices. It will make extensive use of Contento’s book, *Nutrition Education: Linking Research, Theory and Practice*, published in 2007, with a second edition coming out later this month.

This new study extends the previous work of Contento and Koch in that the curriculum will be accompanied by implementation in the participating schools of “wellness policy” that promotes healthy snacks, regular physical activity and other changes in both the school and fifth grade classroom environment.

Children participating in the study will be evaluated, both prior to the study and afterward, for their height, weight and body fat; for changes in their eating behaviors and levels of physical activity; and for improvements in their knowledge of healthy nutrition and fitness practices.

“This is the generation of children who are expected to have shorter lifespans than their parents,” says Contento. “The prediction is that one-third will develop diabetes in their lifetimes, with consequences that will include workplace absenteeism, poor vision, and difficulty in walking. So it’s critically important that we develop and evaluate education and policy approaches that will lead to more positive outcomes.”

A pilot of the study will begin this coming fall in eight city classrooms. The full study begins in fall 2011, with five schools receiving both the curriculum and wellness policy interventions; five receiving just the curriculum; five receiving just the wellness policy; and five receiving neither. (The schools that receive neither will then receive both as “delayed controls” in 2012.) One major goal of the study is to determine whether the curriculum and wellness policy together create a synergistic effect that is more positive than either alone.

The schools that will participate in the study have not yet been selected, but Contento and Koch hope to work in schools where TC has existing partnerships. 

“This is the generation of children who are expected to have shorter lifespans than their parents.”

—Isobel Contento, Mary Swartz Rose Professor in Nutrition and Education
What is the relationship between literacy and political and economic development? What does literacy mean to students? Do literacy programs contribute to social change or help to maintain contemporary power relations?

These were just some of the questions addressed by Lesley Bartlett, Associate Professor of Education in International and Transcultural Studies, during her February 17th Book Talk at TC’s Gottesman Libraries, where she explored the themes of her recently-released book, *The Word and the World: The Cultural Politics of Literacy in Brazil* (Hampton Press, 2009).

The result of 27 months of fieldwork at public schools and non-governmental organizations in Rio de Janeiro and Joao Pessoa, Bartlett’s book examines the implementation of Brazilian educational theorist Paulo Freire’s ideas on literacy and its relationship to social justice education. The title of her book is an allusion to the Freirean notion that learning to read “the word” can empower learners to develop and act upon their own critiques of power relations in “the world.”

“Conventional discourse assumes that literacy can be divorced from its social context,” Bartlett asserted, adding that literacy means different things under different sets of circumstances.

When querying students about what literacy means to them, Bartlett found there was an emphasis on relationships and being a moral person—and these types of understandings, Bartlett argued, should be taken into account when conceiving of literacy and its function in the world.

Bartlett also provided the Book Talk audience with an overview of key Freirean concepts, including dialogue as egalitarian engagement between teacher and student and knowledge as a tool for construction, as opposed to something that is finite.

In comparing the public school students to the students at the NGOs, Bartlett discovered that members of the latter group were more likely to engage in political activism and were also more likely to criticize unequal power relationships. In part, that finding can be explained by the NGOs’ practice of linking courses to events with political participation.

“It is not Freirean pedagogy that engenders the engagement,” Bartlett concluded, “but real, concrete activities.”
In 2004, TC alumna Jill Strauss had a life-changing experience when the boat she was traveling on docked in Northern Ireland. As an educator aboard “Peace Boat,” the program of a Japanese non-governmental organization that promotes peace projects around the world, Strauss spent 3 days in Belfast touring conflict resolution organizations.

“I saw great work happening there,” she says.

Inspired, Strauss, who received her Ed.M. in International Trancultural Studies, with a concentration in Peace Education, subsequently relocated to Northern Ireland for two years, enrolling in the University of Ulster’s Ph.D. program.

With the intention of exploring “whether the arts can create alternative paths for individuals and communities in conflict to better understand each other,” Strauss embarked on a five-month ethnographic case study, bringing together an intergenerational group of Protestants and Catholics. The older generation, who were between the ages of 60 and 70, had the opportunity to tell stories about their experiences and the younger generation, who were between the ages of 20 and 23, interpreted the narratives and memories, using visual arts as a medium.

That artwork was exhibited at Macy Gallery from February 8-19, in What MORE is going on in this picture?: An Inter-Generational, Cross-Community (Catholic and Protestant) Storytelling and Visual Arts Project from Northern Ireland.

Pieces on display included “Banner of Hope” by Gillian Davidson, which depicts the Northern Ireland region surrounded by many flags, symbolizing the diversity of immigrants who live in the area now. Below, in a paraphrasing of George Santayana’s famous adage, Davidson inscribed the words, “He who will not learn from the past is condemned to repeat it.”

For another piece, Nuala Gallagher listened to tales from Norma McConville, who worked as a Protestant housing officer, about entering into the homes of Catholics and always being offered a cup of tea, despite the obvious feelings of being “different” or
A Glittering Cast of Medalists for TC’s Convocation

Spike Lee, Jill Biden, Gail Collins and Richard Mills will speak

TC has announced the recipients of its 2010 Medal for Distinguished Service, which will be awarded at Convocation ceremonies on May 17 and 18 at the Cathedral of St. John the Divine, 1047 Amsterdam Avenue. More than 1,000 graduates are expected to receive Master’s degrees in two ceremonies on May 17. The number of doctoral degree recipients, who will be hooded at ceremonies on May 18th, will not be known until much closer to that time.

The medalists, who will also deliver remarks at the ceremonies, are:

**Jill Biden, educator and wife of Vice President of the United States Joe Biden.** Dr. Biden is founder of both the Biden Breast Health Initiative, through which more than 10,000 young women in Delaware have learned about the importance of early detection of breast cancer, and co-founder of the Book Buddies, a program that encourages reading among children from low-income families; community college instructor (she has taught at both Delaware Technical and Community College, and Northern Virginia Community College). She also is the Obama administration’s point person on community colleges, earning her the sobriquet “the most famous community college professor in the nation.” Biden will receive her medal and address graduates at the doctoral ceremony on Tuesday, May 18, at 2 p.m. at which 200 candidates are scheduled to receive the doctoral hood.

**Gail Collins, New York Times columnist.** Collins has both written about women’s history, authoring the landmark books *America’s Women: Four Hundred Years of Dolls, Drudges, Helpmates, and Heroines,* and *When Everything Changed: The Amazing Journey of American Women from 1960 to the Present,* and made it, serving as the first female editor of the Times’ editorial page from 2001–07. Collins has also written for UPI, Newsday and *The Daily News,* founded the Connecticut State News Bureau, which became the largest news service of its kind in the country, and taught at the Columbia School of Journalism. Collins will receive her medal and address graduates at the afternoon Master’s ceremony at 2 p.m. on Monday, May 17.

**Spike Lee, film director, producer, writer and actor.** Lee is widely hailed as the creator of films that—from *Malcolm X,* a biopic of one of the most influential civil rights leaders of the twentieth century, to *Do the Right Thing,* a deft, textured exploration of racial tensions in 1980s Brooklyn—have been among the most thought-provoking and enlightening of our time. His production company, Forty Acres and a Mule, has produced a wealth of documentaries and feature films, illuminating the American experience by bringing important,
often marginalized perspectives and stories to the mainstream eye. Lee also serves as the Artistic Director of the Kanbar Institute of Film and Television at New York University’s Tisch School of the Arts—and previously as a professor in the Film Department at Columbia University; has established the Forty Acres Institute, for the express purpose of “demystifying filmmaking;” and is the founder of Project 40, the non-profit arm of Forty Acres and a Mule, which has provided much-needed educational opportunities for underprivileged children by combining athletic instruction with standardized test preparation. Lee will receive his medal and address graduates at the evening Master’s ceremony at 6:30 p.m. on Monday, May 17.

Richard Mills, former Commissioner of Education for the State of New York, will also receive the medal at the May 18 doctoral ceremony. Mills, a TC alumnus, served as Vermont’s education commissioner under Governor Madeleine Kunin from 1988 to 1995. He then began, under Governor George Pataki, his 13-year stewardship of New York’s school system, which ended in 2009. During that time, Mills emerged as a leader of the national movement to promote standards through testing. He focused on accountability because, in his own words, “It’s not fair to graduate children without the knowledge and skills to make it in the world—we are setting them up for failure.” During his tenure, districts were for the first time held accountable for student performance on state achievement tests; the Regents diploma became standard for all students; and the state developed a new school aid formula that allocated more money for New York City and other high-needs districts. By the time Mills stepped down, New York had significantly raised its high school graduation rates. Mills will receive his medal and address graduates at the doctoral ceremony.

“other.” Gallagher broke delicate china cups and saucers and then pieced them back together, representing the resiliency of the human spirit.

For the artists and storytellers, the outcome of Strauss’s project reaches beyond the accomplishment of art-making. Members of the older generation experienced validation of their stories, Strauss says, especially when they were able to see representations of them hanging on a gallery wall. The younger generation, for their part, became more active listeners. Strauss says that Davidson told her she now listens to her friends more intently, spending more time looking at them instead of at her watch. “They asked her what was wrong with her,” Strauss recalls, smiling.

This summer, the show will be exhibited again at a gallery at John Jay College of Criminal Justice, where Strauss teaches. The Irish studies program at Queens College is also interested in hosting the exhibit in the fall. For Strauss, the translation of stories to art is particularly meaningful. Referencing the title of one of the installations in the show, Strauss says, “You can’t put your arms around a memory.”
In 1995, Kathy Lawrence held small meetings in the living room of her Upper West Side apartment to discuss a then widely-unrecognized topic: the disconnect between food and the environment. Among the participants was Joan Dye Gussow, TC’s Mary Swartz Rose Professor Emeritus of Nutrition and Education.

One result of those early conversations was the birth of the program Just Food, which, as its name suggests, focuses on justice around food and nutrition issues. Another was the beginning of a close and enduring partnership between Just Food and the Program in Nutrition at TC.

Fifteen years later, on a Sunday this past February, Lawrence addressed more than 400 people interested in local food at the 10th annual CSA (Community Supported Agriculture) conference, hosted by Just Food and held at TC. The last seven of these conferences have been held at the College.

Before public awareness about food and its origins began to grow, it was unclear to Lawrence, Gussow and others working with them whether their initiative would expand beyond their living room meetings. Lawrence, the first executive director of Just Food, said that creating CSA programs was a way for her group to begin “walking the talk,” and actually creating links between farmers and city residents. CSA members pay participating farmers a fee of about $500 up front to fund the farmer during growing season; farmers in turn supply CSA members with different vegetables (and fruit, dairy and meat, depending on the CSA) once a week during the harvest season. The first year there was only one CSA, with only one participating farm. There are now 100 CSAs throughout New York City, and this year’s attendance at the conference was nearly double that of 2009, necessitating a move from Milbank Chapel to the Cowin Conference Center.

“Growth was very slow in the beginning,” Lawrence said, “but has risen exponentially in the last five to seven years, primarily in terms of public awareness.” Not only have food, ecology and sustainability become mainstream discussion topics, but different kinds of people have also joined the local food forces. The diverse group of...
students, farmers and CSA members who gathered at Teachers College for the conference reflects the important roles that labor, land and community play in society. TC faculty, students and alumni and also attended—including Gussow who said she was delighted at the growth of the “eating local” movement she has championed since the 1970s, and Pam Koch, Executive Director of TC’s Center for Food & Environment, who helped organize the conference.

“Hosting this event is a natural fit for TC,” Koch said. “The school’s nutrition program educates students about understanding the food system and how it can move towards one that supports personal and ecological health. CSAs are a strong part of that push. The TC Center for Food and Environment also provides education to schoolchildren that gives them hands-on experiences cooking, eating and learning about local foods through its EarthFriends classroom and Linking Food and the Environment [LiFE] curriculum series.”

Isobel Contento, Chair of the Program in Nutrition, added, “our partnership with Just Food allows our students to get practical experiences with issues we discuss in our classes.”

Jacquie Berger, the current executive director of Just Food, volunteered for Lawrence during the program’s nascent stages. “I found that the work was incredibly empowering because it gave individuals the opportunity to affect change in everyday actions,” Berger said.

Though finding enough support and funding for the growing demand for CSAs is always a challenge, Berger said, Just Food is planting seeds for food justice in new neighborhoods every year. “Through our work, we have mobilized communities to take control of their food systems.”

In addition to Lawrence, other keynote speakers included former Just Food Executive Director Ruth Katz and CSA Program Manager Paula Lukats. Afterwards, participants attended three different sessions of workshops that reflected the organization’s main focuses: the challenges on the farm, the challenges for buyers in the city, the environmental and logistical elements of small farms and the problem of access, especially

Puplic awareness about food and its origins has grown significantly in recent years.
school choice policies and the federal No Child Left Behind (NCLB) law, which were intended to increase educational opportunity for poor and minority students, have instead had the opposite effect.

That finding, from research by Amy Stuart Wells, Professor of Sociology and Education, was just one of many policy-related insights offered by TC faculty members to some 150 state legislators and policy experts who assembled at the College from around the country on March 13th to talk about what strategies are working to improve education.

The gathering—the National Conference of State Legislators’ annual national education seminar—was co-sponsored by TC’s National Center for Postsecondary Research. TC was the first school of education ever to host the annual event. In addition to Wells, TC faculty who spoke included TC President Susan Fuhrman, Thomas Bailey, Kevin Dougherty, Charles Basch and Michael Rebell. Their listeners included state legislators, public policy analysts, foundation staff and academics from other institutions.

Fuhrman opened the proceedings by proclaiming the College’s ongoing support for elected officials and policymakers and a continued commitment to research-based education reform. “The role you play is vital to the interests of our nation’s young people—and the goal of Teachers College is to be a resource to you in your work,” said Fuhrman, adding that her own association with NCSL has spanned nearly 40 years, dating back to her time at the Eagleton Institute of Politics at Rutgers, where she studied legislative leadership, and continuing on at the Consortium for Policy Research in Education, which she founded and continues to direct.

Matt Camp, TC’s director of government relations, said NCSL chose Teachers College to hear about current research that can affect education policy in the states. “We are honored that NCSL recognized TC as central to the national education dialogue, and that so many state legislators, who are key in setting education policy across the country, were able to hear the latest research findings from TC faculty.”

In her presentation, Wells said that nearly 50 states have adopted inter-district enrollment policies, which permit students to attend schools out of their home districts. Such policies “have allowed more advantaged
students to transfer to relatively more advantaged school systems, thereby exacerbating inequality between school districts,” Wells said. She added that NCLB accountability pressures “likely play an additional role” in re-segregating schools following the integration efforts of the 1970s and early 1980s.”

NCLB has given districts “even less incentive to serve students [who] may have lower levels of academic performance,” Wells said. “Why, in such a highly competitive environment with a heavy focus on test scores, would many schools or districts choose to accept students with lower test scores and more disadvantage?” As a result, middle-class and affluent districts often deny entry to students from nearby impoverished areas.

This is true despite documented, long-term positive outcomes for minority students who transferred to majority white schools, including access to more prestigious educational institutions and to jobs that are traditionally filled with fewer blacks, said Wells, who found a strong desire among whites and minorities in many communities to integrate their schools.

The best intentions, however, must be backed by funding. Michael Rebell, director of the College’s Campaign for Educational Equity, has studied state education funding formulas and concluded that many are denying schools in poorer districts their fair share of state education support. Worsening matters, states are cutting education funds deeply during the current recession, leaving many school districts—especially poor ones—without the funding to provide even basic education, Rebell said. States need to protect core services and do more for less cost, but they are constitutionally required to provide a minimal level of education—however each state defines that. “Kids still have constitutional rights, even in the midst of a recession,” he said.

In another session, Charles E. Basch, TC’s Richard March Hoe Professor of Health Education, presented his latest research showing that seven “educationally relevant” health factors—poor vision; asthma; teen
pregnancy; aggression and violence; insufficient physical activity; insufficient breakfast; and inattention and hyperactivity—disproportionately affect low-income students and work together to inhibit academic their progress. Basch was introduced to the audience by Eleanor Sobel, a TC alumna who is now a state legislator in Hollywood, Florida.

“These data are absolutely staggering, but they’re old news,” Basch said. “What’s new is how these health problems affect education and learning in schools.” He pointed to “pathways” through which these health disparities affect children, including sensory perception, cognition and connection to school.

Thomas Bailey, director of TC’s National Center for Postsecondary Research and the Community College Research Center (CCRC), addressed legislators about the new roles and escalating importance of community colleges in state higher education systems in the current reform era. Bailey was joined by Shanna Jaggars, senior research associate at the Institute for Education and the Economy at Teachers College, and Peter Adams, director of accelerated learning at Community College Baltimore County, Maryland, on a panel that discussed ways to improve student success in developmental or remedial courses.

Kevin Dougherty, associate professor of higher education at TC, spoke about performance-based funding, which links state funding of higher education to institutional performance indicators such as course completion, degree completion, or the number of low-income and minority graduates—a pressing issue for states having to slash education budgets.

On Friday, March 12, participants in the NCSL conference visited Maria Teresa Mirabal Middle School in upper Manhattan to meet with leaders and graduates of the New York City Leadership Academy, a professional training program run by the City’s Department of Education for principals at some of the City’s most challenging public schools.

On Sunday at the Sheraton New York hotel, the group heard a discussion by former U.S. Assistant Secretary of Education Diane Ravitch and Deborah Meier, known as the founder of the small schools movement, who together write the Education Week blog, Bridging Differences. Their discussion was moderated by Richard Lee Colvin, director of TC’s Hechinger Institute on Education and the Media.

State legislators clearly came to the conference hungry for research-based ideas on education reform. Lena Taylor, an attorney and state senator from Milwaukee, said she was very interested in any education program, policy model or legal strategy that could be used to improve schools in her city. She was particularly interested in Wells’ presentation on school choice and voucher programs and Rebell’s assessment of educational equity. Milwaukee, where she grew up and went through public schools, has not met Annual Yearly Progress standards in six of the seven years in which NCLB rules have been applied.
Nearly a quarter of Milwaukee's students receive vouchers, which most use for private school tuition, Taylor said. The city's graduation rates are low, and 33 to 35 percent of Milwaukee students have learning deficiencies. "The national average is ten percent," Taylor said. "We've got a mess in Milwaukee, and we're going to have to do something that is going to get us to a different place."

Sobel, reacting to Basch's discussion of the connection between health problems and school performance, said the weekend provided confirmation that her work on education issues in Florida was the right thing to do. "To me, a lot of problems can be solved with education, not litigation," she said. "Education and communication are my priorities."

Sobel said she benefits from her graduate degree in special education from TC, even now, when she is no longer in the classroom. Her background as a teacher helped her get elected against two male attorneys in Florida. "People trust teachers more than lawyers," she said. "As she I knocked on 4,000 doors during the campaign, you say you're a teacher, and they say, 'come on in.'"

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Workshops topics included how to eat "the local way," hosting successful CSA events; and the impact of government policies and public dollars on the farm and food system. There was also a farmer panel, which provided an opportunity to ask CSA farmers questions about what they do and why. The conference concluded with local farmers and businesses showcasing their wares—including cider, meats, cheese, beer and wine—in the TC cafeteria.

One of Just Food's main goals at the conference was to counter the perception that work supporting local food is the province of a small "special interest" group. The conference included a number of workshops on bringing middle-income families into CSAs, and a workshop on the overview of racism in the food system was by far the most popular program of the day.

Kristyn Keener, a nutrition and public health Master's student at Teachers College, attended the racism workshop, a topic she said can be uncomfortable. "Local food programs tend to be white in most cities, but the workshop was about 'how do we reach out to other communities?' and for me, that was most interesting."

There are already a number of CSAs in low-income neighborhoods like Bedford-Stuyvesant and East New York in Brooklyn, the South Bronx Harlem. Katz said that people of all neighborhoods appreciate the food, regardless of their socio-economic background. "In all kinds of neighborhoods, the common denominator was good food—happy faces around good food. It was really a wonderful thing to see."

As people across the income spectrum learn more about CSAs, Just Food faces new problems. "Keeping up with the demand for CSAs and finding new ways to give people the information they need in limited time is tough," Lukats said.

Just Food is evolving from a pilot program into an organization creating wholesale systemic change. The group has already connected the dots between anti-hunger movements, nutrition, greening and community development through its various operations.

"The challenge now," Lawrence said, "is working out practical steps of cooperation, and creating synergy among our different programs."

Meredith Kennedy and Libita Singh, CSA conference participants, are both students at the Columbia University Graduate School of Journalism.
Telling Painful around the Table

Pioneers of multiculturalism share their own experiences at TC’s 27th annual Winter Roundtable

The focus was on the often bruising experiences of minorities in the professional arena, and the attendees gathered on February 20th in TC’s Cowin Center—a group of nationally-recognized psychologists, diversity practitioners and social justice activists—were doing something not always associated with academic conferences: get personal.

Then again, this was the College’s 27th annual Winter Roundtable, where personal experience is text rather than subtext, and inconvenient truths are tackled head-on. This year themed “Act Together: the Hope of Community,” the two-day venue, co-sponsored by the Dean’s Office and the Counseling and Psychology Program, did not disappoint.

The opening segment of the plenary session, “A Conversation with Multicultural Pioneers: Lessons for the Past, the Present and for the Future,” featured candid life-lessons and refreshing narratives from Nancy Boyd-Franklin, Professor at the Graduate School of Applied and Professional Psychology at Rutgers University; Eduardo S. Morales, Distinguished Professor at the California School of Professional Psychology; and Thomas A. Parham, Assistant Vice Chancellor at the University of California-Irvine.

Moderator Derald Wing Sue, TC Professor of Psychology and Education and author of the recently published *Microaggressions in Everyday Life*, began with the observation that “Our white brothers and sisters have difficulty understanding the racial reality of people of color.”

Our white brothers and sisters have difficulty understanding the racial reality of people of color.”

—DERALD WING SUE, PROFESSOR OF PSYCHOLOGY AND EDUCATION

After recounting a slice of his upbringing by Chinese-American parents in the Pacific Northwest, Sue asked the panelists to describe their own experiences growing up as a minority in a predominantly white society. Audience members listened intently as Boyd-
Franklin spoke of her early childhood memories living in largely black and Latino projects, pre-*Brown v. Board of Education*, and Morales relayed his experience in a doctoral program, where he was one of three minorities in a program with one 160 students.

Parham (this year’s recipient of the Roundtable’s annual Janet E. Helms Award for Mentoring and Scholarship). Recalled being an 11-year-old during the Watts Riots and said the recurring question throughout his life has become, “As a black man, who do I maintain cultural integrity in a society that does not support my humanity?”

Referring to incidences of racism and other bias in professional settings, Boyd-Franklin spoke directly to the next generation of social justice advocates: “It’s important—you need to know—it doesn’t go away as you go up the food chain.” Entering Rutgers as a full-tenured professor, Boyd-Franklin read a student’s journal, in which he expressed surprise at her exemplary lecturing skills, explaining that he’d been under the impression that she was “an affirmative action hire.”

Additionally, panelists also discussed the need to have strong support systems of friends, family and professional colleagues—or, as Parham put it, “people whose knees will not buckle under pressure.” Boyd-Franklin credited her husband, a psychologist, with helping her process her that journal entry before she addressed it with the student.

A second segment, moderated by Marie Miville, TC Professor of Psychology and Education, featured another set of prominent multicultural psychologists, including Etiony Aldarondo, Associate Professor in Educational and Psychological Studies at the University of Miami; Norweeta Milburn, Associate Research Psychologist at UCLA’s Semel Institute for Community Health; Micheal Mobley, Associate Professor of Educational Psychology at Rutgers University; and Rebecca Toporek, Associate Professor and Coordinator of the Career Counseling Specialization at San Francisco State University.

Responding to the first portion of the session, Mobley cited the “ethical principle of truth-telling” and expressed his gratitude for the previous panelists’ honesty. “In a professional context, you don’t often hear about hidden aspects and challenges like these,” he said.

The Roundtable’s Social Justice Action award went this year to Dr. Concepcion Saucedo Martinez of Instituto Familiar de la Raza.
Closing the Gap

A conference at TC marshals the faith-based community to address the

As a former elected official, I’ve learned that government can’t do everything and doesn’t have all the answers. So even if Congress passes the revised Elementary and Secondary Education Act and makes sure that the $100 billion it contains is spent wisely, that won’t be enough to close our nation’s achievement gap. Washington can’t do it alone, even the schools can’t do it alone. There must be work that’s done beyond the schoolhouse doors, and that is the work of the faith-based communities.”

The keynote speaker was Peter Groff, Director of the U.S. Department of Education’s Center for Faith-Based and Neighborhood Partnerships. Speaking in TC’s Cowin Conference Center on Saturday, March 27th, Groff—former president of Colorado’s state legislature—was addressing an audience of representatives from primarily church-affiliated organizations and education policymakers who had gathered for “Write the Vision: Make it Clear,” a day-long conference on the role of the faith-based community in closing the education achievement gap.

In conjunction with TC’s Vice President’s Office for Diversity and Community Affairs and the College’s Black Student Network, the event was presented by the First Corinthian Baptist Church Transformers Education Ministry—leaders Reverend Tory Liferidge, Marcus Hall, Ashlei Stevens, Laurinda Rainey, and James Alford. The conference drew a wide audience with over 200 participants from the nearby Harlem community, the Greater New York City area, Connecticut, New Jersey, and Philadelphia.

“Teachers College is so pleased to have been selected as the site for this important conference,” said Janice Robinson, TC’s Vice President for Diversity and Community Affairs, in introducing Groff. “It takes deep and ongoing collaboration with our communities, parents, businesses, government and faith-based communities to enhance academic achievement for all members of our society, and for that effort to be real and not just rhetoric.”

Groff opened by painting a stark statistical portrait of the gap in educational opportunity and achievement between America’s wealthier, pri-
Takes Faith

nation’s education crisis

marily white students and poorer students of color, which he called “nothing short of a national security matter.”

“Our inability to close the gap is a moral blight on this nation,” he said, adding that the issue has ramifications for all Americans. “Other countries are looking for an edge in the fledgling knowledge economy, and they understand that, in President Obama’s words, the nation that out-educates us today will out-compete us to tomorrow.”

Citing Isaiah 58:12—“you shall be called the repairer of the breach, the restorer of streets to dwell in”—Groff called on his audience to “work outside your schools, your homes and the warmth and comfort of your pews.” In traveling to cities across the nation, Groff said, he has seen many examples of what the faith-based community can do to help overcome the gap. These included, in Orlando, recruitment of parishioners by pastors to help meet a stated list of needs from schools; in St. Paul, Project Spirit, an after-school program that engaged young black students in African American-centered history projects; in Michigan, a weekly mentoring project; and in Pomono, California, a Pastor’s Academy that assists young people in preparing for their college entrance exams.

“Kids are only in school 13 percent of the time, so we need an 87 percent solution,” Groff said. “And that means not just rolling out the basketballs and doing after-school babysitting, but instead creating high-quality out-of-school programs that drive achievement and are aligned with the work students are doing in school.”

He called on the conference attendees to pay attention to strengthening schools and classrooms; to open their own schools and preschools and target the populations most in need; and to advocate their cause “in ways that an elected official cannot and dare not.”

Ultimately, he said, the issue of the achievement gap “requires a moral voice and guidance that only people of faith can provide.” This has been true in the past with issues ranging from slavery and segregation to child labor.

Groff closed with a fable of two boys who set out to trick the old man who is seen as the smartest and
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wisest man in town. The older boy captures a bird and holds it behind his back. If the old man guesses the bird is alive, he will break the bird’s neck and prove him wrong. If the man guesses the bird is dead, he will prove him wrong by setting the bird free. But instead the wise old man says, “Whether the bird behind your back is alive or dead is in your hands.”

“Whether we can close the achievement gap and ensure that every child, regardless of color or means, receives a quality education, is in your hands,” he concluded.

In addition to Groff’s keynote address, the conference included four Breakout Sessions featuring a host of faith, educational, and political leaders on the topics: Value Centric Approach to Teaching; Faith and Higher Education: Why a Partnership Makes Sense; Understanding the Role of Faith and Education in Building Communities; and Community Empowerment and Charter School: Dispelling the Myths. The conference also included a keynote panel featuring leaders uniting to address the education achievement gap moderated by Dr. Felicia Moore Mensah, Associate Professor of Science Education at TC, that included Tom Vander Ark, Managing Partner of Revolution Learning and former Executive Director of Education for the Bill and Melinda Gates Foundation, Reverend Samuel Ross-Lee, pastor of Immanuel Missionary Baptist Church in New Haven, Connecticut, Lucille McEwen, Esq., President & CEO, Harlem Congregations for Community Improvement, Father Louis Delfra, Director of Pastoral Life for the Alliance for Catholic Education from Notre Dame, Indiana, and Gwen Samuel, chairperson of the State of Black Connecticut Alliance.

The more than 40 presenters included the Reverend Dr. Floyd Flake, former U.S. Congressman and senior pastor of the Greater Allen A.M.E. Cathedral of New York; Shawn Dove, Campaign Manager for Black Male Achievement at the Open Society Institute; the Reverend Raymond Rivera, founder of the Latino Pastoral Action Committee and the Family Life Academy Charter School, Reverend Nicholas Richards, Assistant Minister for Global Outreach at the Abyssinian Baptist Church, Dr. Charlotte Phoenix, Professor of Education at Medgar Evers College, and Christal Cherry, National Director of Groups, Alumni & Faith Partnerships at the United Negro College Fund.
time served grades pre-K through 6, be turned into a charter school under the management of Edison Schools, a private company. Freeman convened the school community to discuss the impending change, but also strove to publicly maintain an appearance of impartiality, so that parents could decide what would be best for their kids.

The result was gratifying. The school community mobilized itself to keep 161 in City hands and under Freeman's continued leadership. Parents organized to fight the plan and became involved in school issues. Teachers began tutoring kids during cooperation periods and at lunch.

“They were doing whatever they needed to do to make sure the kids were successful,” recalls Freeman.

When it came to a vote, parents rejected the Edison takeover. Better still, they stayed committed to all the new efforts they had set in motion.

Today, 86 percent of students at the school—officially known as P.S./M.S. 161 Pedro Albizu Campos—are proficient in math, and 70 percent are proficient in English. Freeman, who is now pursuing a Teachers College doctorate in educational leadership, says the proposed Edison take-over transformed the school’s culture and brought the kind of change she knew was needed.

“That incident hastened reform by five years,” she says.

Since then, Freeman has implemented a reform plan that has focused on accountability, teacher quality and development of the school’s transitional bilingual program to increase the focus on learning English. The latter priority, Freeman says, has required particular diplomacy.

“The last thing I wanted parents and teachers to think was that an African American principal is coming in—not really validating their culture and their instructional way of their kids—and dismantling a lot of things,” she says. “However, the programs weren’t working. So it was my job to show them how they were not working.”

During 2006, Freeman honed her leadership skills at the Cahn Fellows Program for Distinguished New York City Principals at Teachers College—a 15-month program for those administrators looking to boost academic achievement and improve the learning environment in their schools. The fellowship includes a visit to the U.S. Army War College and the Gettysburg battlefield, where the school leaders learn the secrets of successful military leaders.

As part of the Cahn Fellowship, principals identify a challenge at their school to work on during the program. Freeman has concentrated on the adjustments that 161 has needed to make as it has added grade 7 and plans for the addition of grade 8.

“How strategically you use your leadership became a big eye-opener for me,” says Freeman.

Those leadership skills are now being tested as she works to improve her school at a time when test scores are up, and pressures for change aren’t coming from downtown. By studying at TC while continuing to lead at P.S. 161, she’s able to see how her theoretical work plays out several blocks north of campus on West 133rd St.

“I’m happy with my school and the progress that it’s making,” says Freeman. “I haven’t been stagnant in it, and it’s ever-evolving, which keeps it fresh.”
SATURDAY, APRIL 17 THROUGH SUNDAY, APRIL 25
Earth Week Celebrations
Collaboration and Organization by Teachers College Go Green Committee, Student Senate. For more information, please visit http://blogs.tc.columbia.edu/gogreen/ or e-mail Natalie Hadad at gogreente@tc.edu

FRIDAY & SATURDAY, APRIL 16-17
2010 Mind and Body in Autism Conference
- Cowin Center - Friday, April 16: 8:00am-5:30pm and optional viewing of HBO BioPic: Temple Grandin from 5:30pm-8:00pm
- Saturday, April 17: 8:00am-4:30pm
This two-day conference is designed to foster dialogue between diverse disciplines and to promote the development of integrated models for tailoring educational, psychological and medical interventions to better serve children with autism and related disorders and their families. The Center for Opportunities and Outcomes for People with Disabilities, in collaboration with the Leonard and Frances Blackman Lecture Series at Teachers College, Columbia University will bring together an interdisciplinary panel of experts (featuring educators, psychologists, and physicians) to initiate collaborative and comprehensive consideration of strategies for addressing the challenges facing persons with autism spectrum disorders and their families. Distinguished speakers include Rhea Paul, Professor and Director, Communication Disorders Section at Yale Child Study Center; Tim Page, Professor of Journalism and Music at University of Southern California, and author of Parallel Play; Peter Mundy, Director of Education Research, M.I.N.D. Institute at University of California at Davis, and Lisa Capps Chair in Neurodevelopmental Disorders and Education School of Education and Department of Psychiatry; Hakon Hakonarson, Director, Center for Applied Genomics at The Children’s Hospital of Philadelphia; John J. Foxe, Professor & Director of Research at Children’s Evaluation and Rehabilitation Center at Albert Einstein College of Medicine; and Matthew K. Belmonte, Assistant Professor, Department of Human Development, Cornell University. For more information, contact TC Program Director and Professor of Education Linda Hickson.

FRIDAY & SATURDAY, APRIL 16-17
Peace and Justice Education Conference
- April 16: 9:30am-8:00pm (workshops end at 5:30pm) followed by a special Performance 8:00pm-9:30pm - April 17: 9:30am-5:45pm
In a time marked by a widespread culture of violence, manifested in social inequalities, exclusion, armed conflict and increased militarization, it is imperative that educators create spaces for students to explore and generate new approaches to local, national, and global problems. Now, educators must revitalize the tools of their trade to foster the difficult conversations that seek to confront and transform direct, cultural and structural violence. This conference offers an opportunity to interact with students, academics and educators grappling with this challenge in their day-to-day practice. The goals for this conference are to engage educators in a process of critical reflection regarding the role of education in perpetuating or transforming structural, cultural and direct violence in society. Sponsored by the Peace Education Network (PEN) at Teachers College, Columbia University, and additionally supported by The Teachers College Vice President’s Diversity and Community Initiatives Grant Fund; The Teachers College President’s and Provost’s Student Event Fund; the TC Student Senate; The Department of International and Transcultural Studies; and Queer TC. Contact peace.education.network@gmail.com for more information.

SATURDAY, APRIL 17
Earth Week Panel: Environmental Justice Education • 2:30pm-4:00pm • Location TBA
Co-sponsored by the TC Student Senate’s Go Green Committee and PEN, in conjunction with the first annual Peace Education Network Conference. Speakers include individuals from UNESCO’s Decade of Education for Sustainable Development (DESD), Grow NYC’s Environmental Education Program, Teachers College, and World Savvy. Contact Jason Mellen at jason.mellen@gmail.com for more information.

Harlem Live: Frank Silvera • 3:00pm-7:00pm • 424 Horace Mann
Concert by Barnard-Columbia Chorus: Bach’s St. John Passion • 8:00pm-9:00pm • Union Theological Seminary (Broadway/120th)
The St. John Passion, one of the great Baroque choral masterpieces which the Barnard-Columbia Chorus performs with choir, soloists and orchestra, was written by Bach at Leipzig. Tickets $5 adult / $3 student. Information: 212-854-5096.

SUNDAY, APRIL 18
Earth Week: No Shopping
Instead of buying anything new, purchase pre-loved and recycled items. Watch the video, The Story of Stuff, that will be sent via e-mail from Go Green.

MONDAY, APRIL 19
Registration for Summer Term of continuing students via web and touch-tone begins.

Earth Week: The Truth about Trash
Focus on sorting trash and learning what and how to recycle.

TUESDAY, APRIL 20
Earth Week: Transportation
Walk, bike or use mass transit instead of driving your car.
Earth Week: Leadership for Sustainable Organizations: An Organizational Leadership Forum • 7:00pm-9:00pm • Cowin Center
Sponsored by the Organization Leadership Association and the Organization Development Network of New York (ODNNY).
Panelists: Steven Cohen, Executive Director of The Earth Institute, Columbia University; Karen Karp, Director of Sustainable Food Laboratory; Victoria Zelin, Co-founder of Sustainable Leadership Forum; TC alumna Isabel Rimanoczy, Partner of Leadership in International Management LLC; and Facilitator Victoria Axelrod, VP of ODNNY and co-author of The Sustainable Enterprise Fieldbook. In partnership with The Earth Institute; Green Business Club, CBS; Carbon Finance and Environmental Markets Association, SIPA; Green Caucus, SSW; Green Umbrella, Columbia; and TC's Go Green Committee.

Music Education Night: Jazz • 7:00pm-8:30pm • Milbank Chapel

WEDNESDAY, APRIL 21
Earth Week: Water Conservation
Providing tips on how to conserve water in our everyday lives.

Earth Week: Water Event with C.R.E.W. • 4:00pm-7:30pm • Zankel Hallway, First floor
East River C.R.E.W. (Community Recreation & Education on the Water), a non-profit advocate for appreciation and stewardship of the New York/New Jersey Harbor Estuary, will be sharing ideas about fun things to do on the water in New York City, including free East River rowing from East 96th Street.

Earth Week: Water Mobility • 4:00pm-7:30pm • On 120th Street (Broadway/Amsterdam)
The filmmakers of Tapped invite you to visit their truck—a mobile, translucent recycling container—as they collect pledges from people to reduce their bottled water use and trade empty plastic water bottles for reusable stainless steel Klean Kanteens: the first 100 people trading get a free Klean Kanteen, others will receive a coupon for 40% off a Klean Kanteen!

Earth Week: Film Screening and Discussion-Tapped • 5:00pm-8:00pm • Cowin Center
The Program in Social Studies and the TC Go Green Committee will be screening the award-winning documentary, Tapped, an unflinching examination of the big business of bottled water. Tapped's Producer Sarah Olson and Director Stephanie Soechtig will be on hand for a town hall Q&A following the film.

THURSDAY, APRIL 22
Earth Week: Worm Composting with Amelia Epp • 10:30am-11:15am & 1:15pm-2:00pm • Second Floor Salon, Russell Library
The Gottesman Libraries is hosting a demonstration of worm composting on Earth Day for the children of Hollingworth Preschool and all interested members of the TC community. Amelia Epp, art and art education student, will show how a worm bin can be an environmental asset and an inspirational tool in education. She will incorporate a book reading and classroom activity to join the innovative link between science and art, helping participants become ambassadors for social change towards a greener planet.

Earth Week: Food Tour • 10:45am-12:15pm • Milbank Chapel
Join fellow TC students to find out about your local food sources. We’ll be getting a behind the scenes tour of the Greenmarket on Broadway and 116th St with Grow NYC’s education coordinator. A fun and informative event where you can do your grocery shopping at the same time! Information contact: Shira Weiner at srw2149@columbia.edu.

Lessons from Finland • 4:00pm-5:30pm • Milbank Chapel
Pasi Sahlberg, the Director General of Finland’s Center for International Mobility and Professor of Education at the University of Helsinki, will speak on the evolution of the Finnish school system and its lessons for other nations. Information on Sahlberg, author of Best in Class: Lessons from Finland’s school.
Envisioning Your Future as a Leader in Education: A Socratic Conversation - 5:00pm-8:00pm • Second Floor, Russell Library
Leadership: Defining the Next Decade will be the topic of the College’s annual Academic Festival (Saturday, April 24th). Join us beforehand to re-energize your own career planning. What are your dreams for your future in the field? How are you charting your course towards your major goals? How can you relate your unique talents and values, to the emerging trends, ideas, and challenges? How can we best cope with new economic pressures? What strategies, values, and resources are you using that others might find serviceable?

Environmental Science Senior Seminar Poster Session - 4:30pm-5:30pm • 4th Floor Barnard Hall, James Room, Barnard College
Student researchers in environmental science, environmental policy, and environmental biology co-present their findings with Columbia’s Earth and Environmental Science, and Ecology, Evolution and Environmental Biology departments. Information contact: Catherine Cook at ccook@barnard.edu.

FRIDAY, APRIL 23
Earth Week: Energy
Be conscious of the amount of energy you use. Turn off all lights when not in the room, and unplug appliances while away. Also, change your light bulbs to more energy efficient ones.

GiSCA Palooza 2010: An Evening of the Arts and Social Change • 7:00pm-9:00pm • Milbank Chapel
Join us for a participatory, multidisciplinary production of space and sound, disruption and magic, featuring works ranging from John Cage’s “In the Name of the Holocaust” to Eve Ensler’s “Vagina Monologues,” original film and spoken word, and an installation of the Democracy Wall from Carroll Gardens, Brooklyn by Triada Samaras. Come to provoke and be provoked. Dialogue will be facilitated throughout by Art & Art Education Professor John Baldacchino and Curriculum & Teaching Professor Molly Quinn. Free refreshments and after-party to follow. Co-Sponsored by the Teachers College Vice President’s Diversity and Community Initiatives Fund. Information contact: Eric Shieh at eys2108@columbia.edu.

SATURDAY, APRIL 24
Academic Festival – 9:00am-5:00pm
TC welcomes all of its alumni back for our annual homecoming event: Academic Festival 2010—a commemoration of the rich intellectual traditions that make TC the nation’s leading school of education, including a star-studded line-up of TC faculty and alumni speakers, the Distinguished Alumni Awards Luncheon, breakout sessions featuring the latest in education research and practice, and family-friendly sessions for children of all ages. (See page 2 or visit www.tc.edu/festival).

Harlem Live: Frank Silvera • 3:00pm-7:00pm • 424 Horace Mann

SUNDAY, APRIL 25
Second Annual Rockin’ Earth Day Fest! • 11:00am-6:00pm • Russell Courtyard (Rain Location: First Floor Horace Mann)
Join us at the Fest for free musical entertainment, give-aways, and wellness courses. Learn about environmental sustainability at our educational tables, and purchase local and organic foods and retail. Sponsored by TC’s Go Green Committee, TC’s Student Senate, TC’s Office of Student Activities, TC’s Office of Development and External Affairs, CU’s Presidents and Provost Office, Seventh Generation, Vita Coco, and West Side Market. For more information, please visit http://blogs.tc.columbia.edu/gogreen/ or e-mail Natalie A. Hadad at gogreentc@tc.edu.

MONDAY, APRIL 26
Doctoral Student Dinner Discussion • 4:00pm-6:00pm
For more information, call 212-678-3690.

OSCp CU Wind Ensemble Concert • 5:00pm-8:00pm • Cowin Center

WEDNESDAY, APRIL 28
Gail Breslow Book Talk: Computer Clubhouse • 4:00pm-5:30pm • 305 Russell Hall
In discussing Computer Clubhouse: Constructionism and Creativity in Youth Communities (TC Press, 2009), Breslow will be joined by local youth and “alumni” from the Harlem Congregations for Community Improvement to discuss participation, engagement, youth impact at the Clubhouse Network. Co-sponsored by TC Press and the Gottesman Libraries.
Transformative Leadership, Under Fire

As Principal of P.S./M.S. 161, Barbara Freeman has fended off a threatened takeover and boosted student performance.

In 1999, when Barbara Freeman became principal of P.S. 161 on West 133rd Street in Harlem, she faced some tough challenges. The school had been languishing for six years on the state’s list of Schools Under Registration Review (SURR). Just 24 percent of its students were proficient in math and only 11 percent in English Language Arts. And to boot, in a heavily Latino school in which 87 percent of students were English Language Learners, Freeman herself spoke only limited Spanish.

Still the City, which was in the midst of a broader initiative to jumpstart reform in SURR schools and begin holding them to higher performance, had its reasons for putting Freeman in charge at 161. Most notably, she had previously served as an assistant principal at struggling schools in the South Bronx and Brooklyn’s Bedford Stuyvesant neighborhood. Tough and smart, she also has an easy laugh and the ability to work with people and hear their concerns.

Drawing on her experience and backed by a package of City-mandated funds and programs, Freeman made good headway at 161—but a year into her efforts, she knew there was still a long way to go.

Then City officials proposed that P.S. 161, which at that time...