

## 2015–2016 Zankel Fellows

<b>Yu Bai</b> Raising Educational Achievement Coalition of Harlem	<b>Amelia Herbert</b> Raising Educational Achievement Coalition of Harlem	<b>Kayhan Sanyal</b> Leveraging Digital Literacy Practices of Diverse Learners <i>Reading and Math Buddies</i>
<b>Julianne Barto</b> Literacy and Inquiry Internships <i>Reading and Math Buddies</i>	<b>June Ho</b> Raising Educational Achievement Coalition of Harlem	<b>Freyal Shah*</b> Raising Educational Achievement Coalition of Harlem
<b>Elizabeth Begley</b> Enhancing Mathematics Opportunities in Community Schools <i>Reading and Math Buddies</i>	<b>Luis Ingels</b> Raising Educational Achievement Coalition of Harlem	<b>Dylan Shelofsky*</b> Raising Educational Achievement Coalition of Harlem
<b>Jorge Beltran</b> Speaking to the World: Performance and Publication Programs for Students <i>Reading and Math Buddies</i>	<b>Chelsea Massoud</b> Reading Specialists at the Heritage School <i>Reading and Math Buddies</i>	<b>Anita Sidler*</b> Raising Educational Achievement Coalition of Harlem
<b>Janki Bhatt</b> Reading Specialists at the Heritage School <i>Reading and Math Buddies</i>	<b>Brielle McDaniel*</b> Teachers College Community School <i>Reading and Math Buddies</i>	<b>Alison Slate</b> Raising Educational Achievement Coalition of Harlem
<b>Phillip Boda*</b> Raising Educational Achievement Coalition of Harlem	<b>Carmen Morel</b> Teaching Immigrant Children: Oral Language, Literacy & Vocab Development <i>Reading and Math Buddies</i>	<b>Diamond Smith-Edmonds</b> Raising Educational Achievement Coalition of Harlem
<b>PraiseGod Ekwueme</b> Teachers College Community School <i>Reading and Math Buddies</i>	<b>Debra Moreta</b> Teaching Immigrant Children: Oral Language, Literacy & Vocab Development <i>Reading and Math Buddies</i>	<b>Ah-Young Song</b> Speaking to the World: Performance and Publication Programs for Students <i>Reading and Math Buddies</i>
<b>Elizabeth Erickson</b> Speaking to the World: Performance and Publication Programs for Students <i>Reading and Math Buddies</i>	<b>James Nadeau</b> Raising Educational Achievement Coalition of Harlem	<b>Janice Tolbert</b> Teachers College Community School <i>Reading and Math Buddies</i>
<b>Jennifer Etienne</b> Raising Educational Achievement Coalition of Harlem	<b>Aaron Neal</b> Supporting Elementary Science Teaching in Urban Classrooms	<b>Gina Tribotti</b> Speaking to the World: Performance and Publication Programs for Students <i>Reading and Math Buddies</i>
<b>William Garcia</b> Digital Literacies and Literature Mediating Latino Children's Learning <i>Reading and Math Buddies</i>	<b>Esther Ohito</b> UMOJA Readers and Writers <i>Reading and Math Buddies</i>	<b>Clancy Tripp</b> Raising Educational Achievement Coalition of Harlem
<b>Bashir Harrell</b> Teachers College Community School <i>Reading and Math Buddies</i>	<b>Molly Picardi</b> Literacy and Inquiry Internships <i>Reading and Math Buddies</i>	<b>Colleen Uscianowski*</b> Teachers College Community School <i>Reading and Math Buddies</i>
<b>Lora Hawkins</b> Speaking to the World: Performance and Publication Programs for Students <i>Reading and Math Buddies</i>	<b>Nazmin Rahman</b> Teachers College Community School <i>Reading and Math Buddies</i>	
<b>Stephanie Henninger</b> Teachers College Community School <i>Reading and Math Buddies</i>	<b>Ricardo Rivera</b> Movement and Physical Activity Program <i>Reading and Math Buddies</i>	
	<b>Leslie Saint-Jour</b> Movement and Physical Activity Program <i>Reading and Math Buddies</i>	

\* one semester only



# Arthur Zankel Urban Fellowships 2015–2016

The Zankel Urban Fellowship gives talented Teachers College students the opportunity to improve the lives of NYC students. Since its establishment, the program has placed hundreds of TC students alongside NYC teachers in public school classrooms and afterschool programs, helping boost outcomes in reading, mathematics, and more—through a partnership that benefits the underserved communities in which they live, work, and learn.



■ **Brielle McDaniel**  
(Reading and Math Buddy)  
Using Targeted Interventions  
and Tools to Improve Learning

Every Friday during math class at the Teachers College Community School in Harlem, Brielle McDaniel would set a timer for one minute. Her third and fourth graders had exactly that long to solve an equation, and they were beating the clock.

Regular meetings with small groups—where Brielle used state-of-the-art learning software, along with behavior management—led students to meet their weekly goals and gain a foundation for more advanced learning concepts.

One of Brielle's students had been struggling to read at grade level. With Brielle's help, by the end of the semester she had succeeded. **"My student was so happy she could keep up in the classroom, her confidence level skyrocketed."**

Brielle also helped her fourth graders deal with bullying and violence. **"I helped them speak openly and even lead sessions where they discovered ways to effectively deal with bullying."**

These sessions helped them feel empowered, which led to better focus on their studies.

As a result of Brielle's efforts, the students became more enthusiastic about school and they did not want the day to end. Brielle's personalized instruction during the after-school program and the regular school day, alongside other teachers, was so successful that it often led to students seeking her out during the day. Some students were even willing to skip recess in order to spend more time with Brielle.

**"My students were engaged, encouraged, and eager to witness their continued growth."**

**My Zankel Fellowship has reinforced my passion for improving educational outcomes for my students.**



■ **Kayhan Sanyal**  
Reading and Math Buddy  
Using Technology and a Strong Teacher Support System to Benefit Students

■ **Diamond Smith-Edmonds**  
Fostering Curiosity,  
Enriching Understanding

■ **Elizabeth Begley**  
Reading and Math Buddy  
Transforming the Minds of  
Young Learners Through Math

Kayhan Sanyal was about to have the most challenging experience of his life, and no amount of education theory could prepare him for the realities of a classroom of fifth graders. But thanks to his use of technology, and a strong teacher support system, Kayhan, a Master's student in Instructional Technology and Media, introduced his students at P.S. 236 in Harlem to digital applications to boost their learning and improve their confidence.

**“One group of girls took ownership to set up Oculus Rift, a virtual reality headset device, on their school computers,”** said Kayhan, **“and a boy who was having some difficulties with learning enjoyed watching educational videos, which allowed him to review lessons without feeling embarrassed. My goal was to identify their strengths.”**

Kayhan also introduced his students to video and filmmaking, with great results. **“Students enjoyed making videos of themselves, their peers and the environment in general. Weaving their interests into the curriculum was an area where the teachers and I collaborated the most, and where we had the greatest impact.”**

Diamond Smith-Edmonds wanted to create a beneficial environment for K-2 special education students at P.S. 194 in Harlem, but her time with the students came at the end of the day when they were tired or disengaged. **“I decided to incorporate movement with instruction, which energized them and kept them focused.”** Using *Go Noodle*, an online database of guided physical movement videos, Diamond's students danced, practiced yoga and more, enjoying their “brain breaks.”

Building the student's energy levels helped them focus on their lessons on basic geography and mapping skills. There were also special units on Black History, Women's History, and National Poetry Month—where the students looked at Harlem Renaissance Poet Langston Hughes and his blues poetry. The students created a visual board of their own experience of feeling blue as well as suggestions for how to get rid of the blues.

**“I look forward to using what I have learned through my Zankel Fellowship to shape my studies and professional work as an urban educator, researcher, and advocate.”**

As a mathematics instructor at Columbia Secondary School (CSS) in Harlem, Elizabeth Begley proposed an after-school math club that would excite students. With the backing of the entire CSS community, as well as Elizabeth's efforts easing student's anxiety about math and helping them take charge of their own learning, a math club was born.

**“Many of the middle and high school students thought math just involved numbers and formulas, but they soon learned that it also required collaboration, logic, and problem solving skills,”** says Elizabeth. By the end of the year, the students were empowered to run the club independently.

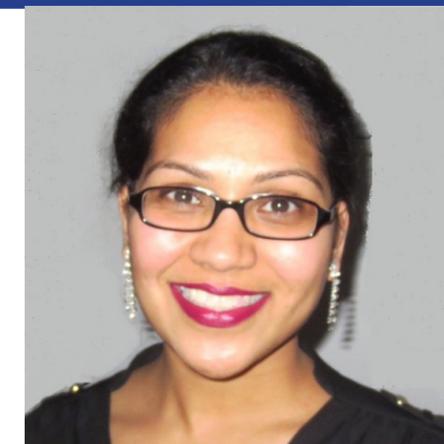
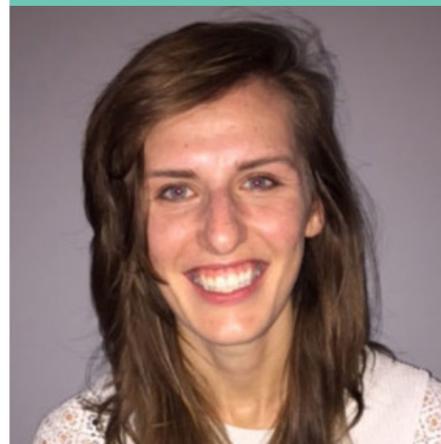
The math club was open to all ages and grades and created a community of learners, with some students coming for challenging coursework and others coming for extra help with math.

**“The students learned how to be successful leaders as well as team players by collaborating and debating different ideas, and facilitating their own learning. I could not be more grateful for my Zankel Fellowship which allowed me to help my students be successful.”**

I want to use technology to help my students work together as members of a vibrant community of engaged learners.

I enjoyed my time at P.S. 194 helping my students foster their curiosity and enrich their understanding of big ideas.

Creating an after-school math club that was open to all students has had an extreme impact on my overall teaching philosophy.



■ **Julianne Barto**  
Reading and Math Buddy  
Never Giving Up on Learning

■ **Luis Ingels**  
Encouraging Students to Change  
the World, One School at a Time

■ **Janki Bhatt**  
Reading and Math Buddy  
Building Confidence Through  
Reading Interventions

Reading was both a joy and frustration for Prince, one of Julianne Barto's second graders at Grant Avenue Elementary School in the Bronx. He loved reading, but had arrived at the school just a year before, knowing very little English. Thanks to Julianne's one-on-one lessons, Prince was able to develop his strength in literacy.

**“Prince would say to me, ‘I can't. It's too hard. Too, too hard,’ but with support and hard work, his reading skills grew immensely,”** says Julianne.

Julianne worked with students who might have otherwise been overlooked by helping them take ownership of their reading. **“I helped them realize they could do it on their own—even when I wasn't there with them.”**

Julianne fondly remembers when Prince reminded her of how much he had struggled with reading in the year since she had begun to work with him. **“He said, ‘Remember when I used to give up, but you wouldn't let me? Now I read so good!’** But it was Prince who wouldn't give up. I was just there to support and nurture his growth.”

I discovered that nurturing literacy in the early years can empower students to speak, read, and write with confidence.

TC Music and Music Education student Luis Ingels told his fifth graders at P.S. 36 in Harlem that they could make any changes they wanted to the school—with an “unlimited budget.” This was pretense, but the students began strategizing their goals. **“They wanted to expand the school to decrease class sizes for more individualized classroom instruction,”** says Luis. They also suggested a playground or gym be built to **“give students a place to expel energy and stress, and encourage them to attend school more often.”**

Luis led his 40 fifth graders through concepts, discussions and projects utilizing Social and Emotional Learning (SEL) skills, comprising self-management, self-awareness, social awareness, relationship skills, and decision making. Students focused on an SEL category weekly and worked through relevant activities. They also examined music heard in their homes and neighborhoods. **“Exploring a song's meaning and message challenged the students and developed their awareness of the music around them, and their environment in general. This can help them become more engaged with the world,”** says Luis.

This experience has changed my perspective on teaching in inner-city schools, and only strengthens my passion to become an educator.

Maria, a high school student attending an English as a Second Language (ESL) class at the Heritage High School in East Harlem, was used to saying **“No, Miss, I don't know,”** when asked to speak or read in English. A recent immigrant from the Dominican Republic, she couldn't distinguish shapes, write, or identify sounds of the alphabet. Maria was placed with Janki Bhatt, a masters student in the Reading Specialist program, who created a plan to improve Maria's reading skills and boost her confidence.

Working with teachers, school leaders, and TC faculty, Janki provided Maria with individualized lessons. This included phonics instruction with the Wilson Reading System (tailored for struggling readers), focusing on speaking, reading, and writing.

This experience helped Janki elevate expectations for Maria. **“She recognized that ‘I don't know, Miss’ wasn't acceptable and we applied strategies to determine unknown words when reading.”**

Soon Maria had the confidence to replace **“Miss, I don't know”** with the affirmation, **“I do know.”**

Through my Zankel Fellowship, I helped my student improve her English skills and dream big about her future.