

## 2018–2019 ZANKEL FELLOWS

**Shawntay Abbott**  
REACH

**Erinn Arbelaez-McLaughlin\***  
REACH

**Anamaria Amador**  
SKIP! Small Kids in Physical Activity Movement Program

**David Baksh\***  
Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Yianella Blanco**  
Youth Historians in Harlem

**Rebecca Block**  
SBMHC (School Based Mental Health Collaboration between TC and NYC Public Schools)

**Benjamin (Levi) Bohanna\***  
Supporting At-Risk Youth with Special Needs through an After-School Leadership Council

**Michelle Burris\***  
Sankofa Club

**Brad Campion\***  
Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Karina Castellanos\***  
Leveraging Linguistic and Cultural Diversity to Improve Student Achievement & College Readiness

**Francesca Castro\***  
REACH

**Paulina Castro\***  
Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Monica Chan**  
Creative Technologies Fellows

**Nicole Cupo\***  
Reading Specialist Fellows at Frederick Douglass Academy II

**Chloe Dawson\***  
Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Jennifer Decerff\***  
Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Aiste Degeys**  
Supporting Healthy Development of Young Girls in NYC

**Cathryn Devereaux**  
The Art and Literacy of Justice: Creating Life After Rikers Island

**Susan DiMeglio\***  
Hands and Voices—Literacy Through Spoken and Signed Language

**Teresa Fraguada**  
Developing skills of argument through dialogue

**Casey Gallagher\***  
REACH

**Catherine Gasper\***  
Supporting At-Risk Youth with Special Needs through an After-School Leadership Council

**Lucy Green**  
Teachers College Community School (TCCS)

**Charmagne Jones**  
SKIP! Small Kids in Physical Activity Movement Program

**Kara Jones\***  
Reading Specialist Fellows at Frederick Douglass Academy II

**Brenda Khor**  
Community Media Story-Mapping Project

**Rachel Kirk\***  
Leveraging Linguistic & Cultural Diversity to Improve Student Achievement & College Readiness

**Inez Koberg\***  
Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Kamiya Kumar**  
Youth Researchers Collective

**Catherine Lan**  
Creative Technologies Fellows

**Yuhna (Kathryn) Lee\***  
Teachers College Community School (TCCS)

**Sivan Levy\***  
Hands and Voices—Literacy Through Spoken and Signed Language

**Tyler Lee\***  
REACH

**Melissa Mitchem**  
Environmental & Sustainability Education for All

**Linda Mofteh\***  
Data-Based Math Support in Elementary Schools

**Halimah Mohammed\***  
Teachers College Community School (TCCS)

**Aldean Morris**  
Teachers College Community School (TCCS)

**Eva Neves**  
Community Media Story-Mapping Project

**Roxana Ochoa\***  
Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Nadine Postolache**  
SBMHC (School Based Mental Health Collaboration between TC and NYC Public Schools)

**William Fuller Powers**  
REACH

**Shamari Reid\***  
Sankofa Club

**Selene Sandoval\***  
REACH

**Zoe Schroeder\***  
Teachers College Community School (TCCS)

**Leslie Shellito\***  
Data-Based Math Support in Elementary Schools

**Harold Shields\***  
REACH

**Tal Siegel**  
The Art and Literacy of Justice: Creating Life After Rikers Island

**Rebecca Sullivan**  
Engaging City Youth with Interdisciplinary Study

**Mallory Thom\***  
REACH

**Van Anh Tran\***  
Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Thuy Tran\***  
The Public Good: A Public School Support Organization

**Noël Um**  
Youth Historians in Harlem

**Stephanie Vargas\***  
Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Raquel Vigil**  
Environmental & Sustainability Education for All

**Jaleyah Walker\***  
REACH

**Jeremy Watson**  
Teachers College Community School (TCCS)

**Maya Williams**  
Youth Researchers Collective

**Megan Zhang**  
Teachers College Community School (TCCS)

\* Reading and Math Buddies

# Arthur Zankel Urban Fellowships 2018–2019

The Arthur Zankel Urban Fellowship Program provides opportunities for Teachers College students to impact the lives of NYC students through hands-on placements within the community. The Fellows partner with public schools and after-school programs to contribute to the growth and well-being of students through reading, mathematics, art, and other educational initiatives. Thanks to the generous support of the Zankel Urban Fellows program, hundreds of fellows have been able to connect with and support New York City's underserved youth, creating long-term mutually beneficial relationships within the community.



■ **Anamaria Amador**  
SKIP! Small Kids in Physical Activity Program

For two consecutive years, Zankel Fellow Anamaria Amador contributed to the Small Kids in Physical Activity (SKIP!) program at the Columbia University Early Head Start (CUEHD) initiative. She facilitated creative movement classes and developed a physical activity curriculum for young children and their care-givers. Anamaria's creative movement classes are focused on encouraging healthier lifestyles, preventing obesity, and fostering motor development, providing students and their parents much more than just physical development.

“One of my three-year-old students grew from a quiet, shy child to an engaged and active dancer thanks to the careful help and guidance her mother had learned through my classes. During my second year, the parents were much more comfortable with me and more engaged in the lessons. They would dance and move with their children and were eager to learn parenting tools that they could incorporate into their daily routines at home.”

Anamaria found that offering her classes in both Spanish and English made lessons more accessible to the participating families. **“Bilingual education closes the gap between families, teachers, schools, and helps empower parents to take a more active role in their children's education and their community.”**

The Zankel Fellowship provided Anamaria with a unique insight into the importance of parental bonds and hands-on parent involvement. **“I am grateful that I was able to contribute to the growth and development of so many children and their parents.”**

*contribute to  
their growth*



■ **Halimah Mohammed**  
**Teachers College Community School (TCCS)**  
 Reading and Math Buddy

As a Zankel Fellow, Halimah Mohammed participated as a math interventionist for several 5th, 6th, and 7th grade classes at Teachers College Community School (TCCS). By working one-on-one with students and small groups, Halimah reinforced key math skills and addressed individual concerns and questions that arose during students' math classes.

**“Meeting in small groups outside of the classroom was really helpful — particularly for the older students. It allowed them to feel less judged by their peers and helped me to really understand where they were struggling so I could give them individualized attention.”**

Her time as a Zankel Fellow has provided Halimah with a better understanding of life in the classroom and working within the New York school system. **“I am most proud of the relationships that I fostered with the students at TCCS. I enjoyed getting to know their individual stories and perspectives, and encouraging them to be excited about learning.”**

**“I am inspired to continue on my path towards creating vibrant spaces for children to challenge themselves and further their success. I hope that the impression I left at TCCS was just as strong as the one that was left on me.”**

*encouraging them to be excited about learning*



■ **Levi Bohanan**  
**Youth Leadership Council**  
 Reading and Math Buddy

Zankel Fellow Levi Bohanan was selected to assist at-risk youth as part of extended programming provided by the Association to Benefit Children (ABC). Located in East Harlem's Graham School, Levi facilitated after-school homework support classes for high school students and worked with ABC staff to provide professional development workshops and training in the classroom.

Students in Levi's classes attended public schools during the day, then attended the after-school program, arriving with the many stresses of everyday life. However, the after-school program provided a safe, nurturing environment that allowed them to focus and work on their academics with guidance and special attention from Levi and other ABC tutors.

In addition to the literacy and the mathematical support Levi provided, he also worked on improving his student's social development, initiating student-led projects that engaged them with their local community. **“I worked with my students to establish a Youth Leadership Council (YLC), which is a group designed to help students empower themselves and find their voice in the community. Through the YLC, my students focused on giving back to the community through volunteer activities and small events.”**

Levi believes that his time at the Graham School provided him with an invaluable experience. **“My professional and academic career would not be as robust or meaningful as it is now if I had not participated in the Zankel Fellowship.”**

*focus on giving back to the community*



■ **Susan DiMeglio**  
**Hands and Voices**  
 Reading and Math Buddy

The moment Susan DiMeglio walked into the Lexington School for the Deaf, she immediately felt at home. Susan is also hard of hearing and she quickly bonded with her students through her role as a classroom Instructional Aide.

As part of the *Hands and Voices* project, Susan was tasked with assisting deaf students to develop their communication, language, and literacy skills—either through the use of spoken and written English or American Sign Language (ASL).

**“By focusing on specific children's literature we were able to increase student's enthusiasm for reading. We used books that had characters with hearing loss to encourage positive self-identity and self-advocacy for students. We also read about animals and their habitats for our science sessions. Then we took a trip to the zoo and the class was able to see the animals up close—they loved it!”**

Her time as a Fellow enabled Susan to grow as an educator. **“The Zankel Fellowship allowed me to be hands-on in the classroom and really make a difference in my student's learning. Our literacy sessions helped me realize just how important it is for students to have relevant learning experiences that support their strengths and needs.”**

*make a difference in my student's learning*



■ **Cathryn Devereaux**  
**The Art and Literacy of Justice: Creating Life After Rikers Island**

Cathryn Devereaux's role as a Zankel Fellow was to facilitate creative workshops at the James Baldwin High School as part of the arts-based program, *The Art and Literacy of Justice: Creating Life After Rikers Island*. The workshops engaged students impacted by mass incarceration and explored the question, “What can happen when we close Rikers Island?”

As the workshop facilitator, Cathryn helped her students reflect on their feelings, participate in in-depth discussions, and contemplate their personal feelings and experiences with the judicial system. However, this was no easy task since the students all had first-hand experiences with the judicial system and were shy, reserved, and uncomfortable.

**“We persevered and worked hard to establish a rapport with the students to develop a sense of community within the class. We then used writing, storytelling, theater, poetry, visual arts, and digital media as forms of alternative expression. We wanted to show the students that creative expression comes in many forms and can be used for many things—including as a means of activism, resistance, and healing.”**

The work Cathryn and her students created during her workshop sessions culminated into two curated symposia where the participants presented ideas developed during their creative sessions.

**“I am so proud to have witnessed students using the arts as a form of expression, healing, and change.”**

*using the arts as a form of healing and change*