



THE CHALKBOARD

Volume 6, Number 2 • Spring/Summer 2007



The Newsletter of the School of Education, Brooklyn College

On Inclusion: An Open Letter to Kenny Fries and His Response

Namulundah Florence, assistant professor, educational foundations

Student scribes: Lawrence Buckley, John Fitzgerald, Maria Andrea Francisco, and Toni Todd, on behalf of our class—Hollibert Amede, Maria Brincat, Frances Chang, Mimi Diaz, Laura Eng, Michael Ingram, Jessica Jones, Azad Kafarov, Lyudmila Khodzhayeva, Evangelia Kokkinos, Desiree Monplaisir, Aviva Okolica, Lena Poulos, Zhang Shengwu, Regina Susi, David Yan, Xue Lin Zhuang

Florence: We claim to prepare teachers for a diverse population. Sadly, diversity is defined exclusively in terms of race, gender, and class. I argue that marginality is not limited to these traditional categories. Teachers now worry about such issues as students on ritalin for ADD and related needs. To further an exploration of diversity in the classroom, the students in our undergraduate class, The Art, Philosophy, and Culture of Teaching (EDUC 16), collaborated on a letter to Kenny Fries, author of *Body, Remember: A Memoir* (LJ 1/97), and editor of *Staring Back: The Disability Experience from the Inside Out* (Plume, 1997). Below are excerpts of our letter and Fries' response.

Scribes: Dear Mr. Fries:

The introduction and first chapter of your book, *Staring Back: The Disability Experience from the Inside Out*, was used as part of our course taught by Professor Namulundah Florence. In the introduction, you write, "I have asked many disabled persons what causes them more difficulty, the disability itself or the discriminatory barriers put in their way. The answer is overwhelmingly the latter" (pages 7–8). After reading and discussing your material we decided to write to you to ask questions and tell you how your

personal story touched and inspired us. We appreciate your willingness to help us and thank you for strengthening our desire to become teachers who make a difference. (Note: The seven questions we posed to Mr. Fries are stated in his responses, which follow.)

Kenny Fries: Dear Professor Florence and the Whole Class,



Good to hear from you. I'm glad that my writing has brought up important issues that will enable you to better serve many constituencies. I will try to answer your questions below:

Currently, many accommodations have been made, but are there any changes, physical or attitudinal, that you would like to see implemented to better accommodate people with physical disabilities?

Fries: As you probably know, the Americans with Disabilities Act of 1990 defines the civil rights of those with disabilities. Since the ADA's passage, however, courts, including the Supreme Court, have whittled away at Congress's intent to shield those with disabilities from discrimination. Ruth O'Brien's book, *Crippled Justice*, shows how legislative understanding of disability is based on the medical model rather than the social model. As long as disability is defined that way, barriers to full participation of the disabled in society will persist. It is the *medicalization* of disability that must be changed to enable those with disabilities to be included fully in society.



Greetings from the Dean

Another academic year has come to a successful close, and this issue of *The Chalkboard* celebrates many of our accomplishments this semester. Most importantly, this issue highlights the voices



of our students, with articles featuring their reflections on a range of experiences developed in partnership with their professors. The aim of these student-faculty collaborations is to extend the classroom experience and provide safe spaces to explore current issues confronting educators. The School of Education faculty also

guide the students in linking these new understandings to professional practice.

This is the second time we have reported on an interview with the author of a book assigned in class. In “An Open Letter to Kenny Fries,” you travel with Assistant Professor Florence’s students down the pathway of learning through their questions. “Reflections on AMERICANBLACKOUT,” by Makel Lynch, explores the area of sexual identity as expressed through a work of performing art, while Alyson Silver’s “The Making of a Mindful Student Counselor” reflects on the experience of preparing to be a counselor in a diverse school population. These pieces illustrate our strong commitment to enrich our students’ learning experiences and document this continuing collaborative spirit and effort. We intend to build upon this work by continually improving the quality of our academic programs for all our students.

As we ready ourselves for the coming academic year, we will revisit the School of Education’s mission statement and reflect upon what it takes to be a cutting edge, twenty-first-century school of education. Research clearly shows the importance of strong, sustainable partnerships between education programs and faculty, cross-disciplinary approaches with the College’s arts and science faculty, and ongoing collaborations with local schools and informal institutions across this great city. We hope you will join us as we move forward and hold us accountable for helping make a difference.

A handwritten signature in blue ink that reads "Deborah A. Shanley". The signature is fluid and cursive.

Deborah A. Shanley
Dean, School of Education

Unfortunately, the media’s portrayal of those with disabilities leaves a lot to be desired. Either the person is viewed as an “inspiration” or having a life not worth living. For the latter, a good example is Clint Eastwood’s *Million-Dollar Baby*: Once the main character becomes disabled she wants to die. Why? Such a strong-willed character would not feel this way. This is imposed upon her by Eastwood’s conventional view of disability.

How can we, as educators, help people with disabilities recognize and face discriminatory barriers that still exist?

Fries: First, by learning about attitudes and other barriers faced by those who live with disabilities and talking about them with your professors and peers. Second, by observing how the medical model of disability is employed to discriminate against those with disabilities. Third, by speaking out when you see such misunderstanding and mistreatment. Finally, by including works by those with disabilities in your course syllabi and making sure that all students receive the necessary accommodations to flourish both academically and socially.

You observed that there are several definitions of the term “disabled,” all of which come from scholars and literature. How would you define “disability?” Do you think this term is over-generalized?

Fries: It is important to distinguish between an *impairment* and a *disability*, as the social model of disability does. It is not the impairment that disables; it is the *society* that disables. Disability means different things in different eras and to different societies. This shows that the category of disabled is fluid, probably much more fluid than most of us realize.

My deaf brother has always been treated as an equal in my family, not given any special treatment. Do you think handicapped people should be treated as if they were on the same level, or should their special needs be accommodated?”

Fries: That depends on the specific situation. For example, does your brother speak or does he sign? Does the family know sign language? Many deaf people don’t see themselves as disabled, but rather as a linguistic minority. In a more general sense, everyone has needs. Only some of these needs are deemed “special.” Why? There really isn’t anything “special” about the needs of the disabled when seen in this context.

How has your handicap shaped the person that you have become today?

Fries: The answer has changed over time. In my memoir, *Body, Remember*, I address my various “identities.” People often want to create a narrative based on difference, whether it be disability or something else. But why do we attempt to create such a narrative when “difference” depends on how you are seen—or see yourself—as different?

Can you recall any teacher who had a positive influence on your career or development? If not, what could a teacher have done that would have been particularly beneficial?

Fries: Yes, but probably not in the way you expect! One of my most important teachers was my tutor at Cambridge University. It was studying with him that led me to decide to become a writer. Last year, I was a Fulbright Scholar in Japan, and my Fulbright adviser made an important contribution to my next book by introducing me to people who were very helpful in my research. So, in many ways teachers have been important in my life.

Can a teacher’s inclusiveness—respecting and treating students fairly—shape the way students eventually interact with each other?

Fries: Yes! A teacher is often viewed as a role model and how a teacher treats students is often a very important thing, especially teachers of the young. I hope the above will be helpful to you.

All the best,
Kenny Fries
www.kennyfries.com

A Day for Dialogue: The East New York Teen Summit

Wayne Reed, assistant professor,
and Audrey Jackson, Maxwell High School,
cochairpersons



Teen Summit “Are You on Target?” workshop participants with Professor Haroon Kharem.

“Keeping it Real, Reliable and Relevant” was their theme as students from eight high schools in East New York met in April for the second annual East New York Teen Summit, a day of workshops selected by students and facilitated by student leaders. The purpose of the summit is to offer youth a space in a college environment where they can reflect on their current situation and envision their future.



Angela Amole, Office of Youth Development, New York City Department of Education; Assistant Professor Wayne Reed, summit cochairperson; Carlton Collier, Maxwell High School; Audrey Jackson, Maxwell High School, summit cochairperson; Terrence Paulin, Office of Youth Development, NYC DOE.

Building K-16 Bridges

"Building K-16 Bridges," a conference sponsored by the faculty from the School of Education and from liberal arts and sciences in May, provided the venue for collaborative conversations on curriculum alignment, multiple assessments, new teaching strategies, and data sharing. "Building K-16 Bridges" is the first of an annual event aimed at "forging a deeper understanding of each other's work across the disciplines."



Conference organizers and participants Dean of Undergraduate Studies Donna Wilson; Provost Roberta Matthews; keynote speaker Dan Fallon; Peter Lesser, chairperson of the Physics Department; Elise Goldberg, children's studies; and Dean Deborah Shanley, School of Education.



Keynote speaker Dan Fallon, chairperson, education division, Carnegie Corporation

Risk, Travel, and Adventure through Metaphor

Jeremy Nadel,
graduate program in adolescence art education
Professors: Linda Louis,
assistant professor, art education;
Namulundah Florence,
assistant professor, educational foundations

My art career began with a B.A. in art and philosophy from Queens College and was heavily influenced by my participation in an archaeological dig in southern France in 1980. My vision of contemporary painting and sculpture draws from urban artifacts, much as an archaeologist mines his treasure from the underworld. The wide-ranging views I choose form a cyclical imagery from birth to decay to rebirth in the urban landscape of New York City. Since graduation I have waited tables in the Catskills, managed an art supply shop, done construction work, and worked as a produce buyer and display technician

at the Park Slope Food Coop. Chronic back problems (lifting heavy boxes of fruits and vegetables) compelled me to retire from the Food Coop after ten years of service. Today, I create artwork in my home studio with the love and support of my eleven-year-old daughter, Ava, and wife, Yasmin, a registered nurse.



I have exhibited my work in New York and around the country since the mid-1980s. During summer 2006, my subway platform painting of Yankee Stadium, *Night Game*, won the Metropolitan Transportation Authority's Art for Transit poster contest. Subsequently, thousands of *Night Game* posters were displayed throughout the subway system. A national tour of *The Synagogue Series*, my series of paintings depicting former synagogues, culminated in an exhibit at the National Jewish Museum in Washington, D.C. My architectural constructions, *Urban Miniatures*, were displayed at Brooklyn Central Library in 2006. These sculptures offered a visual travelogue of New York City with a focus on cultural and historic Brooklyn landmarks. Some of them refer to specific sites, such as the Williamsburg Savings Bank and the Coney Island boardwalk. My artworks capture the passion for risk, travel, and adventure through metaphor.

My adventure of travel took a new route when I entered Brooklyn College as a graduate student in the art education program in spring 2006. During a class session of **Namulundah Florence's** Foundations course, *Night Game* provided an arena for stimulating discourse, lively debates,

and collaboration that I still treasure. In my new life as a graduate student and teacher candidate, I have been inspired by the passion and ideals of my professors, especially Assistant Professor **Linda Louis**.

I hope to work with New York City public high school students who are considering college or the workforce. My goal is to expose students to possibilities "outside the box" that may influence their goals and stimulate creative passion. In part, this desire comes from a background of limited art education in the New York City public schools that I attended. The omission reflected the abandonment and neglect of a once culturally thriving city. At this time in my life, as a parent and citizen, I see that mission clearly—to teach art to our youth. It is a natural extension of that irresistible impulse to create and discover; only this time, part of the creative process is teaching young people how to experience some of the joyful bliss typical of artists.



The Making of a Mindful School Counselor

**Maria Scharrón-del Río, assistant professor,
school counseling**
Alyson Silver, '03; M.S., '06

Scharrón-del Río: Alyson Silver obtained an undergraduate degree from Brooklyn College in 2003 with a major in fine arts and a minor in education. As an undergraduate, she was a member of the College's softball team and president of the Gay, Lesbian, and Transgender Alliance for a year. She is a certified New York State art teacher at the Edward Shallow Intermediate School (I.S. 227) in Bensonhurst, Brooklyn.

Silver was part of the first cohort of students to graduate under the revised School Counseling Program in spring 2006 and is currently among the first cohort of students pursuing their advanced certificate in our program. She has been described by her professors and supervisors as extremely insightful and passionate about being a counselor to youth in our schools. Her supervisors have also commended her clinical skills (both with individuals and groups) and her competencies in dealing with diversity issues (including those relevant to ethnic and cultural minorities and LGBT students). Her commitment to social justice and self-awareness, and to working with historically oppressed populations embodies the mission of the School Counseling Program and the School of Education.

Silver: My classmates and I all sat together at graduation last spring. I looked around and thought, "Wow, I have known these people for two years," and those two years were monumental. I remember sitting in class the very first day, seeing twenty-four strange faces around me and hoping that I could keep up with them intellectually. After the first class, a counseling theories class led by Professor Elizalde-Utnick, I bonded with my classmates more than I ever had before.

This seems to be the consensus of us all, as our patience was tested, self-awareness questioned, and viewpoints of life shifted from introspective to a more mindful level of omniscience. The Group Dynamics course took each one of us through a personal exploration of self and our role in the world. It formed allies and bonds that were strong, tore them apart, and

put them back together stronger than steel. Our internships and our neighborhood walk during Professor Giles's Communities class at the Bushwick School for Social Justice, our community engagement, gave us hands-on experience that began to form the "mindful" (Professor Forbes's favorite term) counselors we would become. Exposure to urban issues during these semesters, combined with the feedback from classmates and professors alike, provided a safe, trusting environment for each of us to talk openly with "family" about our trials, tribulations, successes, and failures as we embarked on our professional lives.

As the first class of graduates in the new School Counseling Program, we faced many hurdles in programming, understanding new processes and ambiguous requirements for our course work. While it took a while to iron out, I give kudos to our professors, program heads, and staff for their patience and assistance in getting us through the tough times. This program created a family. The academic course work, combined with the inescapable demand to share, trust, and debate, provided the forum for each of us to strive to be the best counselors we can be and learn as much as we can.

I have learned a great deal from my classmates, professors, and internship experiences. I have also formed bonds that will last a lifetime and a support network that I can always lean on. I am currently finishing the advanced certificate portion of the school counseling degree. I have been invited, along with two of my classmates, by Professor Scharrón-del Río, the newest addition to our program's incredible instructional team, to take part in the 115th annual convention of the American Psychological Association this summer in San Francisco. As panelists in the symposium "Training School Counselors for Social Justice: Practical and Experiential Considerations," we will present on our experiences as diverse students in a program that strives to promote social justice and multicultural awareness. The invitation for this experience is a testimony to the professional dedication and genuine interest in the advancement and success of each student who enters the School Counseling Program. As I complete the most valuable educational years of my life thus far, I'd just like to say, "Thanks!"

Theater as Teacher: Reflections on

AMERICAN BLACKOUT

Makel M. Lynch, graduate student,
School Psychologist Graduate Program
Florence Rubinson, associate professor, School
Psychologist Graduate Program

Rubinson: *AMERICANBLACKOUT*, a play by Robb Leigh Davis, was presented free of charge at Brooklyn College in November. The School of Education's Committee on LGBT Youth in the Schools, with the leadership of Assistant Professor Wayne Reed, produced the play, a Blakkaprikorn Production. The event was sponsored by the following groups: the Carol Zicklin Endowment; the Office of Affirmative Action, Compliance, and Diversity; the Lesbian, Gay, Bisexual and Transgender Community Center; the Brooklyn Center for the Performing Arts at Brooklyn College; the Barnes & Noble Student Life Fund; the Women's Center at Brooklyn College; and the School of Education.

Lynch: In November 2006, I had the experience of seeing *AMERICANBLACKOUT*, "a journey through a modern labyrinth of ethnicity, sexuality, and individuality in the land of the free." The piece, in which writer and director Davis also starred, is a reflection of his personal experience living as a gay black man in America. In various scenes, five actors took on different roles, all interacting with Davis as he struggled through life. Each character contributed to Davis's fight to exist in society as the person he has always known himself to be: a gay black man. In the different situations depicted, the audience could feel the struggle Davis endured—discrimination because of his race, his sexual orientation, and both factors combined.

The key theme of *AMERICANBLACKOUT* was "perceptions." How is a homosexual perceived in America? How is an African American perceived in America? How is a gay black man perceived in America? How do homosexuals, African Americans, and gay black males perceive themselves when living in America among people who have their own perception of them? These questions raced through my mind as I watched this intriguing play.

AMERICANBLACKOUT revealed some powerful truths that I had not realized about myself as well as

about American society.

I have always

considered myself

open-minded to

both experiences

and people. I

never had a

problem with

homosexuality,

but then again I

never thought

much about

it. I have

been

casually

acquainted with

homosexuals and

lesbians, and I have

always thought that I saw them just as people, not as people of a particular sexual orientation. However, as I watched the play, I came to the realization that I have never had a problem with homosexuality because it was never thrust upon me in a personal way... until that night. The discomfort I felt watching the intimate scenes between the male characters indicated to me that I am okay with homosexuality only up to a certain point. A newly discovered truth is that I am not very comfortable viewing a homosexual lifestyle, which could be translated into the fact that I am merely tolerating homosexuality as opposed to fully accepting it.

This realization had a deep impact on me. Am I like some of those characters in the play who have difficulty accepting homosexuality? I am finally able to admit that, in some ways, I am. Reflecting back on that night, I now



Professors Paul McCabe and Florence Rubinson; actors Felice Belle and Jenn Wehrung; playwright and actor Robb Leigh Davis; actors David Rudd and Neil Dawson; and Professor Wayne Reed.

AMERICAN BLACKOUT

appreciate the discomfort I felt during those intimate scenes because it allowed me to face my own reality. Now that I am more aware, I can accept that the issue exists and do something about it. This is one crucial way *AMERICANBLACKOUT* contributed to my life; it made me aware.

I believe that raising awareness was a key purpose of the play. The audience, if they were willing to accept what was occurring in front of them, became aware of what happens in today's America. This is how homosexuals are treated in America, how African Americans are treated, and how gay black males are treated. I truly believe that Davis already knew the sequence of steps necessary to change a society's view of controversial issues. Awareness of the problem comes first, followed by understanding that the problem needs to be fixed, and finally the willingness to fix that problem. *AMERICANBLACKOUT* provides that first step. I hope that everyone who sees this play will allow it to serve its purpose and help them become agents of change first by being educated about what is really going on in society and then by making the conscious decision to do something about it.

I know the play served its purpose in my life, and I am grateful for that. *AMERICANBLACKOUT* is a perfect example of how theater and other forms of artistic expression can serve as powerful tools, sometimes more so than any other type of education. Witnessing the portrayal of situations firsthand allows the audience to experience the emotional and psychological aspects of those situations and provides a greater chance of understanding and subsequently internalizing them. Other forms of education, such as lectures and research, do not necessarily provide this firsthand experience one needs to establish a personal connection with the situation; therefore, they are not as effective when it comes to evoking self-realization and possible change. When it comes to educating people about social issues, especially issues in which one is trying to bring about societal change, the best method is through forms of artistic expression, especially theater, because, overall, experience is the most effective teacher.

I appreciated *AMERICANBLACKOUT* and all that it had to offer. Those few moments of discomfort I experienced were very much worth all that I learned about myself and the society in which I live.

Congratulations to BCA Graduates!

Nick Mazzarella, principal, Brooklyn College Academy

According to recently released 2006 New York State Education Department statistics, **Brooklyn College Academy** tied for second place with Benjamin Banneker Academy for the highest percentage of graduating seniors in the borough of Brooklyn (87 percent). BCA was recognized as one of 226 "rapidly improving" public and charter schools by the New York State Education Department and the Board of Regents in May. Keep up the good work!

Kappa Delta Pi

Diane Shatles, instructor and chapter counselor

The Eta Theta Chapter at Brooklyn College held its annual initiation and installation

ceremony in April. Fifty-three candidates were initiated into the chapter, the largest group in the chapter's history. Kappa Delta Pi is the international honor society in education. New members are preparing to enter, or are already practitioners, in teaching, school counseling, or school psychology.

Content and Pedagogy in Mathematics Education Linear Algebra Seminar

In spring 2006 Professors Laurel Cooley (Mathematics) and Michael Meagher (Education) co-taught an undergraduate linear algebra class and a parallel two-hour, 2-credit seminar on learning theories as applied to linear algebra and advanced mathematics in general. The assessment of the seminar was based on journal writings, problem solving, and interviews at the end of the semester. The results demonstrated that seminar participants were able to develop and articulate deep understandings of their own learning processes and to apply those understandings to their own learning of linear algebra.



Faculty, students, supporters, and friends of the school
accreditation by the National Association of School

Program Updates

The School Psychologist Graduate Program Earns Accreditation

Florence Rubinson, associate professor and program head, School Psychologist Graduate Program

The National Association of School Psychologists recognized the School Psychologist Graduate Program at Brooklyn College as a nationally approved program in 2006. Program head Florence Rubinson notes that, though arduous, the approval process was truly a collaborative faculty effort.

Rubinson and the program faculty congratulate the school psychology students who made this possible by their extraordinary efforts in meeting national standards.

Spaceship Earth and Our Planetary Neighborhood Revealed: The Lectures

Leah Sarasohn, instructor, childhood science education

Students in Education and the Integration of Science Math and Technology (EDUC 38) attended a series of videoconference lectures sponsored by NASA's Langley Research

Center/National Alliance of Black School Educators and

the School of Education's Science

Education Program in collaboration with the Astronomy Society of Brooklyn College. The lavishly illustrated presentations on planetary science, atmospheric, and global warming by Dr. Joel S. Levine were shown at the West End Building's videoconference room in a series of four sessions.

Sarasohn comments that "many of my EDUC 38 students come into the class 'science phobic.' Sometimes they advise me that 'science is not for them.' When asked how they were taught science, they describe rote memorization with little hands-on and few (if any) experiences outside the classroom.

"It is my belief that all pre-service teachers should have a tool box of positive science experiences and resource contacts before they get into the classroom so they may enter their schools with confidence and become valuable science resources. I do not believe that we should wait until they are in the schools to provide them with such enriching experiences as workshops at the Museum of Natural History and other field trips to compliment the pedagogical component of their instruction. My students are exposed to best-practice methods of science instruction as demonstrated in different venues. They share these experiences with their collaborative and cooperative groups throughout the semester.

"The lectures from Langley serve not only as a source of content material but also as inspiration and pride in their institution with the knowledge that the lecturer is both a very important scientist within the NASA community and one of Brooklyn College's own, and one who has expressed a desire to give something back to the institution that inspired his now successful career. This, as well as every experience that they have had during

the semester, culminates in a final project where they create a unit plan and present a science lesson and activity with their cooperative groups."



School psychologist graduate program celebrate Psychologists.



News

News and Notes

Students

Lucas Sheridan and **Dafu Yu**, students in the graduate program in K-12 art education, were awarded Graduate Investment Plan (GIP) Internships through the Dean's Office of Research and Graduate Studies. Sheridan, a second-year student, will use the grant to design a Web site for the graduate art education program. Yu will assemble and catalog a digital archive of children's and adolescents' artwork. The goal of the GIP Internship is to give graduate students a professional experience that will enable them to improve their competitiveness for eventual careers in their field of study.

Brooklyn College alumnus **Michael Driskill**, '04, current students **Haiwen Chu**, **Gretel Johnson**, **Scott Monroe**, and **Mathew Sullivan**, and **Laurie Rubel**, assistant professor, childhood mathematics, presented "Centering the Teaching of Mathematics on Urban Youth" at the Balance in an Unjust World Conference, at Long Island University in April. Rubel and **Wayne Reed**, assistant professor, childhood education, and their students Chu and Garrett Melchiorre presented "Teacher Learning about Local Communities" at the Urban Ethnography Forum in February.

Paul McCabe, associate professor, school psychology, and his graduate students **Amy Racanello**, **Sarita Gober**, **Malky Klein**, **Tzippy Berger**, and **Cristina Vindigni** coauthored the following articles in 2006: "Otitis Media: The Silent Culprit in Hearing Loss and Language Deficits," in *Communiqué* 35, no. 2 (McCabe and Racanello); "Adolescents and Steroids: What Principals Should Know," in *Principal Leadership* 7, no. 3 (McCabe, Gober, and Klein); "Steroids in Adolescence: Information for School Personnel," in *Communiqué* 35, no. 2 (McCabe, Gober, Klein, Berger, and Vindigni); and "Steroids in Adolescence: The Cost of Achieving the Physical Ideal," in *Communiqué* 34, no. 7 (McCabe, Gober, Klein, Berger, and Vindigni).

Faculty

Alberto M. Bursztyn, professor, special education and school psychology, presented "Playwriting and Acting to Promote Student Collaboration between General and Special Education" at the annual conference of the Council for Exceptional Children, in Louisville, Kentucky, in April. Bursztyn contributed the chapter "Directions for Future Research: A Research Agenda for Multicultural Issues in Education, Assessment, and Intervention" in the *Handbook of Multicultural School Psychology: An Interdisciplinary Perspective* (Lawrence Erlbaum Associates, 2007). He is editor of a new publication, *The Praeger Handbook of Special Education* (Praeger Publishers, 2006),

www.greenwood.com/catalog/GR3262.aspx.

Tibbi Duboys, associate professor, childhood education, was named to the faculty of the Group for the Study of Culture and Solidarity in Europe at the University of the Sorbonne, Paris. Duboys was invited to join the International

Association of Genocide Scholars and the Executive Committee of the UFT Social Studies Committee in 2006.

Graciela Elizalde-Utnick, assistant professor, bilingual school psychology and school counseling, presented "Pre-Referral Intervention Strategies with English Language Learners" and "Behavioral Instructional Interventions with Selectively Mute Students: A Longitudinal Study" at the National Association of School Psychologists Conference, in New York in March. Elizalde-Utnick's published articles in 2007 include: "Young Selectively Mute English Language Learners: School-Based Intervention Strategies," in the *Journal of Early Childhood and Infant Psychology* 3; "Culturally and Linguistically Diverse Preschool Children," in the *Handbook of Multicultural School Psychology*; "Bilingualism and Disability," in *The Praeger Handbook of Special Education*.

Namulunda Florence, assistant professor, adolescence education, contributed the chapter "Dialogue to Truth in Bell Hooks and Jane Roland Martin," in the *International Handbook of the Religious, Spiritual, and Moral Dimensions in Education/Dialogue* (Springer-Dordrecht, 2006).

Haroon Kharem, assistant professor, childhood education, reviewed Jonathan Kozol's *The Shame of Nations in Working USA: The Journal of Labor and Society* 10, 146.

Paul McCabe, associate professor, school psychology, authored the following in 2006: "Responsiveness to Intervention (RTI) in Early Childhood: Challenges and Practical Guidelines," in the *Journal of Early Childhood and Infant Psychology* 2; and "Preschool Assessment," in *The Praeger Handbook of Special Education*. McCabe presented a paper, "Committing to Social Justice: A Model for Behavioral Change to Serve Gay, Lesbian, Bisexual, and Transgendered Youth in Schools," at the National Association of School Psychologists (NASP) convention in New York.

Carolina Mancuso, assistant professor, co-edited *Teaching with Joy: Educational Practices for the 21st Century* with Sharon Shelton-Colangelo and Mimi Duvall (Rowman & Littlefield, 2007).

Michael Meagher, assistant professor, mathematics education, presented a paper "Theoretical Approaches to Learning with Digital Technologies," at the ICMI Study 17: Digital Technologies Revisited in Vietnam in December 2006.

Sonia E. Murrow, assistant professor, adolescence education, contributed a chapter, "Charting 'Unexplored Territory' in the Social Foundations: Pedagogical Practice in Urban Teacher Education" in *Educational Studies* 30, no. 3, 2006.

Marion E. Neville-Lynch, professor, childhood education, contributed a chapter, "Assessing the Impact of Personal Beliefs and Values on Classroom Instruction," in *Teaching with Joy: Educational Practices for the 21st Century* (Rowman & Littlefield, 2007).

Lisa Novemsky and **Barbara Rosenfeld**, assistant professors, presented "Dear Professor: An Exploration of Brazen E-mail Requests" at the Northeastern Educational Research Association Annual Conference, Kerhonkson, NY in October. Novemsky is co-author (with Florence Samson) of "Aesthetic Inquiry: Museum Visits at a Deeper Level" in *Education In Museums as seen in Canada, the U.S., and Europe* (Editions MultiMonds, 2006).

Welcome!

The School of Education extends a warm welcome to a new colleague, **Elfreda V. Blue**, assistant professor; special education who joined us this past semester. Blue earned a doctorate in special education from the State University of New York at Buffalo. Her research focuses on literacy development for diverse and special-needs learners. Prior to joining the School of Education, she served as a teacher educator for more than ten years in New York and Alabama, as both a K–12 special education and a regular education teacher. Blue is a textbook writer for the U.S. Agency for International Development Textbook and Learning Materials Project in conjunction with Ethiopia and Alabama A&M University. In addition, she participates in the humanitarian project Adventists Against AIDS in Africa.



Karel Rose, professor; childhood education, was honored in May by the Brooklyn College Alumni Association with the Distinguished Achievement Award for dedication, scholarship, and commitment to generations of students during the course of her long career in the School of Education.

Alma Rubal-Lopez, professor; bilingual education, contributed an entry “Growing UP Nuyorican,” excerpted from her book of the same name in *The Praeger Handbook of Latino Education in the U.S.* (Praeger, 2006).

Laurie Rubel, assistant professor; mathematics education, contributed an article “M&Ms, Rhinos, Cockroaches, and Cooperative Learning in Mathematics” in the September 2006 issue of *Mathematics Teacher*. Rubel copresented a paper on discourse change in research on diversity and equity in mathematics education at the American Educational Research Association meeting in April.

Michael Schoenfeld, instructor; social studies, presented a session, “Building Bridges in Brooklyn,” on the development of multimedia curricula for high school students, at the State-Wide Meeting of the Task Force on Quality Inclusive Schooling at Syracuse University in March.

Jacqueline Shannon, assistant professor; early childhood education, coauthored an article, “Parental Interactions with Latino Infants: Variation by Country of Origin and English Proficiency,” in *Child Development* 77 (2006).

Gale Synnott and **Jacqueline Hollander**, instructors; early childhood education, presented a video session of a focus group for new and future educators at the World Conference for Early Childhood Education for Peace in Albacete, Spain, in April.

Peter Taubman, associate professor; English education, presented a paper, “It’s All about the Kids: The Lure of Service and Sacrifice in a Master’s-Level Education Course,” at the annual meeting of the American Educational Research Association in April. Taubman also chaired a panel, “Psychoanalytic Contributions to Curriculum Theory, Educational Research, and Teaching,” at the Conference for the American Association for the Advancement of Curriculum Studies, in Chicago in April.

Stanley Wolfe, instructor; childhood science education, was project coordinator for *Concepts and Challenges, New York Edition*, An integrated science textbook designed for students in New York who are taking Course 1 Science (Pierson AGS Globe, 2007).

Betina Zolkower, assistant professor; mathematics education, wrote an article, “A Teacher’s Mediation of a Thinking-aloud Discussion in a 6th-Grade Mathematics Classroom,” in the online journal *Educational Studies in Mathematics*, www.springeronline.com/authors.

A Reluctant Farewell to Hollyce “Sherry” Giles

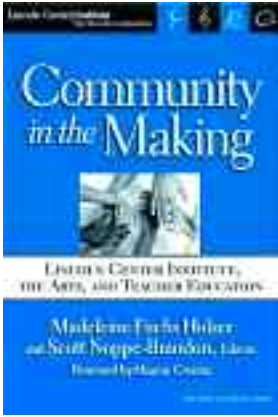


Hollyce “Sherry” Giles, associate professor; school counseling, announced that she will be moving to North Carolina to join her family. The School of Education will be losing a creative and caring teacher who has had an impact on the lives of many, both on and off campus. Giles introduced two new courses, Schools and Communities, and Group Dynamics, to the school counseling program when she joined the SOE in 1997. As program head, she led the faculty in creating a new curriculum that reflects their unique gifts and interests, and is aligned with the standards of the program’s national accrediting organization. Giles was co-chair of the SOE Committee on Race and Equity in Education and helped develop and lead two retreats for School of Education faculty to address issues of race and equity in our teaching.

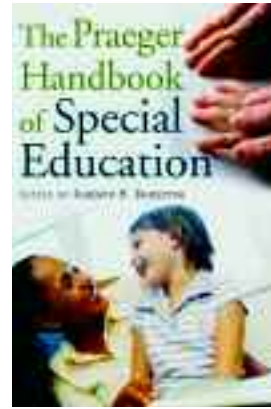
Her work as a senior research fellow with the Public Education Association, the Metro Industrial Areas Foundation, and the Institute for Education and Social Policy at New York University, and as a consultant with New Visions for Public Schools all focused on engaging and organizing parents and communities to improve public schools.

We have no doubt that Giles will continue to create opportunities for development in any community fortunate enough to include her. We offer her our heartfelt thanks for her priceless contributions to the School of Education and the schools and communities in which she worked, and we wish her good luck.

On the Bookshelf



Community in the Making, edited by M. Holzer and S. Noppe-Brandon (Teachers College Press, 2005). Chapters were contributed by Carol Korn-Bursztyn, professor; early childhood education and Linda Louis, assistant professor; K-12 art education. The School of Education has a long-term partnership with Lincoln Center Institute that integrates aesthetic education into the teacher education curriculum through workshops and direct experience with works of art.



The Praeger Handbook of Special Education, edited by Alberto M. Bursztyn

Both books are available at the Brooklyn College Bookstore.

THE CHALKBOARD

A newsletter of the
School of Education

Deborah A. Shanley, dean
Wilda Gallagher, editor

Please send submissions and news to:
The Chalkboard,
School of Education, Brooklyn College,
2900 Bedford Avenue
Brooklyn, NY 11210-2889;
e-mail: wildag@brooklyn.cuny.edu

BROOKLYN



BROOKLYN COLLEGE

School of Education
2900 Bedford Avenue
Brooklyn, NY 11210-2889

Non-profit Org.
U.S. Postage
PAID
Brooklyn, NY
Permit No. 3091