

Volume 7, Number 2 • Spring/Summer 2008

# THE CHALKBOARD

The Newsletter of the School of Education, Brooklyn College

## Education in Three Dimensions: The Teacher Academy at Brooklyn College



*Wilda Gallagher, Chalkboard editor; with Richard Leide and Stanley Wolfe, instructors, adolescence science; and Julie Christman, acting director, Teacher Academy at Brooklyn College*

### Day 1: The Teacher Academy Experience

In order to understand and describe the work of the Teacher Academy (TA) at Brooklyn College, now in its second year of operation, I accompanied instructor Richard Leide, who supervises TA students in the field, on a site visit to two Brooklyn schools that serve as TA "host schools." We set off on a rainy Monday for Brooklyn College Academy/Bridges to Brooklyn on Coney Island Avenue, which serves grades 7–10, appropriate for the middle to high school certification path offered by the TA's four-year undergraduate program in education.

### A Quiet Look at Plasmids

The first room we look into is dark, illuminated only by a Smart Board. On it is a list of daunting questions on the properties of recombinant DNA. The class consists of ten tables of bowed heads; their teacher is moving quietly among them, engaging students individually and offering assistance. The room murmurs with the sounds of effort. The scene looks like a typical college classroom, except that the students are ninth graders in a Regents class, Science and the Living Environment, and the young pedagogue is Lisa Ahmed, a first-year TA student. As a student intern—"aspiring teacher" is the preferred TA term—Ahmed works alongside science teacher Paul Eid, M.A., '04, who serves as her mentor, or "collaborating teacher:"



*Lisa Ahmed and Students*

The Teacher Academy is a pioneering program for preparing science and math teachers, created by a collaboration between the City University of New York, the New York City Partnership for Teacher Excellence, and participating Department of Education host schools across the five boroughs. Brooklyn College has six TA host schools that provide venues for developing future teachers. Upon earning their bachelor's degree in education, Ahmed and her peers will have completed close to one thousand hours of classroom experience. The aim of the TA model is to develop teachers with well-honed teaching strategies and deep content knowledge, along with a clear view of what goes on in an actual classroom.

### Genetics on Trial

Collaborating teacher Frances Peterson and aspiring teacher Madison Mangino are in the school's computer room with the Living Environment class. Students are poring over an array of Web pages as Peterson emphatically instructs them to get ready for their court appearance, scheduled for the following day. Wondering what the students had done to land themselves in court, I ask Mangino what is going on. As part of a unit on genetic disorders, students are preparing their testimony for a courtroom scene that dramatizes a discrimination suit brought by an individual who was passed over for promotion when it is learned that he has epilepsy. They are busy online, researching discriminatory cases to prepare for their roles as witnesses for plaintiff or defendant. Listening in on the lively debates that energize the room, I find it hard to believe that this is a ninth-grade class.

## Greetings from the Dean

### The Ivory Tower has Doors and Windows

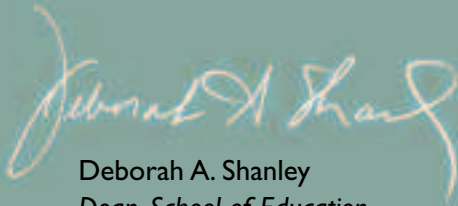


Spring has arrived and our school-university partnerships and programs continue to bloom throughout Brooklyn. The work is meaningful, and the impact of our efforts is tangible. The stories we share in this issue are

testimonies to the spirit of the work we engage in with faculty, families, and, most important, students—our current and future educators—and our pre-K–12 children and youth.

One of our newest projects is the implementation of the Teacher Academy at Brooklyn College. This innovative program, which places our aspiring teachers in the center of the action in middle and high school mathematics and science classrooms, is a work in progress established through a collaboration with the Department of Education, School of Education, and liberal arts and sciences faculty throughout CUNY. The feedback we receive from our best school-based practices informs our curriculum development and encourages innovative teaching in both our campus classrooms and host schools.

Our education community model, which challenges the traditional notion of the ivory tower, is rooted in a commitment to crossing multiple borders and engaging a range of grassroots participants as well as demonstrating how collective knowledge, experience, and expertise can improve practice and policy. All of the work and events described in this issue of *The Chalkboard* are essential to our critical understanding of the relationship between democracy and education and the moral dimensions of teaching and learning in the twenty-first century.



Deborah A. Shanley  
Dean, School of Education

Discussing the disciplines involved in this project and the “crossover” aspect of combining law, ethics, and science—not to mention public speaking—Peterson comments that the students will have something to “take home and use for the rest of their lives.” Mangino adds that the class’s inclusion model works well for students, as they have the opportunity to interact with those of varied, and different, abilities.

## *We Live on Shaky Ground*

At the Lenox Academy at P.S. 235, a 6–8 middle school on East 101 Street, we take our seats at the periphery of Ruth Joy



John’s eighth-grade Regents earth science class. Aspiring teacher Christopher Browne is conducting a mini-lesson on how to locate the epicenter of an earthquake using seismographic readings. Browne tours the room, drawing responses to his barrage of questions

*Christopher Browne*

with theatrical gestures and a powerful voice. No one in the class fidgets. Having viewed Browne’s dramatization of tectonic plates bumping and grinding, and marveled at a slideshow illustrating the resulting quakes that shake our planet in high numbers every day, I am informed by Leide that Browne, like Ahmed and Mangino, is a first-year TA student.

## **Day 2: The Earth Moves in a Tasty Way**

As an aspiring teacher in Ruth Joy John’s earth science class, Christopher Browne presented the subject of earthquakes via a lively lecture studded with visual aids. I am auditing a campus-based class where these same phenomena are being examined via red frosting, fruit rolls, and graham crackers by students in instructor Stanley Wolfe’s second-year seminar. Wolfe instructs the class to build models of the earth’s crust using the materials at hand. The resulting layered assemblages exhibit the same properties as tectonic plates moving across the red goo of underlying magma. The exercise provokes a lighthearted atmosphere in the room, but Wolfe admonishes students to take the work seriously, emphasizing that tactile learning is an avenue to understanding the material world—and that science teachers can be funny in class as long as they know what they are doing.

## *It Isn’t All Just Out There*

Assistant Professor Lisa Novemsky’s EDUC 34 foundation class is addressing a student’s concern, one basic to all human encounters: What do I do if someone insults me? And a corollary: As a teacher, how can I make the changes I want in a school’s culture? TA aspiring teachers take this required development course with other School of Education students, and Novemsky guides the conversation toward the realities of classroom teaching. The debate concerns the possibility of changing one’s reaction to a hypothetical youngster or colleague who consistently “pushes their buttons.” They agree that, although it might be impossible to change their own feelings, as professionals they could learn to change their behavior in these kinds of encounters.

Novemsky then asks the class to consider the qualities they valued most in a teacher, qualities they would like to develop in themselves. A few tentative descriptions of inspiring teachers emerged: “He was a cool guy. He knew his subject”; “She was down to earth”; “She respected her students’ differences”; “He never talked down to us.” As the class presses on, it becomes clear that Novemsky is gently urging these first-year education students toward reflection—a component of teacher preparation as vital as hands-on classroom practice.

### Finale: The Real Meaning of Power Lunch

Back at the Lenox Academy, Leide invites me to join a “learning lunch” in the cafeteria. I consent, wondering if students or teachers in the TA program ever took a break. Aspiring math teachers Matya Kassab and Christina Blain; teachers Christa Quint, Anna Colosi, Ruth Joy John, and Maureena Mark; and Assistant Principal Joe Giamportone join us at the table. The aspiring math teachers report their experience with a recent class project in which the students presented a mathematical theory

by means of slides and a verbal explanation. The session was designed as an informal contest, with aspiring teachers and classmates as judges. In spite of—or perhaps because of—technical glitches, nervous students, and shaky presentations, everyone agrees that the module provided students with a valuable experience that could be carried into the situations they will face in later life as job applicants and classroom teachers.



Above: Power lunch at Lenox Academy  
Left: Making earthquakes out of frosting



Colosi encourages the aspiring teachers to view these sessions as an assessment tool, asking them to think of aspects of students’ progress that can be evaluated through their presentations. Giamportone adds that these modes of instruction illustrate the new educational paradigm of engaging the whole student on as many levels, and across as many disciplines, as can be included in a learning experience. He encourages all teachers to include peer-judged presentations in their lesson plans.

The group then turns to me and asks what I think of the TA experience, and I answer from my perspective: It looks like education in three dimensions.

### Notes from TA Faculty

*“I was very excited by the opportunity to craft a program for aspiring math and science teachers that would begin in the freshman year. In our traditional program, students do not declare a major in education until they have completed 30 credits at the College. Too many potential teachers are lost in the critical gateway courses in math and science without the support of peer study groups and targeted advisement in the freshman year, and we cannot afford to lose any. The TA cohort model is showing promise in helping us graduate more and better math and science teachers.”*

—Eleanor Miele, associate professor and founding director, Teacher Academy at Brooklyn College

*“The Teacher Academy is an innovative model for preservice teacher education, which puts CUNY among the other institutions in the country that seek ways to better prepare mathematics and science teachers. While the programmatic aspects of the Teacher Academy are of professional interest to me, Brooklyn College TA students have made a huge personal impact on me. As a group, they are committed to becoming experts in their fields, science or mathematics, and to learning how to best work with young people so that they will have similar opportunities. It has been a personal pleasure to work with them. I have no doubt that they will grow to become talented teachers, and I look forward to continuing to guide them toward that goal.*

—Laurie Rubel, assistant professor, adolescence mathematics education, and academic adviser, mathematics

# Teaching Tolerance: Is It Enough?

## Some Thoughts on This Often-Used Word

Graciela Elizalde-Utnick, assistant professor, graduate programs in school counseling and school psychology

**M**y worldview was challenged dramatically at last spring's Faculty Day when I attended a thought-provoking symposium, "AmericanBlackout: Using Aesthetically Based Pedagogy to Challenge College Students' Perceptions of Homosexuality." When both a speaker and a member of the audience echoed the same sentiment—"I wouldn't want to just be tolerated"—I experienced something akin to being blasted backward from my seat. I reflected on my class, EDUC 715.1, Multicultural Counseling and Consultation in Schools, and, in consultation with one of the speakers, I developed an assignment devoted to the concept of tolerance, threading the term throughout this required course.



**Putting concepts to work: Utnick (second from right) and colleagues worked on developing curricula that reflect the School of Education's commitment to diversity and self-reflection.**

"Before taking this course my notion of the word tolerance was twofold. On the one hand, I realized the importance of tolerance in the sense that all people's differences should be respected and not denigrated based on ignorance. On the other hand, I felt (and still do feel) that in today's society we are becoming accustomed to tolerating

any behaviors that were previously considered inexcusable but are now seen as acceptable in the name of tolerance and relativism. On the first day of class, I was made aware of this last interpretation—that being "tolerated" may be the same thing as someone simply putting up with you without necessarily liking anything about you."

—Darren Siegel

"I have never really thought about that word before in such a way. As I wrote down my reflections, my thinking started to change. I began to wonder, as a female and as a Puerto Rican, if people ever felt that they had to tolerate me. I thought back to a summer class I once took in Spain: Was I and my broken Spanish just being tolerated?"

Was that why my teacher felt it necessary to exclaim, "Ahhhhh, tenemos una boricua!" ("We have a Puerto Rican!") I became so self-conscious after that."

—Jennifer Ramos

"Although we have laws that are designed to promote it, tolerance is not so well established among the individuals who make up our society. It is human nature to prefer the company of those who are most similar to us—in race, religion, and physical appearance, among other things. Therefore, if we live among only those who are similar to us we become ignorant of those who are different, which leads to a false perception of others, which may in turn lead to intolerance."

—Erika Levavi

On the first day of class I now ask students to explore the following questions and statements:

- When I hear or read the word *tolerance*, I think of...
- Some of the things I put up with are...
- How is the term *tolerance* used toward people of different orientations or ethnicities?

They are told that the term *tolerance* will be explored in the context of the semester's work, which will culminate in a written narrative on tolerance based on their experiences, readings, film viewings, and class discussions. The course ends in a final discussion in which students talk about how their understanding of the word evolved throughout the semester. The following are some of their thoughts:

"Teaching tolerance has become increasingly popular at all educational levels. Last year during the performance *Intolerable*, a gay performer expressed his discontent with the term, likening it to tolerating the rodents that shared his home. He did not just want to be "tolerated" by other people. Since then the word has taken on new meaning for me. I believe we need to teach acceptance as opposed to tolerance."

—Marisa LoBianco

"To me, tolerance always meant acceptance, but only to a certain extent. I now realize that the word puts us on the right track toward the best possible way to interact with others, but it by no means implies that we have arrived. I believe that we should take it one step further by aspiring to total acceptance and celebration of others, and trying to learn more about people who are different. I, for one, would like to be more than just tolerated. I would like to be accepted, celebrated, and appreciated for the unique individual that I am."

—Melonie Williams

"My students' reflections on the word tolerance illustrate the importance of infusing assignments and experiences that challenge one's worldviews. In fact, this is at the heart of the School of Education's mission statement, which aims to promote critical self-reflection and an appreciation for diversity, social justice, and collaboration."

—Graciela Elizalde-Utnick

# Teaching the Levees:

## A Curriculum for Democratic Dialogue and Civic Engagement

Barbara Winslow, associate professor, adolescence education, and women's studies program

Sonia Murrow, assistant professor, adolescence education

**S**pike Lee's monumental film *When the Levees Broke: A Requiem in Four Acts* provides a riveting look at the many tragedies of Hurricane Katrina and its aftermath along with a thought-provoking examination of events that emerged after the storm. The four-hour documentary portrays the disaster of New Orleans through images and through the words of people of many backgrounds, revealing their pain and suffering as well as their courage and strength in the face of disaster.

School of Education faculty members **Sonia Murrow, Victoria Nunez, Jessica Siegel,** and **Barbara Winslow,** along with a number of our student teachers, viewed the film as part of a presentation, "Teaching the Levees: A Curriculum for Democratic Dialogue and Civic Engagement," created by a group of educators at Teachers College, Columbia University, in October. The program included discussions of the making of the documentary, the curriculum it inspired, and an engaging panel discussion led by journalist Bob Herbert of the *New York Times*. The curriculum that grew out of the film and the educators' collaboration includes essays and questions for teachers and their students on such topics as geography, history, media literacy, and explorations of race and class. It addresses broad and powerful questions: What kind of country are we? What kind of country do we want to be?

Inspired by the potential of the curriculum to teach profound lessons about a wide swath of American life, we decided to bring it to our own students. In November we invited Professor Margaret Crocco, Teachers College, project director for "Teaching the Levees," and James Banks, professor of diversity studies and director of the Center for Multicultural Education at the University of Washington, to speak to students from the School of Education and the Puerto Rican and Latino Studies Department.

**"Teaching the Levees"**  
maintains an interactive website at  
<http://edlab.tc.columbia.edu/index.php?q=node/1043>.

**Lisa Brando,** a graduate student in the master's program in social studies who is currently student-teaching at Edward R. Murrow High School, attended both events. She reports:



*Having taught some of the American history and government curriculum, and now teaching global history, it's clear to me that "Teaching the Levees" could be used to study the geography and culture of any region. Students can compare and contrast aspects of respective geographic and social landscapes. Other topics to explore can be government preparedness, race/class equity/distribution of resources, and city/urban planning...Students can assess whether civic engagement has decreased over time. Were Americans more active, concerned, and involved in the past? Has the nature of civic engagement changed? Teachers can also introduce the role of the media in shaping public engagement.*

Jazz great and New Orleans native Wynton Marsalis would concur, writing that the "Teaching the Levees" curriculum "points the way to what is required of American citizens at this moment: sustained engagement with solving the explosive inequalities of race and class exposed by Hurricane Katrina...[The] lessons of a major national catastrophe implore us to reexamine our national soul!"

## Memoir as Witness:

# Edwidge Danticat

Jessica Siegel, assistant professor, adolescence English

In November, the renowned Haitian American writer Edwidge Danticat shared her experiences about writing her latest book, a memoir, *Brother, I'm Dying*, with Brooklyn College students and professors, public school teachers, and community members at two packed events sponsored and supported by the Wolfe Institute and a long list of campus organizations and departments, including the School of Education.

Speaking in a warm, soft voice that mesmerized the audience, Danticat talked about her writing process, how her role as a writer opened her culture to the outside world, and her development as a fiction writer and now a memoirist. She read from two sections of *Brother, I'm Dying* that gave the audience a taste of the diverse flavors of the book.

Written in Danticat's lyrical but devastatingly clear-eyed style, *Brother, I'm Dying* tells the stories of two brothers: her father, who came to Brooklyn as an immigrant and raised a family on his salary as a taxi driver; and her uncle, who remained in Haiti but later fled the murderous criminal gangs to the United States, only to die in custody of the Department of Homeland Security in 2004. The memoir is a tribute to the two men—two sides to the immigrant equation.



Some of my students in Advanced Theories and Practices of Composition course wrote about Danticat's visit in their journals. These are some excerpts:

*"Hearing Danticat speak was great. I love hearing authors speak and discovering that they are real...I think Danticat's main goal is to write the truth. One thing that is important to her is the honesty in her stories. She needs to make sure that people hear these stories, understand and relate to them."*

—Gayle Wayne

*"We are in the midst of reading Esmeralda Santiago's memoir, When I Was Puerto Rican, in my ninth-grade class. I was planning a memoir project for my students as well. Danticat's talk was so intimate and inspiring; she totally rejuvenated my approach to this unit. Now I see the importance of staying involved in the literary world as a teacher. It makes you a better teacher."*

—Alyssa Niccolini

*"Having read Danticat's Krik Krak and Brother, I'm Dying, being able to hear her discuss those experiences in person was the metaphorical cherry on top. Danticat is a keen observer of humans and compassionately describes the relationships people have with each other and within themselves. Her books were placed before me in class, but her presence at Brooklyn brought me into a literary process that is too beautiful to describe in words."*

—Alyssa Gross

*"While I had gone to see Danticat at the Brooklyn Book Festival, getting to hear her in a more intimate setting at Brooklyn College had a profound impact on me. There is something special about the way in which she reads her work that adds an element of power and depth to it; it is as if her writing is meant to be read aloud...As she read I felt transported to a world and a culture I had known little about before then."*

—Matthew Benecke

# Partnership and Program Updates



Author and educational philosopher, Elizabeth Minnich, Zicklin Visiting Scholar in Interdisciplinary Studies, presented a lecture, “The Best Education Is Democratic: Exploring a Moral/Political Stand,” at Brooklyn College in March. Dean Deborah Shanley and School of Education faculty hosted a pre-presentation lunch in her honor. From left: Michael Anderson, head of assessment, Brooklyn College; Professor Lisa Novemsky; Nicholas Mazzarella, principal, Brooklyn College Academy; Minnich; Professors Tibbi Duboys, Gale Synnott, Namulundah Florence, and Meral Kaya.

## *Brooklyn College Academy (BCA)*

Nick Mazzarella, principal

BCA student **Adele Whaley** was named a semifinalist in the New York Times Scholarship competition. Awards are granted to twenty students nationwide who have “overcome exceptional hardship and achieved excellent academic records in high schools—public, private, or parochial.” We applaud Whaley and her teachers and mentors for this notable achievement.

BCA continues to extend its working partnership with the School of Education through the newly formed Ensemble of Learners, a cohort of BCA students who interact with student teachers, providing them feedback on what classroom strategies work best in their environment.

## *Early Childhood Center Students Open Restaurant/Café*

Charlene Kohler-Britton, director, early childhood center programs

Patrick Eckelman, teacher

Four-year-olds at the Early Childhood Center worked last semester at planning and creating their own restaurant. In consultation with their teachers, the children developed a roster of job descriptions, a floor plan, and a menu of foods to be offered. In addition to developing the new restaurant, the ECC children will help cook one breakfast a week for their peers. The restaurant celebrated its grand opening in February and serves children from all ECC classes. Visit the ECC website at <http://depthome.brooklyn.cuny.edu/schooled/ECC/ECC-index.htm>.



Photo by Patrick Eckelman

# Partnership and Program Updates continued



Performers from Brooklyn's Performing Arts and Technology High School (PATHS) presented *Bridges*, a joint performance with students from St. Xavier College, London, of original works of music, drama, dance, and the spoken word, in April. The event was cosponsored by PATHS, the School of Education, the New York Women's Project, and U.K.-based counterparts.

## *Algebra Now: Liberation through Math Literacy*

**Robert (Bob) P. Moses**, founder and president of the Algebra Project, an organization that promotes math literacy as an avenue to ensuring high-quality public education, spoke to students from the School of Education in March. The Algebra Project, variously described as an "an engine for educational innovation, youth leadership, and community empowerment," was founded by Moses, former field secretary for the Student Non-Violent Coordinating Committee (SNCC), in response to a desire to create improvements in middle school education that would give children access to a high school college preparatory education. Moses serves as eminent scholar at the Center for Urban Education & Innovation at Florida International University, Miami, and coauthor of *Radical Equations: Civil Rights from Mississippi to the Algebra Project*.



## *Teacher Opportunity Corps Welcomes Mwalimu J. Shujaa*

Marguerite Thompson, director

Members of the TOC graduate club attended a February workshop, "The Legacy of Medgar Evers," led by **Mwalimu J. Shujaa**, dean of the School of Liberal Arts and Education at Medgar Evers College, CUNY, and an authority on African-centered education. Graduate student **Bernadette Okeke-Diagne** comments, "This workshop opened up new options to me that will help bridge the 'digital divide' that exists in the community in which I serve."

"I am a parent, grandparent, graduate student, and educator," adds graduate student **Minerva Beaton**. "This workshop provided me with ideas and tools to introduce needed topics with the help of community support teams." All agreed that the workshop powerfully illustrated the impact of Evers's life on generations of educators and their students.

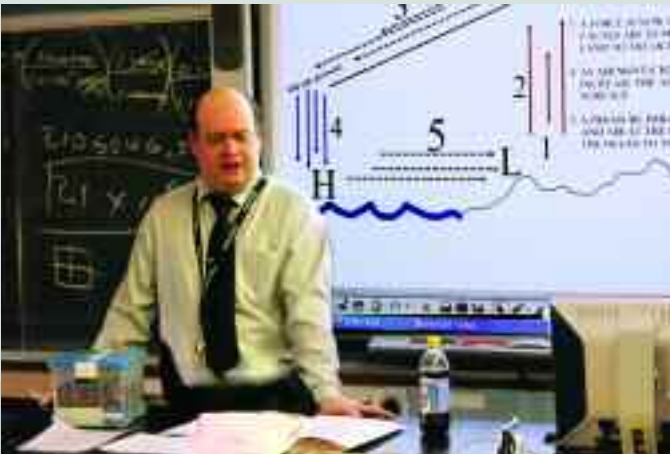
## TEEN SUMMIT 2008



From left: Juliann Woods, Florida State University, keynote speaker; Barbara Schwartz, New York University; and Mary DeBey, Brooklyn College. Schwartz and DeBey organized the Town Hall meeting and daylong conference for the New York City Department of Education's Early Intervention Program.



High school students leading the kickoff ceremony for the Third Annual East New York Teen Summit, a day of workshops selected by students and facilitated by student leaders, in April.



Michael McDonnell, assistant principal, physical science, conducts a content course in meteorology at TA Host School Midwood High School.



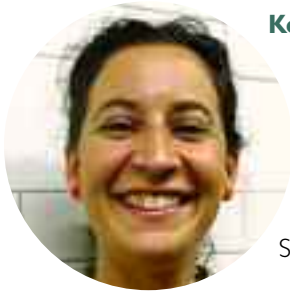
Participating Brooklyn high schools are listed on T-shirt at left.

Assistant Professor Wayne Reed (below) welcomes Third Annual East New York Teen Summit participants.



## News and Notes

### Alumni



**Kerry Daly**, M.S. Ed., '07, presented "The Influence of Puppets on Children's Engagement and Story Comprehension in Literacy Programs of Early Childhood Classrooms" at the Pizer Graduate Student Colloquium in December.

### Faculty

**Jennifer Adams**, assistant professor, childhood science education, is the recipient of a National Association of Research in Science Teaching (NARST) Equity Scholars Award. The award is accompanied by \$500 for travel expenses incurred to attend NARST 2008.

**David C. Bloomfield**, associate professor, educational leadership, wrote "Re-Thinking Student Discipline," in *The School Administrator, the Journal of the American Association of School Administrators* 66, no. 6 (June 2008), and "No Child Left Behind: Hits, Misses, and Reauthorization," in *New York County Lawyer* 4, no. 3 (April 2008).

**Mary DeBey**, associate professor and program head, early childhood education, served on the planning committee for Families as Partners II: Critical Issues in Our Work with Families, sponsored by the New York City Departments of Health and Mental Hygiene Early Intervention Program, in New York in March. Dean Deborah Shanley was an invited speaker.

**Hanna Haydar**, assistant professor, middle school mathematics, heads a research team in the Metromath (the Center for Mathematics in America's Cities) program at CUNY. The team's research was presented at spring 2008 conferences of the Association of Mathematics Teacher Educators, the American Educational Research Association, the National Council of Teachers of Mathematics, and the New England Educational Research Organization.

**Linda Louis**, assistant professor, K-12 art, presented "When Physical Actions Have Visual Consequences" as an invited speaker at a professional development event for teaching artists at Studio in a School, in New York in February.

**Paul McCabe**, associate professor, graduate program in school psychology, and student **Caryn DePinna**, are coauthors of "Food Allergies and Autism: The Gluten-Free/Casein-Free Hypothesis," in *Communiqué* 36, no. 5. McCabe and student **Christopher Scharf** wrote "Childhood Chronic Illness: The Effects of Family Cohesion and Adaptability on Coping and Healing" in *Communiqué* 36, no. 1.

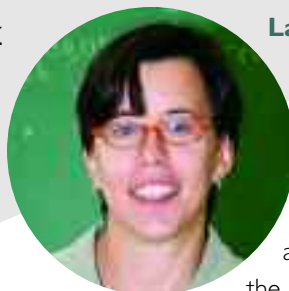


**Michael Meagher**, assistant professor, adolescence mathematics, and graduate students **Shana Henry** and **Paula Fleshman** presented "At the Coalface with Alternatively Certified Teachers in Urban Schools: A Set of Case Studies," at the Conference of the Association of Mathematics Teacher Educators, in Tulsa, Oklahoma, in January.

**Eleanor Miele**, associate professor, childhood/middle childhood science and environmental education, was awarded a \$162,285 New York State Education Department Grant in support of an ongoing summer institute to develop in-service and aspiring educators in the earth sciences.

**Sonia E. Murrow**, assistant professor, adolescence education, presented "Daring Teachers to Build a New Social Order: New College at Teachers College, 1932-1939," at the annual conference of the History of Education Society, and "Social Reconstructionism and the Education of Teachers: The Social Frontier, 1934-1943," at the American Educational Studies Association conference, in Cleveland in October.

**Priya Parmar**, assistant professor, adolescence language and literacy, presented a lecture, "Matters of the Tongue: The Multiple Literacies of Youth Culture," at Western Michigan University's Public Lecture Series on Social Justice Education, in Kalamazoo in March.



**Laurie Rubel**, assistant professor, adolescence mathematics, presented a lecture, "Teacher Learning: Centering the Teaching of Mathematics on Urban Youth," at the University of Maryland Mathematics Education Colloquium in November. Rubel and Karen King, New York University, cochair the American Educational Research Association's Division C Teaching & Learning Section 3 Mathematics for 2007-08.

# Notes



**Jacqueline Shannon**, assistant professor; early childhood education, copresented “Mexican American Mothers’ and Fathers’ Prenatal Attitudes and Fathers’ Prenatal Involvement: Links to Mother-Infant Interaction and Father Engagement,” at On New Shores:

Understanding Immigrant Children, University of Guelph, Ontario, Canada, in October.

**Jessica Siegel**, assistant professor; adolescence English, organized the fourth New York City High School Journalism Conference at Baruch College in December. Siegel received a grant from the McCormick-Tribune Foundation to conduct a survey of New York City high schools on the state of high school journalism.

**Peter Taubman**, associate professor; adolescence education, was named a Wolfe Institute Faculty Fellow for 2008–09.

**Barbara Winslow**, associate professor; adolescence social studies, is director of the Shirley Chisholm Project of Brooklyn Women’s Activism, 1945–The Present. Winslow was awarded a \$200,000 planning grant from the Westchester Jewish Women’s Fund and a \$2,500 “Mini Grant” to support a conference on the legacy of Shirley Chisholm and Brooklyn women’s activism from the New York State Council on the Humanities. Winslow is asking any reader who knew Chisholm and would like to be interviewed to contact her at [bwinslow@brooklyn.cuny.edu](mailto:bwinslow@brooklyn.cuny.edu).

**Betina Zolkower**, assistant professor; adolescence mathematics, received a Tow Travel Grant for “Whole-Group Interaction as a Teacher-Guided Interpersonal Gateway into Mathematical Meaning-Making,” a research project in Argentina. Zolkower and Assistant Professor **Hanna Haydar** are corecipients of a \$16,600 CUNY Compact Funds grant for “Pilot Lesson Study Group for Beginning Middle School Mathematics Teachers” and a \$15,000 research grant from the Responsive Research Network in Mathematics and Science Education for “Non-Routine Mathematics Problems and Beginning Middle School Teachers: An Exploratory Inquiry on a Lesson Study Group.”

**Leah Sarasohn**, instructor; childhood science, and her partner were cha-cha and swing finalists for the opening act of the Dancing with the Stars Tour at the Nassau Coliseum in December. Sarasohn demonstrated her skill at the annual Brooklyn College Faculty Day in May.

## *School of Education Family*

**Jacob Bloomfield**, son of **David Bloomfield**, associate professor; educational leadership, earned an advanced Regents diploma with arts endorsement from LaGuardia High School of Music and Art and the Performing Arts (Drama Studio). He will attend the University of Edinburgh, Scotland.

**Renee Bridgeman**, assistant to the dean, was sworn in as a U.S. citizen in December. Bridgeman, a thirty-five-year U.S. resident, emigrated with her family from Belize.

**Mark Chiusano**, son of Assistant Professor

**Mary Chiusano**, graduated from Stuyvesant High School in June and will attend Harvard University in the fall.

**Jayvette Roberts-Romain**, daughter of **Carrie Roberts**, school counseling program assistant, earned an advanced Regents diploma from the High School for Service and Learning (HSSL) at Erasmus Hall High School in fall 2007. Roberts-Romain was a College Now student and attended Assistant Professor Priya Parmar’s HSSL class on hip-hop and the spoken word. She is a finalist in the 2008 Teen Poetry Slam.

## *In Memoriam*

The School of Education notes with sorrow the passing of **Janice Knight**, principal of PS. 235, in January. She worked for ten years in partnership with the School of Education and served as a Teacher Academy host school principal. An inspiring leader in science and mathematics education, Knight will be missed by all who knew and worked with her.



# Welcome

**Maureen McGovern**, clinical coordinator for field experiences for the school psychology, school counseling, and mental health certificate programs, earned a master of social work from State University of New York at Stony Brook and a Ph.D. in clinical social work and education from Rutgers University. She served for eight years as an adjunct assistant professor of social work at Yeshiva University and most recently as site director for preventive services for the Salvation Army in Brooklyn.



**Cletra Peters**, director of student affairs, Brooklyn College Academy, has a bachelor of science degree in business administration from SUNY at Delhi. Prior to joining the School of Education/BCA, Peters was resident director of the office of housing and residential life at Marist College (Poughkeepsie, NY) and a member of Marist's diversity committee and admissions mentorship program.

**Jorge Tucker**, college lab technician, educational technology, art education, and science education, earned a bachelor of science degree in computer engineering from Syracuse University. He joins the School of Education from Brooklyn College's Office of Information Technology Services, where he was a member of the office's instructional technology team.



**THE CHALKBOARD**  
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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](mailto:wildag@brooklyn.cuny.edu)

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