

THE CHALKBOARD

The Newsletter of the School of Education, Brooklyn College ■ Volume 1 Number
1 ■ Summer/2000

Articles Contributed By:

[Rosamond Welchman](#), [Eleanor Miele](#), and [Barbara Freeouf](#)

[Peter Taubman](#) and [Jennifer McCormick](#)

[Carol Korn-Bursztyn](#)

[Alberto C. Bursztyn](#)

[Kathleen McSorley](#)

[Vicki Irgang](#)

Greetings from the Dean

Deborah A. Shanley

Dean, School of Education

I am pleased to bring you the inaugural issue of *The Chalkboard*, a quarterly newsletter of the School of Education for students, faculty, alumni, and staff as well as the entire Brooklyn College community.

This newsletter is designed to present the diverse programs and notable accomplishments of the faculty of the School of Education. Each issue will also highlight the achievements of the school's alumni and students.

This issue includes a feature story on innovative approaches to math and science education practiced by the New York City Collaborative for Excellence in Teacher Preparation (NYCETP). The collaborative embraces educators from five CUNY colleges—City College, Brooklyn, Hunter, Lehman, and College of Staten Island—and New York University in a pioneering program for promoting excellence in teacher preparation and for attracting more qualified students to a teaching career. The collaborative has been working to change college teaching by changing pedagogy in individual courses, modifying existing curricula and developing new models of instruction for technology-oriented learning environments.

In addition to the feature article, this issue describes a range of exciting programs, evidence of the School of Education's role in designing new approaches to teacher education in cooperation with liberal arts and science faculty and in partnership with local schools and cultural institutions. These collaborations play a major role in taking teacher preparation out of the "ivory tower" and into the community. Our goal is to prepare educators who will serve, lead, and thrive in the schools and agencies of New York City and beyond. We embrace our responsibility to develop students' capacities to create socially just, intellectually vital, esthetically rich and compassionate communities that value equity as well as excellence. Our collective work is shaped by scholarship and animated by a commitment to educate our students to the highest standard of professional competence.

At the core of this rewarding work is a profound responsibility to the children of New York City. We recognize that effective development of future educators is vital to uncovering the

potential of young learners in every classroom of this city. Therefore, we seek to equip our students with a solid understanding of content and pedagogy, a passion for social justice, and lifelong learning.

By documenting our accomplishments we hope to motivate you to join our efforts to create the best possible learning environment for our future leaders. We hope to hear from you.

New Developments in Math, Science, and Technology Education

Rosamond Welchman, professor of education; project coordinator, NYCETP

Eleanor Miele, assistant professor of education; project director, Dwight D. Eisenhower Title II Professional Development Program

Barbara Freeouf, citywide coordinator

New York City faces a critical shortage of teachers prepared to help students meet the new higher professional standards in mathematics, science, and technology. Brooklyn College's School of Education is responding to this crisis with exciting new programs built on partnerships within the college, with other colleges, with the Board of Education and local school districts, and with science-rich institutions throughout the city.

Brooklyn College is alive with exciting developments in teacher preparation in math, science, and technology.

Brooklyn College is the lead institution of a multi-campus project funded by the National Science Foundation (NSF). The New York Collaborative for Excellence in Teacher Preparation (NYCETP) aims to systemically reform the way in which teachers are prepared to teach mathematics and science. Under the direction of Rosamond Welchman, professor of mathematics education, this five-year, \$5 million project. Brooklyn College has created a citywide network of collaborative relationships between City College, New York University, College of Staten Island, Lehman College, Hunter College, the American Museum of Natural History, the New York Academy of Science, and the New York Hall of Science. A related NSF-funded program at Brooklyn College, directed by NYCETP member Professor Michael Sobel of the Physics Department, was recently designed to develop a special series of inquiry-based interdisciplinary science courses for Childhood Education majors.

This year the Brooklyn College Mathematics and Science Consortium began offering tuition-free courses to teachers of grades K to 9 in local school districts that have made a commitment to the new standards and inquiry-based curricula in math and science. The co-directors of this five-year project are Professors **Rosamond Welchman** and **Eleanor Miele** of the School of Education and Professor **John Chamberlain** of the Geology Department. Funded by the New York State Education Department through the Dwight D. Eisenhower Title II Professional Development Program, this project builds on a previous three-year project in which faculty from mathematics, geology, and education taught courses for middle school and secondary teachers that incorporated interdisciplinary teaching, extensive use of field trips, and new forms of assessment. The new project's partners are Districts 15, 18, and 19, the United Federation of Teachers, and the American Museum of Natural History. Professor **David Stone** of the Mathematics Department continues his role in the consortium with ongoing development of curriculum for teaching that relates to school teaching contexts and to science topics.

These funded projects have nurtured a thriving partnership with the American Museum of Natural History. Brooklyn College graduate and undergraduate students have been invited to consider the museum an extension of their classroom. During the fall 1999 semester, students in science methods courses received a behind-the-scenes welcome by **Maritza MacDonald** of the museum's education department. In February, faculty and students participated in the Educator's Extravaganza--a special evening for educators at the **Rose Center for Earth and Space**, the new home of the **Hayden Planetarium**. This summer graduate students in the masters program in Elementary Science and Environmental Education will take part in summer institutes at the museum as part of their course work. For example, students in "Concepts in Earth Science for Elementary School Teachers" will be participating in the Earth Science Institute, a collaboration that enhances the math and science teachers' experience by introducing them to the museum's resources. The collaboration promises to grow into an enduring educational partnership.

Funding from the National Science Foundation and Dwight D. Eisenhower Title II has allowed the School of Education employ the Internet in science, mathematics and technology methods courses. **Eleanor Miele**, professor of science education, has been developing Web pages for use in courses for both graduate and undergraduate students. The Brooklyn College Science Education Web page contains links to Online resources such as *Benchmarks for Science Literacy*, the *National Science Education Standards*, and the New York State *Mathematics, Science and Technology Standards* (the full texts of which can be accessed on-line), as well as links to lesson plans and other resources for teachers. Links to research projects such as Project Pigeon Watch and Monarch Watch introduce teachers to science inquiry currently being conducted with data collected by elementary school children nationwide. Students are also taught how to create their own Web pages and how to use the Internet for independent research. A student in one of these classes commented, "I always wanted to know more ways to find out information for teaching on the Internet, and I usually come up with nothing. Now I will have more ways to find out about lesson plans, field trips, and much more to help me in my teaching."

This summer the second cohort of mathematics teachers in the Teaching Opportunity Program will be at Brooklyn College. This collaboration between CUNY and the Board of Education recruits prospective teachers with undergraduate majors in mathematics or science. It includes an intensive summer experience, followed by a mentored position teaching mathematics or science in grades 6 through 12. Tuition is waived for participants enrolled in this master's degree program. Barbara Freeouf is responsible for this program.

A recent survey of New York City teachers reports more than half the respondents as being either poorly or not at all prepared to use or teach technology in the classroom.

Program Updates

Day of the Poet

Peter Taubman

associate professor;
Program head, Adolescence Education

Jennifer McCormick

Assistant professor, Adolescence Education

In December, the School of Education, in conjunction with the **Wolfe Institute for the Humanities**, hosts the annual **Day of the Poet**, a spectacular celebration of poetry, student writing, and Brooklyn high schools. Student poets from public, parochial and prep schools in Brooklyn spend the day on the Brooklyn College campus writing poetry in small groups led by poet-teachers, while their teachers meet to discuss teaching poetry with guest poets and **Lou Asekoff**, head of the M.F.A. program in poetry.

At the end of the day, students receive books of poetry and other literature donated by various publishers and poetry organizations in New York. Following the event, students receive a magazine in which their poetry appears. This year, more than 200 of their poems will be included.

Since its inception in 1996 the **Day of the Poet** has grown, and for many students it has become one of the most eagerly anticipated days in the school year. The number of participants in this year's even is expected to surpass last December's, which included 180 students from 40 schools. Plans are underway to create other opportunities for students to read their poetry. A grant from the **Office of the Borough President** has enabled the School of Education to continue to host and expand the **Day of the Poet**.

Carleton Washburn Early Childhood Center

Carol Korn-Bursztyn

associate professor of education; faculty director

Charlene Kohler-Britton; director of programs

The **Early Childhood Center programs**, the lab school of the School of Education, will be embarking on a significant expansion program this fall. Major grant funding of approximately \$1 million over the next four years will support the development of a new Infant and Toddler Center Program and enlargement of the Preschool Program.

The Center Programs provide opportunities for Brooklyn College students and faculty to engage in research and to work with young and school-aged children. In addition to a full-day program for children ages 2 years 9 months to 5, the center offers flex-time after-school/evening and weekend programs for children ages 3-12. Tuition scholarships for eligible Brooklyn College students are available.

The center is currently engaged in a collaborative research project with the **Lincoln Center Institute for the Arts in Education**, which explores the impact of the arts on learning and development in young children. This work will provide a springboard for research and writing in the arts and the preparation of early childhood educators. Faculty are invited to join the center in ongoing projects and to develop new proposals. To learn more about research opportunities, contact Faculty Director, Professor **Carol Korn-Burszty**n.

For information about field placements, or registration, call **Charlene Kohler-Britton**, director of programs (951-5431), stop by the Center office at 1604 James Hall, or visit the Early Childhood Center Web site: <http://dephome.brooklyn.cuny.edu/ecc>

The Brooklyn College/National Center For Disability Services Collaborative For Research And Practice In Special Education

Kathleen McSorley

professor and program head, special education

The collaborative with the National Center for Disability Services-Smeal Learning Center addresses the learning needs of persons with disabilities and the expressed need by practitioners for more preparation at the master's level in the area of collaboration and multidisciplinary teaming. The collaborative facilitated a number of learning experiences over the past year: Principals and administrators from Brooklyn high schools video-teleconferenced with their counterparts from Long Island school districts having inclusionary programs or interest in creating such programs.

Video-teleconferenced teaching modules on assistive technology and curriculum adaptations using technology were introduced into three graduate-level special education courses presented by professionals from the National Center for Disability Services-Smeal Learning Center, the Kornreich Center, and Brooklyn College.

The use of the case study as a teaching and learning tool was piloted in one of the graduate courses. Students developed solutions to the problem of including a severely disabled child in a general education classroom. These were relayed via video-teleconference to a panel of experts at the National Center for Disability Services-Smeal Learning Center for immediate feedback.

Together with the graduate program in speech pathology at Brooklyn College, the collaborative is exploring new methods of creating shared courses for students in special education and graduate students in speech and language pathology.

The Center for Educational Change

Vicki Irgang, director

Zeva Greendale

professional development coordinator

The Center for Educational Change (CEC) provides professional development for educators from grades pre-K to 12 in the New York City public school system. The program aims to narrow the gap between theory and practice in the classroom by promoting a continuing collaboration between

Brooklyn College and participating schools. Each school defines its own needs; each partnership is as individual as the school itself.

What's HOT? Administered by **CEC** and funded by the New York City Board of Education, HOT (Higher Order Thinking) Mathematics is an in-service, in-depth 30-week program for high school mathematics teachers that offers twelve combined credits in math education and math content. The HOT Math Leadership Institute, funded by the **Cisco Foundation**, seeks to upgrade teachers' computer skills and train them to become professional developers in their own schools. A summer institute for Cisco leaders will be held at Brooklyn College to prepare teachers for leadership roles in the fall. In addition, ongoing HOT classes in mathematics education meet once a week for approximately five hours, offering twelve graduate credits per year.

CEC is working with two Brooklyn school districts to train professional developers to align the New York State mathematics curriculum instruction and assessment with the new national standards. This program is delivered on-site by **CEC** professional development staff members **Vincent Altamuro** and **Brenda Strassfeld**.

CEC professional developers are currently working on-site in more than forty-eight schools in the five boroughs as well as providing full-day professional development conferences to over 760 teacher-practitioners in all areas of primary and Adolescence Education.

Lincoln Center Institute for the Arts in Education

Alberto M. Bursztyn, Assistant Dean
Project coordinator

In addressing the dearth of art classes in public schools, the School of Education has emerged as a leader in aesthetic education. Brooklyn College was the first institution of higher education to develop a partnership with the [Lincoln Center Institute for the Arts in Education](#) in order to enrich teacher preparation in this area. The collaborative shifted the institute's exclusive emphasis on in-service training of teachers to a focus on undergraduate teacher education programs. Now, faculty and teaching artists work closely by observing and making interdisciplinary connections based on selected works of art and performances. By integrating aesthetic education through required course work at the "pre-service" level within education and liberal arts and sciences classes, School of Education faculty members developed curricula that enrich the experiential worlds of students and prepare them to participate in and lead school reform efforts. The project, now in its sixth year, has expanded to include all areas of teacher education (early childhood, elementary and secondary). This model has inspired the development of the Lincoln Center Institute's Higher Education Initiative with other CUNY campuses and private institutions. More information about the initiative will be included in the next issue of *The Chalkboard*.

The
Chalkboard
The
Newsletter of
the School of
Education
**Deborah A.
Shanley,
Publisher**
**Wilda H.
Gallagher,
Editor**

**Please send
submissions
and news to:
Editor, The
Chalkboard**

**2107 James
Hall,
Brooklyn
College
2900 Bedford
Avenue
Brooklyn, NY
11210-2889
E-mail:
wildag@cuny.
brooklyn.edu**