



# THE CHALKBOARD

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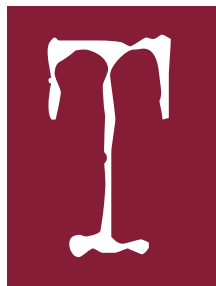


The Newsletter of the School of Education, Brooklyn College

## Working Together:

### The School of Education and Brooklyn College Academy

*Stephen E. Phillips, instructor; executive director,  
Teaching Fellows Program*



This year has seen a major revitalization in the collaboration between the School of Education and Brooklyn College Academy (BCA), the College's on-campus high school. Plans continue to expand the relationship into a true professional development laboratory for the

College's faculty and students, and the faculty and students of the grades 7–12 public school, which is housed partially on campus and partially at the Bridges to Brooklyn site on Coney Island Avenue and Park Circle in Brooklyn.

The ultimate goal of a professional development laboratory project is to integrate two institutions—in this case a public school and a teacher preparation program—into a seamless organization that simultaneously develops the skills of future teachers, current high school teachers, and college faculty.

Even as a joint committee of faculty members of the School of Education and of BCA was laying plans for future work together, this fall saw a significant increase in both the placement of our student teachers in Brooklyn College Academy and in the use of the academy for undergraduate students to meet their field observation requirements. This past fall, Assistant Professor **Namulundah Florence** started a trend by teaching a social studies elective to BCA students. "Breakin' In, Breakin' Out: A Cultural Challenge" was designed to challenge students to identify and reflect on boundaries and barriers between their own cultural groups and other groups around them.

The course placed a heavy emphasis on literacy and reflective skills. Florence's efforts were expanded in the fall by Assistant Professor **Laurie Rubel**, who is working with BCA Principal **Nick Mazzarella** to develop a plan for her work in the school. In addition, Assistant Professor **Priya Parmar** has developed a literacy-based, cultural studies course for high school students and teachers that taps into students' interest in hip-hop to advance their literacy skills and cross-cultural knowledge. This program, sponsored by the College Now program, was implemented through a two-year curriculum development and professional development plan with BCA as one of three participating schools in Parmar's project.

**A**nother exciting collaboration between the School of Education and BCA is the new art education program for high school students instituted by Nick Mazzarella, Assistant Professor **Linda Louis**, and art educator **Margaret Atkinson, '05**. Weekly art classes are held in the art education studio, an arrangement that has benefits for all involved: The high school students have access to primary materials in a well-equipped art studio (a facility that would otherwise be too expensive for a small institution to support), and the art education students have an opportunity to observe adolescent art-makers and perhaps, in time, work with them as student art teachers. It is hard to imagine a more win-win situation.

This year also marks a new high point in the participation of high school students from BCA in the College Now program, which enables the students to take undergraduate college courses while still enrolled in high school.

## Greetings from the Dean

As we closed the 2005–2006 academic year, we paused to reflect on our collective accomplishments and plan for the new year. This issue of *The Chalkboard* shares



the outcomes of the work with our partners across the city and beyond.

Our collaborative projects with our liberal arts and science departments continue to demonstrate a high level of professional commitment in an effort to achieve academic excellence across both our

undergraduate and graduate programs. In addition, we continue to develop and implement best practices on how to use this great city as a learning lab both to enhance our College courses and to explore ways to draw from these rich resources for the children and their families in our school communities.

Throughout these pages we celebrate the research and scholarship published by the faculty and the wide range of collaborations established locally, across CUNY campuses, on the national stage, and even as far as China. We are proud of the role we are playing in improving our public schools and in developing the next generation of educators. We continue to reflect on this role and welcome feedback from our professional colleagues and other members of our community. We salute the many practitioners who have joined us in our mission to provide equal educational opportunities for all students across K–16+ settings.

I look forward to this new academic year and continue to support efforts to break down barriers to learning that have for too long been used as an excuse not to allow students access to reach their highest potential. As one of our new partners frequently states, “We sweat the small stuff,” and I agree. Every detail that assists us in improving the teaching and learning process is never too small for our undivided attention.

We look forward to moving forward with you.

A handwritten signature in blue ink that reads "Deborah A. Shanley".

Deborah A. Shanley  
Dean, School of Education

Louis is working with Mazzarella to expand art education offerings for students in the high school, including the hiring of a new part-time teacher and providing access to on-campus art studios, rooms that had previously been unavailable to the high school. For the first time in a number of years, BCA students will now have regularly scheduled art classes.

To benefit our teacher-preparation program, Associate Professor **Fred Stopsky** will teach two sections of undergraduate EDUC 69 this spring term on-site in BCA, structuring students' observations of classes around “introduction to curriculum and teaching” elements covered in the class. Students will begin and end each class session with a traditional college class, spending the time between the two sessions visiting a series of junior high or senior high school classes to observe the practices that are the subject of the day's learning.

## Honor Thy Teachers:

### A Continuing Collaboration

Karel Rose, professor, childhood education; winner, Tow Award for Distinguished Teaching, 2006

Teaching may be the quintessential human activity. Everybody teaches somebody during their lifetime. Many people think that because they went to school, they are qualified to teach. Though we know that this is not necessarily true, most people frequently find themselves in a teaching or learning mode, collaborating with another person who facilitates the process. Testimonials abound about how teaching is the highest calling of a free people, but too often neither the remuneration nor the status of the field reflects this perspective. Teaching is a profession with an identity problem, particularly if its members use the world as a mirror.

Often what motivates individuals to enter the profession, despite discouragement from well-meaning relatives, friends, and even teachers, is the memory of a teacher who

**A** new collaboration-within-a-collaboration was launched this spring. BCA high school faculty has brought together an “ensemble” of students, grades 7–12, who represent a wide range of educational achievement. These students will be available to college classes to provide first-hand insight into public school students’ opinions on their own education. The School of Education faculty is also reaching out to junior and senior high school faculty who are willing to act as guest lecturers to teacher preparation classes on a variety of topics.

The School of Education has long drawn upon current and retired BCA teachers and administrators to bolster its adjunct faculty, and that trend continues. **Maria Fisher**, an English teacher at Bridges to Brooklyn, taught introductory courses to this year’s

crop of Teaching Fellows, as did **David Genovese**, BCA assistant principal, supervision, who taught a social studies content course in the program. Mazzarella joined the School of Education’s School Leadership program this spring. Current School of Education faculty members **Richard Leide**, **Lucy Harris**, and **Alon Gross** were all former faculty members at BCA, and former principal **Madeline Lumachi** joined the faculty this spring as a field supervisor of student teachers in English.

helped them search for what Nel Noddings terms a better self, someone who assisted them to dream a life that they never thought possible. It is the optimism, the passion, and the commitment of the teacher, both to the students and the discipline, that empower students to recognize that they, too, can make a difference in the world. Teaching at its best is a collaborative activity.

Education controversies are always raging. Whether we are debating hornbooks or textbooks, Latin grammar schools or charter schools, religion or science, critical pedagogy or the return to the basics, a furious fight is in progress. What this means is that teaching is and always has been a messy, complicated, ambiguous, incredibly complex and dynamic interaction among people. The challenge and seduction of teaching is that you never get it quite right. We are always on a seesaw, pulled up and down by our dreams and frustrations, reaching beyond that which we thought was possible. As Maxine Greene says, “We are pursuing something that we haven’t yet caught.”

Many studies indicate that, when students learn about themselves and others, it is among the most significant experiences that they have in college.



*Teaching at its best is a collaborative activity.*

*(continued on page 4)*

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When I ask education students what they most want their own children to learn in school, Howard Gardner's personal intelligences are at the top of their hierarchy. Obviously, parents want their children to master the skills, engage with the great ideas, and develop the ability to communicate, reason, and solve problems. Yet they are equally concerned that their children become happy, self-actualizing human beings capable of effective engagement with others.

As an educator, you then might ask, "Is that also our responsibility?" The battle cry seems to be, "Do it all." Yes! Feed them, love them, make them into lifelong learners, help them to become compassionate human beings, assist them to feel worthwhile, teach them to be good citizens of their

country and the world! These are the ultimate goals of education.

The staggering truth is that many teachers do manage to do it all, and for them teaching is the best job in the world.

Perhaps the richest and most useful metaphor for teaching and learning that

I have found is to think of the classroom as a studio. The word *studio* suggests images of light, space, creativity, works in progress, experimentation—and collaboration, a place where the instructor models many roles.

L. Dee Fink uses the metaphor of teacher as helmsman. If you have ever been white-water rafting, you know that most of us are oarsmen, but there is usually one person who is most experienced who serves as helmsman. His or her job is to steer and coordinate the efforts of the oarsmen.

Come into the education classes at Brooklyn College and you will see that optimism is alive and well in education despite the frustration and anger about scripted programs and standardized texts.



Dean Shanley  
(second from right)  
with colleagues  
at NNER.

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# T

here is always the power of possibility. It boggles my mind that many teachers seem to apologize for doing what arguably might be the most important job in the world, for every profession depends upon effective teachers. We need to stop focusing on the wormwood side of teaching and celebrate our heroes. The agenda is outrageous—saving children who will save the world.

Last year, when I received the Tow Award for Distinguished Teaching, I decided that I would like to find these heroes and celebrate them. The provost and I have invited the graduating class of 2006 to write essays in which they describe an exceptional teacher. A committee composed of myself, Dean Shanley, and Professors DeLuca, Gura, and Taubman selected two essays. The two winners, Barbara Brizard (Midwood High School) and Christine Choi (Brooklyn Technical High School), and their teachers, Carmine Rusotti and Paul Hoftzyer, received a cash award at a special ceremony in May honoring these outstanding human beings who have made a difference in the lives of so many. Chalk dust will forever be on their souls.

## Education for Everyone:

### Agenda for Education in a Democracy *Deborah Shanley, dean, School of Education*

In fall 2001, I was invited to participate in a Leadership Associates Program conducted by the Institute for Educational Inquiry (IEI) in Seattle. During the past five years, faculty teams from the City University of New York have been introduced to the Agenda for Education in a

Democracy, an agenda shared by educators at the IEI, at the Center for Educational Renewal, and across the United States in member settings of the National Network for Educational Renewal (NNER). John L. Goodlad, UCLA professor emeritus and author, and his colleagues have engaged us in critical conversations, anchored in the mission-driven, research-based agenda that seeks to “foster in the nation’s young the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy; ensure that the young have access to those understandings and skills required for satisfying and responsible lives; develop educators who nurture the learning and well-being of every student; and ensure educators’ competence in and commitment to serving as stewards of schools.”

Brooklyn College has been a member of the NNER and has strived to integrate the agenda into our work and align it with other projects that we were already engaged in on campus. Our primary projects included the participation of Vincent Fuccillo, professor emeritus of political science, and myself coteaching a



paired course in the undergraduate program on democracy with one theme addressing the public purpose of schools in educating future citizens. At a recent NNER conference, Fuccillo and I participated in a roundtable discussion on the collaboration between schools of education and liberal arts and science

departments. The panelists agreed that although seen as a benefit, with its implications of cooperation, teamwork, and mutual support, collaborative behavior cannot be brought about unless it is valued. There must be agreement among collaborators that all sides will benefit.

Collaboration must be recognized as a positive academic goal and methodically designed with a specific—and lasting—outcome in mind.

The tripartite group of Fuccillo, Assistant Professor of Education Namulundah Florence, and Brooklyn College Academy Principal Nick Mazzarella attended a symposium in May to study and further understand the agenda and how it could help us strengthen and sustain our work in schools and our collaborations with liberal arts and science departments.

*Life in a Chinese classroom: Schools in Shanxi Province were visited by Dean Shanley, Assistant Dean McSorley, and Assistant Professor Wen-Song Hwu, who attended the Sino-American Conference on Education, sponsored by Taiyuan Normal University in June.*

# Partnership Updates

## *Brooklyn College Academy*

*Nicholas Mazzarella, principal*

Brooklyn College Academy (BCA) senior **Ashley Houston** is a \$30,000 *New York Times* Scholarship winner, the first in BCA's twenty-year history.

## **College Now**

*Pieranna Pieroni, Brooklyn College coordinator*

College Now will shortly release a third edition of *Lyrical Minded: Enhancing Literacy through Popular Culture and Spoken Word Poetry*, a CD/DVD project featuring student poets and their teachers. The project is the culmination of the third year of College Now's development program for high school professionals from Brooklyn College Academy and other partner high schools. Assistant Professor Priya Parmar, literacy and curriculum development specialist, worked with teachers, a principal, and a guidance counselor to design original instructional units that incorporate specific genres of popular culture to promote literacy, analytic, and other essential skills by making connections between students' experience and the high school curriculum. The units have been successfully implemented in several schools and have included a professional development and a counseling curriculum as well as units in several academic disciplines and the arts. Each year, students whose classes are included in the program participate in several poetry competitions at their schools and attend a culminating spoken-word performance featuring selected students at the Nuyorican Poets Café in Manhattan.

College Now is a collaborative initiative of the City University of New York and the New York City Department of Education. Its primary goals are to improve the academic achievement of the city's public high school students and to ensure that graduating students are ready to do college-level work.

## *CUNY Teacher Academy*

*Eleanor Miele, associate professor; director, Brooklyn College Unit, CUNY Teacher Academy*

**T**he Teacher Academy ([www.cuny.edu/teacheracademy](http://www.cuny.edu/teacheracademy)) is the City University of New York's contribution to the NYC Partnership for Teacher Excellence, a collaborative partnership with the New York City Department of Education and New York University. The academy will be launched with the help of a \$15 million grant from the Petrie Foundation. Associate Professor **Eleanor Miele** has been named director of the Brooklyn College unit. An internal committee, chaired by Associate Professor **Fred Stopsky**, has been established and includes School of Education and liberal arts and sciences faculty. Additional cohorts (mathematics and science) started classes in fall 2006. In addition to these subjects, the Brooklyn College unit will emphasize the educational use of New York City cultural institutions. For more information, contact Eleanor Miele or Peter Dachille, 2606 James Hall, (718) 951-5061.

## *Early Childhood Programs/ Brooklyn College*

*Carol Korn-Bursztyn, professor and faculty director*

The program was recently awarded a four-year, \$608,000 U.S. Department of Education grant toward the costs of providing high-quality early education and care programs to the children of low-income students.

### *Kappa Delta Pi, Eta Theta Chapter*

*Diane Shatles, instructor; chapter counselor*

The Eta Theta chapter won an Achieving Chapter of Excellence (ACE) award, presented at the Kappa Delta Pi Biennial Convocation in Orlando, Florida, in November. **Diane Shatles** and six chapter members presented a workshop, "Teaching the Reluctant Learner," at the convocation. An international honor society in education, Kappa Delta Pi is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals.

### *Midwood High School at Brooklyn College*

*David Cohen, principal*

Midwood High School students Kerry Li, Elina Melamed, and Michael Vishnevetsky were named 2006 Intel Scholarship winners. Vishnevetsky was one of three New York City high school students invited to attend the Nobel Prize Award ceremony in Stockholm in December.

### *School of Education Receives Official Notice of Accreditation by the National Council of Teachers of Education (NCATE)*

Participating members of the School of Education's NCATE team, headed by Dean **Deborah Shanley** and Assistant Deans **Kathleen McSorley** and **Peter Taubman**, were honored by Brooklyn College President Christoph M. Kimmich at a reception during the school's annual faculty retreat in January following official notice of accreditation by NCATE. Faculty, staff, students, and participating teachers in local field placement schools were all applauded for their hard work and frank, accurate presentation of the activities of the School of Education. The NCATE accreditation team, which included teachers and administrators in schools of education from institutions outside of New York, indicated at the informal close of their April 2005 visit that they were favorably impressed by the close connection between the School of Education's Conceptual Framework and the actual practice of its concepts in the classroom.

## **Reaching Out: The Haitian Bilingual and ESL Technical Assistance Center**

*Régine Latortue, professor, Department of Africana Studies*

*Deborah Shanley, dean, School of Education*

*Nicole B. Rosefort, director*

The Haitian Bilingual and ESL Technical Assistance Center (HABETAC) is one of thirteen technical assistance centers in New York State and the only Haitian Creole language center specifically designed to address the high needs of Haitian English language learners and their families. Under the leadership of Carole Berotte Joseph, HABETAC was founded in 1993 at the City College of New York with a grant from the New York State Education Department and through the mandate of the Haitian community. HABETAC is committed to enhancing the knowledge and competencies of educators, parents, and community members in order to implement and sustain instructional programs of social, cultural, and academic excellence that will benefit Haitian students and their families as well as construct opportunities for the U.S. Haitian community to build bridges with other communities, the Haitian diaspora, and their homeland.

Through the efforts of a joint partnership between the Department of Africana Studies and the School of Education, coprincipal investigators **Régine Latortue** and **Deborah Shanley** were able to find space at Brooklyn College and funds from the New York State Education Department to continue its work in the most appropriate geographical location. The 2003 move to Brooklyn College places HABETAC in the heart of the largest community of Haitians living outside of Haiti.

The center primarily focuses on providing professional services in order to enhance and improve the education of the Haitian English language learner student by working with administrators and teachers of schools where there are Haitian students.

The center offers cost-effective ways to develop and implement high-quality bilingual, dual language, and ESL education and support services that promote equal opportunity, academic advancement, biliteracy, and inter/intra-cultural well-being of Haitian students, their families, and respective communities. Feel free to visit the center, 3304 James Hall, (718) 951-4668.

# News and Notes

## Faculty

Associate Professor **David Bloomfield's** commentary on small schools implementation was published in *Education Week*, January 25, 2006. His article "High School Reform: The Downside of Scaling Up" appeared in the fall 2005 issue of the *Politics of Education Association Bulletin*. Bloomfield was recently recognized by the New York State Education Department as a "Distinguished Educator" for his work on New York State school redesign.

Professor **Stephan Brumberg** delivered a lecture, "Common Schools in a Community of Many Faiths: Religious Conflicts and the Shaping of New York City's Educational Landscape in the 1840s," at the Brick Presbyterian

*Teaching with Joy: Educational Practices for the Twenty-First Century* (Rowman and Littlefield Publishers, 2006).

**Paul McCabe**, associate professor, presented a paper, "An Examination of Early Childhood Communication, Socialization, and Behavioral Competence," at the American Psychological Association Convention in Washington, D.C., in August.

Assistant Dean **Kathleen McSorley** is the recipient of a \$4,717 Partnership Enactment Grant from the Syracuse University School of Education for the development of social studies curriculum units for inclusive classrooms using materials from the New York Learns Web site ([www.nylearns.org](http://www.nylearns.org)).

**Michael Meagher**, assistant professor, presented "Learning in a Computer Algebra System (CAS) Environment" as part of the MetroMath@CUNY colloquium in February. He is a member in Brooklyn College's Linear Algebra Project, a collaboration of mathematics and education faculty

charged with developing and implementing parallel courses in undergraduate mathematics content and learning theory.

**Eleanor Miele**, associate professor, has been designated a Leonard and Claire Tow Professor for the academic years 2006–2008.

**Marion E. Neville-Lynch**, professor, is the author of a new book, *Reading between the Lines: A Balanced Approach to Literacy* (Peter Lang Publishing, 2005). She also wrote "Assessing the Impact of Personal Beliefs and Values on Classroom Instruction," in *Teaching With Joy: Educational Practices for the 21st Century*.

Assistant Professor **Priya Parmar** was the subject of an interview with ABC-7, "Reading: Your ABC's to Success." She is coeditor of the two-volume *Encyclopedia of Contemporary Youth Culture* (Greenwood Publishing, 2005). She presented the following papers: "Sign Systems, Knowledge Systems, Critical Literacy & Aesthetic Education: Knowing Beauty in the Classroom and in the Between" at NCTE Annual Convention, Pittsburgh, in November 2005; "Contextualizing Teaching through the Multiple Literacies of Hip Hop Culture" at AERA's Annual Conference, in San Francisco in March; and "Free! Education: Using the Arts and Popular Culture to Liberate the Educational Experience and Promote Critical Literacy Skills," at NCTE's Annual Conference on College Composition and Communication, in Chicago in March.

# News

Professor David Bloomfield, right, and Brooklyn Borough President Marty Markowitz celebrate the new cohort of educational leaders for Brooklyn schools.



Church, New York, in February 2005.

**Hollyce Giles**, associate professor, contributed an article, "Narratives of Parent-Educator Relationships: Toward Counselor Repertoires for Bridging the Urban Parent-School Divide," in *Professional School Counseling*, February 2005.

**Haroon Kharem**, assistant professor, is the author of a new textbook, *A Curriculum of Repression: A Pedagogy of Racial History in the United States* (Peter Lang Publishing, 2006).

**Carolina Mancuso**, assistant professor, is coeditor with Mimi Duvall and Sharon Shelton-Colangelo, both of Northwest Vista College, of

**Stephen E. Phillips**, instructor and director, Teaching Fellows program, has been named a senior fellow in the Stanford Educational Leadership Institute at Stanford University. Phillips has been teaching for the past three summers at Stanford's Executive Program for Educational Leadership, which assists districts in developing reform plans that center on school restructuring to support small learning communities. This program is a joint venture sponsored by Stanford Graduate School of Business and School of Education and is codirected by Linda Darling-Hammond and Anthony Bryk at Stanford University. For more information, visit <http://seli.stanford.edu/>.

Assistant Professor **Laurie Rubel's** article "Good Things Come in Threes: Three Cards, Three Prisoners, and Three Doors" was published in the February edition of NCTM's *Mathematics Teacher* 99, no. 6. She wrote a chapter, "Students' Probabilistic Thinking Revealed: The Case of Coin Tosses," in the National Council of Teachers of Mathematics' 2006 yearbook, *Reasoning about Data and Chance*. Rubel is the recipient of a two-year, \$110,000 Young Scholars Award from the Knowles Science Teaching Foundation to support the work of her project, Centering the Teaching of Mathematics on Urban Youth.

**Florence Rubinson**, associate professor; is president-elect of the New York State Psychological Association's Division of School Psychology. Rubinson and Pace University psychology department faculty members B.A. Mowder, K.M. Sossin, and M. Guttman coauthored "Parents, Children, and Trauma: Parent Role Perceptions and Behaviors Related to the 9/11 Tragedy," in the *Journal of Child and Family Studies*, spring 2006. Three of Rubinson's students, Kathleen Kaszuba, Janine MacArthur, and Diana Malek, gave a poster presentation, "Wash and Learn: Fieldwork Lessons for Graduate Students," at the New York Association of School Psychologists in November.

Dean **Deborah Shanley** authored a chapter, "Leading in an Age of Change: A Dean's Reflection," in *Special Women, Special Leaders: Special Educators and the Challenge of Leadership* (Peter Lang Publishing, 2005). Assistant Dean **Kathleen McSorley** and coauthor Lee Ann Truesdell (Queens College) also contributed a chapter, "Leading from the Middle: The Special Education Advantage."

Instructor **Herminio Vargas's** play *Life Is a Fandango* was read at the Pregones Theater in the Bronx last spring. The piece is a study of human sexuality in Hispanic cultures, presenting views of *machismo*, *marianismo* (the emulation of the Madonna by some Hispanic women), and stereotypes regarding alternative lifestyles.



**Barbara Winslow**, associate professor, delivered a paper, "How Can I Possibly Talk about Harriet Tubman When I Have to Get to World War II by February: Integrating Class, Gender, Race, and Sexuality into the Middle and High School Curriculum," at Beijing Normal University in December as part of a National Council for the Social Studies delegation to study the teaching of social studies in China.

*Chalkboard* editor **Wilda Gallagher's** poem "When We Were Young" received Honorable Mention in the National Federation of State Poetry Societies' Founders Award contest in March.

*Future Scholars from the Achievement First Charter School visited the Brooklyn College campus in June.*

# We Wish Them Well in All They Do



Phyllis Gold Gluck



Henry Spadaccini

The School of Education lost one of its master teachers and valued colleague, Professor **Phyllis Gold Gluck**, to the seductions of retirement this spring. A painter, Gluck earned her master of fine arts in painting and sculpture from Columbia University in 1957 and Ed.D. in art and education in 1971. She also studied in Italy under a Fulbright grant.

Gluck taught arts and the humanities and interdisciplinary studies in the School of Continuing Higher Education, including the Special Baccalaureate and the Master of Arts in Liberal Studies programs. In the School of Education she taught arts education, the humanities, the social foundations of education, and integrated teaching and learning in graduate and undergraduate programs. She served as coordinator for the division of secondary education for ten years and recently was program head of graduate art education. Gluck also taught in the New York City public schools and the 92nd Street Y. For many years she held elective office in the Professional Staff Congress, CUNY, and the American Association of University Professors. She has worked as a film consultant.

Throughout her career, Gluck has been active in the field of art education at local, national, and international levels, teaching abroad, organizing conferences, publishing and lecturing. She was awarded the United States Society for Education through Art's Edwin Ziegfeld Award for "distinguished international leadership in art education" in 1990. In her graduate and undergraduate courses, Gluck encouraged prospective teachers not only to draw upon their subject areas but to include multidisciplinary connections, aesthetic literacy, their experiences in schools, and diverse cultural traditions.

She challenged them to look through multiple lenses, encounter new possibilities for their own professional development, and create strategies for engaging their own students.

We wish Professor Gluck continued success in all her endeavors.

**T**he School of Education will miss the expertise and good company of **Stephen Zwisohn**, who announced his retirement in June following a long and distinguished career in public education. An active collaborator with the School of Education, Zwisohn was principal of Midwood High School and a member of the School of Education's adjunct faculty and Teacher Education Advisory Panel.

A School of Education instructor for sixteen years and assistant principal at Edward R. Murrow High School until his retirement in 1999, **Henry Spadaccini** retires from a distinguished career in foreign language and bilingual-ESL education. Spadaccini joined the Brooklyn College faculty in fall 1990 while serving as assistant principal of the Foreign Language, Bilingual-ESL Department at Murrow. From 1990 until his retirement from the New York City School System in 1999, he taught EDUC 65.11 and 67.11 and guided Brooklyn College students through their student teaching experience in preparation for careers as second-language teachers. He served as the School of Education's program coordinator for modern languages and coordinator of consulting for the Teaching Fellows Program in June 2006. He is currently serving as program coordinator for modern languages and coordinator of consulting for the Teaching Fellows Program.

# Welcome



**Namulundah Florence,** assistant professor; educational foundations, received her initial degree from Kenyatta University, Nairobi, Kenya, and a Ph.D. in education administration and supervision from Fordham University. She taught at Bronx Community College as an adjunct assistant professor in education and reading before joining the School of Education as a substitute assistant professor in 2002.



**Maria R. Scharrón-del Rio,** assistant professor; school counseling, received a Ph.D. in clinical psychology from the University of Puerto Rico and served a clinical internship at the Cambridge Hospital & Harvard Medical School. She was an assistant psychologist at New York-Presbyterian Hospital's Integrated Mental Health Program/ Child Psychiatry.



**Hanna Haydar,** assistant professor; joined the program in adolescence mathematics education in spring 2006. Haydar received a Ph.D. in mathematics education from Columbia University and was the curriculum standards and professional development adviser of RAND-Education, where he worked on a plan for national educational reform in the State of Qatar.



**Jacqueline Shannon,** assistant professor; early childhood education, received a Ph.D. in developmental psychology from New York University and an NIH Post-Doctoral Research Fellowship at NYU's Institute for Child Health and Development. She was a developmental research psychologist at NYU's Department of Applied Psychology.



**Sonia E. Murrow,** assistant professor; adolescence foundations, received a Ph.D. in history of American education and culture from New York University. She served as coordinator of the international exchange program for the American Field Service, instructor of secondary education at New York University, and assistant professor of urban education at Long Island University.



**Jessica Siegel,** assistant professor; adolescence English, is a graduate of the University of Chicago and earned an M.S. degree in journalism from Columbia University as well as an M.S. in education from Teachers College, Columbia. She taught high school English and journalism for ten years in New York City and joined the School of Education in 2001 as a journalism instructor. Siegel is a member of the New Jersey Society of Professional Journalists.



## On the Bookshelf

*Reading Between the Lines*, by Professor Marion Neville-Lynch;  
*From Our Mothers' Hearths*, by Assistant Professor Namulundah Florence;  
*On Becoming Nuyoricans*, by Professor Alma Rubal-Lopez and Angela Anselmo; and  
*A Curriculum of Repression*, by Assistant Professor Haroon Kharem.

All of these are available at the Brooklyn College Bookstore.

**THE CHALKBOARD**  
A newsletter of the  
School of Education  
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**Wilda Gallagher, editor**  
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