

THE CHALKBOARD

Volume 7, Number 1 • Fall/Winter 2007

The Newsletter of the School of Education, Brooklyn College

Life in an Empowerment Zone: The Performing Arts and Technology High School at Thomas Jefferson High School, East New York



Wilda Gallagher, Chalkboard editor, with Lynda Sarnoff, instructor and PATHS program consultant; Haroon Kharem, assistant professor and teacher; Lottie Almonte, PATHS principal; and Frank Murray, instructor and consultant to Principal Almonte

than thirty years in the system and works for the Department of Education in an “F Status” position—a retiree returning to serve as an administrator and mentor in the public schools. Murray’s mentoring takes him through

October 4, 2007—Lynda Sarnoff and I arrive well before the coffee and proceed through a second-floor hallway. Murals expressing aspirations via every color of the rainbow cover the walls; every classroom door doubles as a vertical painting of the activities taking place behind it. This is the Performing Arts and Technology High School (PATHS), one of four small schools carved out of the dangerous and low-performing Thomas Jefferson High School with financial support from the New Century Schools Initiative, part of a public-private partnership between New Visions, a Gates Foundation program dedicated to “creating smaller, more effective high schools in high-needs areas,” and the New York City Department of Education. Sarnoff is a consultant with the fledgling school, which opened its doors four years ago and will graduate its first class in June. She has invited me to observe the school first-hand and write about a typical morning’s events.



PATHS students at Thomas Jefferson High School

the halls, classrooms, and planning sessions with Principal Almonte’s team; he also teaches and guides students in the Teaching Fellows program at the Brooklyn College School of Education.

When Assistant Professor Haroon Kharem arrives, he invites me to attend his class in African American history, which is currently studying slave narratives. Kharem asks his students what they

have learned from the literature they have been reading. Some opinions are ventured. Like an orchestra conductor encouraging an improvising musician, Kharem pushes the speakers to elaborate on their views and solidly defend them. As they dig deeper into the narrative Kharem asks them if they see a connection between slavery and the civil rights movement. The students explore the meaning of freedom to be who you are and not indebted to another person for survival. At Kharem’s urging, students discuss examples of the resourcefulness and resistance of both civil rights activists and their forebears. One remarks that “we are still segregated today, by our low income.” During the entire class session no information is transferred from

Frank Murray arrives as coffee and conversation start to percolate. He is a retired high school principal with more

Greetings from the Dean

Over the past few months the School of Education has been showered with opportunities to strengthen our current school-community partnerships and discover new ones. We are happy to introduce you to our new faculty members and share how all out faculty bring richness to our ongoing conversations about developing the next generation of educators.



Our work with youth in East New York at the Performing Arts and Technology High School at Thomas Jefferson High School has been a continuing reason to celebrate. We are also entering our final phase of converting Brooklyn College Academy to an Early College. We are building bridges with both high schools as we continue our thoughtful journey with our neighborhood youth.

As part of Brooklyn College's Strategic Action Plan, we are working with our Early Childhood Center Board and the Early Childhood Teacher Preparation and School Psychology program faculty members to integrate early childhood education theory and practices in meaningful ways. Our collective vision is to be a model of effective early childhood practices for Brooklyn and beyond.

In an effort to answer the call for more highly effective mathematics teachers, two members of the faculty share with you an induction pilot program they implemented this summer:

Whether in Japan visiting schools, conducting democracy walks in the streets of Seattle during the National Network for Educational Renewal Summer Institute, or developing new academic programs, we are "walking the talk."

Join us in our quest to make a difference.

Best wishes as we welcome in a new year filled with endless possibilities.



Deborah A. Shanley
Dean, School of Education

Kharem to the students in the traditional manner; students are treated not as empty vessels needing to be filled but as full participants in the pursuit and critique of ideas. The focus was on the process of thinking and the effort that goes into developing a point of view using the narratives as a starting point.

Down the hall, students in Lissedia Batista's Spanish I class are making presentations on their countries of origin as I slip into their classroom. The



PATHS classroom doors

qualities of a good presentation are listed on the chalkboard. Batista introduces the first group, and the presenters read from the words on their posters. Batista encourages them to speak out without looking at their notes. It is a challenge for some students to stand and deliver in front of a class, but Batista, upbeat and supportive, praises their efforts and leads the applause.

The hallways are suddenly alive with noise and color as students erupt from their classes. I settle in Principal Almonte's office. A river of life flows through it. Two boys are ushered in, having been separated in the cafeteria for fighting. Addressing the boys with a formal "mister," Almonte invites each contender to describe his part in the event; both demur. A round of persistent questioning drills down to the reason for the fight as Almonte leads the combatants step by step through their encounter with the patience of a



Principal Almonte

Socratic philosopher. The boys leave quietly, making way for another PATHS team member looking for a refreshing sit-down. Alan Shweky is a retired assistant principal serving PATHS as a consultant for an interdisciplinary program combining English language arts (ELA) and social studies. His job is to collaborate with the social studies teachers, who teach fixed courses on a set schedule, and find a way to fold ELA into the mix. I ask how the collaboration works in practice. "Whether teachers can effectively collaborate with each other all depends on whether they can make the time," Shweky replies, adding that scheduling collaborative sessions was their major challenge. Almonte notes that although PATHS has

one of the highest numbers of low performers in ELA, it is number one in moving students to proficiency.

Almonte fields urgent phone calls, fires off e-mails, and deals with walk-in problems while talking about the job she loves. As a New Century School, PATHS is committed to a graduation rate of 85 percent and a 92 percent attendance record. "We have kids here who

students recently accompanied Kharem and Sarnoff to the annual American Educational Research Association conference in Chicago, where they contributed a presentation on inquiry-based learning for students of color. Almonte, Kharem, and Sarnoff, along with PATHS students, presented at the New Educators Conference at CCNY, and a group of PATHS students now



PATHS student artwork adorns the halls

have had seventeen addresses in eighteen years," states Almonte, "and kids who have attended maybe twenty-three days out of the past year in eighth grade but were promoted out of middle school and are now registered in PATHS." Still, every errant student is tracked down and attendance has markedly improved.

Noting that all the data on attendance and academic progress is shared with the students, Almonte proudly shows us graphs of PATHS students' progress. They have outperformed their New Century High School peers in the history Regents, tied with another school for top performance in English and science, and placed among the top six New Century schools in mathematics. She adds that her biggest challenge right now is getting the senior cohort prepared for graduation.

The PATHS team takes pride in the strides their students have made since the school was started, both in the classroom and the wider world. A delegation of

accompany Kharem to elementary schools to work with small groups creating books and stories. "We are a hot commodity in the community," says Almonte. Asked about what they hoped their students would take home from the PATHS experience, Kharem observes that "when you teach oppositional thought you must also teach how to navigate the system."

Almonte adds, "You have to question the world you live in order to understand it. It is questioning that drives instruction. We engage students in high-stakes discussions that leave them with headaches every day!" And the secret ingredient that fills the PATHS team with energy and passion? "I love these kids; I just love them to death," declares Almonte. The bells ring to announce the end of class, and the halls are flooded again with joyful noise. Everyone agrees: "We love the kids."

Beginning Middle School Teachers and Non-Routine Mathematics Problems: Piloting a Modified Lesson Study Group

Betina Zolkower and Hanna Haydar, assistant professors, adolescence mathematics education

Last May, we obtained funding from the CUNY COMPACT to conduct a one-month pilot study of a Mathematics Lesson Study Group (MLSG) for beginning middle-school teachers. The goal of the study was to develop and assess a series of lesson-study group activities for engaging teachers in solving non-routine mathematics problems, trying some of these in their classrooms, and documenting the results.

While mathematics educators advocate lesson study as a model for professional development, little is known about how specific lesson-study activities featuring non-routine problems affect beginning teachers' planning and assessment skills, especially in urban school settings. We hope to fill this gap by piloting activities and tools for a lesson study that focuses on non-routine math problem-solving by launching MLSGs for recent graduates of the Middle Childhood Mathematics Specialist Program. The goals of this group will be to: contribute to the further growth of beginning teachers as reflective practitioners and effective guides of students' mathematical learning; provide an opportunity for teachers to collaborate with peers in planning, testing, refining, and writing paradigmatic lessons on selected topics in the 6–8 mathematics curricula; and document this project in order to assess its effectiveness as a model for in-service mentoring/professional development, which, it is hypothesized, will reduce the likelihood of participants leaving the teaching profession.

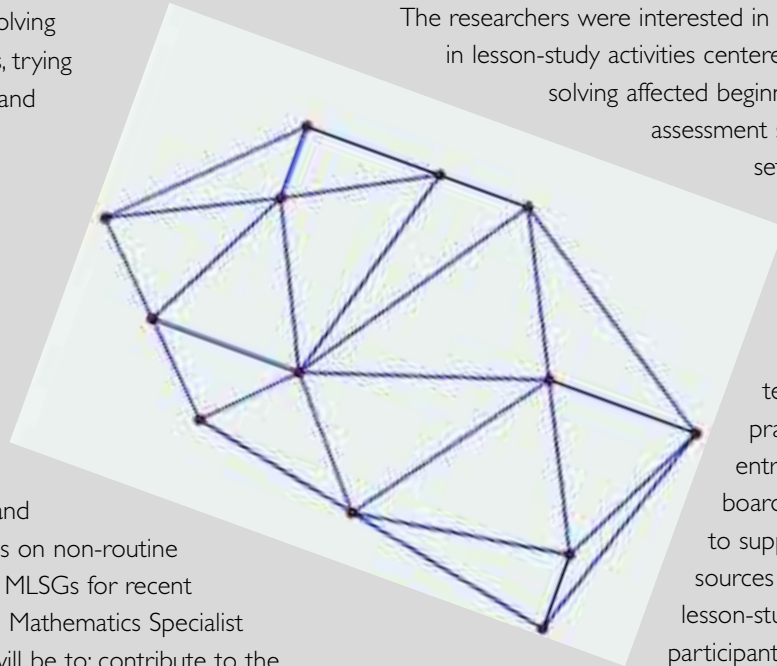
The ten participants in the MLSG were selected from both currently enrolled second-year students in the Middle Childhood Mathematics Specialist Program and those who have graduated from the program in the past three years. The cohort included seventh- and eighth-grade teachers with one to five years of classroom experience working in schools with predominantly low-income African American, Latino, Asian, and/or recent immigrant populations. Participating special education classes consisted of predominantly low-performing

students, many of whom have been held over multiple times or are bused in from other areas of the city. Disabilities ranged from mild speech/language disorders to moderate and severe learning disorders.

The pilot MLSG also included an online component consisting of three discussion boards that teacher participants could access via the Blackboard website to exchange ideas in response to questions and tasks designed by the researchers. The researchers were interested in exploring how participating in lesson-study activities centered on non-routine problem-solving affected beginning teachers' planning and assessment skills. We collected four

sets of data to investigate the impact of these activities on participants' ability to incorporate non-routine problem-solving into their teaching and assessment practices as well written entries on the online discussion boards, which were analyzed to supplement the other data sources regarding the impact of lesson-study group activities on participants' classroom practices.

In January we will share the experiences and results of this pilot study with the larger mathematics education community at the Twelfth Meeting of the Association of Mathematics Teacher Educators (AMTE) in a presentation entitled "Beginning Teachers and Non-Routine Problems: Modified Lesson Study Group in an Urban Context."



Beginning Middle School Teachers

Mirror, Mirror on the Wall: Fieldwork in Japanese Schools

Namulundah Florence, assistant professor, educational foundations

International travel challenges one's cultural identity. The cultural outsider experiences a perpetual sense of dissonance, and linguistic barriers heighten the sense of alienation. Dress, speech codes, and social interactions appear either as odd (read: what I am not used to) or understandable (unfamiliar, yet better than the familiar). In conversation, instinctive exclamations become tentative silences—or obsequious smiles masking frustration at the lack of verbal outlet. It feels like watching a silent movie filled with miscues and unfamiliar gestures.

Turning to one's own cultural mirror to affirm one's experience is instinctual. Imagine traveling through towns and cities in search of meaning with an invisible looking glass. My looking glass has various shades. I began my studies in my native Kenya, completed my higher education in the United States, and ran workshops for teachers in the Philippines. Devoid of the cultural cushion of familiar attitudes, behaviors, and expressions, I became keenly ambivalent about expressing myself. In each country, I appealed to the mirror on the wall.

My two-week education leadership tour arranged by the Japan Society for faculty members from two CUNY colleges and several colleges across the United States provided an immediate forum to process these cues and miscues. During our visit we toured and visited Nakanokami Elementary School and Daiichi Junior High School in Kainan, the Kanagawa Prefectural Hiranuma High Schools in Yokohama, Tokyo Gakugei University, and the Japan Professional School of Education's alternative teacher education program. We also held discussions with members of the Ministry of Education, Culture, Sports, Science, and Technology in Tokyo.

Too Good to Be True?

For me, these experiences raised questions about the impact of culture on schooling. I came to wonder which, if any, system of education is best. Japanese society is generally perceived by the West as one of harmony, peacefulness, homogeneity, respect for elders, and female subservience. The Japanese education system is presumed to be extremely egalitarian, overwhelmingly nationalistic, and uniform, dominated by didactic methods and filled with meek,



hardworking, and well-behaved students.

In the forty classrooms we observed, this appeared to be true. I saw no long, angry faces or unguarded moments of acting out or shoving. There was orderly seatwork and quiet attentive students who rarely spoke out in class. Students moved purposefully to designated sites without lingering or disappearing into hallways. So the recent talk of violence, substance abuse, and dropout rates among students in Japanese schools came as news. Mass media trumpets a breakdown of social morality among youth: They are estranged from parents and siblings, exhibit eating disorders, and engage in promiscuity and substance abuse. Schools cite bullying and other criminal behavior among students. The contrast between conventional images of Japan and news of emerging social dissonance was surprising, given the apparent contentment of the Japanese students in the schools we observed.

Mirror, on the Wall: Mirror

A Regimented Curriculum

In Japanese schools, the integration of academics and art speaks of a holistic curriculum. In the elementary schools, students' artwork adorns most classroom walls. At Kanagawa Prefectural Hiranuma High Schools, club activities include drama, kendo, archery, judo, basketball, and Japanese tea ceremonies. Fumitaka Suzuki, of the Ministry of Education, Culture, Sports,

Culture, Sports, Science, and Technology. Publishers design books based on a nationally implemented course, which the text must, by law, adhere to. While offering a standard basis for structuring school curriculum, this in no way guarantees uniform application.

An Impressive Social Etiquette

Despite the intriguing differences among what U.S., Kenyan, and Japanese schools consider extracurricular activities, such as art and music, my primary interest was in moral education: How, where, and when



Science, and Technology, explained that Japan's curriculum focuses on family, technology, the environment, and global affairs. However, Japan's cram schools (known as *juku*) ignore such subjects as physical education, art, and music—the same programs that U.S. schools readily dispense with when faced with budget cuts.

Regardless of regional disparities, Japan's formal and informal structures reinforce each other, particularly the focus on collective interests. In contrast to the United States, with its state-based educational systems, most decisions dealing with curriculum in Japanese public schools come directly from the Ministry of Education,

do students learn the prevailing social etiquette?

My image of Japan is that of a wound clock ticking away with precision in a clean, well-ordered

environment. In 2006, writer Mihoko Tsukino declared that Japan was "a nation obsessed with cleanliness." Ayako Sato, a behavioral psychologist professor at Nihon University, attributes the obsession to fear of unfamiliar environments, objects, and people. She further links it to a fostered insularity and a fear of the future: Things that are *uchi* (inside, or in-group) are safer than those that are *soto* (outside, or out-group).

Indeed, this apparent obsession, which we noted throughout the country, pervades the schools. Cubicles are highly organized, school bags neatly arranged, and

Fieldwork in Japanese Schools

slippers lined up at bathroom entrances. Even visitors like us change into house slippers, provided by the school, before entering. Children sit in their chairs as required, with notebooks set centrally on desktops. Hallways are clear and quiet. The teacher's desk, though stacked with supplies, still retains an image of order and purpose.

I noticed that teachers hardly strayed from the front of their classroom. Like teachers around the world, they consistently note key ideas or calculations on the blackboard, calling for questions to a verbally unresponsive student body. Observing from the back of the room, we found it difficult to read students' faces, but it hardly mattered—most faces appeared glued to their notebooks. Do they ever ask questions, I wondered.

At lunch, first graders in Nakanokami Elementary School lined up at the food distribution center. Servers in white with chef hats and face masks set up at the back of the classroom. They dished out food, which the students then placed on trays at each desk sequentially. This procedure helped explain to me why public places are impressively orderly and clean—the school culture socializes students to take responsibility for self, other, and the environment very early in life.

The Nakanokami Elementary School principal's response to my question about moral education offered nothing spectacular, such as a distinct curriculum. Rather, teachers draw from lived experiences with no link to any religious tradition. They utilize human rights videos to highlight desirable behavior. Our group received a similar response from the staff at Daiichi Junior High School. They encourage students to be

considerate and discourage bullying. Students learn to work in teams, particularly for sports. It all sounds rather simplistic in approach, and it seemed too good to be true.

And the Winner Is...

Formal structures reinforce the social etiquette so prized in formal and informal gatherings. Both the Japanese and Kenyan culture prize social harmony and uniformity in schools. Kenya, too, emphasizes conformity and academic excellence for social mobility, although pervasive unemployment and perpetual poverty create an atmosphere of social apathy. In contrast, the U.S. educational system emphasizes the nurturing of individuality despite worrisome academic performance, particularly in urban schools.

The choice for self or collective identity is neither simple nor immediate. Everyday choices reflect a community's cultural priorities.

Instinctively, I ask, "Mirror, mirror, on the wall, tell me, tell me, which (sic) is the fairest of them all." After a long pause, a voice emerges, "Well, it depends..."



Partnership and

Reflections on the Early Childhood Center Programs

Charlene Kohler-Britton, director, ECC programs

For the past two years the College's Department of Speech Communication Arts and Sciences pathology program has conducted clinical testing and evaluation of speech and language disorders in early childhood under the supervision



Visit our website at <http://depthome.brooklyn.cuny.edu/schooled>

of **Susan Bohne**, assistant clinical director of the Speech and Hearing Center. Two speech students are placed in the classroom to study language development both in typical children and those needing different levels of support. Students in the School of Education's early childhood education program, as well as Early Childhood Center (ECC) teachers, have benefited from help in identifying children needing additional support in speech. Next semester, Bohne and **Charlene Kohler-Britton** plan to develop a two-hour classroom activity session for early childhood graduate students and speech pathology students that will emphasize active engagement, rather than plain observation, in the ECC classroom. Analysis of the sessions will be prepared by speech students to share with ECC staff.



Mildred Otero, legislative assistant to Senator Hillary Rodham Clinton, with director Charlene Kohler-Britton at a November visit to the Early Childhood Center.



Teacher Opportunity Corps plans programs for 2007–2008: Director Marguerite Thompson (left); Barbara Young, Noel McDonald, Rudy Thompson, and Candace Wilson. TOC is a multicultural club for graduate students in the School of Education. For information contact Harriet Bredhoff at (718) 951-5876.

Wash and Learn—The School of Education/Clean-Rite Laundry Partnership

Georgina Smith, '05, Teaching Fellows, director

Wash and Learn has been registered as an American Express Members Project under the title "Laundromat Literacy—Helping Kids, One Load at a Time." Its "reading clubs," providing early literacy education for children and field experience for students in the School of Education, are currently located at four Clean-Rite Laundromats in Brooklyn. Wash and Learn is accepting donations to help provide books and staff to expanded locations in the New York City area. Funds received through the American Express project will be used to provide books and staff to expanded locations in the New York area. For information, contact smithgeorgina@yahoo.com.

NCLB Science and Mathematics Grants

Two Brooklyn College partnership programs in science and mathematics education were awarded three-year, \$800,000 NCLB (No Child Left Behind) Title IIB Mathematics Science Partnership Program grants in 2007. **Eleanor Miele**, associate professor and program head, childhood science and environmental education, and **Wayne Powell**, associate professor of geology, were principal investigators for the Community School Districts 24 and 30 grants.

Brooklyn College Academy (BCA)

Nick Mazzarella, principal

The Brooklyn College Academy was awarded a \$72,879 grant by the New York State Education Department to support improved instruction and learning in math and science through summer programs for students and teachers. The grant was

Program Updates

part of a \$2.4 million distribution in grants to colleges and universities throughout the state under the “Summer 2007 Classes and/or Institutes for Teachers in Mathematics and/or Science” initiative.



In May, BCA was cited in the New York *Daily News* as one of the “Best of Brooklyn Public High Schools” for 2007.

The School of Education Adds New Certificate Programs

We are happy to acknowledge the collaborative work of faculty members and their colleagues in the special education, childhood education, and educational leadership programs that resulted in the creation of three new certification titles: Advanced Certificate in Autism Spectrum Disorders (special education), New York State Extension in K–12 Gifted Education (childhood and adolescence education), and Combined Certificate for New York State Principal and Superintendent (educational leadership). In addition, the



Gail Gurland (left), Brooklyn College speech-language pathology program; Assistant Professor Jeanne Angus, graduate program in special education, Susan Longtin, Brooklyn College speech-language pathology program; Yoon-Joo Lee, assistant professor, graduate program in special education; Joanne Gerenser, executive director, EDEN II and Genesis Autism Spectrum school programs, and Associate Dean Kathleen McSorley.

graduate program in educational leadership now offers a three-semester master’s degree program, online courses, and innovative small-group colloquiums aimed at creating bonds beyond graduation.

Kappa Delta Pi, International Honor Society in Education

The Brooklyn College chapter hosted an all-day “I Teach” conference at the College in March. Assisted by personnel from Kappa Delta Pi’s national headquarters, more than one hundred educators came from various parts of the country to attend workshops. Chapter counselor **Diane Shatles** and psychotherapist **Gail Spindell** presented a workshop, “Mindfulness in Teaching and Learning.”

Kappa Delta Pi hosted a very successful Reading Is Fundamental (RIF) program at Sesame Flyers learning center in East Flatbush and a read-aloud in conjunction with Brooklyn Reading Council. It also sent dozens of books to La Escuela de San Luis, Guatemala, and to a girls’ home in Trinidad.

The society welcomed over seventy new members in May, more than twice as many as in any recent year. Five members of the executive board presented a workshop, “Strategies for the Reluctant Learner,” at the Kappa Delta Pi Biennial Convocation in November.

We Celebrate the United Nations’ International Day of Peace

Gale Synnott and **Jacqueline Hollander**, instructors, early childhood education, and **Charlene Kohler-Britton**,



director, Early Childhood Center programs, have been working to promote peaceable early childhood classrooms. To extend general awareness and to encourage specific incorporation in each class, peace education

teacher Nicole Santomero of P.S. 1 (Sunset Park, Brooklyn) provided a workshop for all early childhood student teachers, with program faculty invited. Assistant Professor **Lisa Novemsky** facilitated a sing-a-long of peace-related songs for children. Student teachers are maintaining ongoing peace journals within their school sites for weekly in-seminar discussions.

News

News and Notes

Alumni

Ruth Quiles, '90, administration and supervision, and principal of P.S. 131, Brooklyn, was one of five recipients of Time Warner Inc.'s inaugural Principals of Excellence Awards, given "to celebrate the leadership of exemplary principals in New York City public schools." The award includes a \$20,000 grant for the school and a \$5,000 honorarium to the principal.



Faculty

Jennifer D. Adams, assistant professor, science education, was a member of the New York City delegation to the New York Eclipse Leadership Conference in Albany, New York, in October, where she presented a session on the role played by science-rich informal institutions in supporting school science. The conference goal was to enhance and support leadership in science education.

David Bloomfield, associate professor and program head, educational leadership, was appointed cochairperson of the Education Law Committee of the New York County Lawyers' Association.

Mary DeBey, associate professor and program head, early childhood education, contributed an article, "Supporting Inclusion through Mixed-age Grouping," in *Successfully Supporting All Children in Early Childhood Education Programs* (New York State Developmental Disabilities Planning Council, 2007).

Tibbi Dubois, associate professor, childhood education, was a participant in the Holocaust Institute for Teacher Educators (HITE) at the United States Holocaust Memorial Museum in Washington, D.C., in June. HITE participants will present a session at the annual meeting of the American Association of Colleges for Teacher Education in February.

Namulundah Florence, assistant professor, educational foundations, contributed an entry on the slave narrative author Olaudah Equiano (a.k.a. Gustavus Vassa, 1745–1797), in *Encyclopedia of the Middle Passage* (Greenwood Press, 2007). Florence is author of a review of Bell Hooks's *Teaching to Transgress: Education as the Practice of Freedom*, in *Religion & Education* 24, no. 1.

Haroon Kharem, assistant professor, childhood education, contributed an entry, "Latino-Hispanic Immigration from Latin America," to *The Praeger Handbook of Latino Education in the U.S.* (Greenwood Press, 2007).

Michael Meagher, assistant professor, adolescence mathematics education; Todd Edwards, Miami University; and Asli Ozgun-Koca, Wayne State University, received a \$7,000

grant from Texas Instruments for a project, "Teachers Learning and Designing with Technology: Quality and Portability." Meagher co-presented a paper, "Response to 'Towards Relating Procedural and Conceptual Knowledge by CAS,'" at the Fifth Biennial Computer Algebra in Mathematics Education Symposium in Pécs, Hungary, in June, and co-presented with Eileen Donoghue, College of Staten Island, "Understanding New York City Teaching Fellows: Results from the Survey Study," at the MetroMath Research Symposium, in Philadelphia in June.

Assistant professors **Lisa Novemsky**, childhood science, and **Barbara Rosenfeld**, technology in education, presented two papers: "E-Mail Correspondence: A Double-Edged Sword," at the Thirty-eighth Annual Conference of the Northeastern Educational Research Association, in Rocky Hill, Connecticut, in October; and "Dear Professor, I Demand a Response," at the 2007 Association for Educational Communications and Technology Conference in Anaheim, California, in October.

Alma Rubal-Lopez, professor and program coordinator, childhood bilingual education, is the author of an entry on bilingual education in *The Praeger Handbook of Latino Education in the U.S.* (Greenwood Press, 2007).

Barbara Winslow, associate professor, adolescence social studies, presented a paper, "Global Citizenship: Teaching 9/11," at the international conference of the History Educators International Research Network, in Istanbul, Turkey, in September.

With Appreciation: Carol Korn-Bursztyn, Professor, Early Childhood Education

In spring 2007 Professor Korn-Bursztyn announced her decision to step down as faculty director for the Early Childhood Center (ECC) programs and resume full-time teaching in the graduate



program in early childhood education. As director of the center since 1991, Korn-Bursztyn presided over its development from a small program with a shaky economic and educational base to a thriving and fiscally sound center offering high-quality programs for infants, toddlers, and preschool and school-age children as well as field experiences for students in the School of Education's early childhood education program. Under her leadership, the ECC forged working relationships with a number of funding agencies, securing monies to expand programs, hire staff, and add educational technology to its classrooms. Partnerships with arts organizations (Lincoln Center Institute and Studio in a School) initiated under her leadership provide ongoing enrichment for young learners.

Notes

News and Notes

(continued)

Students

Beth Mowry, graduate program in childhood science education, was awarded the Northeastern Educational Research Association's (NERA) Teacher as Researcher Award. She presented her winning research, "Peaks and Valleys: A Teacher/Researcher Teaches Science to Students with Special Needs," a study of differences between the culture of science education and that of special education, at NERA's thirty-eighth annual conference in Rocky Hill, Connecticut, in October.



In Memoriam

Faculty and students in the science and environmental education program mourn the untimely loss of a much-loved elementary science teacher, **Eric Dutt**, who passed away of heart failure at age thirty-four while on a field trip with his PS. 6 students in June. A 1997 graduate of Brooklyn College, Dutt was a dedicated teacher and collaborator. A staunch advocate of environmental education, he was founder of Urban Naturalists, a science summer camp for city children. He will be sorely missed by all who knew him.

Welcome!

The School of Education extends a warm welcome to newly appointed faculty joining in the fall 2007 semester:

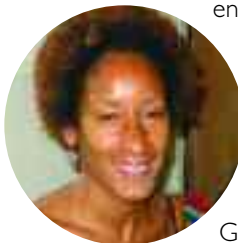
Delida Sanchez, assistant professor, school counseling, earned an Ed.M. in human development and psychology at Harvard Graduate School of Education and a Ph.D. in counseling psychology at Columbia University's Teachers College. Sanchez is a licensed psychologist and supervised the training of doctoral-level interns at the Pace University Counseling Center, where she taught graduate-level courses in school counseling. Her research interests include racial and cultural identity development among populations of color; and cross-cultural psychology, consultation, and outreach.



Sharon O'Connor-Petruso, assistant professor and program head, childhood education, joins the School of Education from SUNY at Old Westbury, where she taught materials and methods for teaching mathematics, elementary science, and technology. O'Connor-Petruso developed an online course for the SUNY Learning Network and an MST Inquiry Unit Model course assessment tool. She earned an Ed.D. in curriculum and instructional leadership and a professional diploma in school administration and supervision from St. John's University. Her research focuses on equity issues and cross-cultural issues in education.



Jennifer D. Adams, assistant professor, science and environmental education, earned an M.S. in secondary science education from New York University, where she was a Sterling-Winthrop Fellow; an M.S. in nutrition from Brooklyn College in 1996, and a Ph.D. in urban education from the CUNY Graduate Center. Adams taught high school science for eight years before joining the American Museum of Natural History as manager of curriculum initiatives for professional development programs. Her research focuses on the use of out-of-classroom experiences and cultural resources as paradigms for teaching science.



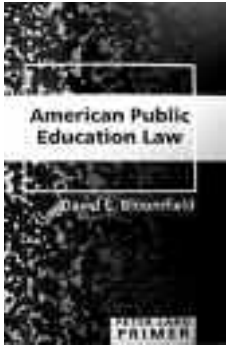
Herman Jiesamfoek, assistant professor, K-12 art education, earned an M.S. in dance and dance education and an Ed.D. in art and art education from Columbia University's Teachers College, where he later served as an instructor in art education as well as an arts education officer for the New York City Department of Education. Jiesamfoek was a professional ballet dancer for eleven years and taught ballet at the Dance Theatre of Harlem, the Dance Academy Brabant in Tillburg (the Netherlands), and the Viennese State Ballet.



Meral Kaya, assistant professor, childhood education, received an M.A. in teaching English as a foreign language from Bilkent University, Turkey, and an M.A. in language and literacy and a Ph.D. in early and middle childhood education from Ohio State University. She taught graduate and undergraduate childhood education at Mustafa Kemal University and Afyon Kocatepe University in Turkey, and at Rhode Island College. Her research interests include children's literature and literacy education.



New to the Bookshelf



David Bloomfield, associate professor, educational leadership, is author of *American Public Education Law* (Peter Lang, 2007), available at the Brooklyn College Bookstore.

Dean Deborah Shanley (left) was elected to the National Network for Educational Renewal's Executive Board and presented at the 2008 Summer Symposium on Democracy and Social Justice with Professor Nicholas Michelli (CUNY Graduate Center).



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

Deborah A. Shanley, dean
Wilda Gallagher, editor

A newsletter of the
School of Education

THE CHALKBOARD



COLLEGE



BROOKLYN

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

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