

2016–2017 ZANKEL FELLOWS

Laila Abdel Salam
Youth Researchers Collective

Claudia Azevedo
Special Ways of Knowing: Expanding
What Counts as Knowledge and Learning
with Bilingual Children with Specific
Learning Disabilities
Reading and Math Buddies

Christina Amendola
Speaking to the World: Performance and
Publication Programs for Students
Reading and Math Buddies

Dyanne Baptiste
Enhancing Mathematics Opportunities in
Community Schools
Reading and Math Buddies

Valon Beasley*
Speaking to the World: Performance and
Publication Programs for Students
Reading and Math Buddies

Angela Brown
Raising Educational Achievement
Coalition of Harlem

Chelsea Brunner
Supporting Elementary Science Teaching
in Urban Classrooms

Iain Coggins
Speaking to the World: Performance
and Publication Programs for Students
Reading and Math Buddies

Katherine Crescenzo
Teachers College Community School
Reading and Math Buddies

Kelly DeLuca
Raising Educational Achievement
Coalition of Harlem

Elizabeth Erickson
Speaking to the World: Performance and
Publication Programs for Students
Reading and Math Buddies

Lora Hawkins
Speaking to the World: Performance
and Publication Programs for Students
Reading and Math Buddies

Denise Jones
Raising Educational Achievement
Coalition of Harlem

Karl Joyner
Raising Educational Achievement
Coalition of Harlem

Bona Lee
Teachers College Community School
Reading and Math Buddies

Brielle McDaniel
Teachers College Community School
Reading and Math Buddies

Sophie Mendelson
Raising Educational Achievement
Coalition of Harlem

Nathan Mullen*
Raising Educational Achievement
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Michael O'Neill
Teachers College Community School
Reading and Math Buddies

Ailene Orr
Latino Children's Literature:
Mediating Latino Children's Learning
Reading and Math Buddies

Brittany Palmer
Teachers College Community School
Reading and Math Buddies

Laura Petty
Raising Educational Achievement
Coalition of Harlem

Sabrina Poms
Special Ways of Knowing: Expanding
What Counts as Knowledge and Learning
with Bilingual Children with Specific
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William Reese
Raising Educational Achievement
Coalition of Harlem

Meagan Richards*
Raising Educational Achievement
Coalition of Harlem

Ricardo Rivera
Movement and Physical Activity Program

Emily Rote
Reading Specialists at the Heritage
School
Reading and Math Buddies

Leslie Saint-Jour
Movement and Physical Activity Program

Iman Sebuya
Raising Educational Achievement
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Anita Sidler
Raising Educational Achievement
Coalition of Harlem

Diamond Smith-Edmonds
Raising Educational Achievement
Coalition of Harlem

Samantha Stevens
Reading Specialists at the Heritage
School
Reading and Math Buddies

Dejaunique Thomas
Teachers College Community School
Reading and Math Buddies

Gina Tribotti*
Speaking to the World: Performance
and Publication Programs for Students
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Renquwen Wu
Teachers College Community School
Reading and Math Buddies

Selma Zaki
Youth Researchers Collective



Arthur Zankel Urban Fellowships 2016–2017

The Zankel Urban Fellowship, now in its 10th year, has enabled more than 400 Teachers College students to lend their talents to programs serving disadvantaged youth. Collaborating with NYC teachers in public school classrooms and after-school programs, Zankel Fellows strive to increase students' skills in reading, mathematics, and other disciplines. This hands-on work enriches the TC community by supporting faculty research focused on improving educational outcomes.



■ **Sabrina Poms**
Building Knowledge through Experience

Sabrina Poms's experience at PS 103 Dos Puentes Elementary School broke open her concept of teaching science and history to bilingual students with diverse learning needs. She and her co-facilitator in the "Ways of Knowing After School Program" made it their mission to find interesting access points to the material that would draw students in, build upon their knowledge, and support academic skills. She worked with second and third grade students categorized with disabilities, designing interdisciplinary activities that would explore the students' knowledge.

Sabrina wove in authentic literacy practices, such as scientific journals and informational posters, with hands-on activities. Through the use of iPads and cameras for a photography unit, students learned the value of multiple perspectives. They acquired critical thinking skills as they explored erosion around the world and in their own community. And they were empowered to identify as experts when they took on the role of historians by participating in a building analysis of their own school building.

Sabrina worked with a second grade student who has difficulties controlling his body and voice and struggles with literacy. Together, they engaged in constant reflection about his learning needs and the activities that would help him connect with the content. Sabrina recognized a way to connect to the boy through his impressive catalog of knowledge about cartoons and video games. The more she learned about the video games and comics he enjoyed, the more she could use these themes to gain this students' trust and build upon his knowledge. As a result, both of them have grown tremendously.

My co-facilitator and I made it our mission to find interesting access points to the material that would draw students in.

* one semester only



■ **Dyanne Baptiste**
Building a Mathematics Identity

With experience at the high school level, Dyanne Baptiste wondered how the 7th graders at Columbia Secondary School would respond to her teaching style. She soon saw how they could think deeply about concepts when given the opportunity. **The class engaged in thought-provoking discussions and were enthusiastic about problem solving. The students welcomed her back each week as they looked forward to challenging activities.**

Dyanne spoke with students about their mathematical abilities and their feelings about learning. Because trust is fundamental for building mathematics identity, Dyanne was pleased that the students felt comfortable being a partner with her in the learning process.

As mentor to the current 7th grade mathematics teacher, Dyanne provided guidance as they strengthened his teaching strategies. It is easy for teaching to become routine and one way to avoid this is through reflection. **They often role-played implementation of their ideas, allowing them to anticipate questions and make strategic decisions about creating opportunities for socially-constructed learning.**

■ **Sophie Mendelson**
Art is Essential

When Sophie Mendelson arrived at PS 36, the students had not been exposed to art class for two years. Her experience as an art teacher to grades K-5 reinforced her belief in the benefits of quality art education as she witnessed firsthand what an impact it has on students.

Sophie focused on designing units that prioritized students' learning and that celebrated their abilities and encouraged exploration, rather than imposing "right and wrong ways." By designing student-centered projects, students could tap into their own imaginations. During a unit focused on building sculptures out of found objects, students transformed materials into cars and rocket ships, restaurants and houses. One kindergartener was delighted to share a book machine that makes books, and a cash register because you have to pay for the books.

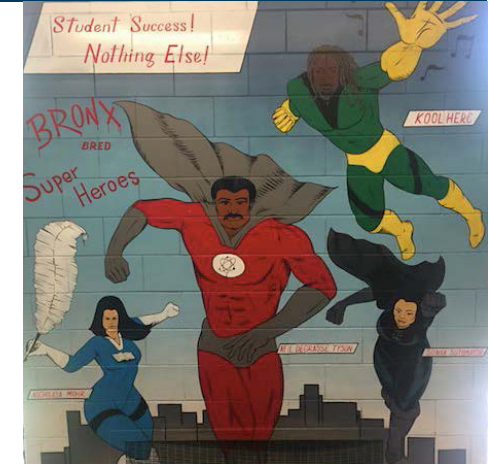
Teachers expressed their gratitude to Sophie as they saw the children benefitting from the creative work. The students were excited to share their ideas with each other and the larger school community. In turn, Sophie takes pride in the work the students created and in the joy they seemed to have while participating in her class.

■ **Will Reese**
The Flow Family

When given the opportunity to design an after-school program of his choice at Heritage High School in East Harlem, Will Reese was eager to incorporate his passion for the poetry and melodies of hip-hop. He first presented the "Power of Flow" class to students in the beginning of the school year and was energized by their positive reaction.

Students from grades 9–12 signed up for the after-school program which met twice a week. He focused on building a positive relationship with the students by validating their experience and putting them at the center of their learning. **A disaffected senior began attending his classes regularly after joining Will's program and spoke with confidence of his poetry writing skills.** Another student who lacked confidence in creating music found a comfortable role in the program as a presenter.

Despite the challenges of luring students into a program, he maintained a core group of 15 students referring to them as the "Flow Family," marveling at how they grew in the process of creating their own musical expressions. Will feels privileged to have harnessed the "innocent courage and natural joy of young people."



■ **Ricardo Rivera**
The Power of Physical Activity

In his work with preschool age children in the Small Kids in Physical Activity (SKIPI) program at Columbia University Early Head Start (CUEHS), **Ricardo was dedicated to helping each child, regardless of skill level, to develop a love of physical activity.** Ricardo laid the foundation for developing lifelong motor skills and nurtured the children's enjoyment of exercise.

Ricardo's responsibilities included creating classroom activities that fostered motor development. He made it a priority to recognize the children's individual needs and to spend time with families to develop rapport. He reflected with teachers on students' strengths and crafting lessons that built on motor development and hand-eye coordination. Ricardo also collaborated on areas of improvement with the teachers.

Ricardo was delighted to see how his activities appealed to both students and parents who took ownership of their physical activity. He looks ahead to continuing to help children as they progress through their developmental milestones; to inspire them to dance, play, and be active; and to ultimately achieve their full potential.

■ **Brittany Palmer**
Making Literacy Instruction Meaningful

At the beginning of her assignment as a Literacy Interventionist at the Teachers College Community School (TCCS), Brittany Palmer noticed that several of the students in kindergarten, first, and second grades became visibly anxious when told it was reading or writing time. **Brittany knew she had to change their mindset if she hoped to capture their attention, so she emphasized the purpose of literacy activities in order to show her students how they could take ownership of their own learning.**

Brittany considered each student's background, interests, and needs when planning instruction. And she committed to collaborating with classroom teachers to ensure that students were receiving engaging individualized instruction.

One particularly reluctant kindergarten student later identified himself as an "avid" reader. Brittany's efforts clearly resonated with him as he steadily gained confidence in his abilities. **He would explain how using his toolkit of word reading strategies such as the "chunky monkey" helped him break apart unfamiliar words.** She shared his pride when his classroom teacher informed him that he had moved up to a higher reading level.

■ **Elizabeth Erickson**
The Joy of Reading

While planning for the year at PS 162 in the Bronx with the seventh-grade teachers, Elizabeth and the team came to the realization that the students had lost their joy of reading. Instead of fond memories of immersive experiences with literature, the adolescents were burned out on rote review of test material. **Elizabeth and the other teachers set out to bring back the joy with a dystopian novel that would prompt the students to question their understanding of what is right and wrong. To their delight, they soon saw students competing with each other over who had read the most pages of the novel.**

PS 162 was scheduled to close at the end of the academic year, which weighed heavily on Elizabeth. And yet, she was encouraged by the teachers' renewed commitment to their work, and by the students' engagement—despite the knowledge they were attending a failing school. Although the school had to close, Elizabeth still has high hopes for her students who will take the power of reading and literacy with them.

Trust is fundamental for building mathematics identity.

By designing student-centered, open-ended projects, students were required to tap into their own imaginations.

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I look ahead to ways in which I can continue to help children as they progress through their developmental milestones.

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