

## 2017–2018 ZANKEL FELLOWS

**Laila Abdel Salam**

Youth Researchers Collective

**Shannon Allison\***

Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Anamaria Amador**

SKIP! Small Kids in Physical Activity Movement Program

**Erinn Arbelaez\***

Raising Educational Achievement Coalition of Harlem

**Paulette Arquer-Haddock\***

Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Michael Awad\***

Raising Educational Achievement Coalition of Harlem

**Trisha Barton**

Creative Technologies Fellows

**Haile Bennett**

Community Media Story-Mapping Project

**Martha Blanco**

Young Historians in Harlem

**Melissa Brenman\***

Teachers College Community School

**Mengmeng Cao\***

Teachers College Community School

**Paulina Castro Wolf\***

Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Jennifer DeCerfe\***

Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Aiste Degeys**

Supporting the Healthy Development of Young Girls in NYC

**Kelly DeLuca\***

Raising Educational Achievement Coalition of Harlem

**Jamela Dermish\***

Reading Specialist Fellows at Frederick Douglass Academy II

**Hayleigh Elmore\***

Teachers College Community School

**Nataja Flood\***

Raising Educational Achievement Coalition of Harlem

**Avery Forbes**

Creative Technologies Fellows

**Cheryl Foo**

School-Based Mental Health Collaboration

**Erika Gillette\***

Teachers College Community School

**Lucy Green\***

Raising Educational Achievement Coalition of Harlem

**Mary Inge**

The Public Good: A Public School Support System

**Eric Johnson\***

Raising Educational Achievement Coalition of Harlem

**Karl Joyner\***

Raising Educational Achievement Coalition of Harlem

**Jihe Jennifer Jung\***

Raising Educational Achievement Coalition of Harlem

**Matthew Kautz**

Young Historians in Harlem

**Erika Kessler**

Environmental Sustainability Education (ESE) for All

**Darya Kostikina**

Developing Skills of Argument through Dialogue

**Alexander Lee\***

Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Bona Lee\***

Teachers College Community School

**Jeremy Martin**

The Art and Literacy of Justice: Creating Life After Rikers Island

**Linda Moftah\***

Data-Based Math Support in Elementary Schools

**Heather Mui\***

Teachers College Community School

**Nathan Mullen\***

Raising Educational Achievement Coalition of Harlem

**Eva Neeves\***

Speaking Out: Exploring Project-Based Pedagogies with Students

**Laura Petty\***

Raising Educational Achievement Coalition of Harlem

**Andrew Ravin\***

Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Shamari Reid**

The Public Good: A Public School Support Organization

**Emily Rempell\***

Raising Educational Achievement Coalition of Harlem

**Melanie Rodriguez**

SKIP! Small Kids in Physical Activity Movement Program

**Christopher Sanacore\***

Leveraging Linguistic and Cultural Diversity to Improve Student Achievement and College Readiness

**Leslie Shellito\***

Data-Based Math Support in Elementary Schools

**Tal Siegel**

The Art and Literacy of Justice: Creating Life After Rikers Island

**Katelyn Sokol\***

Reading Specialist Fellows at Frederick Douglass Academy II

**Robin Stieglitz\***

Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities

**Rebecca Sullivan**

Engaging City Youth with Interdisciplinary Study

**Andrea Wiley\***

Speaking Out: Exploring Project-Based Public Pedagogies with Students

**Maya Williams**

Young Researchers Collective

**Renquiuwen Wu\***

Teachers College Community School

\* Reading and Math Buddies

# Arthur Zankel Urban Fellowships 2017–2018

The Arthur Zankel Urban Fellowship Program has been providing essential support to TC students since 2007, enabling them to learn through hands-on experiences in NYC schools, organizations and communities. Thanks to the generous support of the Zankel Family, hundreds of Fellows have created mutually beneficial relationships with underserved children, improving long-term learning outcomes in reading, mathematics, science and more.



■ **Shannon Allison**  
Reading and Math Buddy  
*Speaking Out: Exploring Project-Based Public Pedagogies with Students*

Before attending Teachers College, **Shannon Allison** spent 7 years teaching English Language Arts and Social Studies at Shonto Preparatory Technology High School in Shonto, Arizona, on the Navajo Nation. As a member of the Diné (Navajo) and born into the Kin ichíí'nii (Redhouse) clan, Shannon has a unique perspective on education within minority groups and communities.

Encouraged by the opportunity to change things in her own school and community, Shannon decided to pursue a Master's in Education at Teachers College.

As a Zankel Fellow, Shannon has led a storytelling and publication project with teachers and incarcerated students at the East River Academy and the Morris Academy for Collaborative Studies (MACS) in the South Bronx. Shannon explains that the publication project “**encourages and celebrates student voice—emphasizing the student's lived experiences in the curriculum.**”

At the conclusion of the project one student told Shannon that she had helped her to

learn “*to look beyond the physical and realize everyone has an interesting and worthwhile story to tell.*”

Through her work at TC and as an educator and Zankel Urban Fellow, Shannon is determined to engage in curriculum development that examines students' cultural knowledge, class, language, and identity so that students have the opportunity to connect with what they see, hear, and study in class. “**I aspire to be a changemaker and enact reform initiatives that support a rigorous curriculum aligned to students' identities.**”

*aspire to be a  
changemaker*



■ **Linda Mofteh**  
Reading and Math Buddy  
*Data-Based Math Support in Elementary Schools*



■ **Karl Joyner**  
*Raising Educational Achievement Coalition of Harlem (REACH)*



■ **Robin Stieglitz**  
Reading and Math Buddy  
*Special Ways of Knowing: Learning with Bilingual Children with Mild Disabilities*



■ **Avery Forbes**  
*Creative Technologies*



■ **Matt Kautz**  
*Young Historians in Harlem*



■ **Jennifer DeCerfe**  
Reading and Math Buddy  
*Speaking Out: Exploring Project-Based Public Pedagogies with Students*

For the past year, Zankel Urban Fellow **Linda Mofteh** has been working with two fourth grade classes at Harlem’s Margaret Douglass School (P.S. 36). After working alongside teachers supporting the class and leading small groups of students, Linda began to see a shift in her students and their attitude towards math. They were becoming eager and excited about math problems and keen to participate in exercises that demonstrated their knowledge.

**“It was evident in the growing confidence and authority with which students spoke about their work and thinking processes, as well as the ownership they took over their learning. Recently, upon reviewing material from a previous session, one student proudly proclaimed, ‘I already know how to do this’ and then proceeded to explain his process to a peer.”**

Linda’s placement has emphasized her passion for sharing mathematics with students. **“Being a Zankel Fellow enabled me to engage with students, while also deepening my personal, professional, and pedagogical understandings of how to simultaneously support and empower them as math learners.”**

After focusing his debate lessons on storytelling, speech games and debate activities, Zankel Urban Fellow **Karl Joyner** decided he needed to energize his students at the Academy of Social Action (ASA) and show them where the magic happens—the NY County Criminal Court in Chinatown.

On the field trip to the criminal court, the students were able to see the courtroom; the various people involved, and experience high-class debate skills in action. Throughout the following semester the students participated in an in depth study of the courtroom. They conducted research, interviewed each other and held a mock trial.

**“They analyzed the types of arguments that are made and prepared their own opening and closing arguments.”**

Karl was thrilled with his Zankel Urban placement and grateful he was able to be creative in his approach to teaching and engaging students. **“Both my co-teacher and the school’s principal were extremely helpful in making sure I was prepared, had access to technology, and developing strategies to keep my students engaged.”**

Every Wednesday afternoon, **Robin Stieglitz** and her four TC peers worked with after-school students at Washington Heights elementary school, Dos Puentes (M103). Dos Puentes has a dedicated after-school program for children with learning difficulties. The after-school experience for third and fourth grade students has a focus on culturally appropriate literacy and science activities. **“Because our units are designed around student-centered topics, our third and fourth graders would eagerly look forward to our once-a-week sessions.”**

Robin found strength in her placement and thoroughly enjoyed the time allotted to work with the select group of children. Co-teaching with her peers and leading activities for small groups created strong bonds between both teachers and students, opening communication channels not necessarily available in the regular classroom. Thanks to the Zankel Urban Fellowship, Robin was able to truly assist the development of children in need.

**“The after-school classes allowed children who often struggle in the academic setting to have more control, fluidity, and freedom in their learning.”**

As the leader of a creative technologies club at Teachers College Community School (TCCS), **Avery Forbes** sought unique ways to introduce her students to creativity, art and craft. Utilizing methods from Science, Technology, Engineering, Art and Mathematics (STEAM), Avery and her teaching partners opened up their students’ minds to subjects they had previously claimed they ‘hated’. **“Because our club explored engineering through art, it created opportunities for students, who may normally have felt left behind in Science and Math classes, to realize that they are smart, creative, and have the power within to create amazing things.”**

Students that were often categorized as having behavior problems in the classroom, were seen to be invested and hard at work in Avery’s club. By sharing activities and methodologies with TCCS teachers, Avery revealed how “troublesome” students, once invested in a lesson, were capable of a lot more. **“Our hope is that this inspired TCCS teachers to incorporate more STEAM based activities and creative work in their own lessons in order to better engage all types of learners.”**

When **Matt Kautz’s** after-school Young Historians in Harlem program commenced, his 10th grade students were quiet, shy and reluctant to share their ideas or speak in public. However, by the end of the year-long program, the students from Frederick Douglass Academy II had shifted into inspired, confident writers and presenters, keen to explore and proudly share their neighborhood’s history.

Students developed a historic Harlem walking tour, coupled with an interactive online presence that provides digital exhibits using image, prose and video to construct public histories. One student also worked on a project that examines the relationship between race, culture, and identity from the Harlem Renaissance to the present through the medium of poetry.

The Young Historians in Harlem program continues to grow and encourage the students involved to go above and beyond. Matt says that **“beyond the program, our students have volunteered to represent the school in public spaces, and school officials have informed of us that they believe this to be a result of our work in Young Historians.”**

Zankel Fellow **Jennifer DeCerfe** was selected by TC’s Center for the Professional Education of Teachers (CPET) to facilitate a writing project at Fordham Leadership Academy (FLA) and Bronx High School of Business (BHSB). However, she hit a slight obstacle when the students told her that they were frightened and too embarrassed to write and share their stories. After a few brainstorming sessions with her peers and support teacher, Jennifer had the students start by sharing their stories verbally into the computer microphone. The computer would then transcribe them into a Google document for the students to read and share as their pre-draft. Upon seeing their stories transcribed, the students overcame their fears and were convinced that they did in fact have something to share.

At the conclusion of the project, the change in the students was unbelievable. **“We had great success and fun reading student work out loud, complete with backing soundtracks! You can just see student confidence grow as they hear the appreciation from their class. I am so proud of the way they put their stories and ideas out there into the world.”**

*empower math learners*

*developing strategies*

*freedom in their learning*

*power within to create*

*grow and encourage*

*see student confidence grow*