

# TC Today

THE MAGAZINE *of*  
TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY

SPRING/SUMMER 2017

**SCENES FROM  
CAMPUS:  
TC OLD  
AND NEW**

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**“COOPERATION”  
WAS HIS  
WATCHWORD:  
THE IRREPLACE-  
ABLE MORTON  
DEUTSCH**

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**THE PRINCIPAL  
OF THE THING:  
CHUCK CAHN**

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# WHERE DO WE GO FROM HERE?

TC faculty, alumni and students on the future of public education

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## ON THE COVER



Photograph: Bill Cardoni

# At home with numbers

**Shailaja Nagarkatte**  
Ed.D. '83, Mathematics

## Profession

Professor of Mathematics, Queensborough Community College (QCC). Dr. Nagarkatte's husband, Umesh Nagarkatte (Ph.D. '76, CUNY Graduate Center), taught mathematics at Medgar Evers College.

## Proudest accomplishment

"Providing students in-depth knowledge of mathematics while making the learning process fun with spontaneous humor."

## What I learned at TC

"I wanted to give up my studies because of health problems. Dr. Paul Rosenbloom convinced me to continue. I finished my degree and taught for 35 years at QCC. His approach to encourage students always worked."

## What I learned in life

"Till your last breath, use your talents to contribute towards a better world."

## Why I support TC students

"TC gave me full financial aid for my master's degree and, based on my performance, continued it for my doctorate. TC helped me to my successful career. We are so grateful."

## TC Gift

As Grace Dodge Society members, the Nagarkattes have provided for TC in their will with a gift for their endowed scholarship: the Dr. Shailaja Nagarkatte & Dr. Umesh Nagarkatte Endowed Scholarship Fund for TC students in Mathematics Education. They have created the scholarship now, enabling them to enjoy meeting their scholar and share in their student's academic success.

*To create an endowed fund through a planned gift or establish an endowed fund now, contact Louis Lo Ré at 212-678-3037 or [lore@tc.edu](mailto:lore@tc.edu)*



THE CAMPAIGN FOR  
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**Shailaja Nagarkatte**  
Ed.D. '83, Mathematics

SUPPORT our STUDENTS

Photo Bruce Gilbert

# Walking the TC Way

In 2013, New York City renamed West 120th Street “Teachers College Way”—a phrase that also reflects our ethos of translating ideas into practice to build a better educated, more just, safer, healthier and more equitable world.

This issue of *TC Today* brings you stories of TC community members who are walking the TC Way by advancing and defending the values we hold dear.

First and foremost is public education itself, which critics wrongly portray as an utter failure. In our cover story, TC faculty, alumni and a student offer powerful counter-narratives and ideas ranging from holding charter schools and other quasi-private institutions more accountable to redressing the gerrymandering of voter districts that create “have” and “have-not” schools. Closer to home, alumnus Michael Usdan urges us to learn more about our local school boards, arguing that, with the system’s future in question, participation is crucial.

You’ll also read about two remarkable mothers of daughters with similar names, both of whom I had the honor of recognizing with TC’s Medal of Excellence at our Academic Festival in April. We will never forget alumna Phyllis L. Kossoff’s inspiring story of her fight for people with cystic fibrosis after losing her daughter, Stephanie, to the disease. Phyllis also funds TC’s Phyllis L. Kossoff Lecture on Education and Policy while generously supporting our students. Together with *her* daughter, Stefanie — better known as the singer Lady Gaga — Cynthia Germanotta and the Born This Way Foundation promote young people’s mental wellbeing to help them create a kinder world.

Chuck Cahn, too, has walked the TC Way, using

his Wall Street smarts to create and expand TC’s Cahn Fellows Program for Distinguished Principals, which unites top public school leaders to share concerns and ideas and grow as professionals.

This spring, TC also lost two greats who devoted their lives to ensuring equal opportunity and social justice for all. Their legacies remain present in all that we do.

Trustee Emerita Abby M. O’Neill, who died in May, believed passionately that “education is the secret to it all.” Abby created TC’s George & Abby O’Neill Chair in Economics & Education and the Abby M. O’Neill Fellowship, which provides teacher preparation in key areas and excellent teachers in underserved communities.

Morton Deutsch, TC’s great social psychologist and founder of the field of conflict resolution, died in March. Mort revolutionized thinking about marital conflict, education, industry and labor negotiations, and international relations. He also believed that human beings are fundamentally good.

“Violence and war are potentials of humans, but they are not inevitabilities,” Mort said, adding that peace “takes time, planning and effort.”

Words to live by as we, too, walk the TC Way.



“Teachers College Way”—since 2013, the official name for West 120th Street — “also reflects our ethos of translating ideas into practice to build a better educated, more just, safer, healthier and more equitable world.”

SUSAN FUHRMAN (PH.D. '77)



# Still acting up

## **Kevin Jennings**

M.A. '94, Interdisciplinary Studies in Education

### **Profession**

Social Justice Advocate; former Assistant Deputy Secretary for the Office of Safe and Drug-Free Schools; founder of GLSEN (the Gay, Lesbian and Straight Education Network)

### **Proudest accomplishment**

"Helping students found the nation's first Gay-Straight Student Alliance in 1988."

### **What I learned at TC**

"I was interested in how to create change and took a wonderful class with Linda Darling-Hammond, who taught me that 'change is a process, not an event.'"

### **What I've learned in life**

"Social change is a marathon, not a sprint."

### **Why I support TC's students**

"I was lucky enough to receive financial aid to go to TC. My partner, Jeff, and I were proud to endow a scholarship so that future generations will have the same opportunity."

### **TC Gift**

With Jeffrey Davis, established The Jennings-Davis Scholarship Fund for a master's or doctoral student in financial need with a commitment to research and practice surrounding LGBTQ issues and awareness.

SUPPORT our STUDENTS

*You, too, can support TC's students.*

*Contact Linda Colquhoun*

*at 212 678-3679*

*or visit [tc.edu/supportstudents](http://tc.edu/supportstudents)*

WHERE  
THE FUTURE  
COMES FIRST

THE CAMPAIGN FOR  
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Photo Bruce Gilbert

# Short Takes

... on big news at the College



EDUCATION IS

Equality

## TC WRIT LARGE

The “Your Role in Democracy” event, held in March. See “Speaking Out,” page 8

## News@TC

The education crisis of the global refugee population; how to create math identities for young people of color; intolerance in post-election America; lying in psychotherapy; and more.

# Educating the Displaced

HOW TO BUILD FUTURES FOR GENERATIONS IN LIMBO



**A**S A MAJORITY OF THE WORLD'S displaced people settle in urban areas, Teachers College researchers are recommending ways to improve access to education for urban refugees.

A report released in early March by Teachers College faculty members Mary Mendenhall, S. Garnett Russell and Elizabeth Buckner, "Urban Refugee Education: Strengthening Policies and Practices for Access, Quality, and Inclusion," is the

The TC team interviewed

**190**

respondents working for UN agencies and international and non-governmental organizations around the world.

first-ever global study of urban refugee education. Funded by the U.S. State Department Bureau of Population, Refugees, and Migration, it documents the lack of access to schools and other educational and support services for displaced children, a majority of whom have settled in cities and urban areas rather than clustering in camps.

The TC team interviewed 190 respondents working for UN agencies and international and national non-governmental organizations in 16 countries across the Middle East and North Africa, Latin America, Sub-Saharan Africa and Asia. They conducted additional, in-depth case studies in Nairobi, Kenya; Beirut, Lebanon; and Quito, Ecuador.

Mendenhall, who led the study, says the findings suggest that "the world community must uphold its collective responsibility to help children and youth who have fled regions affected by armed conflict go to and stay in school. By ignoring this responsibility, we risk losing yet another generation of children to illiteracy, ignorance, poverty and the need to turn toward desperate and extreme solutions to meet their basic needs."

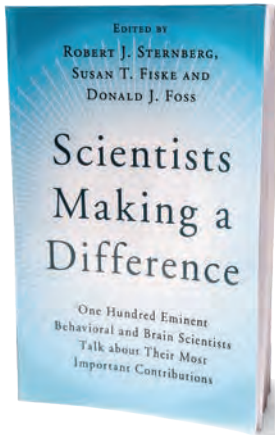
Read the full report at [tc.columbia.edu/ure2017](http://tc.columbia.edu/ure2017).

## CUB ACTOR LANDS DREAM ROLE

**F**ifth-grader Devin Graves of the Teachers College Community School (TCCS) is touring professionally as the cub Simba in "The Lion King". Devin constantly draws on the innovative TCCS music curriculum, which — supported by the Morse and Nelson families — has included violin (third grade), choir (fourth grade), composition (fifth grade) and membership in TCCS's award-winning orchestra. "Our teachers treat us like adults. I know many schools don't offer any music, and I feel badly for those students," he says.







## Two for the Ages

**J**EANNE BROOKS-GUNN EXPLORES THE confluence of genes and the environment. The late Morton Deutsch was a pioneer in conflict resolution. Yet the two TC psychologists share common ground: Both appear in *Scientists Making a Difference: One Hundred Eminent Behavioral and Brain Scientists Talk about Their Most Important Contributions* (Cambridge 2016). And both have clear goals. Wrote Deutsch: “I wanted to do work that would contribute to the development of a peaceful world.”



## HIDDEN FIGURING: SURFACING MATH SOCIALIZATION

The movie “Hidden Figures” tells of three black, female mathematicians who contributed to American space flight. But for every Katherine Johnson — the movie’s real-life heroine — many students of color still attend schools with no algebra or trigonometry, said Erica Walker, Professor of Mathematics & Education, in delivering TC’s Edmund W. Gordon Lecture in February. Walker’s antidote: experiences with mathematical ideas, often in informal spaces, prompted by sponsors ranging from teachers to peers. “I always think, ‘What would others like Katherine Johnson have achieved if they had not had to fight for access and opportunity?’”

**BRAVA ALL AROUND** Taraji P. Henson as NASA’s Katherine Johnson

## HONORS & DISTINCTIONS

Psychologist **W. Warner Burke** received an Outstanding Civilian Service Medal Award from the Department of the Army for co-founding the Eisenhower Leader Development Program for tactical officers at the U.S. Military Academy at West Point.



**Ernest Morrell**, Macy Professor of Education, received the Divergent Award for Excellence in 21<sup>st</sup> Century Literacies, given by the Initiative for 21<sup>st</sup> Century Literacies Research.



**Marie Miville**, Professor of Psychology & Education and Chair of TC’s Department of Counseling & Clinical Psychology, received the Janet E. Helms Award for Mentoring and Scholarship at TC’s Winter Roundtable for work on multicultural gender roles and wellness in marginalized communities.



**Kimberly Noble**, Associate Professor of Neuroscience & Education, received the Association for Psychological Science’s Janet Taylor Spence Award for Transformative Early Career Contributions.



ED TECH 2.0



Arguing in *Education Week* in February that “when it comes to education technology, the logical connection between evidence of effectiveness and the wisdom of investment decisions is often ignored,” TC President **Susan Fuhrman** outlined eight steps for improving the ed tech industry. They include relying on research about how best to teach a particular topic; investing in teacher and school-leader professional development; and safeguarding student privacy. “The throw-it-against-the-wall mentality” is not only inefficient, Fuhrman writes, but “a failure of responsibility to students, who go through school only once.”



**AERA’s President-Elect: Amy Stuart Wells**

**A**MY STUART WELLS, PROFESSOR OF SOCIOLOGY & Education at Teachers College, has been voted President-elect of the American Educational Research Association (AERA). Ernest Morrell, the College’s Macy Professor of Education, has been elected to one of two Member-at-Large positions on the AERA Council. Wells’ term as AERA President will begin on April 17, 2018, following the conclusion of the organization’s 2018 Annual Meeting, while Morrell has begun a three-year term as Member-at-Large.

TC WORKSHOPS

SPEAKING OUT

John Dewey, speaking from beyond? No, just a van beaming “Education = Democracy” onto TC’s exterior one evening in March. The occasion — “YOUR ROLE IN DEMOCRACY: Beyond the Protest,” co-sponsored by TC’s Student Senate — featured Women’s March on Washington Co-Chair Carmen Perez, the Anti-Racist Alliance and a workshop on grassroots campaigning. “I loved coming here,” said light show auteur Mark Read of the Illuminator Collective. “TC has always been about making education equal and open to all.”



ICONICBETARY/ISTOCK BY GETTY IMAGES

ASSESSING INTOLERANCE IN POST-ELECTION AMERICA

“Communities like Flint, Ferguson and Standing Rock are even more vulnerable now” because “we don’t have leadership in the White House who acknowledge racism, classism” and other forms of oppression. “It is more important to speak out on these issues and raise awareness within psychology and education.”

FACULTY MEMBER GREGORY PAYTON AT TC’S 37<sup>TH</sup> WINTER ROUNDTABLE, “FROM FERGUSON TO FLINT: MULTICULTURAL COMPETENCIES FOR COMMUNITY-BASED TRAUMA”, <http://bit.ly/2qMn3n9>



## Loud Reports: Headline-Makers from TC

New findings on honesty in psychotherapy, the children's maker movement and reimagining "place" in inclusive education

■ In September's *Counseling Psychology Quarterly*, TC doctoral student **Matt Blanchard** and Psychology & Education Professor **Barry Farber** report that 93 percent of patients they surveyed lied to their psychotherapists. The figure dovetails with estimates



of lying in everyday life, but it's much higher than those found in past studies, which largely ignore lying about therapy itself (e.g., pretending to like the therapist or agree with his or her advice). Blanchard and Farber found that therapy-related lying is even more common than lying about sex. Younger clients and those of different ethnicity than their therapists lied more, but all therapists should pay heed:



"While client honesty will never be totally unbounded, clinicians who address issues of emotional safety, trust, confidentiality, and disclosure in the earliest stages of therapy and who revisit these issues periodically throughout treatment, are likely to encounter more open and engaged clients."

■ The maker movement is hitting elementary schools, but mere proficiency with 3D printers and laser engravers isn't the point, writes **Nathan Holbert**, Assistant Professor of Communications, Computing & Technology, in December's *Journal of Entrepreneurship*. Rather, "Making is a literacy... a way of taking responsibility for challenges and obstacles faced by oneself and one's community."



Holbert recruited fourth graders to do just that by designing "dream toys" for younger children. Such efforts infuse learning standards with "personal stories and histories, with meaning and communal values, and ideas that have the power to change the world around us."

■ "Inclusive education" once meant making schools "hospitable to all forms of difference," writes **Srikala Naraian**, Associate Professor of Education, in a recent *Teachers College Record*. Now it mainly signifies mainstreaming students with disabilities, which too often replicates old divisions. Naraian argues for "a new conception of place" to make inclusion "a spatially fluid project involving changing networks of people and experiences."

## IN BRIEF

■ **Henry M. Levin**, William Heard Kilpatrick Professor of Economics & Education, received the 2017 Distinguished Contributions to Research in Education Award given by the American Educational Research Association (AERA).

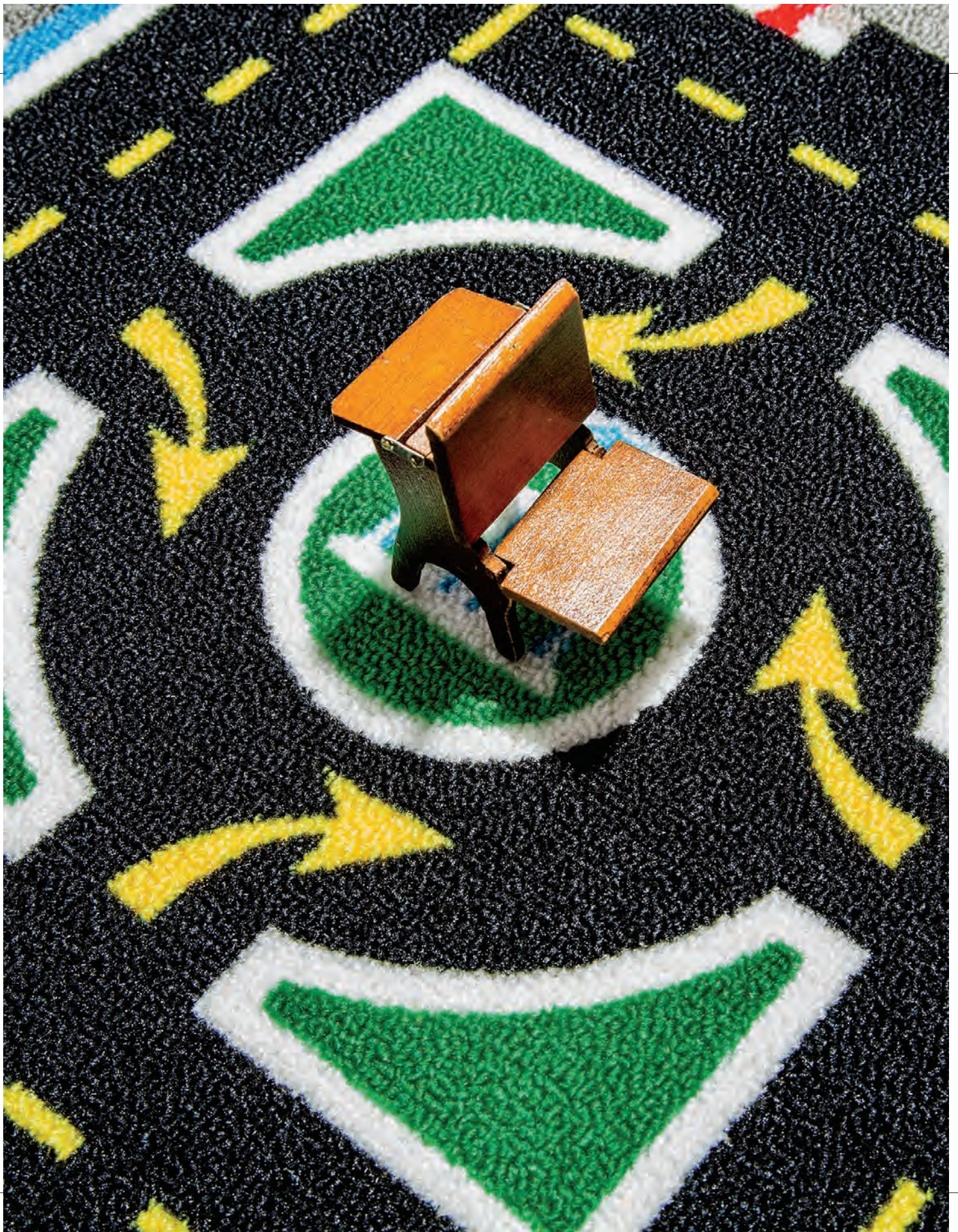
■ **Mariana Souto-Manning**, Associate Professor of Early Childhood Education, received AERA's 2017 Division K Mid-Career Award for her contributions to teaching and teacher education.

■ **Detra Price-Dennis**, Assistant Professor of Elementary & Inclusive Education, received the Division K Early Career Award.

■ **ZhaoHong Han**, Professor of Language & Education, gave the keynote address, "What Kind of Proficiency Should Be Sought After in ESP Education and How," at China's Fifth Conference on ESP (English for Specific Purposes).

■ **Xiaodong Lin**, Associate Professor of Cognitive Studies, was a special keynote speaker at the annual gathering of the National Council of Teachers of Mathematics, the nation's largest organization of mathematics teachers, in April. Lin, who is not a mathematician, presented her research showing that science test scores improve for high school students who learn that even great scientists fail and struggle throughout their careers.

■ TC Curriculum & Teaching doctoral student **Tran Nguyen Templeton** received a \$20,000 American Educational Research Association Minority Dissertation Fellowship.



# WHERE DO WE GO FROM HERE?



A

merican public education has changed dramatically during the past 50 years. ■ The majority of public school students now are non-white, including many recent immigrants. ■ Educators must comply with the Common Core State Standards, annually prepare students for standardized tests and undergo public evaluation.

BY SIDDHARTHA MITTER ■ PHOTOGRAPHS BY BILL CARDONI



S

ince its beginnings in 1992, the charter school movement has grown to encompass some 6,800 schools in 42 states and the District of Columbia, serving approximately 3 million students. Many are run by for-profit management companies that receive public dollars but little public oversight. Education voucher programs, through which families can use public funding to send their children to private schools, also have spread since the Supreme Court sanctioned the practice in 2002. And home schooling has grown rapidly as well, particularly among minorities. ■ The federal government plays a much stronger role in funding public schools and shaping education policy. Major foundations also actively influence policy and practice. ■ Now the current President and Secretary of Education seem poised to accelerate charter school development, education vouchers and other elements of privatization. Will public education as we know it survive? What needs fixing and what needs protecting? In the following pages, six TC faculty members, three alumni and a current student weigh in.

SONYA DOUGLASS HORSFORD

### We're Failing Our Schools, Not the Other Way Around

“We shouldn’t operate from the assumption that our schools are broken,” says Sonya Douglass Horsford, Associate Professor of Education Leadership. “They are doing exactly what they were designed to do: sift and sort children into different categories, largely for economic reasons.”

And therein, she says, lies the rub: “the irony and paradox” of expecting schools to serve as “an equalizing force in a country founded on race and class inequality.” The playing field is unequal, Horsford argues, because while some students have access to elite private schools or well-financed public schools in wealthy neighborhoods, others are funneled into racially and socioeconomically segregated spaces characterized by inexperienced teachers, limited resources and low expectations. The result is a dual system that Horsford describes as American education’s “new Jim Crow.”

The moral and economic dimensions of this crisis are intermingled, she says, and we all pay the price: “We must tap the potential, possibilities and gifts of our young people who, I would argue, hold the answers to society’s pressing problems. Educators, too, are poorly valued in a system guided by high-stakes testing and performance-based accountability.”

One barrier to better public understanding of the situation, Horsford argues, is a false dichotomy between, on the one hand, education that promotes citizenship and diversity and, on the other, schooling for college and career readiness. “We have to engage in parallel efforts — the two are not mutually exclusive,” she says. “Of course we need to reimagine schools and school systems that support everyone. But we also have to make sure that, in the meantime, we are preparing students to not only

**PARALLEL EFFORTS**

“Of course we need to reimagine schools and school systems that support everyone. But we also have to make sure that, in the meantime, we are preparing students to not only survive, but also thrive in an era of extreme inequality.”



a child or youth problem. It is an adult problem. It starts with us.”

LUIS HUERTA

### Privatization is Penalizing the Public

**F**or the past 20 years, the nation has increasingly placed its bets on charter schools, vouchers, business-style school management and the supposed benefits of market competition. Luis Huerta says it’s not working.

“The evidence shows that market competition and privatization are not increasing achievement or expanding access to better schools for many students,” says Huerta, Associate Professor of Education & Public Policy.

Even worse, says Huerta, school choice models have often *deprived* parents and communities of control over their kids’ education. “The push toward market models and devolution of public authority has been co-opted by a lot of private interests,” he says. A host of intermediaries has entered the field

survive, but also thrive in an era of extreme inequality.”

Achieving both ends at once requires equitable funding at a state level, school-family-community collaboration, and leadership for social justice. “We need a counter-narrative to the privatization and marketization of public schools — a simplified message that advances the values and virtues of public education. This is not

— big foundations, school management organizations, for-profit organizations — and often “their interests aren’t aligned with those of the community.”

Nor have charters lived up to their hype as well-springs of innovation. “Attempts to develop locally unique forms of schooling often took a back seat,” Huerta says. To command legitimacy — particularly in the form of test



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**REVERSING THE TIDE**

To command legitimacy — particularly in the form of test score results — charter operators have favored traditional design. “Over time, what has happened is replication at the expense of developing new forms of effective schooling.”

score results — school operators have favored traditional design. “Over time, what has happened is replication at the expense of developing new forms of effective schooling.”

Huerta believes market-driven reforms cannot succeed unless local authorizers are capable, willing and required to perform their oversight role and uphold equity and access. “That’s the pivot point,” he says. He supports a proposed law in Cali-

fornia that would prevent for-profit entities from governing a public school. But ultimately, he believes the stakes go beyond schools. “We’re seeing the dismantling of the administrative state and public institutions. That’s the tide that needs to be reversed.”

ERNEST MORRELL

**Choice — But with Change**

**E**rnest Morrell gladly endorses the idea of choice in education — at least in the abstract. “I wouldn’t want to have a conception of the public that meant you have no choices,” says Morrell, Macy Professor of Education and Director of TC’s Institute for Urban and Minority Education. “Wealthy people have always had choice, and that hasn’t been antithetical to serving the public good. The challenge is, how to help people who are not fully integrated into society, whose choices are very limited?”

Those are the people, says Morrell, who, for the past two decades, have been penalized by the “implicit-deficit” language — No Child Left Behind; Race to the Top; Every Child Succeeds — affixed to national education policy. “This language of being at risk makes children and



their families the subject,” Morrell says. “Whereas if you ask how a system can be more responsive and inclusive, the subject becomes those in power. How are we getting this wrong? What can we do?”

Seen this way, the choices parents make aren’t the core problem in U.S. education — even when their decisions result in re-segregated schools. “If suburban schools are going to be better funded, parents are going to move their kids there,” Morrell says. “It doesn’t mean they’re racist.” Better, he argues, to focus on the

#### RATIONAL CHOICES

“If suburban schools are going to be better funded, parents are going to move their kids there,” Morrell says. “It doesn’t mean they’re racist.” Better, he argues, to focus on the causes that make those choices rational.

causes that make those choices rational.

For example, the gerrymandering (rejiggering) in some regions of districts along party, racial or class lines has increased the funding of haves at the expense of have-nots. In other districts — particularly in Southern counties, under desegregation rulings whose effects have endured — there has been “more attention to material equity,” Morrell says. In those districts, “You’re going to go to school with people that are socioeconomically different from you.” He believes it’s worth fighting for similar metropolitan approaches. “These small districts don’t make sense by geography, but make a lot of sense when you see how hyper-segregated they are.”

Even though public education in America is “embattled,” Morrell says, he detects fresh opportunity and new activist energies for precisely such engagement. “Very articulate and poetic social movements are afoot and have rekindled an interest in education. For us in the field, it’s important to be vocal and present at this time.”

AARON PALLAS

### The Real Accountability Crisis: Public Dollars that Go to Private Schools

“I generally take issue with the notion that the U.S. education system is in crisis,” says Aaron Pallas, TC’s Arthur I. Gates Professor of Sociology & Education and Chair of the Department of Education Policy & Social Analysis.

American students have been middle-of-the-pack in international assessments for decades and recently, “we’ve seen trends





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**Public Education**

nationally in student achievement that are mostly flat, but show a slight uptick.”

Even incursions on public education by private and charter schools and home-schooling are less drastic than some suggest, Pallas says. More than 85 percent of students attend public school, with only six percent in charters. “Over the next five to 10 years I’d be very surprised if the proportion of students enrolled in traditional public schools fell below 75 percent.”

Still, Pallas adds, the U.S. education model breeds wide differences. “Some states, if left to their own devices, would do just fine, but others need federal guardrails and hand-holding.”

But with the new administration unlikely to support public schools, structural reform is off the table: “I don’t see much momentum for reallocating federal, state and local responsibilities.” The residential dynamics that produce de facto school re-segregation in many areas is “a problem that has proven pretty intractable.”

Given those dynamics, Pallas calls on states to hold private schools (which essentially include many charters) accountable for the public dollars they receive. Some publicly funded charters do not serve their fair share of struggling students, such as children with disabilities, while others stay open despite weak evidence of student learning. Meanwhile — now more than ever — public schools must seek answers within their walls.

“School choice doesn’t provide guidance in terms of the interaction among teacher, student and subject matter,” Pallas says. “Silver bullets like choice rely on the invisible hand. They do not tell us what content is important, or how teachers can teach in effective ways.”



**THE INVISIBLE HAND**

“School choice doesn’t provide guidance in terms of the interaction among teacher, student and subject matter. Silver bullets like choice rely on the invisible hand. They do not tell us what content is important, or how teachers can teach in effective ways.”



BASIL SMIKLE

## The Election's Upside: Now Comes the Backlash

**A**s both Executive Director of the New York State Democratic Party and a TC Politics & Education doctoral student, Basil Smikle believes America's schools are not entirely to blame for voter apathy or lack of civic participation.

"There are a lot of reasons why people don't vote," Smikle says. "If we spend more time teaching young people how to access government and why it affects their day-to-day lives, I think you'll see voter turnout rise."

Political parties must educate, too, Smikle says, because the new administration is emphasizing school choice and offering little support to traditional public schools.

### LOCAL ANCHORS

Smikle sounds two notes of caution. One is that battles over charter schools have often ended up pitting parents in communities against one another. The second is that activism only succeeds when it is locally anchored and guided.

Yet the broader political tide in education may have turned. "We have long treated students as 'units of human capital,'" he says. "And I think that there is a renewed wariness about that and a growing backlash against the current Secretary of Education."

One potential flashpoint: school funding. "As you start to see cutbacks in education, we will see a lot of litigation. And you'll see the unions become more and more engaged as more options outside traditional schooling are discussed."

Among communities of color, such mobilization "has been taking place for decades," Smikle says. He's hopeful that now others will join the fight, but sounds two notes of caution. One is that battles over charter schools have often ended up pitting parents in communities against one another. The second is that activism only succeeds when it is locally anchored and guided: "You don't want a lot of outside folks coming in and telling parents what to do. Parents will rally around reforms if they are truly community-based."

MICHAEL USDAN

## Citizenship Education Starts with Engaged Parents

**T**o those who lament young people's political disengagement and call for greater focus on civic education, Michael Usdan advises: Learn how your local school system works and is governed.

Usdan (Ed.D. '62) — Senior Fellow (and past President) of the Institute for Educational Leadership and former



THE FUTURE OF  
**Public Education**



**ENGAGE COMMUNITIES**

“Our schools are financed by real estate taxes, which means that the rich get richer. But people will fight for their kids. They just need to know how, particularly in this new era when control is devolving to states and localities.”

Connecticut Commissioner of Higher Education — is not thinking small. “The country is being transformed demographically. The majority of public school kids now are of color, and many have complex health, poverty and language issues. To provide the services they need, the whole structure and organization of public education has to be reassessed. Schools have unrivaled social

penetration, but their leaders are institutionally isolated and often politically naïve. They need to build relationships with general-purpose government and municipal agencies instead of fighting about mayoral control or charter schools, which still enroll only a tiny percentage of kids.”

Mobilizing for such an effort requires informed and supportive communities, but across America’s 14,000

school systems, Usdan says, voter turnout for school board elections is “dismal,” with results in many communities often turning on a handful of votes.

“I chaired the school board in New Rochelle [New York], and I was amazed at how little my well-educated friends and neighbors knew about whether I was salaried, did I report to the superintendent, and so forth. It’s odd, really, because people will make all kinds of sacrifices to move to a quality school district. They don’t come there because there’s a nationally prestigious fire or police department. It’s schools, schools, schools.”

Usdan would like to see education schools in general, and Teachers College in particular, take the lead in restoring a public focus on school governance.

“We need school leaders who can engage communities,” he says. “Our schools are financed by real estate taxes, which means that the rich get richer. But people will fight for their kids. They just need to know how, particularly in this new era when control is devolving to states and localities.”

AMY STUART WELLS

**“Public” Isn’t a Dirty Word**

**M**any American students no longer learn civics properly, but Amy Stuart Wells, Professor of Sociology & Education and President-Elect of the American Educational Research Association, has a bigger concern: “If we just focus on schools, we’re missing engagement needed with adults — especially policy makers and the voting public, around issues of education and democracy.”

Adults have undermined public education for 30 years, Wells says. Charter school reform, “begun as a compromise between voucher and public school supporters,” was “the camel’s nose under the tent in privatizing public education.”

**THEY ARE THE FUTURE**

Now the nation must embrace its own racially and ethnically diverse public by addressing societal inequalities. “It’s important to remind people that not only are these kids going to pay your Social Security — they’re the future of our country.”

She urges rewriting that narrative. “We must build broad constituencies for public education, special education and access, and opportunity generally.”

Local control of schools is a double-edged sword that’s contributed to inequalities among districts but also mobilized constituencies to defend their schools. Now the nation must embrace its diversity by addressing societal inequalities. “It’s important to remind people that not only are these kids going to pay your Social Security — they’re the future of our country.” **TC**

Charter school growth, which is now likely to accelerate along with public funding for private schools, caused stratification and exclusion that “left public schools with shrinking budgets and the most marginalized students — those kicked out by charter schools or whose parents don’t know about charter school lotteries.”

Wells fears that “the very notion of public school — and anything that’s public — has been devalued,” even though public schools have much to be proud of. “There are so many phenomenal educators out there who work hard to do the right thing. All the bad press about failing schools is exaggerated.”



PHOTOGRAPH: J. D. CLOSSER

**VIEW FROM THE CLASSROOM:**

**Dirck Roosevelt calls for critical analysis of “democratic disconnection”**

Public education teaches us to be a free people, argues Dirck Roosevelt, Visiting Associate Professor of Curriculum & Teaching, invoking Horace Mann. “That purpose, though always contested, has energized educators for nearly two centuries. Yet it’s hardly present in many classrooms today because of highly prescribed curriculum and harsh consequences for failure to perform.” ■ Roosevelt — Coordinator of TC’s Teacher Education doctoral concentration — says “it’s hard to find freedom of decision in classrooms” and thus to educate others to be free thinkers and citizens. He fears an acceleration of the “democratic disconnection” of American public schools, compounded by extreme residential and school segregation. School choice is more symptom than cause of that process. “People once put thought into providing significant, equitable opportunities for family choice within public education. Now the charter movement, too often characterized by corporate influence and militaristic discipline, chews up and spits out teachers.”

■ Obsessed with high-stakes testing, the system has “ironed out the unexpected and unpredictable” in a diverse society that demands those qualities. Schooling has become about “learning to survive routines” — including for teachers, who often are treated as “mere technicians.” Roosevelt’s antidote: critical analysis. “My early-career teachers are eager to examine their circumstances. The effort to understand forces with which one is contending gives dignity to the work.”





# THE EDUCATION OF DIANE RAVITCH

BY JOE LEVINE

A

t San Jacinto High School in Houston, Diane Ravitch's homeroom teacher, Mrs. Ratliff, gave each graduating senior two lines of poetry. Ravitch (Ph.D. '75) received the closing words of Tennyson's "Ulysses" — *To strive, to seek, to find, and not to yield* — and from Byron's "Childe Harold's Pilgrimage," *Among them, but not of them.*

It would be hard to imagine more prophetic descriptions of Ravitch's subsequent career, a 40-plus year ideological wandering through the unforgiving terrain of American schooling that has established her as education's best-known living historian and, arguably, its most controversial figure. Ravitch has traveled from left to right and back again, morphing from staffer at a socialist magazine to the protégé of TC historian Lawrence Cremin, to Assistant U.S. Secretary of Education under the first President Bush, to fierce critic of standardized testing, accountability, school choice and privatization — policies that, she acknowledges, she helped script or for which she helped set the stage.

■ Those shifts have cost Ravitch friends and former colleagues. But en route she has fashioned a new kind of historicism, combining meticulous reporting with unabashed statements of opinion. Her portrayal of history in which she herself has been an actor is a blend of confession, mea culpa, self-analysis and reportage reminiscent of Joan Didion, early Gloria Steinem and Jonathan Kozol.

■ "The soul of history writing is argument," Ravitch writes in her preface to the latest edition of her most famous book, *The Death and Life of the Great American School System* (published in 2010 by Basic Books and revised in 2016).

■ Ravitch has openly expressed



**EVIDENCE-BASED**

“I hope I’m remembered for listening to the evidence...The late Robert Hutchins used to say that you have to listen to the other fellow because he just might be right. And I’m astonished at how many people refuse to do that.”

regret for “causing damage” through her past views. At 78, she travels the country and blogs compulsively, warning that privatization is causing the re-segregation of schools; that public schools and the teaching profession are

in danger; and that test results have been “weaponized” to set up public education for a fall. ■ Still, “changing one’s mind is the sign of a sentient being,” she says. “I hope I’m remembered for listening to the evidence and being persuaded

when I’m wrong. The late Robert Hutchins [President and Chancellor of the University of Chicago] used to say that you have to listen to the other fellow because he just might be right. And I’m astonished at how many people refuse to do that.”



## Step-by-Step Analysis

Ravitch begins *The Death and Life of the Great American School System* (subtitled “How testing and choice are undermining American education”) with the Elementary and Secondary Education Act (ESEA) of 1965. Aimed at helping schools that served students in poverty, ESEA nevertheless gave Washington a lever — money — to “incentivize” states, cities and districts to do its bidding. Ravitch follows that seismic shift through to the end of the Obama administration, chronicling the transformation of American public education from a state-funded enterprise, in which decisions were made at the building or district level, to an arena increasingly ruled by market competition and business practices aimed at keeping the nation economically competitive.

For readers in 2017, one takeaway is that the policies of the Trump administration have not come out of the blue — that current U.S. Education Secretary Betsy DeVos is in many ways a logical successor not only to Rod Paige and Margaret Spellings, who held the job under George W. Bush, but to Obama’s secretary, Arne Duncan, as well. Another theme is an idea Ravitch absorbed from TC economist Harold Noah: that national systems tend to revert to the status quo. But where Noah was speaking of the reemergence in the Soviet Union of special schools for the children of elites, for Ravitch, the return to form in the United States is re-segregation — the de facto re-establishment of “the dual system that was ruled unconstitutional by the U.S. Supreme Court in its 1954 *Brown v. Board of Education* decision.”

For Ravitch, a key milestone along that pathway was *A Nation at Risk*, the 1983 report that warned of “a rising tide of mediocrity” in American schools that threatened “our very future as a nation and a people.”

“Written in plain English, with just enough flair to capture the at-

ention of the press,” *A Nation at Risk*, in Ravitch’s view, unwittingly “laid the ideological and rhetorical groundwork for the corporate-style reformers who three decades later maintained that our schools were declining and failing, that public education itself was ‘broken’ and obsolete, and that radical, free-market solutions were called for.” Chief among those “reformers,” Ravitch says, were Obama and Duncan, whose Race to the Top program made \$5 billion accessible to only those states that pledged, among other things, to develop more charter schools. And charters, Ravitch says, have “become an industry that’s ripping off the public.

“The initial bargain was ‘Give us autonomy and we’ll accept accountability.’ The deal now is, ‘Give us autonomy and we’ll accept no accountability. We’ll pick and choose our students. We’ll kick out the kids who get low test scores. We won’t accept kids with disabilities. We won’t accept the kids who are English language learners. And we’re not run by teachers — we’re run by corporations, and you can never fire the corporation.”

## To the Barricades

Education vouchers, which enable families to spend public education dollars to send their children to private schools, are another frequent target for Ravitch.

“We know, after 25 years, that vouchers actually do harm,” she told an interviewer one afternoon early this past spring at her Brooklyn Heights apartment as she packed for a speaking engagement in Texas. “Most of the kids who get vouchers go to religious schools — in many cases, fundamentalist, evangelical schools, where they get uncertified teachers and learn science and history from the Bible. They’re not even learning 21<sup>st</sup>-century mathematics. So most come in as low-performing, and the next year they are worse.”

Ravitch has spoken in almost every state in the country, to state unions and administrators, to the Na-







“To think critically and independently, as Teachers College preached, you often have to stand alone, and I’ve been willing to do that. I’m just trying to be right with my conscience – these are my values, this is who I am.”

—DIANE RAVITCH

tional School Board Association, the National Education Association and the American Federation of Teachers. She also co-founded the Network for Public Education, a grassroots organization that opposes, among other things, high-stakes testing, “the demonization of teachers” and for-profit management of schools.

“I don’t know if you see my blog, but I went to a performance of *Les Miserables* that was staged at Southold High School on Long Island,” she said. “And these kids were singing about being on the barricades.”

The blog, which has received 30 million hits in five years, has become one of her most powerful weapons for fighting the privatization of education.

“A lot of people who need to be heard count on me to get them an audience, because I have 140,000 followers on Twitter,” she says. “So some people in Chicago did a study of how charters are hurting the public schools and causing enormous fiscal distress. And it will have more eyeballs on my blog than it ever would in an academic journal, where you wait two years for it to be published, and then if you’re lucky, 1,000 people see it.”

Despite the election of Trump and his appointment of DeVos, Ravitch believes the public is finally waking up to what she calls, in her 2013 book, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America’s Public Schools*, “a deliberate effort to replace public education with a privately managed free-market system.” She finds daily encouragement in grassroots ef-

forts that range from a resolution passed last fall by the NAACP calling for a national moratorium on charters to the public outcry at the appointment of DeVos.


“All the switchboards were tied up in the Senate. Millions of emails came in. People who couldn’t take seriously that Arne Duncan, a Democrat, was a threat to public education — now that it’s Trump and Betsy DeVos, who has no association whatsoever with public education; who’s a religious zealot; now they get it.”

Increasingly, “it,” for Ravitch, is about more than education, or at least issues that bear on it. She’s almost as likely to blog about political opposition to health insurance for pregnancy and maternity.

In some ways, Ravitch has mellowed. While she remains critical of her adored TC mentor, the late Lawrence Cremin, for refusing to be politically engaged on issues of the day, she has come to understand how he might have viewed the risks.

“Maybe he was a lot wiser than me in that he understood that we never know everything, and maybe if we knew everything we would come at it differently,” she says, a bit ruefully.

Still, she would not have done much differently.

“To think critically and independently, as TC preached, you often have to stand alone, and I’ve been willing to do that. I’m just trying to be right with my conscience — these are my values, this is who I am — and if there are people who don’t believe me, well, so be it. I can’t change that.” 



LIKE THE WORK  
IT HOUSES,  
TODAY'S CAMPUS  
REPRESENTS  
THE BEST OF  
OLD AND NEW

# VARIATIONS

PHOTOGRAPHS BY DON HAMERMAN



# on a THEME

Within its walls, the College has been steadily remaking itself into an inner world that juxtaposes stunningly modern, cutting-edge spaces with the best of the 19<sup>th</sup> century. An annotated visual tour.

## **OLDEN ARCHES**

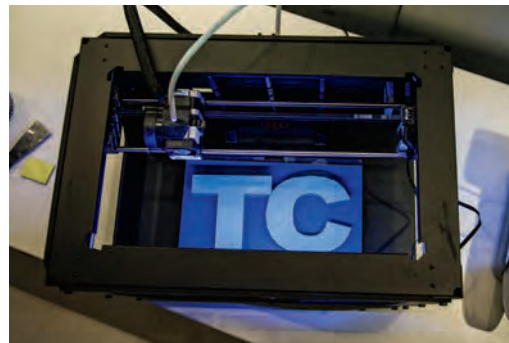
The vaulted ceilings outside TC's Gottesman's Libraries in the Kasser Family Exhibition Gallery, which was funded by Beth Chadwick Kasser (Ed.M. '79) and her husband, Michael Kasser.

*Special thanks to TC's John Allegrante, Professor of Health Education, and Suzanne Jablonski, Assistant Vice President, Facilities & Residential Services*

## Variations on a Theme



“Our challenge is to renovate century-old

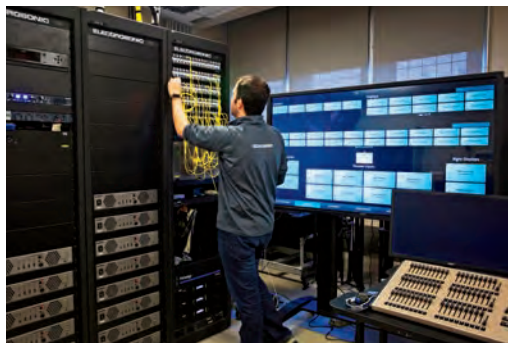


**HIGH-POWERED POINT** Top left: A “smart” classroom on Grace Dodge Hall’s second floor helps Math, Science & Technology Instructor Jonathan (Dasheng) Zhang get his message across about Javascript. Above: New offices in Thompson Hall, viewed from the old running track; a 3D printer in the ThingSpace, part of TC’s Creative Technologies program.



buildings while maintaining their character.”

HARVEY SPECTOR, VICE PRESIDENT, FINANCE & ADMINISTRATION



**UP GRADE** Top right: The plaster ceiling in the lobby of recently renovated Bancroft Hall, a TC residence on West 121<sup>st</sup> Street that was built in 1910 as an apartment hotel, looks in mint condition. Above: TC’s pottery studio; the control room in the Gottesman Libraries’ new Smith Learning Theater; organ pipes in Milbank Chapel.



TC's historic buildings are being renovated so that students and faculty can do their best work, share ideas and create a stronger community.



**SCENIC ROUTES**

Far left: The Teachers College Reading and Writing Project's grand staircase, on Thorndike Hall's seventh and eighth floors. Near left: A circuitous climb in Thompson Hall.



**DISTINCTIVE MARK**

A TC medallion overlooking the entrance to Grace Dodge Hall from Russell Courtyard. In keeping with the leaf engravings, the Courtyard has a garden nowadays.



**YOUR LEARNING EVENT, HERE**

Funded by Trustee Camilla Smith (M.A. '72) and her husband, George, the Smith Learning Theater, on the Gottesman Libraries fourth floor, hosts learning experiences marked by greater engagement and creativity.



**LIGHT IN THE DARKNESS**

Oak wainscoting, Milbank Chapel's east wall; green and gold paper by Tiffany Glass and Decorating Company. Former TC Trustee President William Potter oversaw construction of Collegiate Gothic-style Milbank, Main Hall and more.



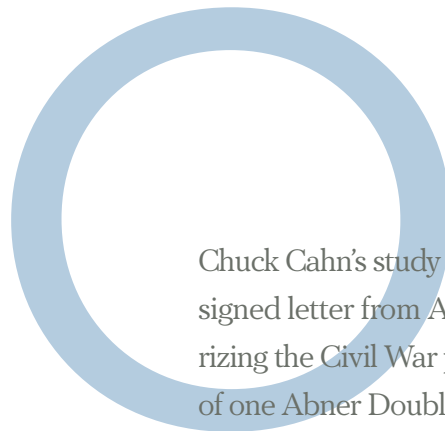




# PICKING WINNERS

**CHUCK CAHN'S WALL STREET SMARTS HAVE SHAPED TC'S CAHN FELLOWS PROGRAM, WHICH HELPS THE BEST SCHOOL PRINCIPALS GET EVEN BETTER ■ BY WILL BUNCH**

*Photographs by John Emerson*



## **N THE WALL OF**

Chuck Cahn's study is an auction-purchased, signed letter from Abraham Lincoln authorizing the Civil War promotion to general of one Abner Doubleday. ■ This prized possession, which tops Cahn's short list of things he'd grab if his apartment caught fire, reflects its owner's passion for both history and baseball (a sport Doubleday is often wrongly credited with inventing). But it's also telling that the letter freeze-frames Lincoln — one of Cahn's heroes, along with Churchill, Queen Elizabeth I and his own father — making a smart personnel decision. Doubleday would serve well at Gettysburg, where the North (led by George Meade, another Lincoln hire) turned the tide of the war.

“The thing Cahn Fellows say is most valuable never occurred to us — the opportunity to be together with colleagues whom they respect.”

— Chuck Cahn

Lincoln's shrewd choices reflect two key elements of Cahn's success in finance and philanthropy: research and, he believes, luck.

Arriving on Wall Street in the 1970s, Cahn saw the advantage that research gave his firm, Sanford C. Bernstein & Co. Later, when the company was being sold and Cahn was tasked with recommending what to do with its philanthropic funds, research led him to suggest creating a program to identify top principals and develop them as even stronger leaders. Yet Cahn, whose voice still carries the soft lilt of his native Alabama, marvels at the serendipity of his brief conversation with an officer at the New York Community Trust, who told him, “If you find a school that's working well, there's a good principal running it.” That advice — and the P.S. that nothing existed to help successful principals get even better — resonated with Cahn, who already believed that “culture flows hugely from the person at the top.” When his bosses chose a different philanthropic venture, Cahn's first wife, Jane, suggested that he undertake the principals project himself. And thus was born the Cahn Fellows Program for Distinguished Principals at Teachers College, which to date has served nearly 300 New York City and a dozen Chicago public school principals, and some 300 aspiring principals.

Now in its 15<sup>th</sup> year, the program is embarking on an expansion Cahn has contemplated since 2010, when independent research found superior math and literacy performance and better attendance at schools run by Cahn principals. In March he hired a national director, Lisa Sahulka, to join forces with program director Lily Woo, a much-decorated former principal and Cahn alumna.

Cahn's own journey began in Selma, Alabama, where his mother's family founded and ran Kayser's department store. (His father owned Webber's, in Montgomery.) While Cahn grew up amid the civil rights marches, his biggest influ-

ences were the simple virtues espoused by his father.

“His office had one of those framed pieces, ‘Honesty is the best policy,’ and he really lived by that,” recalls Cahn, who in the late 1960s honed his financial problem-solving skills at Virginia's Washington and Lee University.

Cahn earned his MBA degree at Columbia and has never left the New York City area. He credits another stroke of good fortune with launching his career: his first job, as an analyst for Newark-based Prudential, where, in 1972, he was assigned the seemingly unpromising task of following the Canadian oil industry. Months later, the energy crisis exploded and Cahn became Prudential's top energy analyst before Bernstein's firm hired him away.

Cahn rose to become Bernstein's Managing Director of Research Services, but he's humble about his success: “A former partner said the best thing we did was to be born in the year we were born, before the whole investment world became so financially rewarding.”

He became interested in philanthropy after attending a talk by the cable-TV magnate Ted Turner. “He said, ‘You folks have been lucky — you have an obligation.’ I think he really was addressing Bill Gates, but I surely heard it.”

In 1999, Bernstein died, and the company's subsequent sale set Cahn on the course to founding the Fellows program. He based the program at Teachers College because of TC's reputation and then-President Arthur Levine's enthusiasm. He's since stayed closely involved, from networking with city leaders to meeting regularly with the Cahn Fellows' board, to attending the annual principals' retreat in Gettysburg. “I care,” he says. “The education, what happens to children in the schools. And my name is on it, so it matters to me.”

The Gettysburg trip is particularly close to Cahn's heart — a chance to get to know each cohort while indulging his passion for Civil War history. For the Fellows, it's an oppor-



**CHARACTER REFERENCE** One of Cahn's most prized possessions is a letter President Lincoln wrote endorsing the promotion of an officer who subsequently fought well at Gettysburg. Cahn, too, feels he has benefited from sound research and the occasional stroke of luck.

tunity to reflect on leadership good and bad — from Pickett's Charge to Obama's Race to the Top — while getting to know one another.

"The thing Cahn Fellows say is most valuable to them is the one that never occurred to us — the opportunity to be together with colleagues whom they respect, where they can say whatever's on their minds. Because back on the job, they're in the building all by themselves."

Cahn is also a big fan of the Fellowship's project-based

approach, in which each principal develops a plan to address a real-life challenge or opportunity in his or her own school. Those efforts have included assigning teachers to conduct classroom observations of colleagues; bringing in local police officers to dialogue with student gang members; and engaging parents through dinners focused on their own lives.

In another affirmation of the Fellowship, Cahn himself has turned for help to former Fellows like Woo, his current Director, and Janice Jackson, a 2014 alumna who is now Chief Education Officer of Chicago Public Schools. New York City's Schools Chancellor, Carmen Fariña, served on the Cahn Fellows' board, and her predecessor, Joel Klein, was also a supporter. "They get it," Cahn says. "They see what we do."

Jackson has helped the Cahn Fellows increase its Chicago enrollment from two to eight principals, a major factor in bringing on Sahulka, previously the Southern Poverty Law Center's chief operating officer. Cahn's optimism about the future has been further stoked by the addition of four new members to the Fellowship's board: his daughter, Amanda, a former teacher and current education consultant; a former Bernstein colleague, Andrew Adelson; Grace Suh, Director of Education Programs, Corporate Citizenship & Corporate Affairs at IBM; and Mason Haupt, who has had career stints

at Salomon Brothers and Soros Management.

Of course, as Cahn likes to note, "circumstances have to present themselves for someone to rise to them." Lincoln's greatness was prompted by a Union in crisis; Churchill's, by Hitler's invasion of Europe. Lincoln and Churchill had the guts and persistence to take unpopular stands, but they started with vision. It's a credit to Cahn that he's done the same with urban public school leadership. Again, he puts it more simply: "We've got great people, and they're going to get it done." **TC**

# Farm to table ...to literacy

**Mary Jo Meade-Weinig**

M.S. '00, Speech Language/Pathology

## **Profession**

Founding Director, ReadARecipeFor Literacy.org (RRL). “We use recipes to build literacy and, with local partners, educate children through hands-on involvement about their environment and healthier lifestyles.”

## **Proudest accomplishment**

“I play a lousy game of tennis, I’m a coward – I guess I’ve learned to drive in New York City pretty well. Let’s just say I’m still working on it.”

## **What I learned at TC**

“The importance of collaboration. When I started RRL, I found out, hey, TC has this program in nutrition education. I approached Pam Koch [Director of TC’s Tisch Food Center], and she’s just been tremendous.”

## **What I’ve learned in life**

“There are a lot of really smart people out there. I’m just smart enough to know that I should tap their expertise.”

## **Why I support TC’s students**

“I support all students, but TC’s are especially smart. They really want a great education. It’s never about just getting through a class – they want everything out of the experience.”

## **TC Gift**

Supports ReadARecipeForLiteracy.org through TC’s Nutrition Education program.

*You, too, can support TC’s students.  
Contact Linda Colquhoun  
at 212 678-3679  
or visit [tc.edu/supportstudents](http://tc.edu/supportstudents)*



THE CAMPAIGN FOR  
**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY



SUPPORT our STUDENTS

Photo Bruce Gilbert  
Special Thanks to  
Friedman’s Restaurant on Amsterdam Ave.

# Unconventional Wisdom

Paradigm-changing work at TC By JOE LEVINE



## Wobbling Towards Meaning

UNCERTAINTY OPENS MINDS TO LIFE'S COMPLEX TEXTS

**S**OME YEARS AGO, BOB FECHO CHALLENGED a classroom of young, Southern white women to defend mainstreaming novels by black authors into standard courses rather than celebrating them during Black History Month. “My point was that without both, some students might assume the authors are white,” says

Fecho, Professor of English Education. “But I didn’t ask for people’s thoughts.” Instead, he says, he should have induced “wobble,” or just enough “disequilibrium” to prompt reflection.

Teaching itself is learned by wobble, argues Fecho, who taught English for 24 years in a big North Philadelphia high school. In books such as *“Is This English?” Race, Language, and Culture in the Classroom* and *Teaching for the Students: Habits of Heart, Mind, and Practice in the Engaged Classroom* (both published by Teachers College Press), he describes striving for classes to “unpack texts for themselves” and “individually and collectively make meaning.”

Fecho once despaired of student essays about literature as either empty or convoluted. But influenced by educator Louise Rosenblatt, he came to view reading as a “transaction” with “text” co-created by each reader’s experiences and ideas: “If I wanted my students to take greater interest in their writing, I had to take greater interest in my students.”

In the early 1990s, Philadelphia allowed its schools to divide into autonomous learning communities. Fecho’s group structured curricula around “essential questions” — for example, following clashes between

Brooklyn’s blacks and Jews, the issue of how communities deal with change. The readings mixed journalism, fiction, poetry — whatever was germane.

“If you create a unit on dinosaurs, only some students will be interested,” Fecho explains. “But if you ask, ‘What does studying dinosaurs tell us

about life today?’ they’ll see the cohesiveness of reading, writing, listening, speaking. They’ll learn about thinking and ethics” — a must for disaffected teens who “could make money selling drugs and didn’t expect to live long.”

More recently, still interested in personal meaning-making, Fecho has taught the theories of the late Mikhail Bakhtin, who argued that “to



“We all belong to multiple cultures — gender, sexual preference, class. Culturally responsive pedagogy should respond to them all.”

— Bob Fecho, Professor of English Education

make an utterance means to appropriate the words of others and populate them with one’s own intention.”

For Fecho, true “dialogic teaching” entails understanding the many “cultures” that shape students’ responses to others’ utterances and their intersection in the “cultural contact zone” of the classroom. “In this country, we conflate ‘culture’ with ‘race’ — but we all belong to multiple cultures that include gender, sexual preference, class, interests in sports or the arts, and more. Culturally responsive pedagogy should respond to them all.”

## Focusing on Racism, Not Race

**WHILE A DOCTORAL STUDENT OF EDUCATION** leadership at the University of Nevada, Las Vegas, Sonya Douglass Horsford helped a local nonprofit launch a K-5 public charter school primarily serving black students.

“The board was local and everything was community-based,” she recalls. “But then came charters funded by for-profit organizations and managed by companies from out of state. They drained state resources.”

For Horsford, Associate Professor of

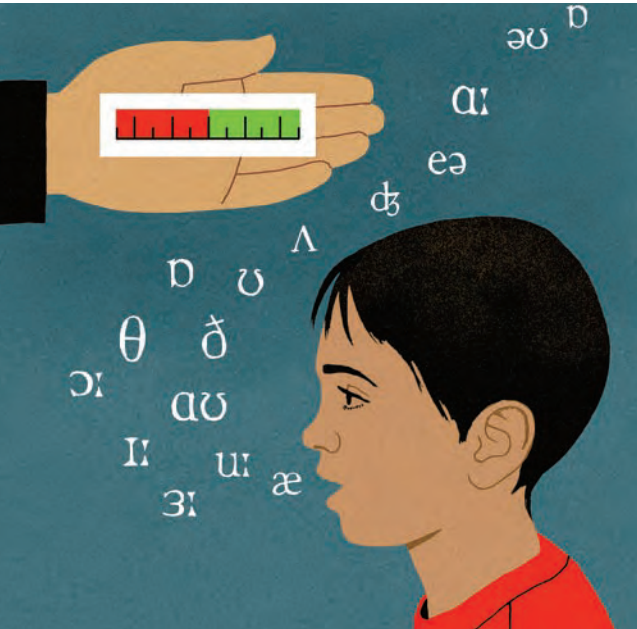
Education Leadership, the charter movement’s evolution exemplifies “the irony and paradox” of expecting U.S. schools to serve as “an equalizing force in a country founded on race and class inequality.” Her scholarship explores how American education policy for the past six decades reflects a racial caste system that invokes “color-blindness” and “meritocracy.” Education researchers are complicit, she argues, when they focus on dissimilarity and diversity while ignoring context — poverty, prejudice, unequal opportunity — and racism’s impact on schools.

In her 2011 book *Learning in a Burning House: Educational Inequality, Ideology, and (Dis) Integration*, Horsford interviews retired black school superintendents in whose districts, in Martin Luther King, Jr.’s words, the races achieved “physical proximity, but not spiritual affinity.” They contrast the mass firing of black educators occasioned by desegregation, and the toll exacted on black students by practices such as busing, with the tightly knit all-black schools



THE FUTURE of Research

The groundbreaking ideas of TC faculty, in action



encompasses 14 languages,” recalls Hammer, Professor of Communication Sciences & Disorders. “You couldn’t find much about it online, so instead of acting as the expert, I learned about the culture from the parents of children I was treating. Then I worked from their perspective.”

Today Hammer applies that approach in two federally funded projects. In one, she is developing the first tool for gauging literacy development in preschool-aged bilingual (English/Spanish) children. In the other, she is co-developing online training for parents of children with language disorders.

Why assess literacy in preschool, when children aren’t reading? Because that’s when kids develop an important precursor skill called phonological awareness — the ability to hear and manipulate words and parts of words.

“An assessment given at this age would help us identify problems and intervene when we can really make a difference,” says Hammer.

Teachers would use an app to show children groups of pictures and, for example, ask them (in both languages) to identify the image

they attended, where caring adults reinforced high expectations.

Though dismayed by the current political climate, Horsford sees opportunities to “reframe discussions of race and racism from individual attitudes and acts of prejudice and discrimination toward an examination of the structural, institutional and administrative policies, processes and practices that maintain and reproduce inequities in schools and school systems.

“I put my hope in the generation coming of age. Like student activists of the 60s, they have a strong sense of justice, the power of education and the capacity to make change.”

## Listening for Language Development

CAROL SCHEFFNER HAMMER WAS ONCE A SPEECH pathologist on Saipan, in the United States Commonwealth of the Northern Mariana Islands.

“The whole island is four by 11 miles but



Assessing preschoolers’ literacy development “would help us identify problems and intervene when we can really make a difference.”

— Carol Scheffner Hammer, Professor of Communication Sciences & Disorders

that rhymes with a particular word or sound. Each child’s score would be compared against norms that Hammer and her team are establishing through a study of 900 bilingual children.

“The norms will tell us where a child stands on a continuum and where to start intervention, if needed,” Hammer says.

The coaching program for parents of preschoolers with established language disorders also is aimed at predominantly low-income, minority families. Parents would learn language improve-

ment techniques they can embed in children's everyday activities through an app.

"I came to TC because our program is unique in its focus on diversity, bilingualism and multiculturalism," Hammer says. "We do intervention research aimed at making a difference in people's lives."

## The New Civics

### AMONG THE MANY PUBLICATIONS

by Ioana Literat, Assistant Professor of Communication, Media & Learning Technology Design, is *The Adventures of Hashtag the Snail*, a children's book about digital technology and friendship. The hero uses his shell phone and Crab's List to find a homeless pal new accommodations.

Subtitled "a story about the Internet, by the Internet," *Hashtag* was crowd-sourced by more than 100 online contributors via Amazon's Mechanical Turk marketplace.

"Children's books about the Internet are mostly about bullying, piracy and addiction," says Literat. "I wanted kids to know they can use the Internet to connect with peers and find safe spaces to experiment with creativity."

Literat grew up in post-revolution Romania's lingering authoritarian climate. She left via a scholarship to the United World College in Canada, studied at the University of Southern California with transmedia guru Henry Jenkins and worked in India, field-coordinating a digital storytelling program in public schools. Currently, she's exploring the "political socialization" of youth online.

"The attitudes cultivated in youth about civic life leave a lasting impression. Young people may feel disconnected from and skeptical about politics, but they're also very involved




“Young people may feel disconnected from and skeptical about politics, but they’re also very involved in online spaces.”

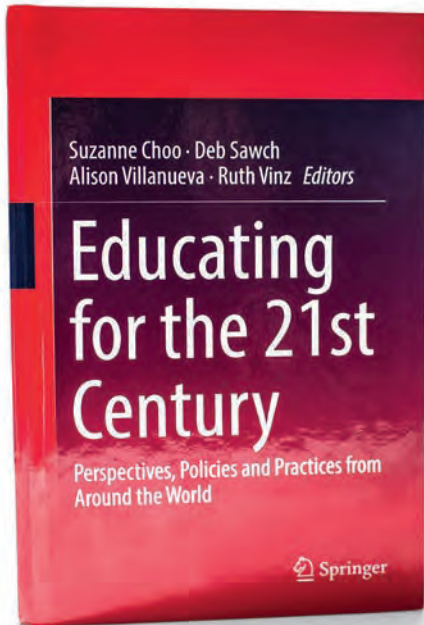
— Ioana Literat,  
Assistant Professor  
of Communication,  
Media & Learning  
Technology Design

in online spaces. There's much to learn in revamping civic education."

Now Literat and Neta Kligler-Vilenchik of the Hebrew University of Jerusalem are analyzing youth postings to sites such as Pixilart, Scratch, Know Your Meme, HITRECORD and Archive of Our Own immediately after the 2016 presidential election. They've found hundreds of election-related games, memes, fan fiction, digital art, collaborative animations and other creations expressing young people's political stances and concerns.

"In times of crisis, youth don't have much support in terms of what to believe," Literat says. "The number one fear is of intolerance and racism — 'What will happen to me and my friends?' It breaks my heart, but it's beautiful that young people have safe spaces to express themselves, communicate and grow as citizens. I'm not a technological determinist by any means, but there's something very special about the moment we're living in." 





## Beyond Finnish Lessons

PERSPECTIVES FROM SCHOOLS AROUND THE WORLD

■ The relationship of elite schools to their British colonial pasts. Post-Fidel Cuban “socialist citizenship education.” A grassroots teacher network in Finland. Those are among the case studies in *Educating for the 21<sup>st</sup> Century: Perspectives, Policies and Practices from Around the World* (Springer 2016), edited by Suzanne Choo (Ph.D. '12), Deb Sawch (Ed.D. '13), Alison Villanueva (Ph.D. '13) and TC faculty member Ruth Vinz. ■ As students, Choo, Sawch and Villanueva, guided by Vinz, convened educators and researchers from around the world. Their book illuminates how countries and systems enact school change. For example, Finland's Innokas Network, which supports teaching and learning of core 21<sup>st</sup>-century capacities, emphasizes peer-led teaching, parent involvement and teacher ownership. ■ Choo, Sawch, Villanueva and Caroline Chan of Singapore's Ministry of Education describe a top Connecticut district that (with their help) embraced global education at scale — including a unit on “issues of the voiceless,” anchored by *A Tale of Two Cities*, and a math course on solving real-world problems. ■ “It speaks to the power of TC to help incubate big ideas,” Sawch says. —JOE LEVINE

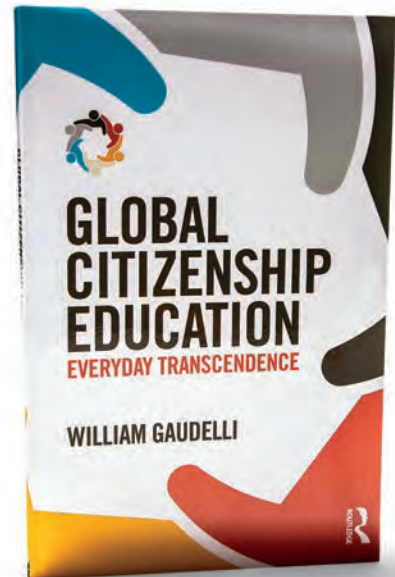


Choo (left) and co-editors Sawch, Villanueva and Vinz illuminate best practices in school change from around the world.

## Diverse Paths to Sharing One World

PRESCRIPTION FOR A FRAGILE PLANET

■ How do you teach young people to identify as members of a global community? Through an ethos, not a curriculum, argues William Gaudelli. ■ In practice, Global Citizenship Education (GCE) entails instilling “mindfulness about how the world is present in all materials and relational interactions,” writes Gaudelli, Associate Professor of Social Studies & Education, in *Global Citizenship Education: Everyday Transcendence* (Routledge 2016). He eschews a single vision of GCE, describing how schools in Bangkok and New York City encourage students to understand their relationship to the world through the lens of their respective societies. But he does urge “a common understanding of shared humanity,” and “addressing social problems through engaged public participation.” ■ Getting there requires “a wider, more-encompassing perspective on the human condition” coupled with “openness to the plurality of people and their environs.” That's a tall order, but in a world where communities on opposite side of the planet are increasingly economically interdependent, Gaudelli makes a powerful case that discovering what unites rather than divides us should no longer be an elective option. — MARK FRANKEL

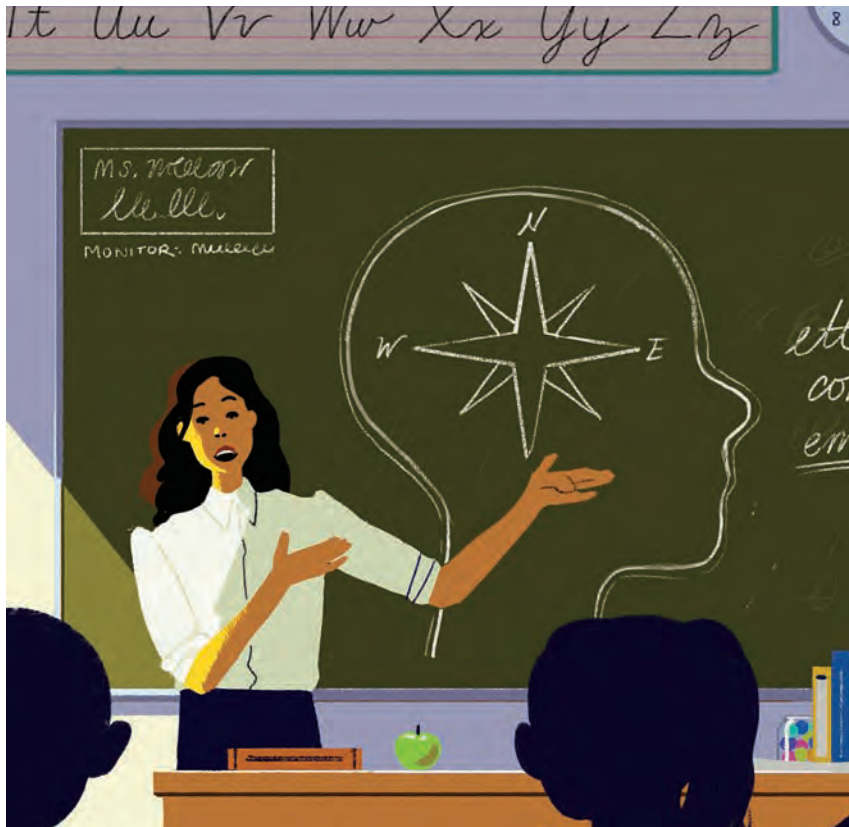


For Gaudelli, global citizenship begins with “engaged public participation” and understanding our “shared humanity.”

[ GUEST FACULTY ESSAY ]

## Everyday Civic Education

BEGIN WITH ALL INTERACTIONS OVERTONES BY DAVID T. HANSEN



**T**HERE COULD HARDLY BE A more auspicious time to renew our commitment to the deep values in education. Consider the intensifying pressure on educational systems to transform themselves into mere appendages of the economy; the nation’s fractured, polarized public discourse; the persistence of discrimination; the ongoing assault on truth, the reality of fact and scientific findings; the increasing pressures exerted by overpopulation and climate change; and the stark

fears these forces engender. Under such conditions, educators across the system must reaffirm their commitment to those they serve and the aims they strive to realize.

Part of this reaffirmation is awareness that all education, especially in a purported democracy, has civic overtones. All education leaves its mark, however indiscernible at first glance, on how people think, act, perceive, judge and communicate. Those ways leave their imprint — again, however seemingly microscopic — on

the people with whom a person dwells and interacts. We are always already influencing the larger human ethos.

Civic education can be understood as a name, or term of art, for bringing people into awareness of their dynamic place in society: a mindfulness that the nature and quality of their society depends upon their conduct with others. Every person has a measure of civic agency simply by virtue of participating in daily life. To be sure, we require institutions and

### LIFE LEARNING

“All education leaves its mark, however seemingly indiscernible, on how people think, act, perceive, judge and communicate.”

— David T. Hansen

policies that can level the playing field, such that each person’s agency begins to “count” as much as another’s. But while the infinitely challenging labor of creating such structures goes on, life on the ground can be deeply enriched and revitalized through civic education and the

critical mindfulness it promotes.

This task requires no special program. Rather, this spirit begins with educators, and it constitutes a great calling in our historical moment. **TC**



David T. Hansen is John L. & Sue Ann Weinberg Professor in the Historical & Philosophical Foundations of Education

# Under Woman

## Lida Orzeck

Ph.D. '72, Social Psychology

### Profession

Co-Founder/Owner of lingerie company Hanky Panky Ltd.; Undie Hall of Famer; Southern Poverty Law Center

### Proudest accomplishment

“Starting, from nothing, a company that women love, that’s well-regarded around the world for ethical business practices, and that manufactures its products in the U.S. The vast majority of start-ups fail, but we’re still growing as we celebrate our 40<sup>th</sup> anniversary.”

### What I learned at TC

“As my mentor, the late Morton Deutsch, taught the world, cooperation is better than competition.”

### What I’ve learned in life

“That old Yiddish proverb, ‘We plan and God laughs.’ I was going to be a social scientist. I conducted studies of emergency medical services and police interviews of victims of sex crimes. Then my friend, Gale Epstein, made me a set of lingerie for my birthday, and Hanky Panky was born.”

### Why I support TC’s students

“Good teachers are like saints. If anything can save us, it’s education.”

### TC Gift

Established the Lida A. Orzeck Scholarship for doctoral students in Social-Organizational Psychology, with preference to those conducting research in Conflict Resolution.

*You, too, can support TC’s students.  
Contact Linda Colquhoun  
at 212 678-3679  
or visit [tc.edu/supportstudents](http://tc.edu/supportstudents)*



THE CAMPAIGN FOR  
**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY



SUPPORT our STUDENTS

Photo Bruce Gilbert



A LETTER FROM  
SUZANNE M. MURPHY  
VICE PRESIDENT,  
DEVELOPMENT  
& EXTERNAL AFFAIRS

# “Be There *for Tomorrow*”

SUPPORT  
OUR STUDENTS.  
MAKE YOUR  
MARK ON OUR  
CAMPAIGN —  
AND ON  
THE FUTURE

The impact of Teachers College’s historic \$300 million Campaign, **Where the Future Comes First**, has extended to every area of the College, creating new programs and strengthening existing ones; supporting groundbreaking research in education, psychology and health; and enabling us to bring our campus into the 21<sup>st</sup> century while preserving its beauty and historic legacy. ■ To all who have already contributed financially or given the gift of your time, energy and ideas: Thank you for standing with us and believing in what we do. ■ To those who may be pondering your involvement: The Campaign isn’t over, and there is still a chance for you to put your mark on it. Teachers College is a place where you really can identify and implement ways



TC has raised \$78.3 million in scholarships and fellowships. Help us reach our goal! Visit [tc.edu/scholarships](http://tc.edu/scholarships)



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[ LAB PARTNERS ]

**CHRIS EMDIN & EDMUND ADJAPONG**

Edmund Adjapong (right; Ph.D. '17) never imagined studying science, let alone teaching it. Then his ninth grade science teacher, Christopher Emdin - today, a TC faculty member - engaged his students through hip hop. Edmund teaches science in his old neighborhood and recently completed his dissertation on further adapting classroom hip-hop techniques.

NSFRE

“Thanks to a generous donor, we’re offering a select number of dollar-for-dollar matches on \$50,000-\$250,000 gifts to create or enhance an endowed scholarship fund. So support TC students now!”

— Suzanne M. Murphy

of improving the world — and I invite you to do just that. Our faculty and students are advancing social justice and serving humanity on so many fronts. They’re working to meet the needs of families displaced by the global refugee crisis. They’re fighting racism and other forms of intolerance. They’re closing the education achievement gap and

[ SUCCESS STORY ]

CAMPAIGN PROGRESS: TOTALLY COOL



TC has raised 95% of its \$300 million Campaign goal (as of April 30<sup>th</sup>, 2017)

reimagining schooling for an increasingly diverse student population. They’re working to mitigate the effects of poverty on physical and mental well-being, and on outcomes in education and life. They’re reducing gun violence by youth and improving nutrition in under-served schools and communities. They’re illuminating the importance of the arts for developing young minds.

And that’s just a sample of the exciting and urgently needed work taking place at TC. Whatever your interest or issue, and whatever your cultural or intellectual background, you can build a better world by joining forces with Teachers College.

Right now, though, there is one area where we need to step up our efforts: Creating scholarships to support our talented students, who represent the future not only for TC but the world. Regardless of how you want to “fund your passion,” the key to any program’s success is the students, who work side by side with our professors and then, as alumni, carry forth and build on their ideas.

Certainly we’ve made huge strides in assisting our students. The Campaign has created 150 new scholarships, including 47 during the past year alone. Overall, TC has increased financial aid by 108 percent over the past decade. And thanks to a generous donor, we’re offering a select number of dollar-for-dollar matches on \$50,000-\$250,000 gifts to create or enhance an endowed scholarship fund. So support TC students now!

To help you understand why, despite those great numbers, we must do so much more, let me



[ HELP IS ON THE WAY ]

MARY MENDENHALL & USAMA JAVED MIRZA

In Pakistan, studying emergency medical care, Usama Mirza (right, M.A. '17) lacked confidence. At TC, he learned more about teaching in general and, from Professor Mary Mendenhall, about teaching under crisis conditions. He's starting a nonprofit to teach emergency medical care in Pakistan's remote areas.

introduce just a few of the students who are benefiting from that support:

Ceren Sönmez grew up in Turkey and studied engineering as an undergraduate. She found that her real curiosity was about people — their motivations and feelings. A professor in Turkey told her that TC offered her the best chance to conduct and apply research that would make an immediate difference in people's lives. She has since connected with Professor Lena Verdeli,

Director of TC's Global Mental Health Lab, who is the world's foremost authority on using Group Interpersonal Therapy (IPT) to help people displaced by war, epidemic or natural disaster overcome paralyzing depression and anxiety. Now, as she completes her Ph.D. with the help of TC's Jodi Lane Scholarship, Ceren is coordinating Professor Verdeli's project to help restructure the entire mental health care system in Lebanon, which has absorbed a flood of refugees from Syria.

HOW TO MAKE A SCHOLARSHIP GIFT

• VISIT [TC.EDU/SCHOLARSHIPS](http://TC.EDU/SCHOLARSHIPS) •



**CREATE** a named endowed scholarship. TC is making available a select number of dollar-for-dollar matches of any gift of \$50,000 to \$250,000.



**DONATE** to an existing scholarship honoring TC's distinguished faculty and renowned programs.



**SUPPORT** an Annual Fund Scholar or make a gift to the TC Fund for financial aid.



Make your mark and support TC today! Call Linda Colquhoun at 212 678-3679.

“With our funder in Canada, our partners at the University of Cambridge and, of course, the team in Lebanon, it can be very tricky to get something done within a day,” Ceren says. “But it’s a wonderful learning opportunity for me. I consider myself so lucky for being involved in this project.”

Edmund Adjapong’s mentor is Professor Christopher Emdin, who was his ninth grade physics teacher. “Science is a really Eurocentric discipline — there are not many people of color,” says Edmund, who this spring received his Ph.D. in Science Education. “So in textbooks, I never really saw pictures that reflected who I was or things I identified with.”

But when Professor Emdin used hip-hop to engage his students, Edmund got excited about science. He started college as a biochemistry major, planning to be a

[ RESTORING COMMUNITY ]

CEREN SÖNMEZ AND LENA VERDELI

As an undergraduate in Turkey, doctoral student Ceren Sönmez (left) studied engineering — but her real interest was in people. Now she coordinates a project guided by TC’s Lena Verdelli to make group interpersonal therapy (IPT) central to the mental health system in Lebanon, which has absorbed millions of Syrian refugees.



pharmacist, but switched to teaching because he wanted to communicate that same excitement to others who felt marginalized in the classroom. At TC, supported by the Peter Greeman Scholarship, Edmund coordinated Professor Emdin’s Science Genius Project, a competition in which students create science-themed raps, and expanded it to other countries. He also wrote a thesis on bringing specific hip-hop practices into the classroom — something that, as a sixth-grade science teacher in his old neighborhood in the Bronx, he has ample opportunity to do.

Usama Javed Mirza was inspired to attend TC by his second-grade teacher in Pakistan, Hareem Atif Khan, an alumna and former Convocation speaker who is now a TC instructor. At TC, supported by several scholarships, Usama, who this spring received his master’s degree in Curriculum & Teaching, worked with Professor Mary Mendenhall, a leader in studying and creating education for displaced young people. Like Dr. Khan, he, too, spoke at Convocation. With his enhanced understanding of teaching, he’s launching a nonprofit that will teach villagers in remote areas of Pakistan to manage health crises and disasters.

Clearly investing in our students pays off — but we need to help more students like Ceren, Edmund and Usama. To see how your fellow alumni and TC friends are doing that, check them out in our gallery opposite. We hope that they — and other donors featured in ads throughout this issue of *TC Today* — convey our message that TC donors come in all shapes, sizes, colors, ages and income brackets, with interests that run the gamut.

A gift to support any student is very special, because it launches a lifetime of good works that in turn may empower many others. A gift to support a student at TC could change the world. So be there for tomorrow. Join our Campaign and invest in the future, today.

SUZANNE M. MURPHY  
(M.ED. '99, M.A. '96)  
VICE PRESIDENT, DEVELOPMENT  
& EXTERNAL AFFAIRS





[ UN-SELFIES ]

WHY THEY GIVE

*TC wants you to see yourself in our Campaign. Below, snapshots and thoughts from some friends of our students*

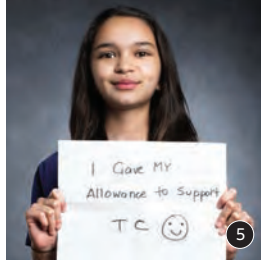
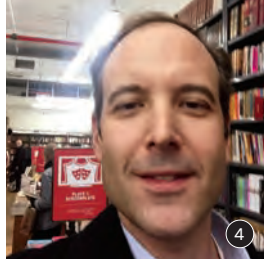
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**TC TRUSTEE CAMILLA SMITH (M.A. '72) & TC PROFESSOR KIM NOBLE**  
*Smith (right) is passionate about providing cutting-edge resources to faculty and students.*



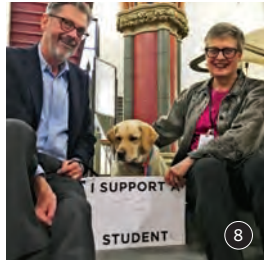
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**BEVERLY EDGEHILL (ED.D. '05)**  
*"Nothing should stand in the way of a quality education!"*



3

**MELINDA KREI (PH.D. '93)**  
*"I am grateful for my experience at TC and wanted to give others that opportunity."*

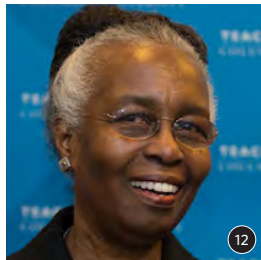


4

**JEFFREY FISHER (M.A. '16)**  
*"I want to reinforce TC's message that learning continues after graduation with experiential tours, informal lectures and lots of great reading."*

5

**MICHELA PRESCIUTTI, 12, WHOSE BROTHER IS CLINICAL PSYCHOLOGY MASTER'S STUDENT ALEX PRESCIUTTI**  
*"I donated because I think everyone deserves a chance to have a great education." Michela donated at TC's 2017 Academic Festival.*



6

**PRESIDENT'S ADVISORY COUNCIL MEMBER CHARO UCEDA (M.A. '08)**  
*"I'm creating a never-ending chain to give back to TC."*

7

**PRESIDENT'S ADVISORY COUNCIL MEMBER CHARLA TINDALL (M.A. '69)**  
*"I received a fellowship and want to pass that*

*along. Many education students can't afford private universities, and every little bit helps."*

8

**ABBY THE THERAPY DOG**  
*"With my humans, TC graduates Bill and Karen Baldwin — John Dewey Circle and Maxine Greene Society members — I support TC's students."*

9

**THE BARKER FAMILY: SUZANNE MURPHY (VP, DEVELOPMENT & EXTERNAL AFFAIRS; M.ED. '99, M.A. '96); JEFFREY BARKER; MICHAEL AND TIMMY**  
*"Helping TC families strengthens the TC community."*

10

**ALUMNI COUNCIL MEMBER BERNARDO TIRADO (M.A. '01)**  
*"I want to invest in our future leaders."*

11

**VICE PROVOST KATIE EMBREE (ED.D. '01)**  
*"Now, more than ever, the world needs TC students!"*

12

**CAMPAIGN COMMITTEE MEMBER BEVERLY JOHNSON (ED.D. '86)**  
*"I give to continue TC's legacy of excellence."*

13

**MAJOR GENERAL (USAF RETIRED) IRENE TROWELL-HARRIS (ED.D. '83)**  
*"TC's faculty helped me excel. Investment in students pays lifetime dividends."*

# On Board

Spotlighting the work of TC's dedicated Trustees

By JOE LEVINE



## Good Counsel

Laura Butzel helps nonprofits hold the line for democracy. Now she brings her talents to TC

LAURA BUTZEL NEVER ATTENDED TEACHERS College but seems to have been predestined to join TC's Board. A one-time aide to the House Committee on Energy and Commerce, Butzel returned to school to become more "credentialed" in those issues and instead fell in love with tax-exempt law. (Genes may have been at work as well —

Butzel's father set up New York City's first environmental law firm, led successful fights against the Westway highway development project and construction of a hydro-electric power plant on Storm King Mountain, and helped create Hudson River Park.) Today she is a partner in the Tax-Exempt Organizations Group of Patterson Belknap Webb & Tyler LLP and a sought-

### SACRED TRUST

"More than ever, nonprofits and foundations protect our democracy... They are on the front lines, from stopping the rollback of environmental laws to blocking orders to expel immigrants."

— Laura Butzel

after speaker and writer. Her clients have included the Rockefeller Brothers Fund (chaired by TC Trustee Valerie Wayne), and the Rauch Foundation (headed by TC Trustee Nancy Rauch Douzinas) as well as many foundations, advocacy organizations, universities and other charitable organizations.

"More than ever, nonprofits and foundations protect our democracy, personal liberty and health," she says. "They are on the

front lines, from stopping the rollback of environmental laws to blocking orders to expel immigrants."

Butzel, whose mother returned to school and is now a practicing therapist, considers education the most important tool for change — a view shared by her mentor, TC Trustee Emerita Antonia Grumbach, a former Patterson Belknap managing partner.

"There's increasing disregard for rigorous analysis and consideration for facts," Butzel says. "Antonia has made me more aware of TC as a progressive education organization that is immersed in the community and committed to improving education to build a better world."

## Making Things Happen

Life has brought Helen Jaffe her share of the unexpected. She's risen to those challenges

“YOU FOLLOW THE UNEXPECTED PATH,” SAYS new Teachers College Trustee Helen Jaffe. “I’ve been fortunate to have opportunities where I could make an impact.”

“The unexpected” has included losing her mother to breast cancer (Jaffe has served on the board of the Samuel Waxman Cancer Research Foundation and currently serves on the board of Stamford Hospi-



Photographs: Bruce Gilbert

tal) and, with her husband, David, raising four children with severe food allergies. To address the latter issue, which afflicts 15 million Americans, the Jaffes are one of the founding families of the organization now known as FARE (Food Allergy Research & Education), the largest private organization of its kind. Beyond her effectiveness as a fundraiser (including launching and leading Connecticut’s FARE Walk), Jaffe has created educational initiatives and chaired the advocacy efforts that led to passage of Connecticut’s Stock Epinephrine Bill. The law — responding to the preventable 2012 death of a kindergarten student in Virginia — requires all schools to stock and deploy EpiPens to help any child experiencing an anaphylactic reaction. Along with her husband, Jaffe has received numerous honors

for this work, including FARE’s Vision Award for Outstanding Achievement in Community Engagement.

### IMPACT PLAYER

TC is “a place where you really can identify ways of improving things and making them happen. There are so many possibilities, and I feel so fortunate to have this opportunity.”

— Helen Jaffe

breadth and depth of the College’s expertise.

“TC has a huge impact in so many areas,” she says. “Leslie Nelson [Vice-Chair of TC’s Board and Co-Chair of its Campaign] has described it as a place where you can identify ways of improving things and making them happen. There are so many possibilities, and I feel so fortunate to have this opportunity.”

The College can say the same.

# Clicks with people

## **Khaita Wasiyo**

Ed.D. '09, Adult Learning & Leadership

### **Profession**

Consultant and Instructor in Project Management and Instructional Design

### **Proudest accomplishment**

“Working with the City University of New York and six of their graduate schools of education to create pedagogically sound, engaging and interactive online certificate programs that will enhance the effectiveness of thousands of teachers in New York City. I’ve also created interactive digital tools for UN Women to present historic events and milestones related to gender equality and women’s empowerment.”

### **What I learned at TC**

“To take a stand for what actually works in education through research, to support what works for teachers and collaborations, to develop and implement data-driven instructional solutions.”

### **What I’ve learned in life**

“It all works out through listening, talking to others and following one’s convictions.”

### **Why I support TC’s students**

“I believe in the powerful impact of a TC education. My mother is a graduate, and we are deeply grateful.”

### **TC Contributions**

- TC Fund contributor
- TC 21<sup>st</sup> Century Leader

SUPPORT our STUDENTS

*You, too, can support TC's students.*

*Contact Linda Colquhoun*

*at 212 678-3679*

*or visit [tc.edu/supportstudents](http://tc.edu/supportstudents)*



THE CAMPAIGN FOR  
**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY

Photo Bruce Gilbert

[ ACADEMIC FESTIVAL 2017 ]

## “A Source of Hope, Strength, and Even Love”

*Showcasing TC's efforts to “Make a World of Difference”*

“I am honored to stand before you,” said Phyllis L. Kossoff at April’s Academic Festival. “You have achieved mightily, translating hope into making our society a better place.” Kossoff (M.A.), who lost her daughter, Stephanie, to cystic fibrosis

(CONTINUED ON PAGE 52)



**DEBATING BRAZIL'S COMMON CORE** Academic Festival was the scene of the first international public discussion of Brazil's new national learning standards for primary- and middle-schoolers. From left: TC Vice Dean A. Lin Goodwin; Brazilian Common Core advocate Alice Andrés Ribeiro; and TC Early Career Award recipient Leticia Guimaraes Lyle. Also participating were Lemann Foundation Visiting TC Scholar Vera Cabral and TC President Susan Fuhrman. Watch a video of the panel at <http://bit.ly/2pr7NMe>

## Academic Festival 2017 *(continued from page 51)*

(CF), received TC's President's Medal of Excellence for boosting awareness, research and treatment. Kossoff funds TC's annual Phyllis L. Kossoff Lecture on Education Policy and generously funds TC students.

TC President Susan Fuhrman (Ph.D. '77) said Academic Festival 2017, "Making a World of Difference," affirmed TC's community as "a source of hope, strength, and even love." She also reported TC's Campaign had raised \$285 million toward its \$300 million goal.

Another President's medalist inspired by a daughter named Stefani — Cynthia Germanotta, mother of singer Lady Gaga and President of the Born This Way Foundation — spoke of teens creating a kinder world: "Young people are compassionate, generous and determined to lead lives not defined by personal gain."

Academic Festival also featured the first international discussion of Brazil's new national learning standards, and sessions on risk and resiliency in LGBTQ populations, and teaching in diverse classrooms.

TC multicultural psychologist Derald Sue received the 2017 Morton Deutsch Award. Kate Russell won the best student poster for her entry on psychotherapy for LGBTQ youth. And TC presented Distinguished Alumni or Early Career Awards to literacy activist Pam Allyn (M.A. '88); student development expert Arthur Chickering (Ph.D. '58); gender studies pioneer Madeline Heilman (Ph.D. '72); Tian Ming Sheu (Ed.D. '93), President of Taiwan's National Academy for Educational Research; David Flink (M.A. '08), advocate for youth with learning differences; and Brazilian educator/entrepreneur Leticia Guimaraes Lyle (M.A. '11). — **JOE LEVINE**  
Read more about Academic Festival at <http://bit.ly/2pu3tJ5>

[ ACADEMIC FESTIVAL 2017 ]

BEST OF THE 'FEST

Academic Festival 2017 featured 16 breakout sessions, stellar honorees, performances and Kids Camp. Below, from top: faculty member Marla Brassard (left) and President's medalist Cynthia Germanotta, mother of singer Lady Gaga; Kate Russell, who presented the best student research poster; and President's medalist Phyllis L. Kossoff (center) with Susan Fuhrman and faculty member Aaron Pallas.



TC ON TOUR

*The College's leaders have been meeting with alumni, most recently in:*

[ FLORIDA ]

President **Susan Fuhrman** and Provost **Tom James** visited alumni and friends in January. At a reception in Palm Beach, scholarship student **Rebecca Martinez** described her cognitive neuroscience project on the Pirahã people in the Amazon.



TC Campaign Committee member **Lin Lougheed** (Ed.D. '77) hosted a luncheon at The Kampong National Tropical Botanical Garden in Miami.

[ WASHINGTON, D.C. ] With TC's Federal Policy Institute (FPI), Alumni Relations held its annual January reception. Ruthanne Buck, Senior Advisor to Obama administration Secretary of Education **John B. King** (Ed.D. '08), spoke. FPI is led by Professor **Sharon Lynn Kagan**.



[ ENGLAND AND IRELAND ] In March, President Fuhrman met with TC's London community, first at the House of Commons and then at a party for organizational psychology alumni at the Covent Garden Hotel. **Alberta** (M.A. '62) and **Henry Strage** and TC alumnus **Randall Thiel** organized both events. TC faculty member **Ted Fleming** (Ed.D. '80, at right) spoke at a dinner in Dublin, and Fuhrman lectured at Trinity College on "Designing and Implementing Educational Reform: Experiences and Lessons from the United States." Fuhrman also lunched with TC alumni in County Cork.



[ PUERTO RICO ] **Suzanne M. Murphy**, Vice President for Development & External Affairs and **Rosella Garcia** (seated far left), Senior Director of Alumni Relations, joined TC alumni and prospective students to kick off a new regional group.

## Arts & Humanities

### ART & ART EDUCATION

**Lynne Margaret Brown** (M.A., M.Ed. '01) held a solo video-based art exhibition, "North to South, Berliner Voices: My Corner," in Berlin in September 2016. She divides her time between New York and Germany.

### COMMUNICATIONS & THEATRE ARTS

**Joanna Kraus** (Ed.D. '72) has authored a new picture book, *Blue Toboggan* (Mascot 2017), in which a young boy's sympathetic teacher and classmates help him preserve the memory of a friend who has died.

## [ BIOBEHAVIORAL SCIENCES ]

**Gayle E. Hutchinson** (M.A. '84) was named President of California State University, Chico in March. She is the first woman to hold the job in the college's 130-year history.

### LANGUAGE, LITERATURE & SOCIAL STUDIES

Since retiring from full-time classroom teaching at Wellesley (MA) High School in 2000, **Brooks Goddard** (M.A. '69) has

a new career in adult education. He is also the President of Teachers for East Africa (TFEA) Alumni. TFEA is a Teachers College organization that prepared teachers to work

in Kenya, Tanzania and Uganda.

### MUSIC & MUSIC EDUCATION

**Alexander Marrero** (M.A. '10) founded "Bach in The Church" Intensive Summer Music

## [ ALUMNI FOCUS ]

# Giving Immigrants a Voice

*Sayu Bhojwani prepares first- and second-generation Americans to run for office*

Following the 9/11 attacks, Teachers College doctoral student **Sayu Bhojwani** watched horrified as immigrants were harassed and labeled terrorists. So when the Bloomberg administration asked Bhojwani, who was already directing a nonprofit to help young South Asian immigrants, to become New York City's first Commissioner of Immigrant Affairs, she put her studies in Politics & Education on hold.

"As an immigrant and social justice advocate, I couldn't pass it up," says Bhojwani (Ph.D. '14), whose family moved from India to Belize when she was little. "Immigrants were terrified of law enforcement. I knew I had to give them voice."

Bhojwani has since founded the

New American Leaders Project (NALP), which prepares first- and second-generation Americans to run for elected office.

"In politics, representation matters — and that's why we should elect leaders who reflect our country's diversity," says Bhojwani. Last year more than 60 percent of NALP alumni candidates won races for seats on city councils, school boards and state legislatures. A TC professor helped Bhojwani develop NALP's training curriculum, and recently, fellow alum **Kevin Jennings** (M.A. '94) donated \$35,000 to NALP from an "anti-inauguration ball" he held in January.

"With Trump as president, many people who trained with us, our alumni and their families, are directly affected by his policies, and many first-generation immigrant families are rightly worried," says Bhojwani. "On the other hand, more first-generation Americans are motivated to run for elected office and become leaders in their communities. Ultimately, that benefits everyone." — **ROBERT FLORIDA**





Program, held at the United Methodist Church in Congers, New York.

**Anastasia Pike** (Ed.D. '11) was Event Director for a pre-conference workshop sponsored by the College Music Society's 2016 National Conference in Santa Fe, New Mexico. She was joined by TC Professor of Music & Music Education Hal Abeles and Emily Ondracek-Peterson (Ed.D. '13).

Guided by **Deborah Annette Simmons** (Ed.D. '95), the music studies program at Manchester Community College was nationally accredited by the National Association for Schools of Music in November 2016. The program is Connecticut's only two-year music degree and one of three accredited associate music degree programs in New England.

#### TESOL (JAPAN)

**Lavette Coney** (M.A. '14) has developed workshops and presented widely on the topics of teacher self-reflection and implicit bias. Her presentations include "The 21<sup>st</sup> Century Missing Link: Teacher Education and Professional Development," at Kingswood Oxford Leadership Institute for Educators of Color, and the keynote presentation at the Fayerweather School in Cambridge. The anthology *Social Justice in English Language Teaching* features Coney's research.

#### TESOL

**Elizabeth Wong** (M.A. '97), a National Board Certified Teacher in English as a New Language, has been teaching and doing teacher leadership work in a New York City public elementary school for over 19 years. She was also granted a Fulbright Distinguished Award in Teaching fellowship to study in Singapore.

#### TEACHING OF ENGLISH

**Kimberely Durall** (M.A. '15) is the English Language Arts department head at Hendrick Middle School in Plano, Texas. She took part in her district's reading advisory committee, which changed reading intervention across the middle grades.

**Michele Haiken** (Ed.D. '06) published *Gamify Literacy: Boost Comprehension, Collaboration and Learning* (ISTE 2017), which provides tips on applying gaming techniques to improve literacy and deepen student collaboration and critical thinking.

#### Biobehavioral Sciences

#### CURRICULUM & TEACHING IN PHYSICAL EDUCATION

**Martha Eddy** (Ed.D. '98, M.A. '95) delivered a webinar at TC on her latest book, *Mindful Movement: The Evolution of the Somatic Arts and Conscious Action* (Intellect, Limited 2016).

(CONTINUED ON PAGE 56)



## SUMMER IS HERE. DEVELOP YOUR CAREER!

Continuing Professional Studies options  
at TC address key questions such as:

*How do we provide psycho-social support to refugees around the world?*

The Global Mental Health Summer Institute, July 5 - 10, offers training certification (Level A) in Group Interpersonal Psychotherapy (IPT), using World Health Organization methods.

*What is laser engraving? What is 3D modeling? How can we use technologies creatively in arts classrooms?*

TC's Creative Technology Boot Camp, July 6 - 8, helps you create customized, ready-to-use lesson plans that incorporate digital technologies!

*How do we help students improve their reading comprehension to meet the Common Core State Standards?*

Research Based Comprehension Strategies You Can Use, July 11 - 12, targets teachers in grades 3-8.

*How do we create truly integrated schools that foster the educational benefits of diverse classrooms?*

Reimagining Education: Teaching and Learning in Racially Diverse Schools, July 17 - 20, equips educators to ensure that all students thrive in racially diverse schools.

[ PSYCHOLOGICAL COUNSELING ]

In January 2017, Alison Desir (M.A. '16), founder of *Harlem Run*, completed a 240-mile run in support of Planned Parenthood. Desir ran approximately two marathons per day, arriving in the capital on Inauguration Day.

Eddy is a Registered Somatic Movement Therapist, licensed Teacher of Body-Mind Centering and Certified Movement Analyst.

**Gayle E. Hutchinson** (M.A. '84) was named President of California State University, Chico in March. The 12<sup>th</sup> president in the University's 130-year history, she is the first

woman to hold the job.

**SPEECH & LANGUAGE PATHOLOGY**

**Bernadine Gagnon** (M.S. '02) CCC-SLP, is the Chief Clinical Supervisor at Teachers College's Edward D. Mysak Clinic for Communication Disorders and oversees the Mysak's Aphasia Clinic. She publishes in peer-reviewed journals

and speaks at conferences nationally.

**Counseling & Clinical Psychology**

**COUNSELING PSYCHOLOGY**

**John Bickford** (Ed.D. '72) is a guardian ad litem for a family court in South Carolina.

**Silvia Mazzula** (Ph.D. '10, M.Phil. '08), Associate Professor of Psychology at John Jay College of Criminal Justice, has been selected to provide a field scan on behalf of RISE (Research, Integration, Strategy and Evaluation) for Boys and Men of Color. Her goal is to understand key interventions and policies that improve life outcomes for Latino boys and men of color.

**CLINICAL PSYCHOLOGY**

**David Gangsei** (Ph.D. '77) retired in 2016. He served as Clinical Director at Survivors of Torture, International in San Diego, where he oversaw psychological, medical, social and legal services to asylum seekers and refugees from more than 50 countries. He was also an international clinical advisor with The

Center for Victims of Torture in St. Paul, where he worked with local NGOs in Africa and Central and Eastern Europe.

**Noel Leyco** (M.A. '80) was recently appointed as Undersecretary for Finance and Administration at the Department of Social Welfare and Development in the Philippines.

**PSYCHOLOGICAL COUNSELING**

**Richard Campagna** (M.A. '92) is currently delivering a series of seminars, courses and workshops titled "The Role of Karaoke and Existentialism in Life, Love and Learning." Campagna has served on TC's Alumni Council.

In January 2017, **Alison Desir** (M.A. '16), founder of *Harlem Run*, completed a 240-mile run from Harlem to Washington D.C. in support of Planned Parenthood. Desir and a team of three other women ran approximately two marathons per day, arriving in the capital on Inauguration Day.

**Patricia Glick** (M.Ed., M.A. '96), a New York State Licensed Behavior Analyst, is the co-owner of a licensed professional agency that provides Applied Behavior Analysis (ABA) services across Long Island. Her company is opening a center-based program in Islandia, New York.

**SCHOOL COUNSELOR**

Health Education doctoral student **Ian Levy** (M.Ed. '14, M.A. '13) was named the 2016 New York State School Counselor of the Year by the New York State School Counselor Associa-



tion for his work in creating a hip-hop therapy counseling program at a Bronx high school.

## Curriculum & Teaching

### CURRICULUM & TEACHING

**Marvin Lynn** (M.A. '96) was named Commissioner of the Council for the Accreditation of Educator Preparation. He is currently Dean of the School of

Education at Indiana University South Bend.

### ELEMENTARY INCLUSIVE EDUCATION

**Rachel Elin-Saintine** (M.A. '13) teaches at Miquon School in Conshohocken, Pennsylvania. She has also begun her own painting business, 3 Little Pigments. She paints murals for babies' nurseries and children's play spaces in homes.

### OLDER CHILDREN

**Hinda Gewirtz** (M.A. '61) is publishing a new book on aging, *The Last Taboo: Aging in America*.

## Education Policy & Social Analysis

### ECONOMICS & EDUCATION

**James Salamon** (M.A. '15) became a Data Analyst at The New School in January 2017.

He works with Institutional Research and Academic Planning to achieve continuing student enrollment goals.

## Health & Behavior Studies

### APPLIED PHYSIOLOGY & NUTRITION

Led by CEO **Debra Wein** (M.S. '94), Wellness Workdays held

(CONTINUED ON PAGE 58)

### [ ALUMNI FOCUS ]

## Executive Sweethearts

*For wife-and-husband principals Jacqui and David Getz, it's all about the dialogue*

**Jacqui and David Getz**, discussing the finer points of school leadership, make eye contact and laugh. "The mommy otters?" says Jacqui (M.A. '85).

"We were watching this nature show," explains David (M.A. '84).

"We thought the mommy otter was going to leave her kids, but no — she was just teaching them a life lesson. Then she broke the abalone shell on her chest."

"So how can we convince teachers we trust them to let kids struggle?"

The Getzes are both principals in New York City's District 2 — he at East Side Middle School on 91<sup>st</sup> Street, she most recently at PS 126 in Chinatown, and now at a new school opening this fall. She is elegantly coiffed, with spiffy outfits and tastefully chosen earrings and necklaces ("Plan B was to be an image consultant"); he is a bearded former children's author who confesses to owning one suit. She always wanted to teach ("I like being a bit bossy"); he had a cosmic revelation in an elevator. She's an organizer, he likes to get to know the kids; he agonizes over the city's categories for writing teacher observations while she simply ignores them.

They both believe in engaging the entire school community in dialogue.

"This is a profession where you have to

listen to people," Jacqui says. "Please don't tell me you have to save the world. You're part of a community, so come to learn."

"Some younger principals think they're running a factory, and that it's all about quantifiable output — which is crazy," David says. "Ross Greene [the child psychologist] says your influence comes from your expectations — but teachers won't absorb your expectations unless you mirror their experience, which is transactional. You have to create a relationship."

The Getzes met at Teachers College, where, they say, they were encouraged to be curious, ethical and unafraid. Both have played a key role in organizing a District 2 student council that, among other things, has created Gender Sexuality Alliances (GSAs) — safe spaces for LGBTQ students to work on promoting inclusion. Students from David's school asked the New York City Council to support GSAs citywide.

At Jacqui's new school (named for Jane Jacobs, the late urban activist), the community is already engaged. Parents fought to ensure diversity. They've weighed in on class sizes, admissions policy and hiring the principal.

"They put their sneakers on and they went out and did it," Jacqui says. "I'm psyched." — **JOE LEVINE**



the 2017 Emerging Trends in Wellness Conference — its fourth annual conference — in April 2017.

**HEALTH EDUCATION**

Major General **Irene Trowell-Harris**, USAF Ret. (Ed.D. '83), took part in "A Proud Heritage of Service: People of Color in the Military," a Black History Month panel at NBC Universal.

**Martha Higgins** (Ed.D. '04, M.S. '01) established **www.smallfitness.org**, a website that deals with childhood obesity.

As artistic director of The Dreamscape Project Group, **Pamela Newton Renna** (M.A. '69) builds power, authenticity and ecstatic experience through the arts. She is working on "River Spirits," part of

[ HEALTH & BEHAVIOR STUDIES ]

New York Governor Andrew Cuomo nominated **Guillermo Linares** (Ed.D. '95), a former state assemblyman and longtime education activist, as President of New York's Higher Education Services Corp.

a three-year project for the Group, and teaches "Two Left Feet," a dance class for adults.

**LEARNING DISABILITIES**

**Dr. Marek Beck** (M.A. '99), Head of Upper School Education at Renbrook School, completed his Ph.D. in Curriculum & Teaching at Fordham University.

**NURSING EDUCATION  
PROFESSORIAL ROLE**

**Elizabeth Speakman** (Ed.D. '00) was promoted to Professor of Nursing at Thomas Jefferson University in Philadelphia, PA and was inducted into the American Academy of Nursing. She published *Interprofessional Education and Collaborative Practice: Creating a Blueprint for Nurse Educators* (Wolters Kluwer) in September 2016.

**Linda Strong** (Ed.D. '96) of Sacred Heart University was selected to join the Nursing Board at the American Health Council.

**SPECIAL EDUCATION**

**Anne Leslie Saunders** (M.A. '77) published the second edition of *A Travel Guide to World War II Sites in Italy* (CreateSpace) in December 2016.

Human Development

**DEVELOPMENTAL  
PSYCHOLOGY**

As Director of Research at the Fontana Center for Child

Protection, **Amy J.L. Baker** (Ph.D. '89) is an authority on parental alienation (when a child unjustifiably rejects a parent). She has authored or co-authored eight books and over 100 journal articles, serves as an expert in family courts and provides telephone coaching for parents. She recently developed a specialized outpatient therapeutic program for parents and their adult children.

International & Transcultural Studies

**INTERNATIONAL EDUCATIONAL DEVELOPMENT**

**Laurie Cigal** (M.A. '03) has been a Spanish Teacher and an assistant to the presidents of Fortune 500 companies and nonprofit institutions. Now a grandmother, she serves in retirement as a youth mentor and outreach mission member.

**Nitza Milagros Escalera**

(M.Ed. '06), Dean of Diversity Initiatives at Fordham Law School, received the 2017 Giv-

**TC 2018 Distinguished Alumni & Early Career Awards**

2017 WINNERS

PHOTO © SUSAN COOK

Nominate a deserving alumna/a today!  
[tc.edu/alumni/awards](http://tc.edu/alumni/awards)

ing Back Award from *INSIGHT Into Diversity* magazine.

New York Governor Andrew Cuomo nominated **Guillermo Linares** (Ed.D. '95), a former assemblyman and longtime education activist, as President of the state's Higher Education Services Corp. Linares has previously served as New York City's Immigrant Affairs Commissioner. He was the first Dominican-born immigrant elected to public office in the United States.

Graduate candidates in courses taught by Professor **Colette Mazzucelli** (M.Ed. '11) at New

York University represented the United States in the Facebook Peer to Peer (P2P) Global Showcase Event during the United Nations General Assembly. More than 150 colleagues and friends of the P2P program from around the world participated in the event.

**Dina Paulson** (M.A. '10) and Mitch McEwen were married in Detroit in November 2016. Dina is Office Manager of Bright Horizons Family Solutions, an early education center, and a freelance writer and editor. Her work has appeared in journals including *Minola*

*Review and Flash Fiction Magazine* and has been exhibited at Hudson Guild Gallery in New York City.

**Bethany Wilinski** (M.A. '09) earned her doctorate in Curriculum & Instruction and Educational Policy Studies from the University of Wisconsin-Madison. She is now Assistant Professor in the Department of Teacher Education at Michigan State University. She is the author of *When Pre-K Comes to School: Policy, Partnerships, and the Early Childhood Education Workforce* (Teachers College Press 2017).

## Mathematics, Science & Technology

### MATHEMATICS EDUCATION

**Jeremiah Sumter, Jr.** (M.A. '04) was promoted to Principal at the Roosevelt UFSD Middle School and received his Doctorate in Educational Leadership and Policy Studies from Hofstra University.

### SECONDARY SCHOOL SCIENCE EDUCATION

**Koshi Dhingra** (Ed.D. '99), founder and Executive Director of talkSTEM, has started a new initiative, walkSTEM, a series

(CONTINUED ON PAGE 60)

## Go Beyond.

"My commitment to Teachers College goes beyond being an alumna, as I continue my involvement with alumni around the world, building lifelong connections with the College.

My naming TC as a beneficiary of my Individual Retirement Account (IRA) will create an endowed legacy in support of our international students, who will always make the best of their TC experience and make a difference going forward."

— *Marion Boulbee, Ed.D.*  
International Education Development  
Alumni Council, 2009–present; Council President, 2017–19  
Grace Dodge Society member since 2015

For more information on gift annuities, bequests or other planned gifts, please contact:

Louis Lo Ré  
Director of Planned Giving  
lore@tc.edu | 212-678-3037  
tc.edu/PlannedGiving



[ MATHEMATICS, SCIENCE & TECHNOLOGY ]

## Mildred García (Ed.D. '87), President of California State University, Fullerton, has been elected the next Chair of the Board at the American Association of State Colleges, starting in 2018.

of math and science walks through the Dallas Arts District to teach elementary and middle school students and their families about the relevance of math in everyday surroundings. walkSTEM is conducted in partnership with moMath in New York City.

### Organization & Leadership

#### ADULT EDUCATION

**Gerda Govine Ituarte** (Ed.D. '84, M.A. '76) has authored three poetry collections: *Ob, Where is My Candle Hat?*, *Alterations Thread Light Through Eye of Storm* and *Future Awakes in Mouth of NOW*. Ituarte has published in anthologies and journals in the U.S. and Mexico and held poetry readings in Canada, Colombia, Cuba, the U.K. and Mexico. She is the founder of Pasadena Rose Poets — nine published poets in Pasadena who bring “poetry within reach in unexpected places.”

#### ADULT EDUCATION GUIDED INTENSIVE STUDY

SAGE has published the second edition of *Becoming a Multicultural Educator: Devel-*

*oping Awareness, Gaining Skills, and Taking Action*, co-authored by **William Alexander Howe** (Ed.D. '91). The book received the 2013 Philip C. Chinn Book Award from the National Association for Multicultural Education. Howe received TC's Distinguished Alumni Award in 2015.

#### ADULT LEARNING & LEADERSHIP

**Sarah Siegel** (M.A. '12) is leading the design team for Watson Academy at IBM. She manages eight premier instructional designers and designs learning offerings for a range of IBMers.

#### EDUCATIONAL ADMINISTRATION

**Kleon C. Andreadis** (M.Ed. '79) has moved to El Paso, Texas to establish a new law practice.

**Katherine L. Norris** (M.A. '99) published *Engage in the Mathematical Practices: Strategies to Build Numeracy and Literacy with K-5 Learners* (Solution Tree Press 2016).

**EDUCATIONAL LEADERSHIP**  
**Joan Stamler** (Ph.D. '10) is an

evaluation consultant and TC Adjunct Assistant Professor, teaching a course on the Evaluation of Educational and Social Programs. She volunteers with Reading Partners, which assists elementary school students.

#### INQUIRY EDUCATION LEADERSHIP PRACTICE

**Carol D. Birks** (Ed.D. '13, M.Ed. '11) is Assistant Superintendent for Instructional Leadership at Hartford Public Schools. Birks works with a Networked Improvement Community to help school leaders improve student academic outcomes for 11 schools. She is Founding CEO of Erudite Educational Consulting LLC.

**Monica George-Fields** (Ed.D. '15) is President and Chief Education Officer of Reimagine Excellence and Achievement Consulting House (REACH), which coaches school communities that undertake school improvement and sustaining efforts.

#### HIGHER EDUCATION

Mildred García (Ed.D. '87), President of California State University, Fullerton, has

been elected the next Chair of the Board at the American Association of State Colleges and Universities, beginning her service in 2018. García received TC's Distinguished Alumni Award in 2015.

**Patrick McGuire** (Ed.D. '94), past President of TC's Alumni Council, was named NY1's Queens “Person of the Week” for his hours of dedication to New York Cares.

#### STUDENT PERSONNEL ADMINISTRATION

**Alice Croll** (M.A. '86), CSW, is celebrating three decades of counseling practice in Hackensack, New Jersey. She is a featured professional in the *Psychology Today* web directory.

Since graduating from TC, **Natalie Schwartzstein** (M.A. '86) has worked in fundraising, including campaign oversight and management, for New York University, Pennsylvania State University, the University of Vermont, Stanford University and, currently, George Washington University. She has worked with schools of law, medicine, business, and arts and sciences.

### Share Your News with Us

Like reading about your fellow TC alumni? Let them read about you, too. Share your news with us:

Office of Alumni Relations  
[www.tc.edu/alumni/update](http://www.tc.edu/alumni/update)  
or email [tcalumni@tc.edu](mailto:tcalumni@tc.edu)

[ CLASSROOM PERFORMER ]

## John Henry Browne



Long-time TC English Education instructor **John Henry Browne** died in February at 73. A multiply-honored former New York City public school teacher, Browne was famed for his “Teaching of Shakespeare” course, in which, on day one, students selected Shakespearean putdowns from a hat and walked around insulting one another. That exercise reflected a belief in teaching the Bard through classroom performance, developed after Browne visited England and watched 11 plays in 14 days. ■ In 2011, Browne took to the airwaves and *The New York Times* to defend a former TC student he felt had been victimized by the city’s new teacher evaluation system. Her plight, he said, signified “technocrats at the helm, and teachers’ voices silenced.” ■ Browne strongly opposed didactic teaching: “It’s not me up there expounding, it’s the students talking. Failing to acknowledge a student’s individual response is usually tied to the teacher looking for the answer he or she already has in mind.”

[ GLOBAL EDUCATOR ]

## Kenneth H. Toepfer



**Kenneth H. Toepfer**, (Ph.D. '66), Teachers College Provost and Professor Emeritus, died in March at 88. In 1961, Toepfer, a first-generation college student, became Coordinator of TC’s Teachers for East Africa Project (TEA), a Peace Corps forerunner that provided teachers for secondary schools and teacher-training colleges in Kenya, Tanzania and Uganda. Toepfer expanded the program to Afghanistan, Paraguay and other countries.

Named Provost and Professor of Higher Education in 1971, he contributed to the renovation of the Library and the development of Teachers College Press. He retired from TC in 1986 with a reputation for kindness, integrity and fairness. ■ In 1987 Toepfer became Executive Vice President of American University (AUC) in Cairo, leading development of a five-year strategic plan, and later became AUC’s senior administrative representative in the United States.

**Contributions in Toepfer’s name can be made to the Toepfer Family Scholarship Fund. Contact Linda Colquhoun at 212 678-3679.**

## Abby M. O’Neill

89, Teachers College Trustee Emerita, passed away in May as *TC Today* went to press. O’Neill created TC’s George and Abby O’Neill Chair in Economics & Education, helped recruit other TC Trustees and created the Abby M. O’Neill Fellowship, which addresses demand for training in key areas and the need for excellent teachers in under-served communities. A story about O’Neill will appear in our fall issue.



[ A LEADER’S LEADER ]

## Kathleen Tolan

*A literacy expert who was “a force of nature”*

**Kathleen Tolan**, (M.A. '88) Senior Deputy Director of the Teachers College Reading & Writing Project (TCRWP) and a former Harlem public school teacher, died in December at 53. ■ “Kathleen was a brilliant, unbelievable teacher — a force of nature who allowed nothing to get in the way of doing what’s right for teachers and kids,” said Lucy Calkins, TCRWP Founding Director. “One day with her and people would remember her forever. She was honest, tough and personified excellence, and her students were among the most successful in the city. She was also enormously compassionate. When one former student was in jail, she regularly drove to be there during visiting hours. When another lost a leg, she donated money for a prosthesis.” ■ Tolan, a TC alumna, co-authored several books, including (with Calkins) *Building a Reading Life: Stamina, Fluency, and Engagement* (Heinemann 2010). She also led TCRWP’s



professional development at PS 6, including when that school was led by Carmen Fariña, now New York City’s Schools Chancellor. ■ “Kathleen’s commitment to joyful, lifelong literacy garnered the respect of educators throughout the City and the nation,” wrote Fariña on the TCRWP site. “I knew Kathleen as a leader’s leader. During the time she worked with my school, we benefitted greatly from her wisdom and expertise.”

**To honor Tolan’s memory, make a gift to support the Kathleen Tolan Memorial Fund. Contact Linda Colquhoun at 212 678-3679.**

[ THE DISARMING PROFESSOR ]

## Finding Common Cause

*From marriage to geopolitics, “cooperation” was Morton Deutsch’s watchword*

**T**eachers College social psychologist **Morton Deutsch**, a pioneer of the fields of conflict resolution, cooperative learning and social justice, died in March at age 97. Deutsch’s ideas, emphasizing human interrelatedness as a basis for finding common cause, have been applied to marital conflict, education, industry and labor negotiations and international relations. ■ “An individual with Morton Deutsch’s theoretical brilliance comes along maybe two or three times a century,” said Deutsch’s former TC student David W. Johnson (Ph.D. ’66), Professor of Educational Psychology at the University of Minnesota.

Deutsch’s signature achievements include a landmark study of group tension and racial attitudes credited with helping to end legally sanctioned racial segregation in the United States; social experiments demonstrating that people will use opportunities to apply threats in competition, undermining cooperation; an acknowledged influence on Cold War negotiations and the peaceful transition of Poland to non-Communist rule in 1989; and a score of influential books, including the landmark *The Resolution of Conflict: Constructive and Destructive Processes* (1973).

Deutsch founded TC’s International Center for Cooperation and Conflict Resolution (since renamed for him) and men-

tored hundreds of Ph.D. students, including many current leaders in related fields. He retired in 1990 as Edward Lee Thorndike Professor Emeritus of Psychology and Education.

### CHAMPIONING THE UNDERDOG

**M**orton Deutsch was born on February 4, 1920, in New York City. A Jew and the youngest of four brothers, he developed an enduring interest in the underdog, chastising American society for an “ethos of the lone, self-reliant, enterprising individual” and American social psychology for neglect of “the social reality in which the subject is participating.”

Deutsch planned to become a

psychoanalyst but joined the Air Force and flew in some 30 combat missions over Nazi Germany.

“Being in World War II and experiencing the devastation and horror of war, even though I felt the war against the Nazis was justified, I became interested in prevention of war,” he recalled.

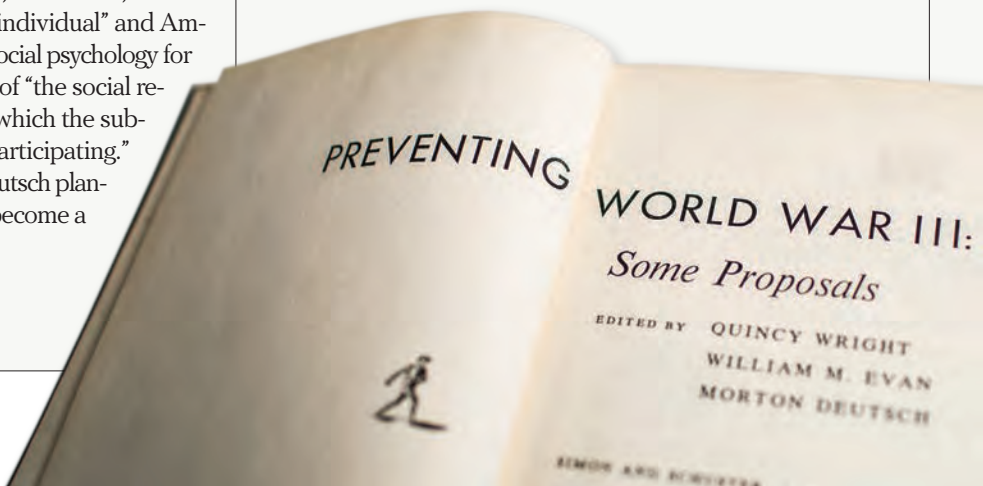
In his dissertation, written under MIT psychologist Kurt Lewin, Deutsch introduced his Theory of Cooperation and Competition, arguing that the dynamics and ultimate success of a

group depend on the extent to which group members believe their goals are shared and thus see a potential to make common cause. In the wake of Hiroshima and Nagasaki, his model was the newly-formed United Nations Security Council: “I had an image of them either cooperating or competing and what the consequences would be for the world.”

At MIT, Deutsch also supervised, fired and fell in love with a young woman named Lydia Shapiro. “In moments of marital tension, I have accused Lydia of marrying me to get even, but she asserts it was pure masochism on her part,” he later wrote. “In our 60 years of marriage, I have had splendid opportunities to study conflict as a participant observer.”

### THEORY IN PRACTICE

**I**n 1951, Deutsch co-authored a comparative study of interracial public housing projects in New York City and Newark, New Jersey. Published in 1951, the research prompted the Exec-







“The view that human nature is inherently evil and must end in violence is a false view that encourages its falseness to become true.”

— Morton Deutsch

utive Director of the Newark Public Housing Authority to declare that “the partial segregation that has characterized public housing in Newark will no longer obtain.” Deutsch himself went on to become active with The Society for the Psychological Study of Social Issues’ committee on intergroup relations, which contributed materials that led to the U.S.

Supreme Court’s 1954 decision striking down segregation in the public schools. In 1956, at Bell Telephone Laboratories, Deutsch, with Robert M. Krauss, conducted an experiment called the Acme-Bolt Trucking game. In some variants of the game, both players, who operate rival trucking companies, possess weapons in the form of gates that can be used to force the

**A MUST READ** Deutsch formed his ideas in response to the development of atomic weapons and the advent of the Cold War.

### PROMOTING A COMMON ANCESTRY

Morton Deutsch believed that violence and war are “potentials of humans, but they are not inevitabilities.” He saw hope in acknowledging common problems.

other player to follow a longer route; in others, only one player possesses the gates. At one juncture along the short route, there is room for only one truck to pass at a time. Through Acme/Bolt and subsequent scenarios, Deutsch and others have shown that the introduction of weapons into negotiation

situations heightens conflict by tempting the participants to use those weapons to press for advantage and that negotiations increasingly become zero sum, with both sides aiming for complete victory.

During the Cold War, Deutsch led Soviet and American diplomats in a role-reversal exercise. In 1989, both Janusz Grzelak of Poland’s Solidarity movement and Janusz Reykowski, a Communist negotiator, cited the importance of Deutsch’s work in Poland’s peaceful transition to a democratically elected government.

“Violence and war are potentials of humans, but they are not inevitabilities,” Deutsch said in 2013. “The view that human nature is

inherently evil and must end in violence is a false view that encourages its falseness to become true. Interpersonal violence, such as murder, has decreased remarkably over the centuries. But weapons have become vastly more destructive, so we must bring them under control.”

Peace, he said, is sometimes hindered by the difficulty of producing “a coherent democracy that isn’t co-opted all over again. Having a sense of the time it takes and having people who are really committed over a sustained period to help move the group to real democratic participation, is really essential. It takes time, planning and effort.

“So – I cross my fingers and hope something good will develop.” – JOE LEVINE

### *Honor His Legacy*

The Morton Deutsch Endowed Fellowship Fund supports students in TC’s Social-Organizational Psychology Program.

Contact  
Linda Colquhoun at  
212 678-3679.

[ THE LAST WORD: TC STUDENT VOICES ]

## REBUILDING THROUGH EDUCATION



**HAVE VALUED EDUCATION FROM** a very young age. I spent many childhood summers in my hometown of Sarajevo, in Bosnia-Herzegovina, a small but beautiful country that is still recovering from the devastating 1992-1995 war. Although my family left a year before the war, I was deeply affected. I recall this once-thriving city, which not long before had hosted the Winter Olympics, overrun with peacekeepers. My most vivid memory from those early years was pulling off Disney stickers in my grandmother's kitchen only to realize they covered bullet holes. With each visit, I witnessed the country

mending: first, the airport rebuilt, then, fewer soldiers in the streets, and finally, buildings restored. But I wondered: how to ensure no child grows up during war or its aftermath?

During college, I volunteered at Children are the Pillars of the World, a Sarajevo-based NGO that promotes educational and ethical values in children. Their dedicated teachers inspired me to enroll in TC's Economics & Education program in Fall 2014, confident of making a meaningful societal contribution. However, it was only upon reading Dewey's words in Zankel Hall — "Education is the fundamental

method of social progress and reform" — that I fully understood education's transformative power.

At TC, I have learned to use economics as a tool for understanding individual and educational decision-making. I've helped TC's Campaign for Educational Equity champion all children's right to a sound, basic education. And now, as a development professional, I'm watching our faculty and students tackle

### ENSURING CHANGE

"At TC, I have learned to use economics as a tool for understanding individual and educational decision-making. I believe even more strongly that education catalyzes social change."

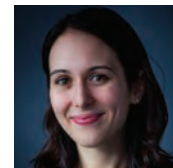
— Emina Omeragic

public education in Brazil; prepare professional development schools in Poland; train Kenya's teachers and mentor refugees; and more.

Today, with Bosnia's political and economic situation still appalling, and with the country losing its most talented youth to a massive brain drain, I believe even more strongly that education catalyzes social change.

I vow to uphold TC's core values so that all children may grow up in a healthier, smarter, equitable and — now more than ever — more peaceful world.

— EMINA OMERAGIC



Emina Omeragic (M.A. '17, Economics & Education) currently serves as Associate Director of Major Gifts & International Fundraising in TC's Department of Development & External Affairs.

## LEARNING TO TEACH CARING

An oncology nurse relies on faith, compassion and, now, TC

**A**s a Clinical Nurse Specialist at New York's Memorial Sloan-Kettering Cancer Center,

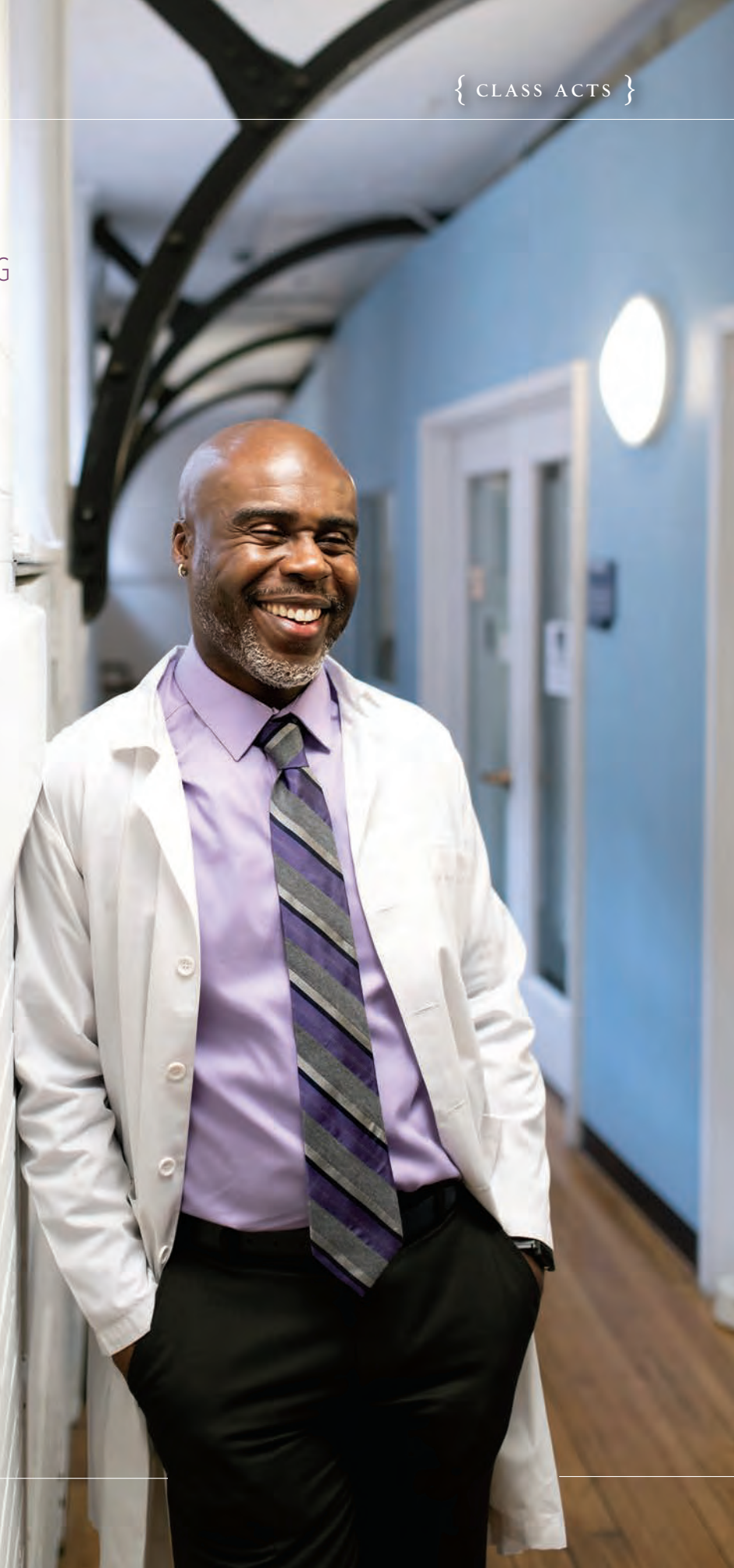
Wayne Quashie has witnessed inspiring recoveries and wrenching deaths. His faith — in nursing and in God — sustains him.

■ “I can't stop patients from dying, but I can ease their suffering and support grieving families.” ■ Quashie came to the United States from Trinidad at 19. He put himself through school in nursing and public health and enrolled this past fall in Teachers College's new online nursing education doctoral program to better teach “young nurses with limited life experience how to connect with patients and families facing the unknown of a cancer diagnosis.” He was “ecstatic” to receive TC's Cynthia Davis Sculco Scholarship. “Teachers College was the only place where I could hone my teaching skills.”

— ROBERT FLORIDA

THE FUTURE *of Our Fields*

Spotlighting students who will extend TC's legacy





**Samson Lim**

M.A. '14, Education Policy

**Profession**

National Director of Graduate and Fellowship Programs for The Posse Foundation, a college access and youth leadership development initiative

**Proudest accomplishment**

“Seeing students I’ve helped pay it forward by helping others pursue their goals and dreams, too.”

**What I learned at TC**

“Professors such as Luis Huerta and Kevin Dougherty taught me how to question critically, challenge thoughtfully and advocate purposefully. TC equipped me with the tools, perspectives and confidence to do even more meaningful work.”

**What I’ve learned in life**

“The challenges that frustrate or discourage me always end up being formative in my long-term growth.”

**Why I support TC’s students**

“It’s gratifying to be able to create opportunities for Posse Scholars to have the same life-changing experience I had at Teachers College.”

**TC Contributions**

- Helped facilitate TC’s establishment of an annual scholarship for alumni of The Posse Foundation
- TC Fund contributor
- TC 21<sup>st</sup> Century Leader

# Sam’s Club

*You, too, can support TC’s students.  
Contact Linda Colquhoun  
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**Yanique Anderson**  
MSW student  
Columbia School  
of Social Work

**Reginald Glosson**  
JD student  
Columbia Law School

**Samantha Alcala**  
M.A. student  
Sociology & Education  
Teachers College

S U P P O R T o u r S T U D E N T S

