

*Inside*

Repurposing the American Dream:  
Sayu Bhojwani (Ph.D. '14)

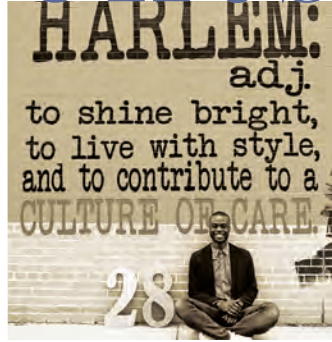
Academic Exercise: The EXerT Lab

Remembering Pearl Rock Kane

# Class Action

The case for empowering  
our teachers · Read our special  
report on teachers and teaching,  
beginning on page 12

# Contents



## Features

12

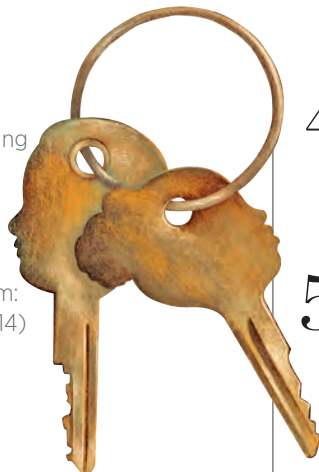
### Class Action

The case for empowering our teachers

30

### TC Heroes

Repurposing the Dream: Sayu Bhojwani (Ph.D. '14) is helping hundreds of first- and second-generation Americans seek elective office



42

### Future Leaders

For psychology student Srishti Sardana, helping refugees begins with learning about their cultures and experiences

50

### On Board

Denise Borders (Ed.D. '85) has challenged her own comfort zones throughout her education career



### ADDING UP THE COUNTDOWNS

TC's annual countdown to Convocation is held online and in Zankel lobby. Our selection here includes TC President Thomas Bailey and former Second Lady Jill Biden; TC's 2019 Convocation student speakers; the faculty founders of TC's Civic Participation Project; facilities staff members; some famous alums; and even actor Tony Shalhoub, who was just passing through. For a full listing of who's who, visit [tc.edu/tctodayTOC](http://tc.edu/tctodayTOC)



## Development

**44 Why the TC Fund Matters**  
A message from Suzanne M. Murphy, Vice President, Development & External Affairs

**47 And the Dance Continues**  
Jody and John Arnhold give \$6.085 million to TC to create the Arnhold Institute for Dance Education Research, Policy & Leadership



PHOTOGRAPH: DEBORAH FEINGOLD

## Departments

- 3 PRESIDENT'S LETTER**  
Climate change as a metaphor for building a better world
- 4 SHORT TAKES: NEWS @ TC**  
TC names Stephanie Rowley chief academic officer and JoAnne Williams VP, Finance & Administration; a Nobel Laureate on failure; Tom James' years as Provost; inauguration highlights
- 40 FIRST EDITIONS**  
Nicole Brittingham Furlonge, on listening in African American literature; and Jeffrey Henig, on big national donors in local school board elections
- 41 ACADEMIC EXERCISE**  
A new TC lab evaluates top athletes — and the rest of us
- 64 THE LAST WORD**  
Professor David Hansen describes teaching as an ethical calling and urges support for passionate practitioners

## Alumni News

- 51 NEWS, PROFILES & NOTES**  
**News** At Academic Festival 2019, pathways to flourishing  
**Profiles** Novelist Wayétu Moore; GRAMMY winners Louis Hanzlik (Ed.D. '10) and Eric Oberstein (M.A. '09); Hawaii schools chief Christina Kishimoto (Ed.D. '02)
- 53 THE FINE PRINT**  
Spotlighting alumni authors
- 54 CLASS NOTES**
- 61 IN MEMORIAM**  
Sadie Bragg (Ed.D. '80), Joseph N. Hankin (Ed.D. '67), Olivia Hooker (M.A. '47), Pearl Rock Kane (Ed.D. '83), Harold Levy, Harold Noah (Ph.D. '64)



The magazine of Teachers College is produced by the Office of Development & External Affairs at Teachers College, Columbia University.

**Suzanne M. Murphy**  
VICE PRESIDENT, DEVELOPMENT & EXTERNAL AFFAIRS  
(M.ED. '99, M.A. '96)

**James L. Gardner**  
ASSOCIATE VICE PRESIDENT, EXTERNAL AFFAIRS

**Sara Clough**  
SENIOR DIRECTOR, STRATEGIC COMMUNICATIONS

### TC TODAY STAFF

**Joe Levine**  
EDITOR

**Heather Donohue**  
MANAGING EDITOR

#### CONTRIBUTORS

Alyssa Bean, Kirsten Burch, Linda Colquhoun, Rosella Garcia, Steve Giegerich, Emily Kobel, Harriet Jackson, Patricia Lamiell, Nikki Marenbach, Larrolyn Patterson Parms-Ford, Kalena Rosario, Scott Rubin, Susan Scherman, Lori Strauss, Matthew Vincent, Hua-Chu Yen, Dasheng Zhang

**Nina Ovryn**  
ART DIRECTOR

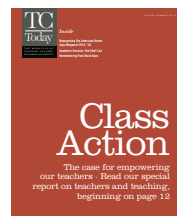
**Ali Silva**  
COPY EDITOR

**TC Today** Spring/Summer 2019  
Volume 43, Number 2, Copyright 2019  
by Teachers College,  
Columbia University

Articles may be reprinted with the permission of the Office of External Affairs. Please send alumni class notes, letters to the editor, address changes and other correspondence to:

**TC Today**  
525 W. 120<sup>th</sup> St., Box 306  
New York, NY 10027  
212-678-3412  
[tctoday@tc.edu](mailto:tctoday@tc.edu)  
[tc.edu/tctoday](http://tc.edu/tctoday)

### ON THE COVER



DESIGN: HEATHER DONOHUE



# The Everyone Officer

**Janice S. Robinson, Esq. (M.Ed. '76)**

## **Career**

Attorney, educator and champion of community building and inclusion.

## **What She Does**

Everything from academic and social programming that fosters TC's vision of diversity and social justice to preventing harassment and gender-based misconduct, to hosting book talks and cook-offs. "Ultimately, it's getting people to say 'Good morning.' If your day-to-day isn't going well, the diversity work won't resonate."

## **Where You Can Find Her**

On the move and in conversation, and at countless College events, including many on evenings and weekends.

## **Philosophy**

"We're the Everyone Office, as in 'Everyone has something to contribute.'"

## **What I Learned at TC**

"Individuals make the institution. I'm so grateful for my wonderful colleagues and our exceptional students."

## **Her Gift**

A percentage of her Individual Retirement Account (IRA) to fund scholarships for underrepresented students.

## **Why I Give**

"People say, 'Oh, you're a lawyer, that's nice,' and then they say, 'Wow, you went to Teachers College!' So I want to say, 'Thank you,' and pay it forward as well."

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

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

Photo: Bruce Gilbert

## Changing the Climate

Creating a healthy environment to build a better world

**A**s the academic year ended, the physical threat of global warming dominated the headlines. As educators, we must broadly consider “climate change” as a metaphor for creating a healthier environment for confronting a range of issues. ■ Our cover story spotlights one of society’s best hopes for doing so: America’s dedicated teachers. You’ll

meet alumni nationwide who apply their creativity, resilience and Teachers College preparation toward engaging students as citizens in the making. You’ll also meet TC faculty and alumni in school leadership positions with ideas for restoring a noble profession to the standing it deserves. As Jeffrey Young, Professor of Practice in Education Leadership and a former teacher and school superintendent, puts it: “Teachers are heroes who help create and shape lives.” On behalf of our teachers, our children and ourselves, TC is helping teachers to excel and flourish.

In our “TC Heroes” profile, we introduce another champion for a healthier, more equitable society: alumna Sayu Bhojwani (Ph.D. ’14). Sayu’s nonprofit, New American Leaders, prepares first- and second-generation Americans to seek elective office and works to ensure that immigrants are no longer seen as “not quite American.” Speaking for millions of fellow immigrants, Sayu says, “It’s our country, too.”

We also introduce two new senior leaders who promise to strengthen TC’s own climate. Stephanie Rowley, our new Provost, Dean and Vice President for Academic Affairs, joins

us from the University of Michigan, where she convened diverse minds on major research projects. JoAnne Williams, our new Vice President for Finance & Administration, is a skilled administrator and legal mind who recently oversaw fiscal planning, administrative services and other functions at Rutgers University. Happily, another great shaper of TC’s climate, Tom James, remains a Professor of History & Education after 12 distinguished years as chief academic officer.

Finally, all of us at TC are saddened by the passing of three stellar alumni. Pearl Rock Kane (Ed.D. ’83), longtime head of our Klingenstein Center for Independent School Leadership, launched a new era of intellectually rich preparation of independent school

heads. Professor Emeritus and former dean Harold Noah (Ph.D. ’64) introduced quantitative methods that enabled the field of comparative and international education to predict and explain rather than merely describe. And alumna Olivia Hooker (M.A. ’47), a survivor of the 1921 Tulsa Race Massacre, helped integrate the U.S. Coast Guard and became an eminent psychologist and educator.

These three giants embodied TC’s ideals of open-mindedness, courage and dedication to a better world. We honor them by striving to meet the high standard they set.



THOMAS BAILEY

# Short Takes

... on big news at the College

## TC's New Chief Academic Officer: Stephanie J. Rowley

An educational psychologist and institution builder who unites great minds

**T**EACHERS COLLEGE NAMED Stephanie J. Rowley, a prominent educational psychologist and multidisciplinary research administrator formerly at the University of Michigan (U-M), its Provost, Dean of the College and Vice President for Academic Affairs, effective July 1, 2019. Rowley succeeded Thomas James, who will remain Professor and Co-Director — with Ansley T. Erickson, Associate Professor of History & Education — of TC's Center on History and Education.

"Stephanie Rowley is an eminent scholar and a consummate institution builder with a record of success in uniting great minds to develop innovative approaches and solutions to society's pressing challenges," said TC President Thomas Bailey. "She will help us make the most of our many strengths and deepen and expand our already vibrant connections to our surrounding community and external partner organizations."

"I was initially drawn by

TC's rich history and reputation, but soon realized that this role would be an ideal fit for me because of the possibilities for combining multidisciplinary strengths," Rowley said. "TC has so many visible and highly engaged scholars. There's so much opportunity to connect with New York City and its public schools and to reap the benefits of being in such a diverse and dynamic place."

A Professor of Psychology in the College of Literature, Science, and the Arts, Rowley has served as Associate Vice President for Research (Social Sciences and Humanities), in U-M's Office of Research. She previously chaired U-M's Department of Psychology and its Combined Program in Education and Psychology.

As a research administrator, Rowley has ensured the participation of social scientists and humanists in key multidisciplinary University initiatives. As a scholar, she has explored how parents' social experiences, attitudes and beliefs influence how they socialize their children, and how that socialization process affects children's motivation in school.

S. Jack Hu, U-M's Vice President for Research, said Rowley has provided "exceptional leadership in developing and coordinating innovative initiatives." Elizabeth Cole, U-M's Interim Dean, said

Rowley has made "lasting impacts through her collaborative style, her commitment to diversity and inclusion, and her unfailing support for faculty research."



“There’s so much opportunity to connect with New York City and its public schools and to reap the benefits of being in such a diverse and dynamic place.”

— Stephanie J. Rowley, Provost, Dean of the College & Vice President for Academic Affairs





## Combining the Fundamental and the Applied: JoAnne Williams, TC's new Finance & Administration VP

A focus on maximizing TC's impact on society

**J**oAnne Williams, who has held top administrative positions in academia and industry, became Teachers College's Vice President for Finance & Administration in February. ■ Born in Costa Rica, Williams grew up and worked throughout South America and Europe. She earned a law degree at University of Detroit Mercy; worked for General Motors, Electronic Data Systems and Siemens handling issues related to product development and research, intellectual property rights, initial public offerings, computer-aided engineering design and business ventures worldwide; and eventually switched to academia. She served as Clemson University's Assistant Vice President for Research & Economic Development; as Associate Dean of Administration for Cornell University's College of Engineering; and most recently, as Vice Dean for Administration for Rutgers University's School of Arts & Sciences in New Brunswick, New Jersey. Her responsibilities there included fiscal planning, administrative services and facilities. She also oversaw the Office of Human Resources, the Office of Finance and Business Affairs, and the Office of Information Technology. ■ Williams is excited about leveraging TC's assets to achieve the maximum impact to society. She says she has quickly realized that "the name 'Teachers College' is a bit of a misnomer, because there is so much other wonderful stuff going on here." She also sees "a real desire to do intentional things to improve the world — a combination of the fundamental and the applied."

## HONORS & DISTINCTIONS



**Kim Baranowski** (Ph.D. '14), Counseling & Clinical Psychology Lecturer, is an American Psychological Association Citizen Psychologist for supporting human rights violations survivors.

.....



Clinical psychologist **George Bonanno** received the Association for Psychological Science's James McKeen Cattell Fellow Award for championing the concept of resilience in loss and grief.

.....



TC literacy authority **Maria Paula Ghiso** received the David H. Russell Award for Distinguished Research in the Teaching of English for her co-edited book, *Partnering with Immigrant Communities: Action Through Literacy*

.....



Psychologist **Derald Wing Sue**, an authority on microaggressions, received the TC Winter Roundtable's 2019 Janet E. Helms Award for Mentoring & Scholarship.

## In Praise of Failure

A Nobel Laureate delivers TC's inaugural Yu Panglin Lecture

Calling failure “part of discovering nature and the world around us,” 2008 chemistry Nobel Laureate Martin Chalfie delivered the inaugural Yu Panglin Lecture of TC’s Education for Persistence and Innovation Center (EPIC) in March. TC President Thomas Bailey and Dennis Pang, Yu Panglin Charitable Trust Chairman, expanded the Trust’s partnership with EPIC. ■ Chalfie, University Professor at Columbia, has produced a biological marker for gene expression. The late Yu Panglin, a global real estate developer who overcame poverty, donated his fortune to charity. The Yu Panglin Charitable Trust supports work in medicine, education and disaster relief.

CHEMICAL REACTION Chalfie charmed his audience.



## They've Got Mail: Thanking TC's faculty

TC's first Faculty Appreciation Week, in March, yielded hundreds of online testimonials to faculty's brilliance, mentorship and concern for a better world. ■ Doctoral student Jessica Smagler thanked Dirck Roosevelt, Associate Professor in Curriculum & Teaching, “for always building me up

when I start to doubt myself.” ■ A female student thanked Dolores Perin, Professor of Psychology & Education, for “being someone I can trust, ask advice, and rely on as a woman and a mentor in the academy!” ■ Others spoke of awakening to TC's richness:

“Professor Erica Walker — Your patience is beyond all understanding . . . you have encouraged me to slow down and embrace the experience.” ■ And this anonymous note confirmed that faculty help students realize their dreams:

■ *Lisa Wright: You once asked us, “What is your superpower?” and challenged us to think about our strengths. I have seen your power — in your work with students, faculty and staff. Thank you for sharing your superpower and challenging us to find the power within ourselves.*

*“...for always building me up when I start to doubt myself.”*

*“... being someone I can trust, ask advice, and rely on as a woman and a mentor in the academy!”*

*“Professor Erica Walker — Your patience is beyond all understanding . . . you have encouraged me to slow down and embrace the experience.”*

*“Thank you for sharing your superpower and challenging us to find the power within ourselves.”*



[ INVITING CHANGE ]

## The Civic Engineer

*Tom James has created a community that fosters ideas*

**T**WO WORDS REFLECT Tom James' 12-year tenure as TC's Provost, Dean and VP for Academic Affairs: "innovation" and "civility."

"Change comes from everywhere in an organization," says James, who stepped down July 1<sup>st</sup> but remains Professor and Co-Director (with Ansley Erickson) of TC's Center on History and Education. "The challenge is to create cooperation and mutual respect so everyone feels free to think, speak and act."

In 2007, James established the Provost's Investment Fund to seed promising cross-disciplinary faculty projects. He has led TC's hiring of over 70 new faculty members who "are envisioning and shaping the future of their fields." And he has helped faculty members — and faculty of color in particular — become department chairs, chaired professors, heads of TC centers and institutes, senior advisors and associate deans.

"I want us to be a community where people develop their leadership potential," he says. "That matters not just for TC, but for all education, health and psychology."

At a time of rising segregation and class and political tensions, TC must emphasize education's importance: "What's happening in this country reminds me of

Garrett Hardin's essay on 'The Tragedy of the Commons' [about the 19<sup>th</sup>-century privatization of Britain's common pastures]. Public education is one of our commons as a democratic society." At TC, safeguarding that commons begins with reaffirming Teachers College "as a learning organization, for ourselves as well as for students."

“Change comes from everywhere in an organization. The challenge is to create cooperation and mutual respect so everyone feels free to think, speak and act.”

— Thomas James

Following a sabbatical, James will engage in research, teaching and service, including a seminar aiming to create a sequel to the late TC president and education historian Lawrence A. Cremin's *History of Teachers College*, which covered the first half of TC's nearly 130-year history. And James will keep advocating for education for all. "I believe our march toward universal access and educational rights is unstoppable, because that's what this society is all about." — JOE LEVINE

### Safeguarding the Commons

*James says the current climate in America reminds him of "The Tragedy of the Commons," an essay about Britain's 19<sup>th</sup>-century privatization of its pasture land. "Education," he says, "is one of our commons as a democratic society."*



[ BRUSH WITH GREATNESS ]



THE OTHER O'KEEFFE

*Georgia O'Keeffe's younger sister, Ida, also painted and attended TC. This past winter, Ida, who died in 1961, got her first major show, at a museum in Dallas. Another is upcoming in Williamstown, Massachusetts.*

A Full Plate at TC's Tisch Food Center

**S**erving wholesome school lunch sounds simple — but not in New York City. TC's Laurie M. Tisch Center for Food, Education & Policy in the Nutrition Education Program is evaluating efforts to transform 1,700 school cafeterias to prepare fresh food from scratch. ■ Separately, Executive Director Pamela Koch will teach an online summer course to equip public school teachers to teach food and nutrition education. In January, the Center testified for a bill requiring annual reporting to the City Council on nutrition education in schools. And the Center is supporting the WELL Campaign, a legislative effort to provide New York students with health-supporting schools.

Erica Walker is TC's Clifford Brewster Upton Professor

**E**rica N. Walker, an authority on the sociocultural factors and educational policies and practices that facilitate math engagement, learning and performance, is TC's new Clifford Brewster Upton Professor of Mathematical Education.

Walker chairs TC's Department of Mathematics, Science & Technology and directs its Institute for Urban and Minority Education. A former high school teacher, she has written *Building Mathematics Learning Communities: Improving Outcomes in Urban High Schools* and *Beyond Banneker: Black Mathematicians and the Paths to Excellence*. In 2015, she delivered the Mathematical Association of America's 100<sup>th</sup>-anniversary lecture.

"The Upton Chair signifies a true thought leader in mathematics education," said Provost Thomas James. "Professor Walker's new paradigm for leveraging informal mathematical 'socialization' has inspired more young students to engage in creative problem-solving and identify as 'math people.' She has created a successful model for peer tutoring in high schools. And she is universally respected as a statesperson at Teachers College and in academia."



## IN BRIEF

## WAR'S MORAL INJURIES

Psychological treatment can help military veterans who witness or experience violence. But what about those who participated in violence? “Something before God cannot necessarily be fixed by cognitive therapy,” Lisa Miller, founder of the TC Spirituality Mind Body Institute, told 24 visiting U.S. Army chaplains in October. The chaplains must seek to cultivate the spiritual growth to counter such “moral injury,” Miller said. “You are the embodiment of spiritual life. When you speak from your core, you are giving others permission to do so as well.”

## PROBING ANTI-SEMITISM'S RISE

TC's December symposium “Anti-Semitism Today: Why are Hate Crimes on the Rise in the U.S.?” probed the 57 percent increase in acts of discrimination and outright hatred toward Jews during Donald Trump's first year as President. Unless the United States tackles racism and anti-Semitism on social media, said American Jewish Committee CEO David Harris, “we are sitting ducks.” And Mehnaz Afridi, Director of Manhattan College's Holocaust, Genocide and Interfaith Education Center, who is Muslim, said universities must “create an inclusive environment” to discuss groups' experiences. TC staff member Harriet Jackson organized the event.



## Loud Reports: Headline-Makers from TC

Education assessment's next wave; getting reading programs on the same page; “schools of choice” that are too choosy



As 44 states began meeting the 2015 Every Student Succeeds Act's testing and accountability requirements, TC measurement-evaluation expert Madhabi Chatterji warned in a National Education Policy Center publication of a new wave of inappropriate high-stakes testing. Many states planned to use testing to rank, rate or examine schools' or education systems' growth, which Chatterji likened to “misreading a Fahrenheit thermometer in degrees Celsius.”



Thomas Hatch, Co-Director of TC's National Center for Restructuring Education, Schools & Teaching (NCREST), and colleagues Meesuk Ahn, Daniel Ferguson and Alyson Rumberger reported that the 100-plus intermediary organizations and support providers that help New York City public schools with K-3 reading have the goals, services, reach and personnel to improve outcomes. The authors call for “explicit strategies” for “greater coherence . . . to increase the effectiveness of the sector overall.”



Economists Peter Bergman (TC) and Isaac McFarlin, Jr. (University of Florida College of Education) sent emails from fictitious parents to thousands of charter and traditional public schools of choice. Each email asked if any student could apply but randomly signaled the inquiring student's disability status, behavior quality or prior academic achievement and randomly implied race, gender or household structure. Charters and traditional public schools of choice more often ignored inquiries from students they perceived as more challenging to educate, with charters ignoring inquiries from special-needs students at higher rates — a “key source of potential inequality,” Bergman says.

## A Better World Through a Stronger TC

The College inaugurates a new president, and a new chapter begins

**T**homas Bailey was inaugurated as Teachers College's 11<sup>th</sup> president on December 7, 2018. The ceremony, in Riverside Church, capped a week of festivities that included a faculty symposium, student musical performances and a spaghetti dinner hosted by Bailey and his wife, Carmenza. In remarks to faculty, students, staff, alumni and friends, Bailey said that “by building



a stronger and more effective Teachers College, we will strengthen our ability to help build a stronger and more equitable society — and by

truly marshaling our resources to achieve our broader social goals, we will become a stronger and more effective and sustainable institution.”

### CAREER PATHING

Inaugurated as TC's 11<sup>th</sup> President, Thomas Bailey called on the College to create pathways to success for all.

Reading from a poem she wrote, faculty member Yolanda Sealey-Ruiz declared: “Know that we support you, Mr. President, in your vision. We lift the pen to co-write the story you seek to tell.”



## AND THE BAILEY ERA BEGINS

**1.** During Inauguration Week, New York City Schools Chancellor Richard Carranza (center, flanked by TC Trustee Joyce B. Cowin at left and President's Advisory Council member Phyllis L. Kossoff) delivered TC's 2018 Phyllis L. Kossoff Lecture on Education & Policy. **2.** Speaking on behalf of union employees, Gary Lord, Lieutenant in TC's Office of Public Safety, encouraged Bailey to “lean on us all for any help we can provide,” adding, “I wish you Godspeed, because when you succeed, we all succeed.” **3.** President Bailey got encouragement from his wife, Carmenza. **4.** Bailey accepted the Chain of Office from TC Board Chair Bill Rueckert and Vice Chair Leslie Nelson as Columbia University President Lee Bollinger looked on. Bailey called on TC to write a new chapter in its history by developing comprehensive solutions to the world's most pressing problems. **5.** Music courtesy of TC students, including doctoral student and pianist SiYi Fang, was an ongoing highlight of Inauguration Week. **6.** Yolanda Sealey-Ruiz, Associate Professor of English Education, read a poem she composed for Inauguration, titled “Creating Pathways Where There Were None Before.” Read more at [tc.edu/inauguration](http://tc.edu/inauguration)



**SPECIAL REPORT**

# class action

*The case  
for empowering  
our teachers*

**T** **TEACHING HAS NEVER** been for the faint of heart, but today the job demands particular resilience, resourcefulness and commitment to young people. It also requires extensive apprenticeship in classrooms, grounded in deep theory. With the profession at a watershed moment, grappling with shortages and strikes, Teachers College faculty, students and alumni ponder teaching's challenges, reflect on how TC equips teachers to thrive, and offer ideas for restoring the stature teaching deserves. ▶▶▶

#### KEY QUESTIONERS

A white student expresses racist ideas, citing his father as the source. His black teacher says, "You're old enough to form your own opinions. What do *you* think?"

*By Steve Giegerich and Joe Levine*

Illustration: Christopher Thornock



# A Changed Landscape

Teaching today requires idealism, optimism and quality preparation — not “training” — to help teachers continue to respond to new challenges in the classroom

**O**f all the students she has taught, Raven Hebert has stayed closest with a young man who once disrespected her for being black.

Dave (not his real name) used to tell friends, within Hebert’s earshot, that black people lack the intelligence to teach.

“I finally took him aside and asked, ‘Do you really believe that?’” recounts Hebert (M.A. ’06), a science teacher at Martin Luther King High School in Riverside, California. “He said, ‘That’s what my father says.’ I said, ‘You’re old enough to form your own opinions. What do *you* think?’”

Dave stopped making offensive comments. Eventually, he made friends with several black and Mexican students and bonded with Hebert.

If only solving racism were that easy. “His friends liked me, so it was partly peer pressure,” Hebert says of Dave’s change of heart. Still, her experience suggests the challenges teachers face — and the impact they can have.

“Teachers are heroes,” says Jeffrey Young, Professor of Practice in TC’s Education Leadership program, and former Superintendent of Schools in Cambridge, Massachusetts. “Doctors save lives, but teachers help to create and shape them. What work could be more valuable?”

Hebert loves her job and hopes to retire as a teacher. But it’s no secret that the profession is in the midst of a crisis. As older teachers retire, younger people aren’t replacing them. A 2016 report by the Learning Policy Institute estimates that teacher demand (defined as annual hires needed) will top 300,000 by 2025 as supply dips under 200,000. In March, *The Washington Post* reported that in Oklahoma, 30,000 teachers have quit since 2013.

Meanwhile, during just the past two years, teachers have staged strikes and walkouts in West Virginia, Colorado, North Carolina, Oklahoma, Arizona, Kentucky and California.

“How many years have teachers in these places worked in conditions that no other pro-

---

## Teaching within Communities

“Other countries revere education and educators,” says Reveta Bowers, TC Trustee and former Head of School at the Center for Early Education in Los Angeles. “We need to invest time, expertise and resources to promote the importance of this profession.” Schools should function as “communities that convene people to learn, celebrate and collaborate on understanding and addressing society’s larger issues.”







Illustration: Gordon Studer

professionals would tolerate?” asks Young. “Twenty minutes for lunch, no quiet place to make a call or sit. Buying books, buying Skittles for math manipulatives. Scraping by at 2 percent pay raises, if that? It’s like the movie *Network*. They’re mad as hell, and they’re not gonna take it anymore.”

Certainly teaching salaries vary widely, from a mean of over \$82,000 in Alaska and New York to below \$43,000 in Oklahoma, Mississippi and West Virginia, where teachers often work extra jobs. But pay isn’t the only issue.

Teachers and administrators say that more students are hampered by emotional and psychological problems, including those linked to poverty, violence, abuse and drugs. Yet teachers are held accountable for — and often evaluated based on — students’ standardized test scores.

“The U.S. is trying to do something unprecedented in its history — maintain excellence with thoroughgoing equity,” says Michael Rebell, Professor of Practice and Executive Director of TC’s Center for Educational Equity.

## QUICKENING PACE

What’s teaching like? Imagine a party for 20 seven-year-olds. Now you’re with those kids six hours a day, and juggling extra help sessions, parents’ emails, committee assignments, test prep . . .

“New York’s Regents say *all* children must meet challenging academic standards. That’s a noble aspiration, but it doesn’t come cheap.”

With extra help sessions, emails from parents, committee assignments and test prep (which challenges teachers’ creativity to avoid “teaching to the test”) added to evenings preparing lessons and grading assignments, “work outside of class has quadrupled,” says Roberta Lenger Kang (Ed.D. ’15), who directs TC’s Center for Professional Education of Teachers (CPET).

### A Bad Rap

**Y**et perhaps most daunting for many teachers is the lack of public affirmation.

“Teachers are not treated as knowledgeable and capable,” says Dirck Roosevelt, Associate Professor of Practice. “They feel that disrespect deeply.”

“Other countries revere education and educators,” says Reveta Bowers, TC Trustee and former Head of School at the Center for Early Education in Los Angeles. “In this country, education gets politicized in ways it shouldn’t be. We need to invest focus, time, expertise and resources in order to promote the importance of this profession.”

Christina Kishimoto (Ed.D. ’02), Superintendent of Hawaii’s public schools, believes teachers have been unfairly subjected to “a discouraging public discourse focused on their failure to solve the ills of society.” Katrina McCombs (M.A. ’96), Superintendent of Schools for Camden, New Jer-

sey, adds that while “learning begins in the womb and at home, the weight falls on teachers to adjust for huge gaps in kids’ early experiences.”

Yet despite these challenges, most teachers are buoyed by idealism, optimism and “a desire to save the world,” says Celia Oyler, Professor of Education — and also by quality preparation, which at Teachers College is founded on the stances of social justice, curriculum and inquiry.

“We affirm three core values in our teacher education programs,” says Kelly Parkes, Associate Professor in the Department of Arts & Humanities, who chairs TC’s Teacher Education Policy Committee. “A deep commitment to meeting the needs of all learners by recognizing their capacities and challenges; preparing teachers to be deliberate and reflective decision-makers; and shaping quality teaching by focusing on content and community.”

Those principles “map the landscape of learning for our teaching students and put experience and theory into context,” says CPET’s Lenger Kang. And in states like New York, they are reinforced by a rigorous teacher certification process. TC’s teacher education programs, for example, “insist that our students spend hundreds of hours in the field — far more than the state requires — under the supervision of cooperating teachers,” says Aimee Katembo, Director of the Office of Teacher Education. The various TC programs currently place about 450 students each semester in the city’s schools, while TC Zankel and Milman Fellows lend their expertise in music, science and



### Values to Teach By

**“We affirm three core values in our teacher education programs,” says Kelly Parkes, Associate Professor, Department of Arts & Humanities, and Teacher Education Policy Committee chair. “A deep commitment to meeting all learners’ needs by recognizing their capacities and challenges; preparing teachers to be deliberate and reflective decision-makers; and shaping quality teaching by focusing on content and community.”**



Illustration: Carlo Giambarresi

## ON TRACK

Beyond their desire to save the world, teachers are powered by quality preparation. Grounding in theory is “what separates teacher preparation from teacher training,” says a TC graduate.

other courses at the pre-K–8 Teachers College Community School in West Harlem.

Still other TC initiatives, like the Reimagining Education Institute, equip the nation’s mostly white teaching force with strategies for engaging a student population which is now majority of color. And the College’s special education programs teach that “all kids can and will learn — we just have to figure out how to help them do it,” says Elizabeth Bonesteel (M.A. ’03), Superintendent of Vermont’s Montpelier Roxbury public school district. “I left TC wondering if there *is* such a thing as a learning disability — kids just learn differently, at different paces. I’m still driven by

the belief of ‘we can’ with every child.”

Ultimately, teacher preparation at TC appears to spark a particularly strong sense of commitment, particularly to urban teaching, and creates a pipeline for New York City schools.

“Graduates from our TR@TC [Teaching Residents at Teachers College], Peace Corps Fellows, Teacher Opportunity Corps II and Abby M. O’Neill Teaching Fellowships programs are committed to teaching in New York City public schools,” says Katembo. “Anecdotally, I can share that they remain passionate about teaching and often take on leadership positions. Peace Corps Fellow alumni have founded schools and are in city-wide leader-



Illustration: Jon Krause

### **DON'T CHALK IT UP TO "ATTITUDE"**

A student cusses her teacher out. Later she apologizes: Her father was shot. We need "training to look 'beneath the surface,'" one educator writes.

ship positions. For all programs, those who leave teaching tend to stay in education-related fields."

TC graduates who end up teaching in other states and countries also benefit from their fieldwork in New York City. "Regardless of where you end up teaching, our core stances become even more powerful when you've learned them in the city's diverse and culturally vibrant classrooms," Katembo says.

"My professors at TC grounded me in theory, and that's sustained me," says Billy Fong (M.A. '11), a fourth-grade special education teacher at New York City's Central Park East II School and a TC clinical faculty member. "It's what separates teacher preparation from teacher training. Training programs develop skills. TC prepared me to understand the theories behind those skills so that I can keep responding to new challenges in the classroom."



# Those Who Can

The stories of seven TC alumni who teach show that teachers are problem-solvers who model the curiosity, perseverance and resourcefulness we hope for in young students

EVERY CHILD CAN LEARN



## Emily Moxey

(M.ED. '06)

**Have you ever tried explaining something to someone who just isn't getting it? First, you have to figure out what they don't understand and why. Then you have to fashion a different approach. It's painstaking work that requires enormous patience.**

Teachers do it every day.

Take Emily Moxey, a St. Louis special educator who works with kids with hearing loss.

As a teenager, Moxey cared for a neighboring family's two-year-old child who was deaf. In TC's deaf education program, she learned to "fit the instruction to the child, not vice versa."

A few years ago, Moxey helped a boy named William (not his real name) learn to add and subtract fractions with unlike denominators (e.g.,  $\frac{2}{3} - \frac{3}{7}$ ). William often stared in silence, but Moxey, aware that he liked to reassemble old TVs, understood that his mind was working.

"I'd say, 'What are you thinking?' We developed a process checklist he could follow with each problem."

When William's math scores improved,

Moxey walked him around school, sharing the news.

In 2016, Moxey was named St. Louis County Special School District's Teacher of the Year. Now, as Area Coordinator for the Countywide Program for Deaf/Hard-of-Hearing Students, she's sharpening a focus on language — especially in math, where language delays often surface when teachers assign word problems.

"I tell teachers, if kids don't get it, change what you're doing," Moxey says. "This is about the kids and how to get through to them."

SEEING STRENGTHS, NOT DEFICITS



## Rebeca Madrigal

(M.A. '98)

**The late María Torres-Guzmán, longtime director of TC's program in Bilingual/Bicultural Education, believed children learn best with access to their native tongue — and that kids who grow up navigating different languages and cultures often are particularly knowledgeable and self-reliant.**

Torres-Guzmán helped remake P.S. 165, on Manhattan's Upper West Side, into a dual lan-

guage-centered school, transforming the culture of a struggling institution and dramatically boosting its pass rate on standardized tests.

In 1998, Rebeca Madrigal was teaching at P.S. 165 when a boy named Fidel, newly arrived from Mexico's Guerrero State, entered her third-grade class. One day, after Madrigal asked her students to write about a special memory — a birthday party, an amusement park outing — Fidel handed her a blank sheet.

Another teacher might have assumed the boy had tuned out or was being defiant. Madrigal, who had come to New York from Mexico at age 14, guessed that Fidel had never seen an American-style birthday party or an amusement park. She praised him for speaking Mixteco, Spanish and English and encouraged him to describe the cows and other animals he'd once awakened to each morning.

"I had to create a channel for my student — his experiences in Mexico," she recalls. "It was Fidel's first sign he had knowledge. And it opened my eyes to what being a teacher means."

Fidel's daughter will soon enter kindergarten at Dos Puentes Elementary in Washington Heights. The following year, she'll have one of the school's founding teachers: Rebeca Madrigal.

#### LEARNING ABOUT THEIR LEARNERS



### Raven Hebert

(M.A. '06)

**After college, Raven Hebert worked as a junior chemist, doing the same thing every day. "It was horrible," she says. "My dad, who is a teacher, said, 'Why not teach while you figure out what you want to do?'"**

Teaching was what Hebert wanted to do, and

variety was why. At TC, inspired by science education faculty member Jessica Riccio, she embraced her "inner happy nerd" and learned to gear instruction to different students' needs. "With 30-plus kids, there were so many opportunities to connect."

Making connections hasn't come without bruises — like the time Hebert asked an angry student to sit down. "She cussed me out, with all the kids in the class watching. It was a little devastating. I took two days off and was seriously rethinking my situation."

Later the girl apologized. "Her dad had been shot. Her mom wasn't working, she was taking care of her siblings. I thought, how do you even come to school?"

Yet as rough as it can be when kids act out, the greater danger may be when they don't. Recently in this magazine, TC doctoral student Wenimo Okoya, who previously taught in New Jersey's public schools, wrote about her favorite student, Lakeisha Daniels — "a brilliant 12-year-old . . . far more interested in reading *The Diary of a Wimpy Kid* than in watching *Pretty Little Liars* like her peers."

Over time, Okoya noticed that Lakeisha often was missing homework assignments, frequently falling asleep in class and, in general, becoming withdrawn. She asked the girl's grandfather (her legal guardian) to make sure that Lakeisha was getting enough sleep. But during that summer, Lakeisha called Okoya to say she'd been diagnosed with leukemia. Five years later, she died.

"Lakeisha's lesson should be a central part of teacher preparation across the country," wrote Okoya, who is now a health educator at Children's Health Fund, directing the organization's "Healthy and Ready to Learn" initiative. "Let's ensure that every educator has ample training to look 'beneath the surface' before she or he enters the classroom."

## GOING OFF SCRIPT



**Billy Fong**  
(M.A. '11)

**Early on in his career, fourth-grade teacher Billy Fong took a different approach to the unit on the Iroquois, Lenape and New York's other indigenous nations.**

Yes, he would teach the history and contributions of those peoples. But because most of his students were Latinx, he would also cover the Carib, Taino and Arawak nations of the Dominican Republic, Haiti and Puerto Rico — “a curriculum my students could relate to.”

Despite looming standardized tests, Fong took time to create a research-based mock trial of Christopher Columbus. One group of students defended the actions Columbus took when he made landfall in the Caribbean islands, while another argued for the rights of indigenous Caribbean civilizations.

Fong, who received the 2018 Empire State Excellence in Teach-

Illustration: Maria Nguyen

## KNOWLEDGE IS DIVERSE, TOO

Asked to recall a birthday party or amusement park, a Mexican boy writes nothing. His teacher switches gears: Describe the farm animals where you grew up.

ing Award, credits Central Park East II's leadership for supporting him, and TC mentors such as Celia Oyler for encouraging him to think creatively. And when he asks former students their fondest memory of his class, the response never varies. "It's the mock trials," Fong says, grinning. "It's always the mock trials."

TOPICAL APPLICATION



**Kevin Paiz-Ramirez**  
(M.A. '13)

**Veteran teachers can often teach with minimal preparation. Not so Kevin Paiz-Ramirez — and he's proud of it.**

Each day, Paiz-Ramirez (M.A. '13), a science teacher at California's Coronado Middle School, updates students on six new scientific innovations or discoveries — a practice he began after a student said she appreciated the energy in his class but wanted more challenges.

Paiz-Ramirez immediately thought of his TC mentor, hip-hop science educator Christopher Emdin,



Illustration: Michael Byers

FADING PRESENCE

Students of color fare better when they work with teachers of color — but black public school teachers are under-represented and their numbers have declined in many cities.



who advocates knowing what kids face each day, whether it's dodging gangs en route to school or dealing with gender discrimination. "He said that when kids know you care about them individually, they're more curious about science."

Paiz-Ramirez now spends evenings mining news sites and science journals for content that touches kids' lives. "I might talk about NASA now having exactly 50 percent male and 50 percent female astronauts. A student who has experienced inequity will connect with that." Paiz-Ramirez's students have improved academically, and parents report that their kids actually tell them what they're learning. "That's when we know kids understand science is an active process. They're staking their claim, right here, right now."

#### LETTING KIDS MAKE THE MUSIC



**Eric Williamson**  
(M.A. '19)

**Eric Williamson has sung opera worldwide, gospel in New York City and backup for singers of every genre. Yet he discovered his true calling as Conductor and Director of School Outreach for the Brooklyn Youth Chorus.**

"I needed to share music so that young people would know what's accessible."

Williamson had the smarts and technical skills to help kids navigate musical notation and blend. Communicating his own artistic sense of joy and discovery proved harder.

At TC, Williamson learned how children understand music at different developmental stages. "By reconnecting me with early childhood musical experiences, Lori Custodero and Patricia St. John reframed my philosophy in teaching

children as young as two to be artists."

In particular, Williamson learned that empowering young people to create music they find relevant inspires their broader musical curiosity. At the Teachers College Community School in West Harlem, his students performed hip hop and rap as well as classical music and standards. Fourth graders borrowed from a hit by Bruno Mars to pay tribute to a favorite teacher.

The takeaway, though simple, has in essence inspired composers for centuries: "Kids change the music they like in a meaningful way."

#### HELPING CHILDREN SEE THEMSELVES



**Lisa McDonald**  
(TC PH.D. CANDIDATE)

**Growing up African American in a white suburban school district, Lisa McDonald longed for teachers to recognize her potential. "My being a teacher stems from this brown little girl who wanted someone to take the time to know me," says McDonald, a TC Science Education doctoral student.**

McDonald struggled with reading, yet in sixth grade qualified to transfer out of her inner-city Rochester school, to where "teachers had never taught a kid who looked like me."

In fact, McDonald next encountered a teacher of color at TC, where Professor of Science & Education Felicia Mensah has acquainted her with critical race theory — racism viewed as part of America's systemic fabric.

Mensah encourages all aspiring teachers of color to reflect on their own experiences of race and use racial experiences in the classroom — for example, teaching a scientific principal using foods kids eat at home.



Illustration: James Steinberg

### UNDER THE MICROSCOPE

Test-based accountability has become “the sole indicator” of children’s progress, one superintendent says. “We tell teachers, ‘If we teach what we think is right, students will do fine.’”

But as Yolanda Sealey-Ruiz, Associate Professor of English Education, recently asserted while facilitating a professional development conference in suburban Detroit, bringing race into the classroom isn’t an idea reserved solely for people of color.

A white teacher had said that her school, being mostly white, didn’t “need to” foster cultural awareness.

Sealey-Ruiz offered a measured response. “You know, white people also have cultural identity,” she said. “We all have racial and class identities. So, why not engage your students in theirs? When they leave home, they are going to see people of different ethnicities. You are not preparing them for full citizenship if you lead them to believe that white is an invisible norm that isn’t worthy of discussion.”

Sealey-Ruiz wants educators to conduct an “archaeology of self.”

“Before they conceptualize lesson plans, teachers need to do self-work around race, gender and sexual identity,” she says. “Then the curriculum will flow in the right direction. It is a sustaining, lifelong process that can’t be taught in a professional development conference or a book.”

Lisa McDonald is applying that outlook in her first-grade classroom at The School at Columbia. There, she routinely asks students whose family backgrounds span the globe to explore goals, dreams and ethnic traditions through written narratives, poetry and dioramas.

“Children need to be able to see themselves and merge learning with their interests,” McDonald says. “I want to be the teacher who gives them a voice.”



# Time for an Upgrade

From promoting self-care to rethinking standardized testing, thoughts from a group of TC-affiliated education leaders on helping teachers survive and thrive

**I**n the United States, where public school funding stems from local property taxes, poorer districts have lower teacher salaries and fewer resources.

Witness Camden, New Jersey, with its century-old school buildings. To ensure basic services like air conditioning, Superintendent Katrina McCombs increasingly taps her academic budgets.

Equal funding may never happen in the world's largest capitalist economy, but Michael Rebell has led a national movement to level the playing field based on state constitutions that guarantee young people an education that will equip them for work and citizenship. In 2006, with Rebell as lead attorney, plaintiffs won New York City billions of dollars in additional school funding from the state. Before the 2008 financial crisis halted payments, much of it went to higher salaries for teachers. "The court said quality teachers are schools' most important resource," Rebell says.

Teachers stage strikes largely in states where school finance suits were defeated or never filed, Rebell notes. "The crowding in high-needs schools, the lack of mental health professionals — it takes its toll. Teachers love kids and want to help them. An environment to do that helps attract and retain higher-quality people."

But creating such an environment requires addressing issues such as:

## Workload and Self-Care

**T**eaching demands a unique level of emotional presence.

"I used to tell parents, 'Think about how draining it is to run a two-hour birthday party with 20 seven-year-olds,'" says former Cambridge, Massachusetts Superintendent Jeffrey Young. "Now think of those same kids in one room, six hours a day — and you're teaching them to read."

Technology has added to teachers' workload. In many schools, teachers must answer parents' emails and texts within 24 hours — and often "it's from someone struggling with parenting," says TC doctoral student and teacher Lisa McDonald.

TC Trustee Reveta Bowers, also a board member of Common Sense Media, calls digital media "a wonderful tool to expand teaching and learning," but argues that schools must "educate stakeholders about giving teachers time to respond" to email.

In Vermont's Montpelier Roxbury district, Superintendent Elizabeth Bonesteel is doing just

**KATRINA MCCOMBS**  
CAMDEN, NJ



*"We don't want our people to burn out."*

that: “You can’t be present for your students if you’re working 20 hours a day. So evenings and weekends, we don’t email them.”

**Testing and Assessment**

**T**he 2002 federal No Child Left Behind Act (NCLB) launched a new era of test-based accountability in education. Its backers sought better outcomes for children from poor and minority backgrounds, but instead, “testing has become the sole indicator of a child’s progress,” says Lorna Lewis (Ed.D. ’92), Superintendent of Schools in Plainview-Old Bethpage Central School District on Long Island, and President of the New York State Council of Superintendents. “And the tests are flawed — they reflect what a student does on just one or two days.” Also, in failing to account for students’ backgrounds and circumstances, tests measure performance, not ability. “And basing the evaluations of teachers on unreliable assessments makes the profession a tough sell.”

The 2015 Every Student Succeeds Act (ESSA), which replaced NCLB, seemed to signal a change. ESSA requires states to use some non-academic indicators — student engagement, school climate — in assessing schools’ yearly progress. However, in a

**JEFFREY YOUNG  
CAMBRIDGE, MA**



*“Think about how draining it is to run a two-hour birthday party with 20 seven-year-olds.”*

report published by the National Education Policy Center, TC measurement evaluation expert Madhabi Chatterji warns that states’ interpretations of ESSA may perpetuate inappropriate high-stakes testing. She urges states to avoid exceeding a test’s intended use or reported evidence and to apply expert technical review before using tests for accountability.

Meanwhile, Lewis tries to “be as creative as we can be in responding to state requirements for assessments.” She’s opened a Discovery Lab for all her elementary school students. “Every child gets to do real exploration with real equipment. It’s not a state requirement, but children go home talking about

science. We tell teachers, ‘If we teach what we think is right, students will do fine.’”

Reveta Bowers, too, urges schools to explore alternative test prep: “Walk the neighborhood, show kids how buildings were built during World War II. Give them a city budget and ask what our taxes really mean. Focus on practical application of test-taking skills and use community partners who want to help.”

**Working with Traumatized Young People**

**H**ow can kids learn when they are struggling just to survive?



**Putting Money Behind People**

**“In the past, schools set tough standards and said, ‘If you don’t make it, so it goes,’”** says Michael Rebel, Executive Director of TC’s Center for Educational Equity. **“Now we want to provide meaningful opportunities for all, but it doesn’t come cheap.”** For example, **“teachers love kids and want to help them. An environment to do that helps attract and retain higher-quality people.”**



Illustration: Ellen Weinstein

**ASSIGNMENT: SELF-CARE**

Burnout afflicts a profession of idealists who want to help children and their families. A superintendent tells her teachers: “Turn school off and recharge with family and friends.”

Camden, New Jersey, is among the nation’s poorest and most violent cities. Katrina McCombs, who has spent her career there as a teacher and an administrator, says her teachers “deal constantly with children’s emotional and psychological burdens from violence, drugs, ill health, parents’ incarceration. Our teachers say, ‘How do I focus on instruction when kids are grappling with this?’”

As a kindergarten teacher, McCombs felt so overwhelmed by kids’ social and emotional issues that she enrolled at Teachers College — in psychological counseling. She worked on developmental psychologist Jeanne Brooks-Gunn’s study of daughters whose fathers were absent. “I learned so much about how outside factors affect kids’ ability to learn. I almost became a guidance counselor.”

Even in her relatively affluent Vermont district, Elizabeth Bonesteel reports that her students, too, increasingly struggle with severe mental health issues. Yet perhaps urban school systems can lead in creating solutions. Camden now trains its personnel in trauma-informed care such as restorative circles, in

which children voice their fears and concerns.

Teachers and staff also learn to understand when kids’ behavior reflects problems at home.

“It gets heavy, dealing with these issues while you’re trying to push kids to achieve,” McCombs says. “We don’t want our people to burn out.”

### Building Community and Promoting Civic Engagement

Schools are theaters for societal issues — poverty, health disparities, cultural divides. But they should also be “communities that educate children, teachers, staff, parents and grandparents,” Reveta Bowers says. “They should convene people to learn, celebrate and collaborate on addressing society’s larger issues.”

Bowers believes that transformation starts with “developing mission and value statements” and modeling “habits of heart and mind.”

In Hawaii, Superintendent Christina Kishimoto is leading just such an effort. This fall, Hawaii will unveil a draft 10-year strategic action plan created with input from parents,

**ELIZABETH BONESTEEL**  
MONTPELIER, VT



*“... evenings and weekends, we don’t email them.”*

## WORKFORCE INVESTMENT

“Young people graduate with all this debt. We should pay for college tuition and forgive loan debt in return for teaching service in difficult-to-staff schools.”

— Lorna Lewis (Ed.D. '92), Superintendent, Plainview-Old Bethpage, NY

students, teachers, staff and local business and industry. The effort includes *Nā Hopena Aʻo* (HĀ), a framework to promote values such as “Aloha” (making others feel welcome; sharing the responsibility for collective work) and “Hawai’i” (understanding and using Hawaiian words; learning the names, stories, and importance of places in Hawaii; learning to apply Hawaiian traditional worldviews and knowledge in contemporary settings). HĀ also emphasizes *mōʻōlelo* (storytelling) and *mōʻōkūʻāhau* (genealogy) as instructional practices.

Of course, modeling values means discussing them, and many schools and districts now tell teachers to avoid potentially controversial subjects. That’s unfortunate, says Michael Rebell, because “when teachers talk candidly about important issues, students develop a substantive interest in political and historical issues.”

In fall 2018, Rebell, the author of *Flunking Democracy: Schools, Courts, and Civic Participation* (University of Chicago Press), filed a lawsuit on behalf of Rhode Island students charging that diminished access to civic education poses a threat to the Founding Fathers’ democratic ideals. The suit reiterates that only 23 percent of American students achieved a “proficiency” level on the 2014 National Assessment of Educational Progress civics test.

Yet, Bowers says, “the tragic shootings in schools are showing

people how important schools are. And a new generation is realizing they have rights, too.”

### Solving the Teacher Shortage

**A**mong the many reasons why young people aren’t becoming teachers is the sticker price of getting there. In 2016, the average student loan debt for college graduates who borrowed was \$37,172. In a 2014 study, student loan debt for people who earned a master’s in education averaged \$50,879.

Lorna Lewis, the Plainview-Old Bethpage superintendent, calls for creation of a funded K–12 teaching pipeline: “Young people graduate with all this debt. We should pay for college tuition and forgive loan debt in return for teaching service in difficult-to-staff schools.”

Reveta Bowers suggests also approaching the teacher shortage from the other end of the pipeline. Thirty-five years ago, at The Center for Early Education, she convened a small group of students’ grandparents to help with school programming. Today, Grandparents Day there draws more than 650 attendees.

“I hope older people come to teaching as a second career, or as early retirees,” Bowers says. “They have so much to teach about different cultures and lived history.”

But perhaps most concerning, Lewis says, is the shortage of teachers

LORNA LEWIS  
PLAINVIEW-  
OLD BETHPAGE, NY



“Children of color need to see teachers who look like them.”

of color. Research shows better outcomes for students of color who work with teachers of color — but a 2017 report by The Education Trust found that while Latinx and black students make up 43 percent of New York State’s public school enrollment, only 16 percent of their teachers are Latinx or black. In 2015, the Albert Shanker Institute reported a decrease in black public school teachers in nine cities — including the three largest U.S. school districts — between 2002 and 2012.

“Children of color need to see teachers who look like them,” says Lewis, who immigrated to the United States from Jamaica and majored in physics. She adds that, as a black woman, “I’m unique in my district — I have no colleagues of color.”

Lewis devotes time and resources to recruiting people of color, and she salutes efforts like TC’s Teacher Opportunity Corps II (TOC II), which supports aspiring teachers of color as they navigate the TC experience, internships in New York City schools and job searches.

### Bringing Back the Joy

Ultimately, saving teaching may entail rethinking education’s purpose.

**CHRISTINA KISHIMOTO**  
HAWAII



*This fall, Hawaii will unveil a draft 10-year strategic action plan created with input from parents.*

“I went into teaching because I wanted someone to pay me to talk about literature, but I realized almost immediately it’s about lighting intellectual, social and emotional fires in young people,” says Jeffrey Young. “The sense you’ve made a difference in someone’s life is profound.”

“We need to bring back music and the applied arts — to teach crafts, industries and skills that benefit *all* people, and create reasons to be in school for kids who find reasons not to be,” Reveta Bowers says.

“We have to make teaching and learning happier and more joyful,” says Lorna Lewis. To get there, Young says, national education leaders must use — to borrow some teacher terminology — their outside voices.

“We need to speak up about the critical importance of teachers to quality of life, development and growth in our country and world,” he says. “The most important interactions in a school district aren’t in the superintendent’s office or the school board room — they’re between teachers and kids in classrooms, hallways, playing fields, performance spaces. Nothing matters more than the relationships built between students and their teachers.” **TC**



### Teachers as Caregivers

As a kindergarten teacher, Camden, New Jersey Superintendent McCombs felt so overwhelmed by children’s social and emotional issues that she enrolled at TC — in psychological counseling. She worked on developmental psychologist Jeanne Brooks-Gunn’s study of daughters whose fathers were absent. “I learned so much about how outside factors affect kids’ ability to learn. I almost became a guidance counselor.”

REPURPOSING  
THE

D  
R  
E  
A  
M

BY WILL BUNCH

PHOTOGRAPHS

BY BILL CARDONI

**DECLARING "IT'S OUR COUNTRY, TOO," SAYU BHOJWANI (PH.D. '14) IS HELPING HUNDREDS OF FIRST- AND SECOND-GENERATION AMERICANS SEEK ELECTIVE OFFICE**







# IN

In 1988, soon after graduating from Teachers College, Sayu Bhojwani was hired at Macmillan Publishers to work on the company's prestigious Norton Anthologies series. For Bhojwani, a self-described introvert who'd majored in English, it was a dream job.

"I'd spent my childhood with my nose in books, and now I could do that for a living," she says.

Her parents — immigrants from India who lived in Belize — were happy, too.

"They didn't understand publishing, but they knew the name 'Macmillan,' and they felt I was going to be financially secure."

An hour after Bhojwani showed up for her first day of work, the dream abruptly ended. The human resources office took one look at her F1 visa, which is given to international students at U.S. academic institutions, and told her to go home. And just like that, she was done.

It would take several more years, a succes-

sion of jobs that ranged from "less than ideal" to an appointment in City Hall, and, ultimately, a doctorate from Teachers College, before Bhojwani (Ph.D. '14) fully embraced a very different kind of life. But that morning at Macmillan clearly helped contribute to her dawning realization that, as she puts it in a widely viewed 2016 TED Talk, "the door that I thought was open was actually just slightly ajar — the door of America that would open wide if you had the right race, the right skin color, the right networks, but could just slam in your face if you had the wrong religion, the wrong immigration status, the wrong skin color." In a country she had thought of as her home, Bhojwani says, she had come to understand that she was among the 84 million immigrants or children of immigrants whose dream "must always be rewritten or repurposed."

Bhojwani's own "re-write" is another story entirely — one that grows more inspiring each November. In 2010, she founded the nonprofit New American Leaders (NAL), which recruits and prepares first- and second-generation Americans to run for elective office. Since then, NAL has trained more than 600 candidates, and in Fall 2018 in races in New York, Arizona, Colorado and Michigan, 18 of them claimed seats in state assemblies, city councils and local school boards.

As Bhojwani explains in her highly praised book, *People Like Us: The New Wave of Candidates Knocking on Democracy's Door*, published in October 2018 by The New Press, NAL teaches candidates to do three things: tell their personal story to all types of voters; mobilize immigrant communities





**TRAILBLAZER**

*Candidates like Cruz (left) and Julie Gonzales (right) credit Bhojwani with helping them to tell their stories.*



“My family has included refugees, immigrants, people living under colonization, people who are undocumented . . . I embody the immigrant experience, and my work has been about creating a space where people like me can belong.”

PHOTOGRAPHS: *LEFT*, WESTLIGHT/ISTOCK BY GETTY IMAGES; *CENTER*, BILL CARDONI; *RIGHT*, AARON ONTIVEROZ/GETTY IMAGES



that historically lag in voter participation; and ask for money as an investment not just in campaigns but in communities.

For NAL alumna Catalina Cruz, who recently won a seat representing her neighborhood of Jackson Heights, Queens, in the New York State Assembly, “demystifying the money” was key.

“The psychology of immigrants and women of color is that you don’t talk with people outside of the house about financial issues,” recalls the Colombian-born Cruz, a former top aide to a ranking member of the New York City Council and a longtime advocate for the DREAM Act — Congressional legislation that would grant residency to millions of undocumented immigrants who, like her, came to the United States as children. (She has since become a citizen.)

Prepped by Bhojwani and NAL trainers, Cruz says she ultimately raised nearly \$200,000 — enough to win a hotly contested September primary en route to becoming just the third DREAMer in the nation to gain elective office.

Irvine, California City Council member Farrah Khan believes she became the first Muslim-American woman to win office in California’s historically conservative Orange County precisely because she embraced her identity and made it part of her core narrative.

“You don’t realize that the best connection you make with people is when you share with them where you come from and who you are,” says Khan, who is also an NAL alumna. She now begins her speeches with the story of her arrival in the United States at Chicago’s O’Hare Airport, where she became so terrified by her first escalator ride that she let go of her mom’s hand. They were separated until a stranger saw that she was in tears and led her to safety.

“I use that as a pivot moment — when you see something wrong or that someone needs help, if you don’t step in and be the person who helps,

### IMMIGRATION STORY

*Bhojwani says she and her family embody the immigrant experience. Top right: Uprooted families during the 1947 partitioning of India and Pakistan (Bhojwani’s parents were affected); top left, the Bhojwani family in Belize City; lower left, Bhojwani as a young cosmopolitan.*





“When people like me, who have learned a new language and navigated new systems, were sitting at the table, we advocated for our communities in a way that no one else could or would.”

what are we really doing in our lives?” Khan says. Bhojwani, she says, has been that person for her and many others — “a trailblazer” who helps people navigate to where, politically, they need to go. “Going through the whole process, she was someone that I could reach out to.”

How did Bhojwani reinvent herself? How did she learn to: hold trainings and mentor others; form partnerships with more than 34 organiza-

tions around the country; create a national advisory board; win backing from funders that include Coca-Cola, the Rockefeller Brothers Fund, the W.K. Kellogg Foundation and the Open Society Foundations; and speak at conferences around the world?

“Because I needed to,” she says. “My family has included refugees, immigrants, people living under colonization, people who are undocumented. We’ve



had all kinds of visas and all kinds of statuses.” Both her parents were children in 1947 when Britain’s partitioning of India forced them to move over the border to Pakistan. Decades later, moving to Belize (then British Honduras) when Bhojwani was four, they again became British subjects. “So I embody many aspects of the immigrant experience, and all my work has been about creating a space where people like me can belong.”

In Belize City, where her father opened a dry goods store, Bhojwani recalls that the mix of Hispanic, black, indigenous peoples and Indian immigrants ensured that “my experience of the world was culturally and ethnically diverse, and that I understood diversity was a strength.”

However, New York, where Bhojwani arrived in 1987 as a preservice teaching student — the first of

her three stints at Teachers College — stood in stark contrast. The city was reeling from the Central Park jogger case and the killings of black men by white mobs in Howard Beach and Bensonhurst. Bhojwani found herself questioning how non-white university students were perceived and taught. She completed her master’s degree, but, in something of a replay of her Macmillan experience, gave up on a teaching career after the New York City Department of Education declined to help her obtain a green card. She was, by her own admission, “floundering,” when, in 1996, in the basement of a church in Queens, she founded an afterschool program called South Asian Youth Action, which offered academic and college support, storytelling, and other forms of identity affirmation to teens with ancestry in countries such as Afghanistan, Bangladesh, the





**WALKING THE WALK**

*An introvert by nature, Bhojwani says she founded New American Leaders because she had to. Above: Bhojwani near NAL headquarters in Manhattan; far left top: being sworn in as Commissioner of Immigrant Affairs by New York City Mayor Michael Bloomberg; lower left: as founding director of the nonprofit South Asian Youth Action; Muslim Americans demonstrating against harassment after the 9/11 terrorist attacks.*



Republic of Bhutan, Guyana, India, Nepal, Pakistan, Sri Lanka, Tibet, and Trinidad and Tobago.

After five years, already mulling broader possibilities for helping immigrants, she enrolled again at Teachers College for a doctorate in Politics & Education. And then, on her first day of classes — September 11, 2001 — the world turned upside down.

“The attacks sent shock waves through my community and changed the immigration landscape for decades to come,” she says in her TED talk. “People were experiencing harassment at schools, workplaces, airports. Young people I had worked with were being harassed — not just by classmates, but also by their teachers. My husband — then boyfriend — thought twice before he put a backpack on or grew a beard because he traveled so much.”

But there were other reactions, too. In the city’s elections after the attacks, voters approved a ballot initiative to create a new post, the Commissioner of Immigrant Affairs. Five months later, the new Mayor, Michael Bloomberg, appointed Bhojwani to the job. Her stint at City Hall was brief but eventful: she helped expand protections for undocumented immigrants living in the five boroughs, improved language access for non-English speakers and created new protections for domestic workers, who were predominantly immigrants.

Perhaps even more importantly, she learned two key lessons. The first was that “well-meaning New Yorkers in city government had no idea how scared immigrants were of law enforcement — that if you’re an undocumented parent, every day when you say goodbye to your child, you don’t know what the chances are that you’re going to see them at the end of the day, because a raid at your workplace, a chance encounter with local police, could change the course of your life forever.” The second lesson became, the founding premise of New American Leaders: that “When people like me, who understand that fear and who have learned a new



language and navigated new systems, were sitting at the table, we advocated for our communities in a way that no one else could or would.”

Clearly NAL has been making headway toward that goal, and it isn’t doing so alone: witness the elections of Congresswoman Alexandria Ocasio-Cortez (D-NY), the emergence of the Green Democrats, and other recent developments. Still, voter turnout remains low among Latinos and Asian Americans, and members of these two immigrant groups — the nation’s largest — hold only a tiny percentage of the 500,000 state and local offices in the United States.

In *People Like Us*, Bhojwani offers new ideas for changing that picture, including that “building civic infrastructure” is just as important as recruiting and training potential candidates. “There has

to be something that creates vertical opportunities,” she says. “Term limits, public financing, single-member districts. Some of those factors have to be there or it’s difficult to get elected.”

But she also believes that the roadblocks America has created to truly representative government will remain as long as immigrants are seen as “not quite American, or as appealing only to a base of voters who look like they look.” Bringing about that change, she says, requires “a strategic and cultural shift that neither Democrats nor Republicans have yet begun.”

Thus far that shift has been more the work of educators than politicians, an idea Bhojwani may have in mind as she ponders her own future. She’s definitely thought about running for office herself, but isn’t sure she has a local base of voters





# THE PEOPLE'S CHOICES

THESE ELECTED OFFICIALS ARE ALL ALUMNI OF NEW AMERICAN LEADERS

to draw on, given that her work has been mostly national.

Also, she says, “I’m a super introvert — being with people all the time is exhausting, and at least right now I can shut it off. The electeds in our network have the hardest job. They’re on the front lines, twenty-four seven. I’m behind the scenes.” She is content with that role and with spending time with her 13-year-old. “My biggest hero right now is my kid, who has a kind of fearlessness

and purity of opinion that’s unfiltered by societal expectations.”

Maybe Bhojwani will yet become the scholar and teacher she once dreamed of being. Regardless, it seems clear that her goals will remain the same — and that she, too, isn’t going to pull any punches.

“We never know what putting a new factor in the equation will do,” she says at the end of her TED talk. “You’re scared that I’m going to take away your place at the table, and I’m scared I’m never going to get a place at the table. But I’ve fought to be in this country, and I con-

tinue to do so. I know there are millions of immigrants just like me — in front of me, behind me, all around me.

“It’s our country, too.” **TC**



## FEARS AND DREAMS

*Millions have viewed Bhojwani’s TED Talk (far left). She cites the specter of children in federal detention centers and her fears as mother of “a kid who has a kind of fearlessness and purity of opinion.”*



**CATALINA CRUZ**  
New York State Assembly



**OTONIEL NAVARRETE**  
Arizona State Senate



**JULIE GONZALES**  
Colorado State Senate



**STEPHANIE CHANG**  
Michigan State Senate



**RICARDO LARA**  
Maywood City Council, California



**ALMA-DELIA RENTERIA**  
Lynwood Unified School District, California



**FARRAH KHAN**  
Irvine City Council, California



**RAQUEL TERÁN**  
Arizona State House



**STEPHANIE PARRA**  
Phoenix Union High School District Governing Board, Arizona



**ARLIS REYNOLDS**  
Costa Mesa City Council, California



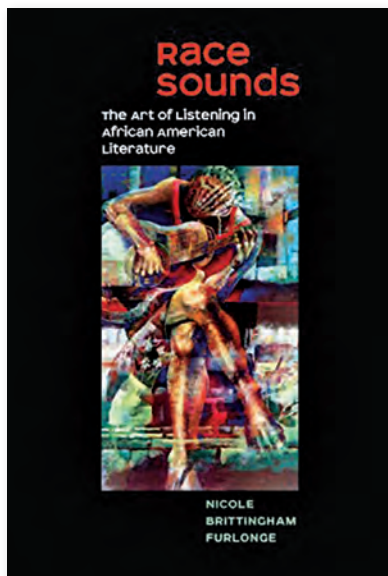
**PEDRO LOPEZ**  
Cartwright Elementary School District, Arizona



**ISELA BLANC**  
Arizona State House

## First Editions

TC Faculty in Print ■ BY JOE LEVINE



### Within Earshot

How listening amplifies meaning in African American literature

■ Discussing her book, *Race Sounds: The Art of Listening in African American Literature* (University of Iowa Press 2018), in February, Nicole Brittingham Furlonge showed two different artists performing the Beatles' "Blackbird" — Paul McCartney and Bettye LaVette, a black singer who has won late-career fame. ■ In *Race Sounds*, Furlonge, Director of TC's Klingenstein Center for Independent School Leadership, echoes theorist Robert Stepto that black writing is sonic, demanding the "communal relationship" of "preachers and congregations." Pondering Zora Neale Hurston, Sterling Brown and Ralph Ellison, she proposes "ethical listening." ■ Her audience noted McCartney's gentle "Blackbird," a paean to America's civil rights movement. Of LaVette, singing raw-voiced in the first person — "I have only waited for this moment to be free" — one black listener said: "My mother sang that to me, but I never knew it came from Paul. So when I heard Bettye — yes, this is what my mother was telling us." ■ Furlonge nodded. "It's about the context you bring as much as what you hear."

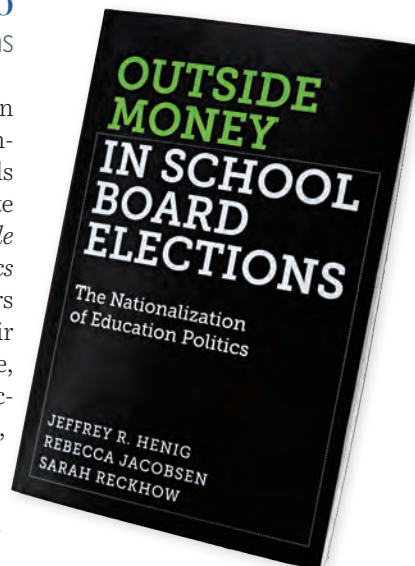


Furlonge argues that black writing — Zora Neale Hurston, Sterling Brown, Ralph Ellison — is sonic. She proposes "ethical listening."

### Education's New Ground Zero

Why big national donors are muscling in on school board elections

■ Why are Michael Bloomberg, Eli Broad, Alice Walton and Reid Hoffman backing local school board candidates? "National and local actors" are increasingly forming "alliances around competing visions of what schools should be," report TC political scientist Jeffrey Henig and Michigan State University's Rebecca Jacobsen (Ph.D. '07) and Sarah Reckhow in *Outside Money in School Board Elections: The Nationalization of Education Politics* (Harvard Education Press 2019). ■ The wealthiest 0.01 percent of voters made 40 percent of all campaign contributions in 2012 (nearly triple their 1980s share). In education, they are targeting predominantly nonwhite, high-poverty districts, often championing school choice, test-based accountability and mayoral control. They don't always win; teacher unions, too, have muscle and connection to local voters. But highly polarized, ideologically infused national debates may infiltrate local politics, obscuring other issues about, and reducing the room for, pragmatic problem-solving.



Henig and co-authors report that "national and local actors" are forming alliances around "competing visions" of education.

# Academic Exercise

A new lab promotes the survival of the fittest — and the not-so



## TAKING TC'S PULSE

Clockwise from top left: The EXerT Lab is making TC's scientific knowledge available to all; evaluating Olympic-caliber athletes; using technology that ranges from stethoscopes and blood pressure sleeves to digital scales and an advanced Body Composition Analyzer; serving the community.



**S**EVERAL TEACHERS College facilities — the ceramics studio, the (now shuttered) swimming pool and 19<sup>th</sup>-century lift elevator, the Earth Friends cooking lab — often prompt visitors (and sometimes even employees) to say, “I never knew TC had ...” But the showstopper may be the College’s new EXerT Clinic & Applied Physiology Lab on the 10<sup>th</sup> floor of Thorndike Hall.

EXerT, directed by Carol Ewing Garber, Professor of Movement Sciences, boasts stethoscopes, blood

pressure sleeves, digital scales, treadmills and an advanced Body Composition Analyzer (mBCA) that measures a person’s Body Mass Index through electrical impulses that are transmitted through their bare feet.

A venue for TC students to launch cutting-edge research studies on movement, exercise and health management, the lab has evaluated Olympic-caliber men’s and women’s rowing teams for the physiological outcomes generated by intense exercise. But EXerT also welcomes

the TC community each week (Thursdays) for health screenings and counseling.

“We offer different evaluations about people’s physical activity and exercise habits, from the world-class Olympic hopeful to that person who hates exercise and really isn’t active at all,” Garber says. “Other universities may have fitness programs or traditionally-run exercise classes. Ours is a way of bringing our scientific knowledge and expertise to everybody and making it accessible.” — **STEVE GIEGERICH**

A woman with long dark hair, wearing a teal tunic with a light blue pattern and black pants, stands against a red brick wall. She is looking out a window to her right, which has a yellow glow. Her arms are crossed.

THE RIGHT STUFF

“Srishti brings iron self-discipline, high intelligence, creativity, knowledge in psychosocial support, and a visceral understanding of different cultures. She is our rock.”

— Lena Verdelli  
Associate Professor of  
Psychology & Education

## Learning Not to Give Up

Doctoral student Srishti Sardana (M.A. '16) began helping others as a teen. TC has taught her to keep going

**S**rishti Sardana still wonders at her long-ago encounter with female sex workers on a train platform in Madras. ■ The women spoke Hindi, her home province's language. Sardana, now a Teachers College doctoral student in Global Mental Health, was 16, pursuing training for a medical career she didn't perhaps want. ■ Her parents were middle class, but their families had been uprooted by the 1947 partitioning of India and Pakistan.

"That influenced how I thought," she recalls. "About diversity, disparity, difference."

Sardana spoke to the sex workers and became their ally for years to come. She mothered and tutored their children. The women "honored my inclusion. And they protected me — from the mafia, the police, epidemic disease."

After a police raid in which Sardana was beaten and "investigated in not very respectful ways," she left, because "I could." But a sense of unfinished business haunted her.

"Many of those women suffered from psychological

distress, HIV," she says. "Some are out of work. Many are dead."

Flash forward some years. Sardana, now a corrections officer for juvenile sex offenders, was laboring to reform the New Delhi police force from within. She read about TC's Lena Verdeli, a global mental health expert helping refugees and displaced populations. "She saw hope amid adversity," Sardana recalls. "And I thought, I'm hopeless and disillusioned, I need to go see her."

At TC, Sardana conducted the first systematic mental health evaluation of sex workers in India. She has worked with Verdeli's Global Mental Health

Lab in countries worldwide. "Srishti brings iron self-discipline, high intelligence, creativity, knowledge in psychosocial support, and understanding of cultures," Verdeli says. "She is our rock."

In Lebanon, the lab is helping the mental health system incorporate Verdeli's signature treatment, group interpersonal therapy (IPT), to treat millions of Syrian refugees. Sardana has seen "people who had once forgotten celebration making plans for their children's weddings." And she has observed Verdeli go into the field and say, *We will be guided by you*. "Her first point of contact is not training and teaching skills, but rather the vulnerability to say, 'we don't know a lot, and we need to learn, with everyone's help.'"

Verdeli focuses on "local idioms of suffering" — how, say, a displaced Syrian woman experiences depression versus a Lebanese man. In Bangladesh, Sardana will be adapting novel tools to understand how Rohingya refugees from Myanmar are coping — and how IPT changes their support networks.

Ultimately, Sardana plans to help those on the margins of society. "At TC, I've learned not to give up. I create an outcome, and the whole institution unites to bring it to the fore. And I represent a million women. Because this isn't a one-person job. It takes an army, and that is TC." — JOE LEVINE

# A *Foundation* For Springing F o r w a r d

*Why the TC Fund matters so much*

*A Letter From Suzanne M. Murphy  
Vice President, Development & External Affairs*

**S WINTER ENDED AND PEOPLE SET THEIR** clocks, there was the usual talk of springing forward.

Here at Teachers College, we're talking about the TC Annual Fund — our springboard to the future following the conclusion of our extraordinarily successful Campaign.

Why have an Annual Fund?

First, because the Fund supports all aspects of teaching and learning at the College, from our world-class faculty to student financial aid, with unrestricted dollars. Suppose an unexpected new research opportunity arises, or an unanticipated need to upgrade our physical infrastructure. Normally we would cover the costs either by raising the price of tuition, which we obviously don't want to do to our students, or borrowing against our future by taking money from our endowment, which is the nest egg that ensures that our institution will continue to thrive, grow and be a force in perpetuity.

Instead, such efforts can be paid for from the Annual Fund. And in so doing, we narrow the gap between the tuition we charge and the

larger full cost of educating a TC student.

But what the TC Fund represents may be even more important.

The Fund stands at the center of our ecosystem of giving. It is the point of entry to our staunch community of TC supporters, a space for donors at every level. It is also a barometer for external funders of that community's vitality and enthusiasm — and what it shows is impressive indeed. Over the past decade, monies raised for the Annual Fund have increased by 78 percent and now total over \$2.1 million. Our Maxine Greene Society — TC Fund supporters who have given for three or more years consecutively — boasts 2,000 members, at all levels of giving. Over the past decade, membership in our John Dewey Circle (those who make a yearly contribution of \$1,000 or more to the TC Fund) has increased by 51 percent, with well over 300 Dewey donors each fiscal year, and growing.

We're particularly proud that during the past two fiscal years, more than 1,500 people have



Ellen R. Flanagan (Ed.D. '06)

participated in the Annual Fund for the very first time. Many of these donors are young — a sign to us that, during these particularly challenging times, Teachers College and its work stand as exemplars of innovation and beacons of hope. These younger donors see the College as their go-to place for making a difference — *the* one-stop institution for addressing the causes and concerns they care about most. And we're confident that what we've accomplished this year — supporting and educating displaced people worldwide; documenting the links between poverty and brain development in young children; filing a lawsuit to guarantee all young people a quality education that prepares them for citizenship; blueprinting a comprehensive national system for early childhood education and care — will prompt them to contribute again during the coming year and beyond.

Last year, with the support and endorsement of the Student Senate leadership, the College initiated its first-ever Class Gift from graduating students, focused on supporting the Annual Fund in honor or memory of a faculty member, adviser, or anyone who changed students' lives. In fiscal year 2018, that gift brought in more than \$5,000 from 60 first-time donors who were graduating. This year, we are on track to exceed both numbers as we continue to develop a culture of philanthropy and impress upon students the

value and importance of giving back.

Here's what the Fund's supporters, at all levels, say about why they give:

**BILL RUECKERT**, *Chair of the Teachers College Board of Trustees*: “The Annual Fund provides important, unrestricted support for a wide variety of programs. Its proceeds can be directed by the College to the areas where they are most needed and provide the greatest support for faculty and students. Many smaller gifts add up, and no one should think any gift is too small!”

**LESLIE NELSON**, *TC Board Vice Chair*: “TC's Annual Fund is my first thought when I think of a contribution to TC, for its success is crucial to the well-being of the institution. The Fund is vital not only in helping TC to meet yearly budgetary needs but also in providing the flexibility to direct funds to critical immediate needs. The Annual Fund allows TC to continue to be the very best with its faculty, research and student support.”

**ELLEN R. FLANAGAN (ED.D. '06)**, *Principal, South Bronx Preparatory* recalls: “Arriving at TC in Fall 1992, I knew I was investing in my future as an educator, but I was unaware of the investment I would receive in return. TC plays out continually through my lifelong friendships and professors who became friends, especially

## GOOD INVESTMENT

For Ellen R. Flanagan (Ed.D. '06), “TC plays out continually” through her friendships, mentors, and ongoing learning in “a profession that can change lives.”

“The Fund stands at the center of our ecosystem of giving. It is the point of entry to our staunch community of TC supporters.”

— SUZANNE M. MURPHY, VICE PRESIDENT,  
DEVELOPMENT & EXTERNAL AFFAIRS



“The work that is done at TC is so rare. I wanted to contribute to ensure that this great work continues for other people.”

— NORI NEGRÓN (M.A. '19)

## SHE'S A COLLEAGUE

Nori Negrón (M.A. '19) participated in a class gift because of her adviser, Jin Kuwata, who treated her as an intellectual equal.

the amazing Ruth Vinz. TC created opportunities for me to extend my learning, thinking, and to be challenged. Most importantly, it lives in my active participation both in theory and practice in a profession that can change lives and allow you to be changed by them. That's why I give.”

Ellen offers these words from the late TC philosopher Maxine Greene:

*For me, the child is a veritable image of becoming, of possibility, poised to reach towards what is not yet, towards a growing that cannot be predetermined or prescribed. I see her and I fill the space with others like her, risking, straining, wanting to find out, to ask their own questions, to experience a world that is shared.*

And she adds: “Maxine’s words speak to my experience at Teachers College of not considering what you can become but simply enjoying the act of becoming within the community of learners.”

**JANELL DRONE (ED.D. '87)**, *education researcher and former superintendent and professor*, credits TC faculty members such as Greene, George Bereday and A. Harry Passow with “shaping me to become the person I aspired to be” and “enabling me to pursue my dream, which was to extend myself in higher education.”

As she recalls on page 65, Janell, for her TC dissertation, designed the first international secondary school curriculum to integrate the culture of an African nation (Kenya) into the

International Baccalaureate. Janell gives because “TC is a gift that’s given to me since the day I arrived.”

**NORI NEGRÓN**, who just graduated with her master’s degree in Instructional Technology & Media, with a particular focus on Computing in Education, says she contributed to the 2019 Class Gift to honor her TC advisor, Jin Kuwata.

“He was really interested in knowing what we thought and how we’d apply the information — he made me feel like a colleague, not a student,” says Nori, who is also grateful to faculty members Mark Dzula and Susan Lowes. “And he had this way of laughing with you when you made mistakes, which helps you learn from them and move forward. I always wanted to rise up to his expectations.”

Nori has been applying what she learned to her job as an English teacher at North Rockland High School. There, as part of her TC-integrated project, she has empowered high school students to lead assemblies on bullying with younger children.

“The work that is done at TC, and a community like TC, is so rare,” Nori says. “I wanted to contribute to ensure that this great work continues for other people.”

For me, those words capture what the TC Annual Fund is all about. Campaigns, of course, bring about quantum leaps forward in the growth and development of any institution. But the Annual Fund is like the family who is always there, in good times and bad, when the party ends and when the next one is still being planned.

We are so grateful to our Annual Fund donors. Their dollars make a difference right now, but their commitment and loyalty are gifts that keep on giving — every single year.



*Suzanne M. Murphy*

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



# M a k i n g D a n c e Education an Institution

*A gift from Jody and John Arnhold  
advances a lifelong vision*

**J**ODY AND JOHN ARNHOLD HAVE DONATED \$6.085 million to Teachers College to launch an institute dedicated to developing leadership and expanding the evidence base in dance education through new research and reevaluation of existing knowledge.

The Arnhold Institute for Dance Education Research, Policy & Leadership will champion research informing public policies to eliminate disparities in the availability of high-quality dance education — especially in pre-K–12 public education — caused by an overall lack of access to the arts and opportunities for embodied learning.

“This is an enormous opportunity for Teachers College to affect the fundamental conditions of growth and human development for young people nationally,” said TC President Thomas Bailey.

The Arnholds’ gift builds on their 2016 commitment to TC of \$4.365 million, which established the nation’s only doctoral program in dance education.

“The Arnhold Institute at Teachers College is a critically important step toward realizing the vision to which I’ve devoted my career — a quality, sequential dance education for every child,” said Jody Gottfried Arnhold (M.A. ’73), who taught dance in New York City public schools for 25 years and earned her Dance Education master’s degree at TC.

The Arnhold Institute crowns a decades-long series of creative and philanthropic efforts undertaken by Arnhold — called “the godmother of dance” by *The Wall Street Journal* — to create a pipeline of professionals to serve the field of dance education on different fronts.

[Visit [tc.edu/dancemaker](http://tc.edu/dancemaker) to read a profile of Jody Gottfried Arnhold from *TC Today*.]

An early partnership between the public school where Arnhold taught and Ballet Hispánico showed her the power of a dance educator and cultural organization working together in a school. Subsequently, as



## STAGING A VISION

**Jody Gottfried Arnhold (M.A. ’73) has mounted a decades-long series of creative and philanthropic efforts to create a dance education pipeline.**

“The Arnhold Institute is a critically important step toward realizing the vision to which I’ve devoted my career — a quality, sequential dance education for every child.”

— JODY GOTTFRIED ARNHOLD (M.A. '73)

board chair, she helped build Ballet Hispánico into an internationally acclaimed performance and teaching force. Arnhold also founded the 92Y Dance Education Laboratory (DEL); served as Co-Chair of the New York City Department of Education Blueprint for Teaching and Learning in Dance (pre-K–12); created a graduate dance education program at Hunter College as a pipeline for prepared and certified dance educators; and created TC’s doctoral program, which prepares university-level faculty to teach dance educators and conduct research. Arnhold also served as executive producer of *PS DANCE!*, the 2015 EMMY-nominated documentary film about dance education in New York City.

“As a result of Jody’s foresight, commitment and generosity, there are now generations of new certified dance teachers teaching in K–12 schools and a growing corps of faculty at universities and colleges,” says Barbara Bashaw, TC’s new Arnhold Professor of

Practice, Director of the Dance Education Program and Director of the Arnhold Institute for Dance Education Research, Policy & Leadership. “Now, because of the Arnhold Institute, there will be strong, trained voices using data to create a broader environment that supports and enhances the power of dance and dance education.”

Both TC’s doctoral program and the new Arnhold Institute seek to advance pre-K–12 dance education in public schools. The



Institute’s research will inform policy and practice, providing much-needed guidance and evidence-based recommendations for dance educators, school systems, universities and cultural organizations. The Institute will also pair TC students and faculty with practitioners from the broader dance education landscape.

“Jody Arnhold has demonstrated time and again how big ideas are transformed into breakthrough initiatives through the power of strategic philanthropic partnerships with outstanding academic institutions,” says Suzanne M. Murphy, TC’s Vice President for Development & External Affairs. “In this case, her big idea — and dream — of making dance education an essential part of every schoolchild’s experience is now closer to being realized through a partnership with Teachers College and its extensive research and teaching expertise.”

The Arnhold Institute will “act as a leadership academy for dance educators.”

— BARBARA BASHAW

# Why An Institute?

*To those in the dance world, the answers are obvious*

“CHILDREN ARE our youngest artists,” says Jody Gottfried Arnhold (M.A. ’73). “Dance gives them another way to express themselves. It involves them in collaborative learning and problem-solving and brings them to the realization that, in any endeavor, the first time is not always best — it is important to reflect on what you have done and then try it again.”

Yet “we are fighting ignorance about dance and what dance can do educationally,” says Ana Fragoso, Director of Dance at New York City’s Department of Education (DOE).

“To change a cultural perspective about dance, data and research are needed,” says Paul King, Executive Director of the Office of the Arts and Special Projects at the DOE.

Enter TC’s new Arnhold Institute for Dance Education Research, Policy & Leadership.

“Jody has thought of everything here,” says Joan Finkelstein, Executive Director of the Harkness Foundation. “We are very fortunate to have a philanthropist-expert like Jody Arnhold.”

The Arnhold Institute seeks to power a national movement that starts at the grassroots level. It will generate policy recommendations that can persuade parents to demand dance instruction in schools,

prompt principals to say “yes” and convince legislators to approve funding. The Institute will also develop TC’s doctoral students as leaders capable of driving change in school districts and statehouses.

And because successful dance programs in educational contexts require “immense leadership capacity,” the Institute will act as “a leadership academy for dance educators,” says its Director, Barbara Bashaw, TC’s Arnhold Professor of Practice and Director of the Dance Education Program. “For example, through participatory research, we could understand how dance educators construct leadership and thus how to prevent dance teacher attrition, a significant problem for the field.”

In part, the Institute will address the misperception that, as an art form — particularly a physical one — dance lacks “academic” value. To the contrary, “People understand and retain information better when they experience it through the senses — especially young children,” says former American Ballet Theatre dancer Ted Warburton, Professor of Theatre Arts at the University of California, Santa Cruz, who will join the Arnhold Institute next year as its inaugural Senior Fellow.

In fact, dance can impart


lessons well beyond the aesthetic. “We use dance to teach students awareness of how they interact as a community,” says Virginia Johnson, Artistic Director of Dance Theatre of Harlem. “There are wonderful programs that use dance to teach math or social studies.”

Bashaw also hopes to address the “historic cycle of inequity in our nation that unjustly limits who gets to study dance and ultimately gain entry into the artistry and teaching professions.” And Eduardo Vilaro, Artistic Director and CEO of Ballet Hispánico, sees a need to “decolonize” dance and dance education.

“Think about *Hamilton*,” Vilaro says. “It might never have been done. For the world to start looking at its own true identity, we need institutions that open a window to the needs of the community in total.”

To that end, the Arnhold Institute will prioritize partnership-building. Indeed, as it brings research and policy into practice, says John Tomlinson, Executive Director of the Paul Taylor Dance Company, “we will see audiences and appreciation for the art form grow, and a generation of individuals with broader intellectual capacity and curiosity.”

Arnhold puts it more simply.

“Dance educators are my heroes, from beginning teachers to master teachers. I consider them to be at the highest level of achievement. I would like them to be famous the way dance artists are famous, because they are working with our youngest artists — children and teens in our schools.” 



## Getting Better All the Time

From Appalachia to the Middle East, Denise Borders' career in education has been about "challenging comfort zones"

**T**HROUGHOUT GRADUATE SCHOOL, DENISE BORDERS (ED.D. '85) taught children because, she says, "I like to apply what I learn." Borders holds four advanced degrees, including three from TC. A "teacher first" (she's taught all grades), she's led research, served as a CTB/McGraw-Hill national measurement consultant and Baltimore schools assistant superintendent and chief, led accountability and professional learning for the U.S. Department of Defense schools and headed \$50 million education development projects abroad.

### HIGH IMPACT

Borders ultimately found her "heart and soul" in evidence-based research and "bringing great research into the classroom to accelerate learning."

"I've challenged myself to experience different education sectors for deeper learning. Every position I've taken has given me the opportunity to impact more students and education leaders."

Borders came from humble beginnings in Omaha, Nebraska — a first-generation college student whose family "sacrificed everything" for her education.

Earning a scholarship from Omaha's Buffet Foundation, she double-majored in cognitive psychology and human development. "Educators need rigorous research from other fields," she says. Teaching in Appalachia, she spotlighted child abuse, arranged doctor visits and took students to New York City and Washington. While believing in equity and excellence in learning, high-quality content and collaborative learning, she ultimately found her "heart and soul" in evidence-based research and "bringing great research into the classroom to accelerate learning." Recently, she's assumed leadership of Learning Forward, the leading developer and supporter of education leaders' professional learning, and joined TC's Board.

"TC is such a part of me. I want to apply what I've learned."

— JOE LEVINE

[ ACADEMIC FESTIVAL 2019 ]

## Living the Theme

*Academic Festival, devoted to pathways for flourishing, spotlighted the barriers to college faced by low-income youth*

As wealthy parents cheat to get their kids into college, Enoch Jemmott imagines a wall that affluent peers scale with \$15,000 ladders. “And I,” laments Jemmott, whose mom is homeless, “don’t have my wallet.”

( CONTINUED ON PAGE 52 )

### MAKING A STATEMENT

Enoch Jemmott, who appears in the documentary *Personal Statement*, spoke after a screening of the film at Academic Festival about the need for college guidance counselors in high schools.

# Living the Theme

(continued from page 51)



1.



2.

## VARIETY SHOW

1. Tech judges Reshan Richards (Ed.D. '13), Azi Jamalain (Ph.D. '14) and Thomas Bailey
2. Connections old and new
3. Peace educator Hakim Mohandas Amani Williams
4. Fanshen Cox (left) and Denny Taylor
5. a STEAMnasium cube for space exploration.

**JEMMOTT, FEATURED IN THE** documentary *Personal Statement*, about Brooklyn high school students who served as college guidance counselors, spoke after the film's screening at TC's Academic Festival in April, themed "Creating Pathways for All to Flourish."

"Education is the human capacity to take a hand in our own flourishing," said TC President **Thomas Bailey**,

paraphrasing psychologist and TC alumnus **Rollo May**. "People turn to TC to increase equity, inclusion and opportunity."

Academic Festival included a panel on newer Americans' self-advocacy, student technology and research poster competitions, and the first Minority Postdoctoral Fellow Lecture.

In addition:

■ Outgoing Provost and Dean **Thomas James** was honored (*see page 7*).

■ Distinguished Alumni Awards were presented to **Bruce Ballard** (Ed.D. '94), teacher and World Parkinson Congress blogger; **Fanshen Cox** (M.A. '97), whose one-woman show, *One Drop of Love*, explores her family's search for identity and justice; and **Denny**

**Taylor** (Ed.D. '81), creator of the field of family literacy.

■ Early Career Awards went to **Tony Alleyne** (M.A. '10), founding director of Delaware College Scholars, which supports promising underserved students; **Kim Baranowski** (Ph.D. '14), Associate Director of the Mount Sinai Human Rights Program, which conducts forensic psychological eval-



3.



4.



5.

uations for U.S. asylum seekers; and **Hakim Mohandas Amani Williams** (Ed.D. '12), Gettysburg College's Director of Peace & Justice Studies and shaper of a new critical peace education.

■ **Lisa Edstrom** (Ed.D. '18), a Barnard lecturer, won TC's Shirley Chisholm Dissertation Award.

■ **Joohee Son** (Ed.D. '13), Founding Director of the

Center for Education & Technology and TC Korean Alumni Association President, received TC's inaugural Alumni Award for Outstanding Service.

■ And prison abolitionist **Mariame Kaba** and TC doctoral candidate **Ahram Park** (M.Ed. '19) were honored by TC's Morton Deutsch International Center for Cooperation and Conflict Resolution.

Visit [tc.edu/alumni](http://tc.edu/alumni) for more coverage of Academic Festival 2019

## The Fine Print

*Alumni authors in the spotlight*

Books by TC graduates; other titles at [tc.edu/alumni/news](http://tc.edu/alumni/news) or #TCMade. Suggest a title via [tc alumni@tc.edu](mailto:tc alumni@tc.edu).



SALT HOUSES

**HALA ALYAN (M.A. '09)**

The story of three generations of a Palestinian family uprooted by the 1967 Six-Day War. (Houghton Mifflin Harcourt)



THE PEOPLE'S PROFESSORS OF CUBA: HOW THE NATION ACHIEVED EDUCATION FOR ALL

**KATE MOODY (ED.D. '93)**

How Cuban education has outperformed that of other countries. (Lexington Books)



THE BLACK ALABASTER BOX

**FRANCES SCHOONMAKER (ED.D. '83), PROFESSOR EMERITA**

Historical fantasy. A girl is kidnapped and taken into Oklahoma Territory. (Auctus Publishers)

[ FROM YOUR ALUMNI ASSOCIATION PRESIDENT ]

## TC: Connect!

*How can you keep TC in your life?  
Let us count the ways*

Dear TC Colleagues and Friends,

After Academic Festival, the Alumni Council's favorite spring event is TC's Convocation. Welcoming new graduates to the Alumni Association reminds us of the optimism and enthusiasm of our own student days and graduations. Our message: "Stay Connected to TC" for career networking, lifelong professional development opportunities, and the camaraderie that unites generations of TC alumni. ■ This summer we'll once again celebrate Global TC Day, with alumni gatherings nation- and world-wide. Please keep an eye out for activities near you, and contact Alumni Relations if you'd like to help organize or host

an event. ■ As the Alumni Council transitions to a new model, there will be many more opportunities for alumni everywhere to participate and contribute to building alumni engagement. Alumni Association members (i.e., all graduates) will be able to volunteer for a variety of committees. If you would like to join these efforts, please fill

out the interest form at [tc.edu/alumni](http://tc.edu/alumni). ■ And, of course, staying in touch will become even easier when the Office of Alumni Relations launches *TConnect: An Online TC Alumni Directory*, connecting 90,000 alumni worldwide. Learn more at [tc.edu/alumni/network](http://tc.edu/alumni/network). ■ Since 2009, it has been an honor to serve on the Alumni Council. As I end my term as President of your Alumni Association, I'd like to thank all the Council members for their support and generous contributions of time, talent and treasure. And of course, I want to thank and give huge kudos to TC's incredible Alumni Relations team. During my tenure, I've especially enjoyed listening to alumni express the impact TC has made on their lives. I certainly agree!

Sincerely,



MARION R. BOULTBEE (ED.D. '96)  
PRESIDENT,  
TEACHERS COLLEGE  
ALUMNI ASSOCIATION



### Arts & Humanities

#### APPLIED LINGUISTICS

**Bruce Ballard** (Ed.D. '94, M.Ed. '87, M.A. '82) received the 2019 Distinguished Alumni Award at TC's Academic Festival.

#### ARTS ADMINISTRATION

**Eric Oberstein** (M.A. '09) produced Dafnis Prieto Big Band's *Back to the Sunset*, which won the 2019 GRAMMY Award for Best Latin Jazz Album.

**Priya Sircar** (M.A. '11) was named Director/Arts with the John S. and James L. Knight Foundation based in Miami.

#### BILINGUAL/BICULTURAL EDUCATION

**Shartriya Collier-Stewart** (M.A. '99) was named Associate Dean of the School of Education at Nevada State College.

#### ENGLISH EDUCATION

**Cati de los Ríos** (Ph.D. '17, M.Phil. '16) was awarded the 2018 Promising Researcher Award and the Alan C. Purves Award from the National Council of Teachers of English.

**Patrick J. O'Connor** (M.A. '91) was recognized for mentoring a student who received the gold medal in poetry in the nationally ranked Scholastic Writing Competition.

**Lindsey Palmer** (M.A. '13) published her novel, *Otherwise Engaged* (Skyhorse Publishing 2019).

### TESOL

**Fanshen Cox** (M.A. '97) received the 2019 Distinguished Alumni Award at TC's Academic Festival.

The U.S. Department of State selected **Cara Schroeder** (M.A. '07) for the 2018–2019 English Language Fellow Program. She will be teaching English in Mexico at Universidad Tecnológica Laja Bajío.

**Anca L. Szilágyi** (M.A. '07) published her debut novel, *Daughters of the Air* (Lanternfish Press 2017).

#### MUSIC & MUSIC EDUCATION

**Karen Hall** (Ed.D.CT. '06) was named Executive Director of the Los Alamos Arts Council.

**Barbara Lister-Sink** (Ed.D.CT. '15) was named among *Musical America's* Top 30 Professionals of 2018.

#### RELIGION & EDUCATION

**Darcel Holloway** (Ed.D. '94 M.A., M.Ed. '84) released *Well Done: The Album*.

### Biobehavioral Sciences

#### SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

**Diane DiResta** (M.S. '77) published *Knockout Presentations: How to Deliver Your Message with Power, Punch,*



and *Pizzazz* (Morgan James Publishing 2018).

#### SPEECH-LANGUAGE PATHOLOGY/BILINGUAL

**Francesca Lormeus** (M.S. '11) was selected as one of "40 Under 40" by the SUNY New Paltz Alumni Association.

Counseling & Clinical Psychology

#### COUNSELING PSYCHOLOGY

**Kim Baranowski** (Ph.D. '14, M.Phil., M.A., M.Ed. '10) received the 2019 Early Career Award at TC's Academic Festival. Baranowski was

#### [ TESOL ]

The U.S. Department of State selected **Cara Schroeder** (M.A. '07) for the 2018–2019 English Language Fellow Program. She will be teaching English in Mexico at Universidad Tecnológica Laja Bajío.

also named a 2018 Citizen Psychologist by the American Psychological Association for her sustained

commitment to leadership in advocacy, supporting survivors of human rights violations.

Under the name A.F. Brady, **Alexandra Fribourg** (M.A., M.Ed. '09) published *Once a Liar* (Harlequin 2019).

#### [ ALUMNI FOCUS ]

## A Storyteller's Story

*Novelist Wayétu Moore conveys the magic of Liberia's saga — and her own*

People at Teachers College often feel they've come home. ■ For **Wayétu Moore**, moving into Bancroft Hall from Monrovia, Liberia at age 5, TC was a magical experience in a family saga of sacrifice and hope. ■ For Moore, now TC's Margaret Mead Fellow in Anthropology & Education and the celebrated author of the novel *She Would Be King* (Graywolf Press 2018), that saga began in 1975 in Monrovia, where her mother's middle-school teacher was Robert (Rocky) Schwarz (M.Ed. '83, M.A. '79). ■ Mamawa Freeman-Moore came to TC on a Fulbright, but during Liberia's civil war, rescued her family and brought them to TC. Schwarz, now TC's Assistant Director of Business Services, remembers "the three girls watching *The Princess Bride* in my apartment." ■ Founded in 1847 by the American Colonization Society, Liberia received thousands

of American and Caribbean blacks who often clashed with indigent Liberians. In *She Would Be King*, a village exile, an escaped Virginian slave and a Jamaican Maroon use their hidden powers to hold their new nation together. ■ Moore's nonprofit, One Moore Book, publishes children's literature in Liberia and other countries with underrepresented cultures, and her One Moore Bookstore in Monrovia is a teaching and reading center. ■ Moore also teaches at Randolph and John Jay Colleges. She's writing a memoir and a second novel. "I want to make the most of this opportunity and use it to inspire people." — **STEVEN KROLL (M.A. '13)**



[ INTERNATIONAL & COMPARATIVE EDUCATION ]

Keiichi Ogawa (Ph.D. '99; M.Phil., M.A. '97; M.Ed. '95) received the Prime Minister's Labour Medal from the Lao Government for his leadership and significant contribution to the development of education.

**PSYCHOLOGY IN EDUCATION**

**Hala Alyan** (M.A. '09) won the 2018 Dayton Literary Peace Prize for Fiction for her novel *Salt Houses* (Houghton Mifflin Harcourt 2017).

**Mallika Chopra** (M.A. '18)

published *Just Breathe: Meditation, Mindfulness, Movement, and More* (Running Press 2018).

**Amy Puca** (M.A. '09) was promoted to Senior Evaluator at Via Evaluation.

**Carmen Rita Wong** (M.A. '00) is producing and hosting *The Carmen Show: Life, Money + No Apologies*, a podcast.

Curriculum & Teaching

**CURRICULUM DEVELOPMENT**

TC Professor Emerita **Frances Schoonmaker** (Ed.D. '83) published *The Black Alabaster Box* (Auctus Publishers 2018), a young adult novel.

**Lisa Edstrom** (Ed.D. '18) received the 2019 Shirley Chisholm Dissertation Award at TC's Academic Festival.

**EARLY CHILDHOOD EDUCATION**

**Beverly Falk** (Ed.D. '93) published *High-Quality Early Learning for a Changing World: What Educators Need to Know and Do* (Teachers College Press 2018).

**Annie Rooney French** (M.A. '76) retired from the Kentucky Department of Education as a preschool consultant.

**Janis (Koeppel) Strasser** (Ed.D. '95, M.Ed. '92) co-wrote *Big Questions for Young*

*Minds: Extending Children's Thinking*, published in 2017 by the National Association for the Education of Young Children, which has now been translated into Mandarin. She recently retired as Professor of Early Childhood from William Paterson University and is currently working with early childhood teachers in Anguilla.

**ELEMENTARY CHILDHOOD EDUCATION**

**Sandy Lizaire-Duff** (M.A. '99) was named The Pingry School's new Lower School Director at the Short Hills campus in New Jersey.

**Elaine Perlman** (M.A. '93) has returned to Teachers College to serve as Director of the Peace Corps Fellows Program.

Education Policy & Social Analysis

**ECONOMICS & EDUCATION**

**Ipek Bakir** (M.A. '15) of the Overdeck Family Foundation was named one of *Forbes*' "30 Under 30" in Education.

Community College Research Center stalwart **Veronica Minaya** (Ph.D. '16) consulted for the World Bank in several countries, including Afghanistan, where she helped establish the country's post-war education system.

**EDUCATION POLICY**

**Travis Bristol** (Ph.D. '14, M.Phil. '13) joined the Berkeley

**90,000 ALUMNI WORLDWIDE**

Sign up & network with fellow graduates

**Tconnect** tc.edu/alumni/network  
TC Alumni Network

Graduate School of Education as an Assistant Professor. He was also appointed to the Board of Directors of the National Center for Teacher Residencies.

#### POLITICS & EDUCATION

**Kristen Barnes** (M.A. '18) has been named the inaugural Assistant Director of Faculty Development and Diversity for Arts and Sciences at Columbia University.

#### SOCIOLOGY & EDUCATION

**Isabel Martinez** (Ph.D. '11, M.Phil. '10) published *Becoming Transnational Youth Workers: Independent Mexican Teenage Migrants and Pathways of Survival and Social Mobility* (Rutgers University Press 2019).

#### Health & Behavior Studies

#### HEARING IMPAIRMENT

**Pam Allyn** (M.A. '88), a 2017 TC Distinguished Alumni Awardee, was named Senior Vice President for Innovation & Development, Scholastic Education at Scholastic.

#### NUTRITION EDUCATION

**Ellie Krieger** (M.S. '94) received the Outstanding Social Media Award at eatrightPRO's Food & Nutrition Conference & Expo 2018.

#### NURSING EDUCATION

**Marianne T. Marcus** (M.Ed. '77, M.A. '76) co-edited *Processed Food Addiction: Foundations, Assessment, and Recovery* (CRC Press 2017).

#### Human Development

#### EDUCATIONAL PSYCHOLOGY-HUMAN COGNITIVE STUDIES EDUCATION

**Laura Thompson** (M.A. '02), third-grade teacher at William F. Cooke, Jr. Elementary School, received the Sanford Teacher Award for the state of Delaware.

#### Interdisciplinary Studies

**Kate Moody** (Ed.D. '93, M.Ed. '91) published *The People's Professors of Cuba: How the Nation Achieved Education for All* (Lexington Books 2019).

#### International & Transcultural Studies

#### INTERNATIONAL & COMPARATIVE EDUCATION

**Keiichi Ogawa** (Ph.D. '99; M.Phil., M.A. '97; M.Ed. '95) received the Prime Minister's Labour Medal from the Lao Government for his leadership and significant contribution to the development of education.

#### INTERNATIONAL & COMPARATIVE EDUCATION

**Andrew Shiotani** (M.Phil. '10) was named Director of Tufts University's International Center.

#### FAMILY & COMMUNITY EDUCATION

**Denny Taylor** (Ed.D. '81, M.A. '80) received the 2019 Distinguished Alumni Award at TC's Academic Festival.

#### INTERNATIONAL EDUCATIONAL DEVELOPMENT

**Toni Cela** (Ed.D. '16, M.A. '01)

#### [ ALUMNI FOCUS ]

## GRAMMYS, and All that Jazz

Two TC alums are among the 2018 honorees

Chalk up more GRAMMY Awards for TC's graduates. ■ Trumpet player **Louis Hanzlik** (Ed.D. '10) earned his first for his work on *Emanon*, by the Wayne Shorter Quartet and Orpheus Chamber Orchestra, named the year's Best Jazz Instrumental Album. ■ **Eric Oberstein** (M.A. '09) picked up his fifth, in the Latin Jazz category, for the production of *Back to the Sunset*, the debut album of the Dafnis Prieto Big Band. ■ Hanzlik, a Music & Music Education doctoral graduate, is Associate Professor of Trumpet at the University of Connecticut, and also teaches at The Juilliard School and the Aspen Music Festival & School. He performs worldwide with the American Brass Quintet.



Eric Oberstein

■ *Emanon* was written by the 85-year-old Shorter, the saxophonist and composer known for his work with Miles Davis, Weather Report and Joni Mitchell. An auditory and visual reflection on a "rogue philosopher," the album combines "musicians who traditionally work in defined parameters working with musicians who

are not-so-defined," says Hanzlik. "That's what makes it so cool." ■ Oberstein, an Arts Administration alumnus, is Interim Director, Duke Performances, at his undergraduate alma mater, Duke University. His past producing credits include *The Offense of the Drum* by Arturo O'Farrill & the Afro Latin Jazz Orchestra, named Best Latin Jazz Album in 2015. *Back to the Sunset* marks his first collaboration with Prieto, the Cuban-born drummer and MacArthur "Genius Grant" recipient. ■ "Every album is like a child you raise since birth," Oberstein says. "And each one is special." — STEVE GIEGERICH



Louis Hanzlik

co-edited *Haitian Youth in the Americas* (Presses de l'Université du Québec 2017), a bilingual (English/French) book.

Since graduating, **Sarah (Lucas) Pouezevara** (M.A. '01) has been supporting education and development programs in Africa and Asia for a range of international organizations. She edited a book that describes many of these efforts, *Cultivating Dynamic Educators: Case Studies in Teacher Behavior Change in Africa and Asia* (RTI Press 2018).

[ MATHEMATICS, SCIENCE & TECHNOLOGY ]

**Heather Sutkowski** (M.A. '11), a math educator, was recently awarded the Presidential Award for Excellence in Mathematics and Science Teaching for the state of Connecticut.

**Hakim Mohandas Amani Williams** (Ed.D. '12, M.Ed. '06, M.A. '05) received the 2019 Early Career Award at TC's Academic Festival.

Mathematics, Science & Technology

**COMPUTING IN EDUCATION**  
**Cheryl Buonome-Panzo**

(M.A. '12) was named Principal of East Shoreline Catholic Academy in Branford, Connecticut.



## LIKE HELPING FAMILY

"I created a named, endowed scholarship for a student in Nutrition, which will be supplemented through my TC estate plans. My motivation is to see my current gift in action and to meet the student I'm helping. As a faculty member, it is so satisfying to provide assistance to deserving students — *it's like helping family.*"

—*Professor Isobel Contento*

Mary Swartz Rose Professor of Nutrition and Education  
Grace Dodge Society member since 2008

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



**GRACE DODGE**  
**SOCIETY**  
**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY

**Heather Sutkowski** (M.A. '11), a math educator, was recently awarded the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) for the state of Connecticut.

#### INSTRUCTIONAL TECHNOLOGY & MEDIA

**Rosemarie Piccioni** (Ed.D. '03, M.Ed. '01) was named Associate Provost of Online Education at the ArtCenter College of Design.

**Joohee Son** (Ed.D. '13, M.Ed. '10) received TC's inaugural Alumni Award for Outstanding Service at the College's Academic Festival 2019.

#### Organization & Leadership

#### ADULT EDUCATION GUIDED INTENSIVE STUDY

In January 2016, **Richanne C. Mankey** (Ed.D. '07) became the 19<sup>th</sup> president of Defiance College in Defiance, Ohio, and the first woman to hold the job.

#### EDUCATIONAL ADMINISTRATION

**Norman Atkins** (M.A. '97), co-founder of the Relay Graduate School of Education, received the 2018 Heinz Award in the Human Condition category.

**Yolanda Borrás** (M.A. '98) has won awards for her Spanish illustrated songbooks and music for young children, including the Parents' Choice Award, International Latino Book Award and Dragonfly Book Award.

**Robert P. Macrae** (Ed.D. '00, M.A. '94) was appointed Head of School at Louisville Collegiate School in Kentucky.

**Danielle R. Moss** (Ed.D. '06, M.Ed. '99, M.A. '95) was named CEO of Oliver Scholars, a college-access organization that prepares Black and Latinx students for success from middle school through college graduation.

#### HIGHER & POSTSECONDARY EDUCATION

TC Alumni Council Member **Delmy Lendof** (Ed.D. '13) was appointed Associate Dean for Student Affairs at New York University Steinhardt.

**Holly Tedder** (M.A. '16) was named Director of the Barnard Office of Disability Services.

#### HIGHER EDUCATION

**Sybil Jordan Hampton** (Ed.D. '91, M.Ed. '82), a 2018 TC Distinguished Alumni Awardee, received a Diversity Leadership Award from the University of Chicago.

**Belinda Miles** (Ed.D. '00, M.A. '88), President of Westchester Community College, delivered greetings on behalf of academe at TC President Thomas Bailey's Inauguration in December 2018.

In May 2018, Case Western Reserve University presented its Emerita Trustee and

#### [ ALUMNI FOCUS ]

## Saying Yes to Hawaii

*For Bronx native Christina Kishimoto, a sense of familiarity has bred success in running the islands' schools*

As Superintendent of the Hawaii State Department of Education, **Christina Kishimoto** (Ed.D. '02) channels her late TC mentor, psychologist L. Lee Knefelkamp. "She never said 'no,'" recalls Kishimoto. "She understood cultural contexts and only asked, 'What do you want and how can I help you get there?'" ■ Hawaii is separated from the Bronx, where Kishimoto grew up, by 5,000 miles and a world of differences (pine-apples, huge waves, active volcanoes), yet Kishimoto sees the similarities, including a highly diverse school system. "I grew up with black kids, kids from the



Caribbean and Central America. I visited my grandparents in Puerto Rico and love island cultures. It feels like I've come home." ■ Kishimoto — previously schools chief in Hartford and suburban Phoenix — appreciates one Hawaiian difference: State and local schools operate as one system, meaning "I can promote more cohesive policy decisions, budget allocations and planning."

■ Kishimoto doesn't dictate policy, but can directly shape "funding and flexible policy structures that allow for unique innovation" and help schools change unsuccessful practices and strengthen successful ones. Before and on her watch, the state has embraced STEM learning, achieved "double-digit" gains on the National Assessment for Educational Progress and narrowed performance gaps for at-risk students.

■ Challenges remain. Teacher attrition is high, reflecting steep living costs and affordable housing shortages. Kishimoto has launched recruitment and retention incentives in high-poverty areas and special education. Meanwhile, she's visiting all 292 of Hawaii's public and charter schools. In February, she praised Ala Wai Elementary School for its "Leave a Legacy" Mural. ■ "Dream big and achieve your goals, so your picture can be on the legacy mural, as well," she told students. "Your teachers and your great staff are here to help." ■ Lee Knefelkamp would undoubtedly say, "i ka mea e ai."\* — **STEVE GIEGERICH**

\*"May it be so." Read more about Kishimoto in our cover story.

[ ORGANIZATIONAL PSYCHOLOGY ]

Monique Herena (M.A. '17), a graduate of TC's Executive Master's Program in Change Leadership (XMA), was named one of *American Banker's* "Women to Watch 2018."

former Professor of Education **Anne S. Pruitt-Logan** (Ed.D. '64, M.A. '50) with an honorary degree of Doctor of Humane Letters.

**INQUIRY EDUCATION LEADERSHIP PRACTICE**  
**Carla Theodorou** (Ed.D. '11, M.Ed. '09) was named head of Nassau BOCES Department

of Regional Schools and Instructional Programs.

**Delores Lowe Friedman** (Ed.D. '93) published *Wildflowers: A Novel* (2017).

**NURSING EDUCATION-PROFESSIONAL ROLE**  
**Gerard Dela Cruz** (M.A. '10) received the Clinical Nurse Excellence Award-Advanced Practice Nurse from New York-Presbyterian/Columbia University Irving Medical Center.

**PRIVATE SCHOOL LEADERSHIP**  
**Tony Alleyne** (M.A. '10) received the 2019 Early Career Award at TC's Academic Festival.

**Dennis Bisgaard** (M.A. '98) has been named Head of School, Whittle School & Studios, D.C. Campus.

**José M. De Jesús** (M.A. '11), a graduate of the Klingenstein Center for Independent School Leadership, was named Head of School of Lake Forest Academy in Illinois.

**Laura Kulkarni** (M.Ed. '15) opened a branch of The Goddard School in Millburn, New Jersey.

**EXECUTIVE PSYCHOLOGY-ORGANIZATIONAL**

**Monique Herena** (M.A. '17), a graduate of TC's Executive Master's Program in Change Leadership (XMA), was named one of *American Banker's* "Women to Watch 2018."

**SOCIAL-ORGANIZATIONAL PSYCHOLOGY**

**Chad Plenge** (M.A. '18) was named President of the Board of Directors for the nonprofit Badger Boys State Alumni Association.

**STUDENT PERSONNEL ADMINISTRATION**

**Stephen Pultz** (M.A. '87) was appointed to the National Association for College Admission Counseling (NACAC) Board of Directors.

**SUMMER 2019**

**Celebrate the spirit of the College at a Global TC Day event near you!**

**GLOBAL TC DAY**

The graphic features a stylized city skyline in shades of blue and green above a large, colorful sunburst or lotus flower design in shades of blue, green, and yellow.

[tc.edu/alumni/events](http://tc.edu/alumni/events)

[ TC CONNECT ]

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 [tc.edu/alumni/update](http://tc.edu/alumni/update) or email [tcalumni@tc.edu](mailto:tcalumni@tc.edu)

[ EQUATION CHANGER ]

Sadie Bragg



**Sadie Chavis Bragg** (Ed.D. '80), former Provost, Senior Vice President of Academic Affairs and Professor of Mathematics at Borough of Manhattan Community College (BMCC), died in October at 74. ■ Bragg co-authored more than 60 textbooks on mathematics for students K-14. She served as President of the American Mathematical Association of Two-Year Colleges, receiving its Mathematics Excellence Award in 2010, and was a member of the U.S. National Commission on Mathematics Instruction and the National Academy of Sciences. ■ Bragg earned her TC doctorate in College Teaching of Mathematics and devoted her career to expanding educational opportunities for others, especially students of color and women. Early on she taught junior high school, including at an alternative school of the New York Urban League Street Academy. She also coordinated a college-bound program for youth and lectured on mathematics for college-bound adults at the Manhattan Educational Opportunity Center. ■ "When I taught mathematics to respiratory therapy students, I used many applications about their discipline, because students could do the algebra, but they couldn't relate it to respiratory therapy," she recalled. "They didn't realize the relationship between the gas laws they were studying and logarithmic functions, or how formulas in their chemistry class related to those in math class." ■ Bragg served on the Advisory Board to the Education and Human Resources Directorate of the National Science Foundation (NSF), where she helped write the NSF document *Shaping the Future*. "I want to see math across the curriculum like writing across the curriculum," she said. She also chaired the NSF report *The Integral Role of Two-Year Colleges in the Science and Mathematics Preparation of Prospective Teachers*.

Bragg received the Outstanding Alumna Award from TC's Department of Mathematics, Science & Technology in 2005.

[ PROGRESSIVE VISIONARY ]

Harold Levy



**Harold O. Levy**, education philanthropist, former New York City Chancellor and member of Teachers College's President's Advisory Council, died in November at age 65. ■ As Chancellor from 2000 to 2002, Levy organized a summer school for 300,000 failing students; created the New

York City Teaching Fellows, a forerunner of Teach for America; won a reputation for eliminating bureaucracy; established college-level instruction programs; opened three specialized schools; and oversaw a new contract that raised entry-level teaching salaries and brought more people into the profession. ■ "Harold Levy was a remarkable man whose progressive vision dramatically improved our city's schools and the futures of countless students while drawing a diverse new generation to the teaching force," said TC President Thomas Bailey. ■ Levy subsequently served as Executive Director of the Jack Kent Cooke Foundation, which generously supported creation of TC's online program in College Advisement, aimed at professionalizing that field. The program offers continuing education for high school counselors, college advisers, teachers and school paraprofessionals, with a particular emphasis on increasing their multicultural and social justice competencies.

[ BIG MAN ON CAMPUS ]

Joseph N. Hankin

*A community college president for the ages*

**Joseph N. Hankin** (Ed.D. '67), the nation's longest-serving community college president, died in January at 78. ■ "You have to be cross-eyed — one eye on the stars, another on the minutiae on your desk," said Hankin, TC's 1977 Distinguished Alumni Award recipient. During his 42-year presidency, Westchester Community College tripled its enrollment and



became Westchester County's largest higher education institution, offering 50 different career training programs. ■ Hankin received his TC doctorate in Administration of Higher Education, taught at TC and advised its Community College Research Center (CCRC). ■ "I sat in on Dr. Hankin's community college class and still benefit from many insights and lessons," said TC President Thomas Bailey, CCRC's founding director. "The field has lost a dedicated and wise professional, to whom it owes much."

[ THEORIST WITHOUT BORDERS ]

## Beyond Compare

*Harold Noah changed comparative education to a field that explains and predicts*

**H**arold J. Noah, (Ph.D. '64), Professor Emeritus and former Dean of the College, and a giant in both comparative education and education economics, died in January at age 94. ■ Noah's 1969 book, *Toward a Science of Comparative Education*, co-authored with his frequent collaborator, Max Eckstein (they met as doctoral students, working with TC political scientist George Bereday), helped to shift the field toward quantitative methodologies from political science, economics and sociology that could explain and predict rather than simply describe phenomena. Noah also pioneered the use of cross-national comparisons among multiple nations. He helped launch the field of international large-scale assessment, which now encompasses global evaluations such as Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA). His ultimate goal was to develop generalizable theories that could be applied across cultures and nations. ■ Yet ultimately, Noah transcended any "ism." In his early work, he focused on education sys-

tems in the Soviet Union, facilitated by his fluency in Russian (which he learned so he could read Pushkin in the original). He was present at the first meeting of the Comparative & International Education Society in 1956, at which officers were elected by a show of hands, and would later become president of the organization, which today boasts thousands of members. ■ Noah mentored generations of TC students and served as Dean of the College for five years during the presidency of his friend and colleague, the late Lawrence Cremin. ■ Those wishing to honor Harold Noah's memory can contribute to the Professor Harold J. Noah Scholarship in Comparative & International Education by contacting Linda Colquhoun at 212-678-3679.



[ VOICE FOR EQUALITY ]

## She Survived — and Thrived

*Olivia Hooker, 103, endured the Tulsa Race Massacre, helped integrate the Coast Guard and advocated for learning disabled students*

**E**ducator **Olivia Hooker** (M.A. '47), the last survivor of the Tulsa Race Massacre of 1921 and the first active-duty African American woman in the U.S. Coast Guard, died in November at 103. ■ As Professor of Psychology at Fordham University, Hooker founded a division of the

American Psychological Association focused on individuals with developmental and intellectual disabilities, her areas of specialization. She received TC's Distinguished Alumni award in 2016. ■ Some 300 black Tulsans perished during two days in 1921 when false reports of a black teen assaulting a white woman prompted a white mob to attack Tulsa's prosperous black Greenwood district. In an interview with National Public Radio, Hooker recalled her mother hiding her and her

three siblings under a table as white marauders ransacked their home. "The most shocking thing was seeing people, to whom you had never done anything to irritate, who just took it upon themselves to destroy your property because they didn't want you to have those things."

■ Hooker graduated from The Ohio State University and was teaching elementary school at the outset of World War II. Rejected by the Navy, she instead joined the Coast Guard, which in 2015 would name a Sector New York Galley on Staten Island for her. At the Coast Guard Academy's 2015 commencement, President Barack Obama hailed Hooker as "a tireless voice for justice and equality." ■ In 2016, when illness prevented her from appearing at TC's Academic Festival to receive the Distinguished Alumni Award, Hooker sent a videotape in which she saluted the College for helping minority students "cross the great divide" and thanked her mentor, the late TC psychologist Nicholas Hobbs. "Once in a while you find somebody that's spent their lives trying to make things better for all of us," Hooker said. For all who knew her, those words described Olivia Hooker as well.





[ INDEPENDENT-MINDED ]

## Leading: Her Life

*Pearl Rock Kane (Ed.D. '83) brought intellectual richness and moral reflection to the preparation of independent school leaders*

**P**earl Rock Kane, former director of Teachers College's Klingenstein Center for Independent School Leadership, died in late February. ■ In 1977, on leave from New York City's Dalton School, Kane arrived at TC in the first cohort of Klingenstein Fellows. The program's creator, Trustee John Klingenstein (who died in 2018), soon tapped Kane to become the Center's director, and she went on to earn a doctorate and become the first tenured woman in the Department of Educational Administration.

She led the Klingenstein Center for 37 years, was named TC's Klingenstein Family Professor and built the Center into the pre-eminent organization of its kind.

Kane's famous dictum was that leadership is a behavior, not a position or a title. She immersed her students in the study of moral leadership, teamwork and diversity, while attracting more women and people of color. She infused the preparation of independent school leaders with new richness, applying theories of change and organizational behavior, tackling issues such as teacher attrition and presenting new information on brain research, child and adolescent development, and

curriculum design. And at a time when most administrators were former teachers who had learned on the job, Kane introduced courses

on ethics, law, marketing, finance, cognitive development and negotiation.

Today, the Center, led by Nicole Brittingham

Furlonge, offers five separate venues that serve leaders and aspiring leaders throughout their careers. It reaches educators worldwide through the Klingbrief newsletter and "The Science of Learning: What Every Teacher Should Know" free online course.

"Pearl's passing is a major loss," said TC President Thomas Bailey, "but we are thankful that her humanity, decency, vision and love live on through the Center she helped create and build, and through her students, who have helped shape countless young people into engaged, responsible and productive adults."

Receiving TC's President's Medal of Excellence at a special gala event in April 2018, Kane called TC the ideal home for the Klingenstein Center and herself: "John Dewey believed that education isn't merely preparation for life — it *is* life. In the most personal and literal sense, that's been true for me."



*To honor Kane's memory*, contribute to the Pearl Rock Kane Scholarship Fund, benefiting students enrolled in the programs of the Klingenstein Center, at [tc.edu/pearlkane](https://tc.edu/pearlkane)

# Teaching as an Ethical Calling

Supporting teachers in their passion for their work ■ By David T. Hansen



**T**eaching is an ethical endeavor, a dynamic, ascending movement of teacher-student-subject matter-world. Teaching means “being with” students and subject matter in a concern-full, engaged, ontological manner. Rather than “applying theory,” teachers participate in a long-standing undertaking, captured in the Old English for teaching, “taecan”: to show, to illuminate, to guide.

The passion of dedicated teachers encompasses their deepest aspirations to achieve a meaningful life for students and themselves. Teachers find intense fulfillment in contributing to students’ well-being, or in a breakthrough with a struggling colleague, or in a rewarding communication with a parent or guardian.

Teachers teach for many reasons: a desire to work with the young; a deep connection with a

subject; to advance justice and human flourishing. There is a felt notion of something larger than oneself, a sense of being chosen. Draw near, teaching seems to say. Come here. Look here. *Be* here.

The enactment of that call, like teaching itself, is often quite prosaic. But

the most ordinary experiences can yield profound insight: the look on a student’s face; a student’s tone in expressing an idea; one student’s gesture to another. Such moments keep teachers passionate about their work.

The terms of teaching come to life in questions. Can I attune myself aesthetically, morally and intellectually to students? Can I respond to their ever-present “address” to me to be attentive? Can I bring a sense of wonder to who, what and how they are — and to the subject? Can I enact concern in vindicating, defending or advocating for teaching? Will I help others to preserve this crucial human undertaking?

We should support teachers in “meeting” these terms, developing an ethical relation with their work, and sustaining teaching against forces that would “melt it into air.” Those forces are all too real in our time — but so is the call to teach.



David T. Hansen is TC’s John L. & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education. This essay is adapted from his February 2019 talk for the Distinguished Lecture Series of TC’s Department of Arts & Humanities.

# Not afraid to let her hair down

**Janell Drone (Ed.D. '87, M.Ed. '81)**

## **Career**

International teacher, principal, superintendent, professor

## **Proudest Accomplishment**

Her TC dissertation. "Working with George Bereday and Harry Passow, I designed the first international secondary school curriculum to integrate the culture of an African nation (Kenya) into the International Baccalaureate. It was used in 200 schools worldwide."

## **What I Learned at TC**

"I came to TC with my hair in braids. Maxine Greene said, 'Do you think it's appropriate for this environment?' I said, 'Oh, they'll get used to it.' Maxine was interested in my aesthetic, and she was telling me to value people who look at what you do, not your hair — otherwise, they're not worth your time."

## **Current Project**

Researching the New York Public Library's archival documentation on historical African American one-room school facilities. "The one-room schoolhouses were sanctuaries where black people could learn. I attended one as a girl. You can't separate facilities from curriculum, and that's why, since desegregation, black students haven't always been as proficient as they could or should be."

## **TC Gifts**

Member of the Maxine Greene Society (supporters of the TC Fund for three consecutive years or more).

## **Why I Give**

"Because TC is a gift that's given to me since the day I arrived."

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



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

**Photo:** Bruce Gilbert

# Seed your future

## through Continuing Professional Studies at TC

Explore more  
[tc.edu/cps](https://tc.edu/cps)  
[cps@tc.edu](mailto:cps@tc.edu)  
212-678-8311

Alumni enjoy  
**25% off** select  
online programs

**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY  
A Graduate School of Education, Health & Psychology

### Keep the Kids Talking: Shifting from Q&A to Q&D

September 30–December 16, 2019 | asynchronous online

This online professional development program will explore the art of fertilizing discussion to engage all the learners in the classroom. Through the exploration of Danielson 3b, the series will dive into the leverage areas of questioning and discussion to discover new ways to bring all voices into the classroom.

### Teaching Artist Community @ Teachers College Certificate in Responsive Pedagogy

October 11, 2019–May 2, 2020 | blended on campus &  
monthly synchronous online

Are you an artist committed to growing your teaching practice with like-minded peers? Partner with experts and mentors in this 10-month program to fuel your artistry, expand your pedagogy and learn more about cultural and developmental responsiveness.

Register at [tc.edu/tctac](https://tc.edu/tctac)

### Language Program Management Certificate

January 13–May 20, 2020 | asynchronous online

This four-course online program is designed to train language professionals to develop, manage and evaluate language programs. Topics will include curriculum development, program evaluation and assessment, administration and operations, as well as teacher development and supervision.