

TEACHERS COLLEGE COLUMBIA UNIVERSITY

A N N U A L R E P O R T 2 0 1 1



THE  
THINKING  
PROFESSION

TC BRINGS TEACHING INTO THE 21<sup>ST</sup> CENTURY

---

The Teachers College 2011 Annual Report was produced by the  
Department of Development and External Affairs, Teachers College, Columbia University

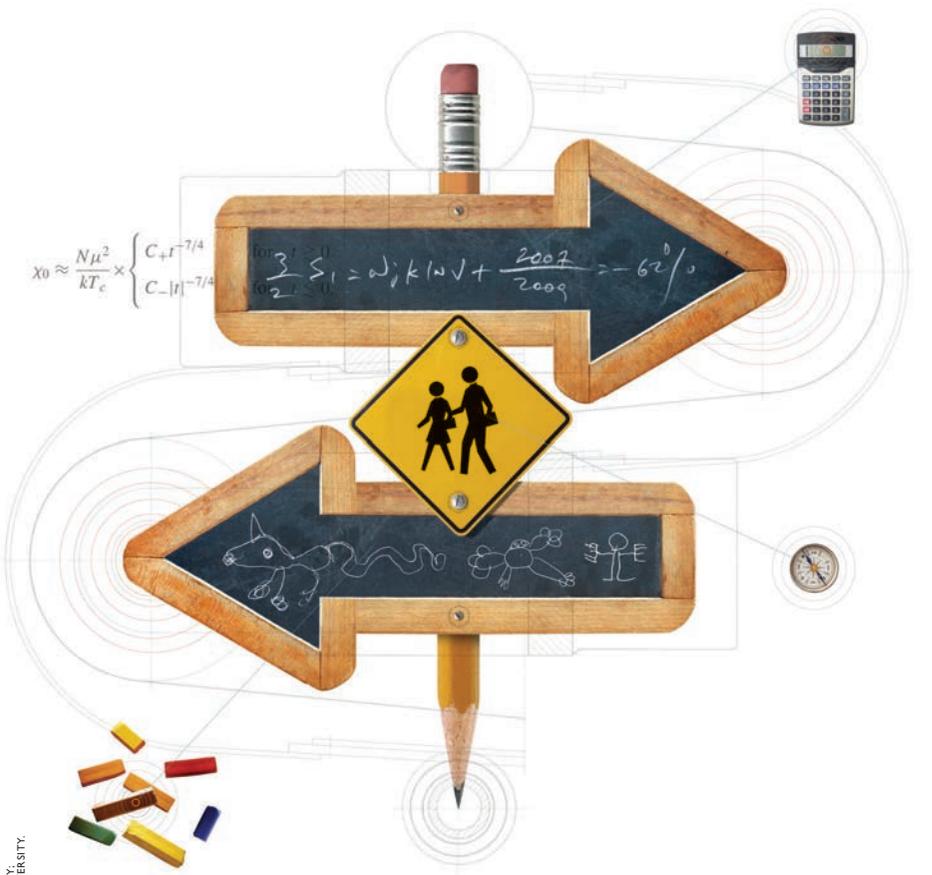
---

CONTRIBUTING WRITERS  
Joe Levine, Emily Rosenbaum

DESIGN DIRECTOR  
Erik Basil Spooner

COVER AND ILLUSTRATIONS  
Viktor Koen

# 2014 Annual Report



## LETTER FROM THE PRESIDENT 2

Our society must recognize that teaching demands great expertise

## 2011 YEAR IN REVIEW 3

TC launches an inclusive classrooms project with New York City; hosts a major address by the city's schools chancellor; and announces a new scholarship for students from Asia



## HONOR ROLL OF DONORS 19

## FINANCIAL STATEMENT HIGHLIGHTS 32

## TEACHERS COLLEGE OFFICERS, ADVISORS & BOARD OF TRUSTEES 33

## SPECIAL REPORT THE THINKING PROFESSION 9

The advent of the new Common Core State Standards spells both opportunity and challenge for American public education. Success will depend on teachers, which means that teacher preparation—already a hot-button issue—will take on even greater importance. Our special report looks at how Teachers College is modeling 21st century teacher prep that blends research and practice.

# Dear Friends,

TWO RECENT DOCUMENTARY FILMS have focused on teachers as the key variable in determining the success of American public education.

*Waiting for “Superman,”* released in Fall 2010, accuses big-city school bureaucracies and the teachers’ unions of enabling bad teachers to perpetuate mediocrity and low student achievement in our public schools.

*American Teacher*, which came out this past fall, portrays teachers as heroes—dedicated, resourceful people who work daily miracles while laboring under conditions that most educated professionals would never accept.

I will make no secret of the fact that I share the latter view. As a former teacher and long-time observer of the education scene, I can personally attest that people who become teachers aren’t in it for the money or the perks. They give their maximum effort and make great sacrifices because they care passionately about their students and understand that today’s children are the nation’s future. I also believe that a large majority of teachers run the gamut from very good to great.



I applaud *American Teacher* for challenging us to consider what teachers could do if, at the very least, we paid them better and provided them with adequate instructional materials and well-equipped classrooms.

But material compensation and support are only part of the equation. The wish most consistently and powerfully voiced by teachers in the film—and by the countless others with whom I come into contact throughout the year—is for society to show them the respect accorded to doctors, lawyers, engineers and other skilled professionals.

Above all, we as a society need to recognize that teaching demands great expertise—and that acquiring that expertise entails preparation that provides a rich and seamless blend of research and practice.

In my view, Teachers College is among the leaders in preparing educators and education leaders in the United States and throughout the world. As the special report in this Annual Report shows, our faculty are conducting research that is advancing understanding of teaching and learning. Our graduates constitute an unmatched network of school leaders and teachers who mentor our students in field placements across New York City each year. And the courses that our teaching students take help them to understand their field experiences in the context of critical, cutting-edge research.

Now that 45 states have agreed to adopt the ambitious new Common Core State Standards, intended to provide a clear roadmap for preparing children for college and the workforce, the value of preparing teachers with an education that seamlessly links research to practice has never been more important than right now. Thankfully, Teachers College is more than up to the task.

A handwritten signature in black ink that reads "Susan Fuhrman".

Susan Fuhrman

The wish most consistently voiced by teachers is for society to show them the respect accorded other skilled professionals.

# 2011 Year in Review

COVERING THE PERIOD OF SEPTEMBER 1, 2010 THROUGH AUGUST 31, 2011

## SEPTEMBER 2010

The College welcomes more than 1,900 new students, **the largest incoming class in its history**, continuing its steady growth in applications and enrollment over the past several years. TC sees an increase of about 15 percent in applications to its teacher education and certification programs.

**U.S. Under Secretary of Education Martha Kanter** keynotes a two-day conference sponsored by the National Center for Postsecondary Research, led by **Thomas R. Bailey**, George and Abby O'Neill Professor of Economics and Education. The conference **focuses on the failure of remedial courses** offered at many community colleges to help entering students improve literacy and other basic skills.

The College unveils its **revamped Edward D. Mysak Clinic for Communication Disorders**. The Center, which serves some 60 clients weekly from neighboring communities, now features teleconferencing units for **online work with children in other countries**.

## OCTOBER 2010

In her annual State of the College address, **TC President Susan Fuhrman proclaims the 2010–11 school year TC's "Year of Research"**—a time when the College will take significant steps forward in its quest to rethink and reinvent education across the human lifespan.

TC's online master's degree program in Computing and Education is rated **the nation's best online graduate education degree program** by GetEducated.com, a consumer group that publishes online college rankings and university ratings.



TC medalist Bob Herbert (left) with Provost Thomas James at Convocation 2011.

Nearly **200 experts from around the world** gather at TC's first **Roundtable in Second Language Studies**, focusing on Chinese second language acquisition. Students **Yayun Anny Sun**, **K. Philip Choong**, **Hye Won Shin** and **Shaoyan Qi** organized the conference, directed by **ZhaoHong Han**, Associate Professor of Language and Education.

The Department of Arts and Humanities launches a **new Website for teachers that explores the relationships between jazz and democracy**. "Let Freedom Swing: Conversations on Jazz and Democracy" is a collection of videos and a study guide designed by TC for use in social studies, history and humanities classes, based on interviews with retired Supreme Court Justice **Sandra Day**

**O'Connor** and musician and educator **Wynton Marsalis**.

**The Social-Organizational Psychology program** holds its inaugural **Exchange**, a twice-yearly salon and networking event aimed at bringing together faculty, students, alumni and friends of the program.

**The Nutrition Education program** partners with the **New York City chapter of Edible Schoolyard** to develop curricula in a range of subjects to support both garden- and classroom-based learning. Edible Schoolyard NYC is **directed by current TC nutrition student Christiane Baker**.

**The Office of School and Community Partnerships** co-sponsors **"The Ultimate**

**Block Party,** an event in New York City's Central Park organized by Play for Tomorrow, a national consortium of educators concerned about the dwindling role of play.

## NOVEMBER 2010

In the first of his two Sachs Lectures, University of California-Berkeley sociologist **Samuel Lucas cites findings from the 2008 General Social Survey**, an initiative of the National Opinion Research Center, suggesting that **students are virtually guaranteed to be exposed to a prejudiced teacher** at some point in their elementary and high school educations. In his second lecture, in March 2011, Lucas argues that education reform must deal with structures and attitudes that reproduce inequality and breed resistance to change.

**More than 180 teachers, graduate students, faculty and school administrators attend "Philosophy in Schools,"** a conference hosted in TC's Milbank Chapel by the Columbia University Philosophy Outreach Program. Co-founded and co-directed by TC Philosophy and Education students, the program brings the ideas of Aristotle, Kant, Nietzsche and others to students in New York City public and private schools.

**"Spirituality and Healing: A Revolution of Consciousness,"** a conference chaired by **Lisa Miller**, TC Associate Professor of Psychology and Education, brings together experts in the fields of medicine, engineering, psychology and spirituality to discuss their work

studying **the effects of mental and spiritual activity on the body and the physical environment.**

## DECEMBER 2010

**Ernest Morrell is named the new director of TC's Institute for Urban and Minority Education (IUME)**, succeeding founding director Edmund W. Gordon. Morrell, an authority in the fields of literacy, critical pedagogy, cultural studies, urban education and ethnic studies, has since been elected Vice President of the National Council of Teachers of English.

**TC's Center for Food and Environment concludes "The Kids Cook Monday,"** a series of evenings in which elementary school students from Harlem-area schools and their parents visit TC's Earth Friends Lab to cook healthy meals.

## JANUARY 2011

**TC's Office of the Provost launches a new Health, Behavior and Society Colloquium Series** bringing together faculty and students from across Columbia University whose research interests include the biological, behavioral and social bases of human development. The inaugural colloquium explores how physical and psychological abuse in childhood can cause cellular changes that can lead to physical ailments in adulthood.

**Youth Rising, a TC program to help the staff of Covenant House New York** address the psychological, psychiatric and educational needs of New York City's more than 12,000

homeless youth, receives a two-year \$170,000 grant from the Goldman Sachs Foundation. Youth Rising was created by faculty member Lisa Miller.

## FEBRUARY 2011

**President Fuhrman moderates a Congressional briefing on Capitol Hill** about the payoffs of long-term investment in education research. The briefing is co-sponsored by the Education Deans Alliance, the National Academy of Education (NAEd) and the American Educational Research Association. Fuhrman is NAEd President.

**"Bi- and Multilingualism in Young Children,"** a panel featuring **Celia Genishi**, Professor of Education, **Mariana Souto-Manning**, Associate Professor of Education, and **Maria Torres-Guzman**, Professor of Bilingual Education, **debunks myths such as the notion that multilingualism leads to language delays.**

## MARCH 2011

**More than 100 alumni** of TC's International Center for Cooperation and Conflict Resolution (ICCCR) gather to **hear talks by United Nations Ombudsman Johnston Barkat** (the first student ever to receive a certificate from ICCCR) and **ICCCR Director Peter Coleman**, Associate Professor of Psychology and Education.

## APRIL 2011

**TC's third annual Academic Festival**, "Learn to Live Well: Bringing Education to the Table," draws more than 900 alumni and friends, as well as a throng of newly admitted students. The events include **the Phyllis L. Kossoff Policy Lecture, delivered by New York City's newly appointed public schools chancellor, Dennis Walcott**, and **a keynote address by the health guru and media personality Ian Smith (MA '93)**, recipient of the College's President's Medal for Excellence.

TC's Department of Arts and Humanities hosts "Creativity, Imagination and Innovation," **a symposium featuring a panel of experts on creativity** that includes **Robert Sternberg**, Provost and Senior Vice President at Oklahoma

## 2011 HIGHLIGHTS

TC continues its commitment to reducing its overall carbon footprint. Accomplishments in 2011 include:

- Reactivating many public water fountains and installing bottle fillers to help reduce dependence on bottled water.
- Replacing or retrofitting more than 7,000 inefficient light fixtures and light bulbs in order to reduce kilowatt hours of electricity consumed.

- Implementing a single-stream recycling program to help boost TC's rate of recycling from 35 percent of all waste recycled to 50 percent by August 2012, and from 50 percent to 75 percent by 2017.

TC broadly commits to three guiding principles of sustainability:

- Demonstrating institutional practices that promote sustainability, including

## Environmental Initiatives

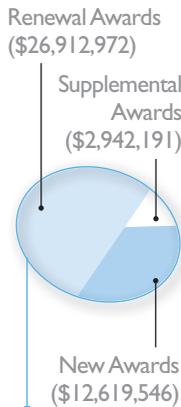
measures both to increase efficiency and use of renewable resources and to decrease production of waste and hazardous materials.

- Encouraging environmental inquiry and institutional learning throughout the College community.

- Establishing indicators for sustainability that will enable monitoring, reporting and continuous improvement.

## office of SPONSORED PROGRAMS

TC increased its overall volume of grants for innovative projects, totaling \$42,474,709 in awards from private foundation and government sources. The total includes:



**\$42,474,709**

State University; **R. Keith Sawyer**, Associate Professor of Psychology at Washington University; and keynote speaker **Steven Berlin Johnson**, the popular science author.

### MAY 2011

At TC's commencement exercises in the Cathedral of St. John the Divine,

graduates are exhorted to create new and better solutions to learning challenges and fight a rising tide of inequality in American society. **The three recipients of TC's Medal for Distinguished Service** are former *New York Times* columnist **Bob Herbert**; Baltimore public schools chief **Andres Alonso**; and Stanford University education scholar (and former TC faculty member) **Linda Darling-Hammond**.

"When Worlds Collide: Facing the Challenges of Special Education in the New Millennium," a conference on current research in intellectual disabilities, features TC's 2011 Blackman Lecture, delivered by psychologist **Elisabeth Dykens** of Peabody College, Vanderbilt University. **Len Blackman, TC Professor Emeritus of Education and Psychology**, reads from his book, *The Psyche of My Life: A Memoir* (Fall Court Press, 2009).

"Game Show NYC—The Art of Learning Through Games," an exhibit at **Macy Gallery** curated by doctoral students **Nick Sousanis** and **Suzanne Choo** together with **Joey Lee**, Assistant Professor of

## 2011 HIGHLIGHTS

### Diversity & Community Affairs

TC's Vice President's Office for Diversity and Community Affairs enhances its community-building initiative with three facilitated "Critical Conversations about Privilege: Leveling Hierarchies." Its other efforts include:

A daylong conference, "From Pre-K to Post-Doc: Race and Privilege in Education"—issues that are often avoided in hopes of achieving "color-blindness."

"The Hibakusha Speak," a conversation with three survivors of the Hiroshima atomic bomb (co-sponsored with the Peace Education Network).

Constitution Day programming that includes screening the controversial documentary film *Waiting for "Superman"* before its national release. Faculty member **Aaron Pallas** introduces the film, which is discussed by faculty members **Barbara Wallace**, **Erica Walker**, **Michael Rebell**, **Jeffrey Henig** and **Yolanda Sealey-Ruiz**. A second Constitution Day event, for local public school students, features **Christopher Lowell** as "Ben Franklin Live!"

A book discussion with psychologist **Claude Steele**, author of *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*; and book talks, cosponsored with TC's Center for African Education, with **Uzodinma Iweala**, author of *Beasts of No Nation*, and **Matt Meyer** and **Elavie Ndura-Ouedraogo**, authors of *Seeds Bearing Fruit: Pan-African Peace Action for the 21st Century*.

Screenings of *Beyond the Bricks—A New Era of Education*, a documentary about black males in public high schools, and the award-winning documentary *To Be Heard*, about the teaching and learning of spoken-word poetry in urban classrooms.

Full implementation of the new college-wide Professional Staff Evaluation Process, fulfilling the goal of developing a consistent college-wide performance review process with full compliance by all full-time professional staff, effective July 2011.

Awarding of \$15,870 in grants to fund 18 student-, faculty- and staff-sponsored initiatives as part of the Vice President's Diversity and Community Initiatives (DCI) Grant Fund, and \$7,500 in grants as part of the Vice President's Grant for Student Research in Diversity.

The third annual Community Cook-Off and Tasting Celebration.



Youthful onlookers and their mom enjoy a "Webop!" jazz session at TC's 2011 Academic Festival.

Communication, Computing and Technology in Education, features a range of interactive games, from cross-word puzzles to less traditional fare.

At **Scratch Day at TC**, students, parents, teachers and researchers gather to learn new uses for Scratch, a visually oriented programming language aimed at young people. Prior to the event, TC hosted **the inaugural Scratch Educators Meetup**, which included **Mitchel Resnick**, Academic Head of MIT's Media Arts and Sciences program.

JUNE 2011

A TC delegation that includes President Fuhrman, Provost Tom James and several faculty members visits Taipei, Hong Kong, Shanghai and Beijing, meeting with alumni and prospective students. The trip culminates in the announcement of **a new John Dewey Scholarship that will enable TC to enroll future generations of education scholars and leaders from Asia**, regardless of means.

TC hosts a **90th birthday celebration for Edmund W. Gordon**,



U.S. Under Secretary of Education Martha Kanter

Richard March Hoe Emeritus Professor of Psychology and Education, and founder of the College's Institute for Urban and Minority Education. Gordon, called **the preeminent African-American psychologist of his generation**, receives proclamations from New York City Councilman **Robert Jackson** and State Assemblywoman **Ellen Jaffee**, as well as a Presidential Citation from the American Psychological Association.

The American College of Sports Medicine releases **new exercise guidelines developed by a committee led by Carol Ewing Garber**, Associate Professor of Movement Sciences (and ACSM Fellow). For the first time, **the guidelines recognize that a little exercise is better than none** and suggest minimizing inactivity.

More than 500 teachers, principals and paraprofessionals from schools across New York City gather for "Expanding Mindsets, Transforming Practices," a full day of professional development workshops offered through **the city's partnership with the TC Inclusive Classrooms Project (TCICP)**. The project supports research, teaching and service to create organizational structures and curricular opportunities for students of all abilities.

JULY 2011

**TC's Student Press Initiative (SPI) holds its annual Summer Institute**, providing educators with an intensive, four-day clinic in how to implement SPI's project-based curricular model in which students publish and publicly read from or perform their own work.

A new research body, **the Center for Analysis of Postsecondary Education and Employment (CAPSEE)**, housed and led by TC's Community College Research Center (CCRC), **will examine long-term employment and earning outcomes for students** attending a variety of postsecondary institutions both state-wide and nationally. CAPSEE is funded by a grant of nearly \$10 million from the U.S. Department of Education's Institute of Education Sciences.

TC reconvenes its prestigious **Superintendents Work Conference, an annual gathering for school leadership from across the nation** to respond to shifting policy and budget demands. The 68th annual iteration of the conference is themed "Pursuing Equity and Excellence: Courageous Conversations on Education Design and Innovation."

AUGUST 2011

Together with leaders of the Chicago Community Trust, the Healthy Schools Campaign and the W.K. Kellogg Foundation, **Charles Basch, TC's Richard March Hoe Professor of Health Education, meets with U.S. Secretary of Education Arne Duncan** to discuss the connection between health disparities and the minority achievement gap and propose ways that schools can promote student health and wellness.

2011 HIGHLIGHTS

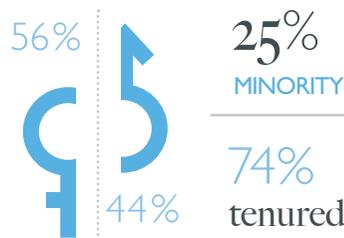
Development

TC enjoys a strong year in all areas of fundraising, with a total of \$26.2 million raised in new commitments—a 30 percent increase over the prior year. Strategic programmatic enhancements in Government Relations, Donor Relations/Stewardship, External Affairs and Alumni Relations effectively set the stage for ongoing campaign planning work and for celebration of the 125th anniversary of the College's founding.

Fundraising from individuals reaches \$8.9 million, a 10 percent increase, while the TC Fund achieves its goal of \$2 million, the largest annual fund campaign in the College's history (surpassing the record set only last year). The Fund reaches this mark on the strength of a 28 percent increase in leadership giving from members of the John Dewey Circle.

Giving from Foundations and Corporations grew by nearly 50 percent, with new grants from the Bill and Melinda Gates Foundation, supporting TC's Community College Research Center (CCRC); the Lumina Foundation for Education, for CCRC and TC's Hechinger Institute on Education and the Media; and the JP Morgan Chase Foundation, for the new Teachers College Community School.

TC faculty



## RESEARCH HIGHLIGHTS

Faculty members **Jeanne Brooks-Gunn and Herbert Ginsburg are elected to the National Academy of Education (NAEd)** for their “pioneering efforts in education research and policy development.” Brooks-Gunn’s research focuses on designing and evaluating interventions and policies aimed at enhancing the wellbeing of children living in poverty. Ginsburg is a leading researcher on development of mathematical thinking and assessment of cognitive function.

**Brooks-Gunn will co-direct an ongoing study of the effect of affordable housing on low-income families.** Teachers College and the Mayor’s Fund to Advance New York City are awarded \$1 million by the John D. and Catherine T. MacArthur Foundation to fund the work.

New analysis of data on more than 1,200 mothers, conducted by Brooks-Gunn and colleagues, finds a **“strong and significant” interaction between certain genetic markers and postpartum depression.** The finding supports the broader hypothesis that **people are genetically inclined to be “more or less reactive to the environment.”** The study is reported in “The Role of Mother’s Genes and Environment in Postpartum Depression,” a paper published on May 17 by the National Academy of Sciences.

“Identifying Young, Potentially Gifted, Economically Disadvantaged Students,” a **paper published in 1994 in the journal *Gifted Child Quarterly* by TC faculty members James Borland and Lisa Wright,** is noted for having been **cited more than any other publication in that journal during the past 54 years.**

A study based on a survey of thousands of new parents finds that while parenthood is definitely a life-changing event, **having a baby has minimal long-term effect on parents’ sense of wellbeing.** Published in *The Journal of Family Psychology*, the research was led by TC psychologist **George Bonanno.**

**Georgia Malandraki,** Assistant Professor in the Program of Speech and Language Pathology in TC’s Department of Biobehavioral Sciences, **receives the 2011 Early Career Contributions in Research Award of the American Speech Language and Hearing Association.** A certified Speech and Language Pathologist, Malandraki researches human brain recovery and plasticity as it relates to swallowing function.

Some **175 TC faculty and students attend the annual meeting of the American Educational Research Association** in New

Orleans, themed “Inciting the Social Imagination: Education Research for the Public Good.” Faculty members **David Hansen, Henry Levin and Anna Neumann** are named 2011 AERA Fellows, and **Maria Torres-Guzman receives the AERA Bilingual Education SIG Lifetime Achievement Award.** **Mariana Souto-Manning** receives AERA’s 2011 Division K Innovations in Research on Diversity in Teacher Education Award.

**Lalitha Vasudevan,** Assistant Professor of Technology and Education, **receives TC’s 2010 Strage Junior Faculty Prize** for her paper “Performing New Geographies of Literacy, Teaching and Learning,” published in the July 2009 issue of the journal *English Education.* **The \$2,500 prize was established at TC in 2009 by alumna Alberta Strage** (a member of President Susan Fuhrman’s Advisory Council) and her husband, **Henry M. Strage.**

The Association for Science Teacher Education and the National Science Teachers Association select a paper published in *The Journal of Science Teacher Education* by **O. Roger Anderson,** Professor of Natural Science, and **Julie Contino,** an Ed.D. student in Secondary Science Education, as one of **the top 10 papers published in science education in 2010.**

Faculty member **Carol Ewing Garber is elected Vice President of the American College of Sports Medicine,** the foremost international scientific organization in that field.

The May 2011 issue of *The Counseling Psychologist* includes a **42-page profile of Derald Wing Sue, Professor of Psychology and Education,** detailing “the personal and professional accomplishments of **one of psychology’s most accomplished and prolific scholars...** a contemporary figure considered by many to be a cultural icon.” Sue, the recent author of *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation* (John Wiley and Sons), is a leading expert on multiculturalism and discrimination issues.

**Barry Farber,** Professor of Psychology and Education, **is named Editor of the *Journal of Clinical Psychology: In Session*,** a quarterly branch of the monthly *Journal of Clinical Psychology.*

**Carolyn Riehl,** Associate Professor of Education, **is recognized as an Outstanding Reviewer for the *American Educational Research Journal*,** Section on Social and Institutional Analysis, for 2010.

## 2011 HIGHLIGHTS

### New Faculty

TC increases its diversity with its new faculty hires for Fall 2011:

**LAURA AZZARITO**  
Associate Professor of Physical Education (Biobehavioral Sciences)

**MELANIE BREWSTER**  
Assistant Professor of Counseling Psychology (Counseling and Clinical Psychology)

**ANSLEY ERICKSON**  
Assistant Professor of History and Education (Arts and Humanities)

**GEORGIA MALANDRAKI**  
Assistant Professor of Speech and Language Pathology (Biobehavioral Sciences)

**CARMEN MARTINEZ-ROLDAN**  
Associate Professor of Bilingual/Bicultural Education (Arts and Humanities)

**ERNEST MORRELL**  
Professor of Education and Director, Institute for Urban and Minority Education (Arts and Humanities)

**SANDRA SCHMIDT**  
Assistant Professor of Social Studies and Education (Arts and Humanities)

**ELIZABETH TIPTON**  
Assistant Professor of Applied Statistics (Human Development)

**ROBERT WEINTRAUB**  
Professor of Practice of Educational Leadership (Organization and Leadership)

**ERIC NADELSTERN**  
Visiting Professor of Practice of Educational Leadership (Organization and Leadership)

**BENJI CHANG**  
Postdoctoral Fellow, Institute for Urban and Minority Education (Curriculum and Teaching)



View Walcott's  
Kossoff Policy  
Lecture at TC  
at [blip.tv/file/  
4994498](http://blip.tv/file/4994498)



New York City Schools Chancellor Dennis Walcott delivers the annual Phyllis L. Kossoff Policy Lecture at TC's 2011 Academic Festival—his first major policy address in his new role.

## POLICY HIGHLIGHTS

**Sharon Lynn Kagan**, TC's Virginia and Leonard Marx Professor of Early Childhood and Family Policy, and TC doctoral student **Kate Tarrant** publish their co-edited volume, *Transitions for Young Children: Creating Connections Across Early Childhood Systems* (Brookes, 2010), a collection of essays by U.S. and international policy experts.

**The Center on Continuous Instructional Improvement**, a TC-based arm of the Consortium for Policy Research in Education, releases the report **“Learning Trajectories in Mathematics: A Foundation for Standards, Curriculum, Assessment, and Instruction.”**

Speaking in TC's Milbank Chapel, **Geoffrey Whitty, Director of the Institute of Education (IOE) at the University of London**, calls for education officials in England and the United States to step up their sharing of research and policy reform ideas. Cross-cultural innovation in education is the theme of a subsequent

panel discussion that includes Whitty, TC President Susan Fuhrman and Rona Kiley, Founder of the U.K.'s Teach First and former CEO of the Academy Sponsors Trust.

In a presentation titled **“Sharing Responsibilities for Public Education—Where Public Meets Private: The New Education Landscape,”** Tisch Lecturer **Priscilla Wohlstetter**, Professor of Educational Policy at the University of Southern California's Rossier School of Education, offers convincing evidence that public education can be improved by collaborations such as the Harlem Children's Zone, which bring together government, for-profit and non-profit entities.

**Michael Rebel, Professor of Education Law and Adjunct Professor at Columbia Law School**, is one of 28 education advocates, civil rights leaders, scholars, lawyers and corporate leaders appointed by U.S. Secretary of Education Arne Duncan to the U.S. Department of Education's Equity and Excellence Commission.

## 2011 HIGHLIGHTS

### Enrollment Services

In Fall 2011, TC welcomes its largest, most diverse and most selective incoming class in the post-World War II era. In all, applications have risen by 27 percent since 2006.

Among our 2011 highlights:

- A six percent increase in applications at the College over FY10. TC received over 6,500 applications, the largest and most diverse applicant pool in its history
- More than 1,850 new students enrolled in the Summer/Fall, a slight percentage increase over FY10
- An overall yield rate of 53 percent, 2 percent higher than in 2010. Master's yield increased from 50 percent in 2010 to 52 percent in 2011, while doctoral yield increased from 45 percent to 54 percent
- Fifteen percent of enrolled students are from outside the United States. In terms of self-reported ethnicity/race of enrolled students, 9.3 percent are African American, 11.6 percent are Asian American and 9.1 percent are Hispanic

# THE THINKING PROFESSION



In an era of ambitious new learning standards, teacher preparation must seamlessly link research and practice

UNLIKE NEARLY EVERY OTHER INDUSTRIALIZED COUNTRY, THE UNITED STATES has never had a national school curriculum. During the past two years, however, 45 states have signed onto the new Common Core State Standards (CCSS), a 400-page document that spells out expectations for the knowledge and skills that K-12 students should demonstrate in English Language Arts and mathematics at each grade level. ¶ “The standards represent the most sweeping reform of the K-12 curriculum that has ever occurred in this country,” writes Lucy Calkins, TC’s Robinson Professor of Children’s Literature, in her forthcoming book, *Pathways to the Common Core: Accelerating Achievement*,

co-authored with Mary Ehrenworth and Christopher Lehman.

Calkins and other observers regard the Common Core as an important opportunity to help schools teach toward higher-level thinking and problem-solving, but also as an enormous challenge: If they were tested today, 75 percent of all U.S. schoolchildren would fail to meet the new standards, according to some estimates. Thus the ultimate fate of the Common Core rests on the shoulders of the professionals who are essential to the success of any school reform: Teachers. That means that teacher preparation—a hot-button issue in today’s charged education debate—will take on even greater importance.

Fortunately, the Common Core has appeared at a time when enormous advances in cognitive and neuroscience are expanding our understanding of how human beings learn. This emerging brave new world of education includes:

- A growing emphasis on understanding education from the point of view of the learner rather than the teacher;

- New “intelligent” Web-based technologies that provide teachers with real-time insight about where their students are bogging down on a given homework assignment, enabling them to make more focused use of classroom time;

- A movement to go beyond the written word in defining “literacy” as something that harnesses the power of cell phones, video and other readily available media to tap into the intelligence and creativity of young people from a variety of backgrounds;

- Efforts by teachers, schools, districts and even vast consortia of states to create tests and assessments that move beyond ranking performance to diagnose students’ strengths and challenges.

To TC President Susan H. Fuhrman, the stakes for the teaching profession and education’s future could not be higher.

“We need to provide new teachers with a strong grounding in research, ensure that they are comfortable learning about and making use of research, and enable them to stay

abreast of new research throughout their careers,” she says. “Otherwise, their knowledge and skills will become frozen at the current moment.”

It’s also clear that, beyond simply learning about research, aspiring teachers must be able to apply research knowledge in the real world of classrooms, students, school politics and parents.

“Teaching is a thinking profession,” says A. Lin Goodwin, TC’s Vice Dean, and Professor of Education. “Teachers have to learn to make hundreds of decisions every day about management, planning, curriculum, child development and diverse learners, all at the same time. If they aren’t constantly relating theory and practice, it’s like trying to learn tennis without actually hitting a ball.”

**T**EACHERS COLLEGE IS IN the vanguard of reshaping teacher preparation to meet the complex needs and challenges of our times. TC faculty are gaining new insights into the ways students learn and what works in teaching; recasting the teaching of math in ways that engage the very youngest students; and developing diagnostic methods, tools and tests that more reliably assess core skills.

Yet perhaps the most pressing challenge in American education today begins with literacy and ways that designations such as “special education” and “English Language Learner” can limit students.

At TC, the approach has been to stand that problem on its head by thinking about how other languages—and other media, beyond print—can tap into amazing strengths in young people.

“How would we teach if we assumed all youth were literate?” TC faculty member Laliitha Vasudevan asks in a paper titled “Re-imagining Pedagogies for Multimodal Selves.”

That question expresses the *raison d’être* of TR@TC, an intensive, medical residency-style program in which aspiring teachers spend four days a week working with mentor teachers in some of New York’s highest-needs schools. The program’s three pathways—secondary inclusive education, intellectual disability/autism, and the teaching of English to speakers of other languages (TESOL)—all focus on working with young people who, even as they are increasingly being integrated into so-called “inclusive” classrooms, too often still



View the  
Common Core  
State Standards  
at [corestandards.org](http://corestandards.org)

are identified by what they *can't* do instead of by what they can.

Vasudevan's point is that in today's highly diverse schools, where all students seem to have been born using laptops, smart phones and other gadgetry, the ability to put across ideas and information by a variety of methods and media is essential.

Thus, in their field placements, TR@TC residents, who receive a significant stipend in exchange for a commitment to work in city schools after completing the program, don't merely apprentice. Instead they "co-teach"—a successful model developed at Minnesota's St. Cloud State University in which teaching residents actively plan, teach and assess instruction, beginning the first day of their placement. Residents often have the opportunity, with their mentor teacher, to co-teach with content-area teachers and to find new and better ways to reach students who have learning disabilities or are non-native speakers.

"One of the concepts we learn in the program is a curricular method called 'universal design,' which is taken from architecture," says Tracy Wu, a TR@TC resident in the program's secondary inclusive education pathway who is spending this year at Bronx High School for the Visual Arts. "A building should be designed so that all people can access it, whether they're in a wheelchair or on crutches. And it's the same in education. The onus shouldn't be on the student to find a way to learn. Instead, it's up to the teacher to create a pathway into the subject matter for each student."

To that end, residents read works that focus extensively on helping young people from impoverished or special-needs backgrounds learn to advocate for themselves. In a course on the history of urban education, the residents learn how today's vast network of district offices, school boards and mayor-controlled systems has been shaped and reshaped over scores of political administrations, economic shifts and waves of immigration. They go on community walks, touring the neighborhoods around their placement schools in order to get a clearer picture of their students' lives. They read research on a variety of teaching practices. They teach, spending full days in classrooms right from the get-go. And then they return to TC's campus for a weekly integrating seminar, where they share and distill their



field experiences in discussions led by faculty who provide a context of additional relevant research.

"We believe teacher preparation should be a constantly iterative story," says Goodwin, who secured the original \$10 million federal grant that created TR@TC. "A teaching resident comes back to the seminar and says, 'This is my experience. We say, 'OK, that's interesting, because the research says...' And they take that back to their classrooms and adapt it to their practice—and their practice to it. The point is to be thinking, yes, I did a great activity with my kids, it was lively, there was classroom discussion, everyone had a good time—but what, exactly, did they learn? What should I do next and how do I connect that to what they learned last time?"

Wu, who is co-teaching a ninth-grade literacy class in which many students read at only a fourth-grade level, has repeatedly confronted those questions while assigning essays on rap songs such as Ice Cube's "It Was a Good Day."

"We get students to make inferences," Wu says. "My mentor teacher [Juanita Garza] is really great, but at first she was a little tentative about using rap. But the key is to find ways for students to demonstrate what they know. They have really good ideas in

discussion, there's definitely higher-order thinking going on, but when they write, the words don't match their thoughts. Ultimately, we want them to write powerfully, with words that are meaningful for everyone."

In another assignment, Wu played students a reading of the Poe story "The Tell-Tale Heart" performed by an actor who uses cadences resembling hip-hop and rap. Then, she asked them to write stories based on the original. The results were astounding.

"This one boy—a big football player who almost never spoke in class—wrote an amazing piece about a guy getting angry at kids who keep coming over and playing on his lawn," she recalls. "The grammar wasn't perfect by any means, but he totally caught the voice and the spirit. When I told him how good it was, he just put his head down. He wasn't used to hearing praise."

Another TR@TC resident at the school, Brendan Tateishi, has used Japanese anime-style art, which is wildly popular with students, to convey science concepts in the Living Environment class he co-teaches with his mentor, Rowena Adalla. Tateishi has created a character called "Mrs. Gren," a spooky-looking old woman whose name is a mnemonic acronym for movement, respi-



Learn more about TR@TC at [www.tc.edu/teaching-residents](http://www.tc.edu/teaching-residents)

“We need to provide greatly increased support to students and teachers if even half of the children are going to attain the new standards.”

—RICHARD ROBINSON, CHAIRMAN, PRESIDENT AND CEO, SCHOLASTIC;  
ESTABLISHED TC’S ROBINSON CHAIR OF CHILDREN’S LITERATURE

ration, and other functions involved in body homeostasis. He’s also helped students to create collages that illustrate cell differentiation and the actions of different enzymes.

“This is an art school, so the kids often respond to information that’s presented visually,” says Tateishi says, adding that he spends little time distinguishing between general education students in the class and those who are “special ed.”

“In the past, an inclusive classroom often meant simply that there was a certified special ed teacher in the room,” Tateishi says. “There was a primary teacher working with the mainstream kids, and the special ed teacher kept to the side with the special ed kids. It was basically a segregated classroom. But in our classroom, Ms. Adalla and I work together to try to deliver multi-layered stuff. We’re dealing with a range of learners, and the point is to just keep trying different methods until something works, and they get it.”

TC has been able to persuade TR@TC partner schools to set aside significant time for residents and mentor teachers to co-plan their courses—a practice that research indicates is one of the most effective interventions a school can make for planning modifications and accommodations to support special ed students. And in December, Wu, Tateishi and their mentor teachers were chosen to present their classroom work at a special Common

Core Learning Standards Peer Review at the Bronx District Office.

Wu and Juanita Garza spoke about challenging their class to come up with a new name for their generation, which is typically referred to in the media as Generation Z.

“We showed the kids articles that characterized Generation Z, often negatively, and told them to figure out whether they agreed or disagreed. And we said to them, ‘Define yourselves—don’t be defined.’”

For the TR@TC program, it was a clear case of mission accomplished.

**I**F LITERACY IS AN AREA IN WHICH non-English speaking students are often unfairly stigmatized, mathematics presents an opposite conundrum: In U.S. schools, math—a universal language—has become something of a national phobia for teachers and students alike.

At TC, psychologist Herbert Ginsburg has been working to empower a new generation of teachers with a different outlook.

Preservice teaching students who take Ginsburg’s course “The Development of Mathematical Thinking” often find themselves immersed in preschool classics such as Eric Carle’s *Rooster’s Off to See The World*. As the title suggests, one fine morning the hero sets out to explore. He is soon joined in rapid succession by two cats, three frogs, four turtles and five fish. Then, with night falling

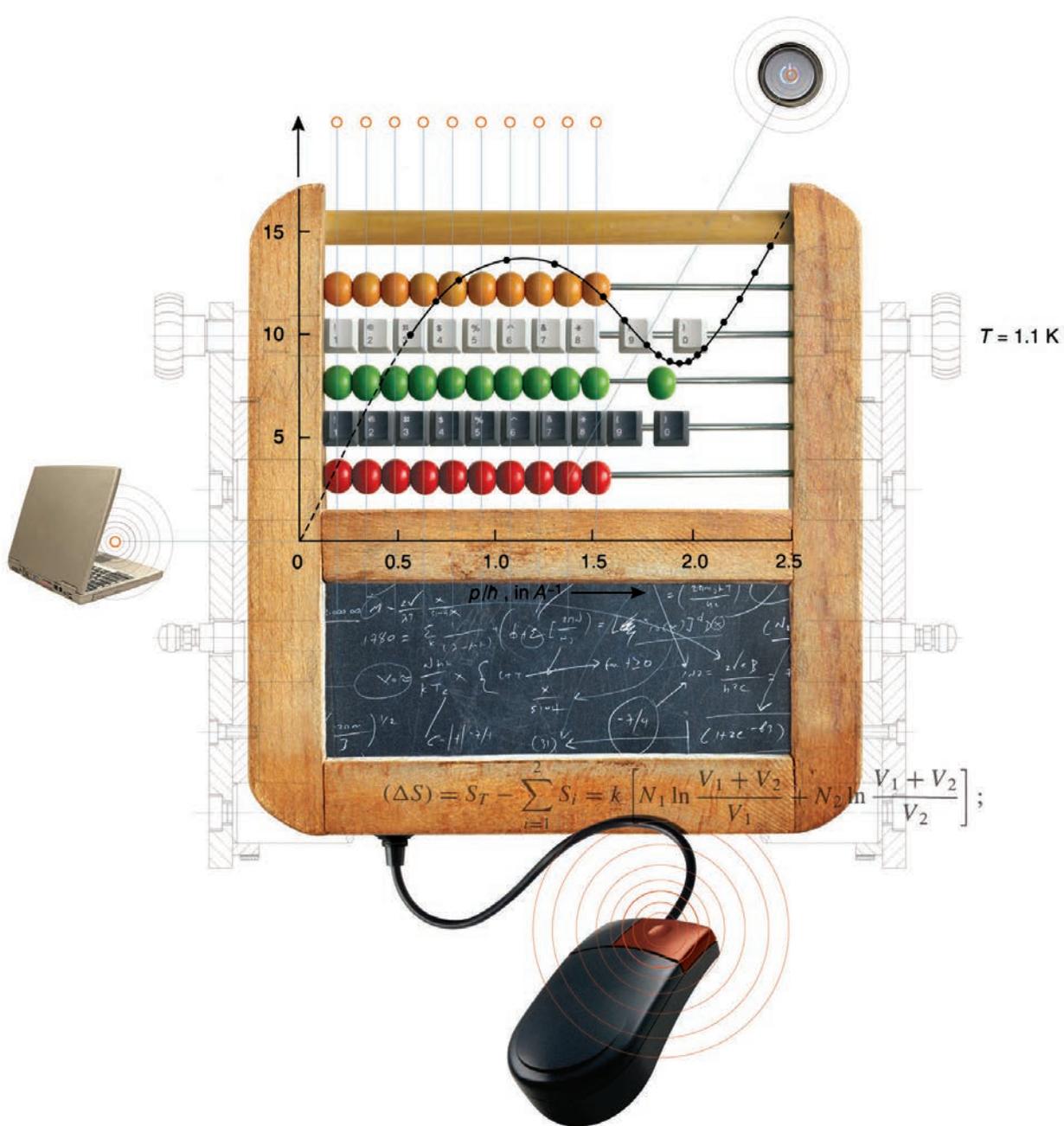
and no dinner or place to sleep, his new companions depart in reverse order. Left alone, Rooster, too, returns home to sleep on his own perch, where he dreams of the adventures that might have been.

In addition to teaching kids about animals (and, possibly, the tenuous nature of friendship), Carle’s book is also very much about math—and not just plain old counting. Recognizing patterns, from piano keyboards to days of the week, is a form of algebraic thinking, since kids must solve the pattern’s riddle by making predictions.

Those truths have been vividly documented in a final project for Ginsburg’s class submitted by Regina Ferrin, who is earning a master’s degree in the College’s teacher preparation program in early childhood education. For her project, Ferrin videotaped a clinical interview she conducted with Tania (not her real name), a six-year-old Latina student. Thanks to a technology program employed in the class, clips of the interview appear in the paper as clickable footnotes. The clips show Tania performing several feats: accurately extending patterns of circles and triangles created by Ferrin; reestablishing patterns when Ferrin deliberately breaks them; and, when Ferrin reads the Carle story aloud, correctly predicting how many animals will appear on each page, confirming that she recognizes the book’s “growing pattern” of plus one.

Ferrin’s project is further evidence of the theory that Ginsburg—TC’s Jacob H. Schiff Foundation Professor of Psychology and Education—has been demonstrating for years: Children as young as 18 months have a sense of “everyday math” that can be developed both through play and more formalized teaching. In hundreds of videotaped clinical interviews, Ginsburg and his students have documented instances of children displaying their grasp of number operations, shape, pattern, cardinality (recognition that a number represents a definable quantity of things) and more (a word that, in itself, implies an understanding of quantity).

Ginsburg has also co-authored a preschool curriculum called “Big Math for Little Kids,” written a number of landmark texts, and developed several technologies for assessment and teaching. Yet given the potential multiplier effect of each aspiring teacher who takes “The Development of Mathematical Thinking,” his teaching may turn out



## On Course



DAN BROWN LEFT THE "BLACKBOARD JUNGLE" TO LEARN HIS CRAFT AT TC

After college, Dan Brown was eager to teach in the inner city. He enrolled in an alternative certification program, and within weeks was handed his own classroom at an elementary school in the Bronx.

As Brown recounts in *The Great Expectations School: A Rookie Year in the New Blackboard Jungle*, the experience proved so disastrous that after a year, he temporarily quit teaching.

"I wanted to do a good job, but I didn't know how," Brown says. "My initial exposure through alternative certification instilled a raw desire in me to do the job, but not the tools for the craft. I just had my wits, and that was not enough—the classroom devolved into chaos."

After a year licking his wounds, Brown enrolled in the English Education master's degree program at

Teachers College. In one class, he wrote a *New Yorker*-style profile of Linton Atkinson, a veteran teacher in East Harlem. "His students were raucous in other people's classrooms, but with him, they were calm and receptive, because he had this quiet strength," Brown recalls. "He was mild-mannered and physically unimposing, but unrelenting in his commitment—the one-on-one sessions he conducted with students before and after school, the care he took in crafting lessons."

The take-away: "It's a myth that managing a classroom and delivering quality instruction are separate skills," says Brown, now a National Board Certified Teacher in Washington, D.C. who mentors student teachers. "Understanding how to craft and deliver high-quality curriculum eradicates a huge amount of disruption, because if it's good instruction, most kids will be on board."



A. Lin  
Goodwin

TC faculty and alumni share a focus on linking education research to teaching practice, through methods that include video annotation technology, student assessments geared to the curricula of each school, and intensive collaboration with established mentor teachers.



Lucy  
Calkins

PHOTOGRAPHS BY HEATHER VAN UXEM LEWIS.



Bill Kahn

Anand Marri (left)  
and Tom Hatch



# “I don’t like my students to talk in vague ideological terms, like, ‘It’s great to let kids construct knowledge.’”

—HERBERT GINSBURG, JACOB H. SCHIFF FOUNDATION  
PROFESSOR OF PSYCHOLOGY AND EDUCATION

to be his greatest legacy.

“I went into Herb’s course not liking math and thinking that I couldn’t teach it because I didn’t understand it,” says Ferrin. “I came out of it not only realizing I *did* understand it, but actually excited about it and recognizing its importance in everyday life in a way I never had before.”

The course syllabus alone, which ranges from works by Jean Piaget to a cross-cultural analysis of play titled *Street Mathematics and School Mathematics*, makes for a fascinating experience. But the clinical interviewing—supplemented by technology and pedagogy that enable students to study video, to refer within a paper to relevant clips, and to think deeply about them—is where everything really seems to come together.

“I don’t like my students to talk in vague ideological terms, like, ‘It’s great to let kids construct knowledge,’” says Ginsburg, who co-authored a 2009 National Academy of Sciences study of math instruction for young children, and who last year was elected to the National Academy of Education. “I want them to integrate what they learn about kids, from observation, with what they read and with their own teaching skills. The ultimate goal is for them to understand each kid’s thinking so that they can teach better, and in a more personalized and effective way.”

**C**LEARLY, VIDEO IS A POWERFUL tool for shedding light on the ways that children learn. But it can be equally useful for identifying successful teaching strategies and pinpointing precisely why they work. That’s the intent behind a 37-minute clip, currently shown to all TC preservice social studies teaching stu-

dents, of TC alumnus Bill Kahn, an award-winning teacher at Brooklyn Tech, a high-performing high school in New York City.

“Polls always find that people in this country support freedom of speech—but not if you ask them if the Ku Klux Klan should be allowed to march in Central Park,” Kahn, a burly man in shirtsleeves, tells a classroom full of seniors at one point in the video. “So ‘freedom of speech’ may sound like apple pie, flags waving, people standing tall to say good, patriotic things—but in reality, it’s about those who’d say things that might disgust you. The speech that needs protecting is the speech that you hate.”

The class is part of a unit in which Kahn covers ground ranging from the Bill of Rights to Supreme Court cases involving anti-draft protests during World War I, the publication of *The Pentagon Papers* in 1971, and a 1979 magazine article by a Princeton undergrad on how to construct a hydrogen bomb. The sequence on freedom of speech was videotaped as part of a project carried out by two Teachers College faculty members, Thomas Hatch and Anand R. Marri, with the support of Columbia University’s Center for New Media Teaching and Learning.

“One of the key areas of research in teacher education is to develop an understanding of how different teacher practices influence student learning,” says Hatch, who co-directs TC’s National Center for Restructuring Education, Schools and Teaching. “Video lets us have a common conversation about what’s working and what isn’t.”

Prior to watching the video footage of Kahn’s class, the TC preservice students read up on three key classroom methods: direct instruction (in

which a teacher provides information or step-by-step lessons to ensure that students learn specific content or skills); questioning; and the contextualizing of ideas (that is, using real or hypothetical case examples to dramatize ideas or concepts). The student teachers debate widely held assumptions, such as the effectiveness of working in small groups or the logic of presenting students with lower-level cognitive questions before progressing to higher-level questions. They learn about the Anti-Bullying Act of 2005; the Fourteenth Amendment to the Constitution; chat rooms, buddy lists, text messaging, and “prior restraint” legal battles over publication. They even explore how the organization of classroom space affects learning.

Then they watch Bill Kahn, a teacher who makes clear and deliberate choices around all of these issues. Contextualizing ideas? Kahn tells the class that he’s proposing a new policy: Any boy who doesn’t want to do the homework can simply ask a girl to do it for him—and also to cook him breakfast. There’s a quick vote (boys outnumber girls), and the mock motion carries. “Ain’t democracy grand?” he says, over the howls of protest.

Kahn has ways to involve shy students. He tells a girl named Dina to stand and say anything about him she likes—then ushers her into an invisible soundproof room and asks the class whether she’s exercising her right to freedom of speech. Answer: No, because—in theory—no one can hear her. “There’s also a right to be heard,” he says. “Because if I allow you to print your newspaper, but then burn every copy, then you’re not exercising freedom of speech.”

In a series of written assignments, the TC students analyze Kahn’s use of the three classroom strategies, aided by a powerful new technology platform called Media Thread, developed by CCNMTL, which enables them to include excerpts from the video as clickable footnotes.

“Videos of teaching can be especially helpful because students can watch complex interactions again and again,” says Hatch. “The analytic tools provided by Media Thread force them to take an interaction apart, slow it down and process all of it—and that gives instructors the opportunity to make connections to different readings.”

This approach has pitfalls. As Hatch and co-author Pam Grossman—this year’s Visiting Sachs

# Finding Answers in the Classroom

Why, really, is it important to teach in ways that build on children's cultural backgrounds?

That question surfaced in a recent working group of the Teachers College Inclusive Classrooms Project, in which New York City teachers explore strategies to help the special education students entering their classrooms in growing numbers. Discussions are guided by TC faculty members who are experts on these topics.

"One gentleman, who taught deaf children, saw no value in finding out if his students came from rich or poor neighborhoods," recalls the group's facilitator, Yolanda Sealey-Ruiz, TC Assistant Professor of Education. "He said deafness was their defining characteristic, so focusing on their socio-economic status would be pigeonholing them."

Noting that most of the teacher's students were black, Sealey-Ruiz wondered whether he might be using sign language that differed from an African-American vernacular that children used at home. After all, TC faculty member Karen Froud, Associate Professor of Speech & Language Pathology, has used an imaging technique called electroencephalography to show that the brain often processes dialects as wholly distinct languages.

"In the end," Sealey-Ruiz says, "he realized he needed to know more about his students than just that they couldn't hear."

To Vice Dean A. Lin Goodwin, that story distills an important facet of TC's philosophy: "Even apprentice teachers have valuable insights from working with students of all abilities, but through the knowledge of our faculty, we provide scaffolding that moves them beyond show-and-tell to a much deeper, research-based understanding."

"It's our job to help our students understand that a good theory can generate a thousand practices," adds Celia Oyler, who co-directs TC's Elementary Inclusive Preservice Education Program. "Teachers need alternative approaches for all the different challenges they face."

Even the newest teachers gain insights that can help shape the practice of their

more experienced colleagues. "I draw a distinction between research *on* practice and research *in* practice," says Ruth Vinz, the Enid & Lester Morse Chair in Teacher Education, and Professor in English Education. "It is powerful to engage in research with a school community on ways to study learning and teaching. That creates an ongoing cycle of inquiry in which teacher-researchers continuously look closely at their work and take action from what they learn."

In a sense, the process of research in practice begins with assessment—a word too often seen as a proxy for relentless testing, but at TC denotes a deeper process of learning how students think.

"The word 'to assess' literally means 'to sit beside,'" says Associate Professor of Education Molly Quinn. "When you sit side by side with your student and see what's happening, you get a very different sense of not only assessing, but teaching, generally."

Vinz, who founded and directs TC's Center for the Professional Education of Teachers (CPET), leads a unique project called the Secondary Literacy Institute (SLI), which works with New York City public school teachers to create "DYO's" (for "Design Your Own")—periodic assessments that are embedded within the schools' curricula rather than relying on the city's standardized tests. These curriculum-embedded assessments are rooted in what's actually being taught by teachers, informing the next segment of the curriculum and the instructional steps teachers should take.

But assessments are only a start in guiding instruction. "Teachers can create an environment that fosters creativity, but they must be good observers of children," says Susan Recchia, Co-coordinator of TC's Integrated Early Childhood Program and Faculty Director of the Rita Gold Early Childhood Center. Recchia calls the Center's play-based approach the "emergent curriculum," from the Italian Reggio Emilia Approach. "Teachers must watch to see what children are interested in, what ideas they're bringing to the group. Then they try to respond," Recchia says.

Ernest Morrell, Director of TC's Institute for Urban and Minority Education, recalls an

East Los Angeles English teacher whose students only wanted to talk about life in East L.A. OK, Morrell suggested, let them write about life in East L.A. In the resulting project, called "A Day in a Life," students published and described their work at national conferences. Boston teachers adapted the approach, creating a readers' theater that Morrell calls "the most powerful thing I've seen in 25 years."

"We need powerful educators, too, to tell their stories," he says. "It's in sharing these rigorously researched narratives of dynamic classroom practice that we have the best chance of replicating that practice."

That's part of the thinking at the Teachers College Community School (TCCS), a K-8 public elementary school in Harlem that TC opened this past fall with the New York City Department of Education.

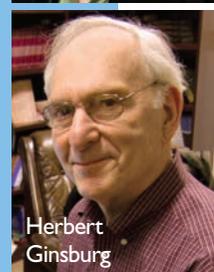
TCCS exists first and foremost "to meet our moral obligation to provide the best possible education for children in the community where we live and work," says Nancy Streim, TC's Associate Vice President for School and Community Partnerships, but the school is also "a place where we can show how the cutting-edge knowledge that we have here can be infused into regular public education."

That effort includes the use of tools such as MathemAntics, a computer-based math program developed by TC faculty member Herbert Ginsburg, and the presence of TC's Zankel Fellows—students who, in exchange for a stipend, volunteer in city schools and community organizations. Next year, TCCS will offer health and social services to parents and the community.

"With graduate students in social work, education and other areas, we can cost-effectively provide the wrap-around services schools need," says TC President Susan Fuhrman. "TCCS, and Teachers College in general, are demonstration sites for the future of education in this country."



Ruth Vinz



Herbert Ginsburg



Celia Oyler



Ernest  
Morrell

When it comes to questions of teaching practice, the firm belief at TC is that research literature serves as a critically important guide. Yet research is also defined as something that teachers can (and must) conduct simply by walking into a classroom.

  
Learn more about TCICP at [inclusiveclassrooms.org](http://inclusiveclassrooms.org)  
Learn more about the Teachers College Community School at [www.tc.edu/communityschool](http://www.tc.edu/communityschool)

Lecturer at TC—wrote in the *Journal of Teacher Education*, watching a veteran teacher may offer an image of what’s possible, but it can suggest “a vision of the impossible” as well. After all, what novice teacher can hope to approximate the work of someone with Bill Kahn’s experience? Then, too, Hatch and Marri have found that the lessons their students take away from watching Kahn aren’t always the ones they’d hoped to emphasize.

“One thing I really admire about Bill is his use of multiple viewpoints,” says Marri, a member of a group developing the national Common Core Social Studies standards, and the leader of a TC team that developed a highly regarded high school curriculum on the federal budget, the national debt and the budget deficit. “Novice teachers tend to promote just one view—they don’t engage the gray areas. Bill looks at freedom of speech and asks, should it exist at all costs? What are the limits to that in the context of, say, terrorism? And he never lets students dodge those questions or answer without evidence.”

A number of TC students, however, said they would have liked to see Kahn open the floor to more free discussion. Of course, their views may change with time and experience—but it’s not likely they’ll have forgotten Bill Kahn.

**Y**AKETY-YAK, DON’T TALK back, The Coasters mockingly intone in their 1958 hit, distilling the prevailing adult response to lippy teens. But attitudes are changing, at least in education circles. Freedom of speech is a right, but to succeed in today’s world, speaking well—informed by a solid base of knowledge—is a requirement. The new common core

standards place a heavy emphasis on argumentation—the ability to forcefully present one’s views, buttressed by facts. Of course, the aim of the standards is primarily to produce students who are better at *written* forms of that skill—but at Teachers College, Deanna Kuhn, Professor of Psychology and Education, has been demonstrating that the best way for kids to learn argumentation is by, well...arguing.

For the past five years, at a public middle school three blocks from TC’s campus, Kuhn and her doctoral students have been implementing and evaluating two curriculum sequences devoted to the core intellectual skills of inquiry and argumentation.

In a multi-year intervention, students choose pro and con positions on a series of social issues. The teams break into pairs that dialogue with pairs of opposing-side students. The exercise culminates in a whole-class “showdown” debate, followed by a debriefing. Each student then writes an individual position essay, ending the cycle on that topic.

One essential twist: The students conduct the debate entirely via computer, using chat software that also enables them to see electronic transcripts of their conversations. The transcripts allow them to look back and to reflect with their same-side partner on what to say next to their opponents. As a recent back-and-forth among seventh graders on China’s “one-child” policy suggests, debating online also keeps the focus on sustaining extended exchanges, making high-quality arguments and using compelling evidence:

**“Pro” team:** *Since the one-child-per-family policy began, many problems that come with overpopulation have become less severe. There have been fewer epidemics, and greater improvements in health*

*services, education, housing, law enforcement and the environment.*

**“Anti” team:** *But since the one-child policy has begun there has been a report of 60 million missing girls... some people are so ashamed of having a second child, they make their children go ‘missing’ each year.*

**Pro:** *Yeah, but the whole thing about killing children because of overpopulation is only partially due to the overpopulation, but not totally because of it. It is also because people have a prejudice against girls. Besides, girls are not always killed, they are usually sent to adoption centers as small babies. They are then adopted.*

**Anti:** *But if China’s population increases beyond its carrying capacity, people will starve and get sick from bad water.*

**Pro:** *OK, but for now, we need that policy to stay stable while they start conserving...how else will they stay stabilized?*

**Anti:** *I see your point, conservation does take a long time.*

And on it goes—with impressive results. Last year, in the journal *Psychological Science*, Kuhn and co-author Amanda Crowell reported that 48 students who were taught using their curriculum produced better-argued essays than a class of 23 comparison students who took on similar topics through traditional whole-class discussion and writing assignments. The students participating in Kuhn’s curriculum were better at marshaling evidence and addressing and rebutting counter-arguments, even though they wrote fewer essays than the comparison group. They also demonstrated better “skills transfer,” meaning that they performed well regardless of the specific subject matter they addressed.

Kuhn is now seeking to refine and test her curriculum. Meanwhile, her ideas have helped Lucy Calkins and the Teachers College Reading and Writing Program craft new assessments of written argumentation skills, aligned to the Common Core, for students in grades K-8.

Calkins took on that work at the request of the New York City Department of Education. Last year, she worked with think tanks of city teachers to brainstorm, draft and pilot performance assessments and to develop learning progressions—curricula and assessment tools that reflect the sequence of development students follow in progressing from novice to pro-

ficient in skills central to the Common Core. The work with learning progressions was sparked by input from an expert, Thomas Corcoran, TC's Associate Vice President for International Affairs. Corcoran and the Consortium for Policy Research in Education (an organization founded and directed by TC President Susan Fuhrman) have also studied how performance assessments and learning progressions have helped teachers move students along sequences of key skills and concepts.

The new assessments created by Calkins and her team are now in use at schools across New York City and around the world. They are carefully calibrated to target the specific skills emphasized by the Common Core, but also designed to engage kids' emotions and enthusiasm.

For example, students are asked: Should there be zoos?

To answer that question, fifth graders undergoing the new assessment must absorb and respond to

material that doesn't mask real-life complexity. In "The Swazi Eleven," an account of the 2003 airlifting of 11 elephants from Africa to the San Diego Zoo adapted from Tom French's *Zoo Story*, the students learn that although the move was bitterly opposed by animal rights' groups, it was undertaken to protect the elephants from local farmers calling for their destruction.

"Part of what we're assessing is students' ability to wrestle with complicated issues," Calkins says. "Can they discern the different trustworthiness of an article written by an inflamed fourth grader from one written by a Pulitzer Prize-winning journalist who has conducted years of research?"

Why is argumentation so important? "Think about what many adults are required to do in their jobs," Kuhn says. "We're constantly being asked to become experts on new subjects, especially when we change jobs and careers. So, we need to give kids the

skills to acquire information on their own, because we can't tell what information they're going to need. And the many complex problems they'll need to address call for reasoned debate. Our research shows that inquiry and argumentation skills are largely not domain-specific. They can be identified apart from the content of a particular subject, even though we need to develop them in the context of rich, meaningful content."

Kuhn remains guardedly optimistic that schools will fully embrace her ideas. She cites a principal who recently told her that the curriculum was great "in an ideal world," but that students need to focus on absorbing information from text in order to do well on standardized tests. Then, too, she says, there have been the occasional complaints from adjoining classrooms that kids in the argumentation curriculum are "a bit noisy."

Maybe. Still, they're talking about ideas—and you can't argue with that.



Learn more about assessments created by the TC Reading and Writing Project at [readingandwritingproject.com](http://readingandwritingproject.com)

## Her Salary is Good. Her Preparation Was Priceless.

RHENA JASEY EARNS \$125,000 A YEAR AS A TEACHER. SHE CONSIDERS HER YEARS AT TC EVEN MORE VALUABLE.

If Rhena Jasey's face looks familiar, that's probably because you've seen her on the front page of *The New York Times* and, more recently, in the documentary film *American Teacher*. She's the high-powered young Harvard graduate who's teaching at The Equity Project, the charter middle school that pays its teachers \$125,000 per year.

That résumé might suggest that Jasey came to teaching through a fast-track alternative certification program, but not so: She holds two master's degrees from Teachers College and is a staunch advocate of the deep preparation she received there.

"There were programs I didn't even consider applying to because you got your master's degree in one year," says Jasey, whose mom, Mila Jasey, is a New Jersey State Assemblywoman on the education committee. "Eight classes and you're a master. That's crazy. TC insists that you have a range of experiences and work with all aspects of education—counseling, methods of teaching, multiculturalism—in order to



Rhena Jasey

become truly effective and well-rounded."

Jasey says she still uses lessons she learned in TC courses on school counseling (a big plus in her first job, at a school that had only one part-time social worker for 450 students), how to use art in classroom instruction, conflict resolution and science teaching methods.

But "by far the most valuable experience was working with strong cooperating teachers who were very generous with their time and ideas, and who shared responsibility with the student teachers

placed in their classrooms," she says. "I realize how significant that is now that I'm a teacher with my own classroom."

For example, Jasey received one of her TC field placements at an inclusion school, where special-needs students were learning in mainstream classrooms. "Being paired with a master teacher who knew how to handle special-needs kids, and watching that person respond effectively, provides experiences you can't learn from reading a book," she says. "When a child is lying on the floor, acting out in the middle of your math lesson, that's different from reading 'How to Deal with Children Who Are Sad.'"

Of course, other education schools offer field placements, too—but "TC is unique in its commitment to public education, and as a result it has these great relationships with public schools in New York City," Jasey says. "And that enables preservice teachers to learn in exactly the same environment they'll be working in if they stay in New York City. That's priceless."

# FINANCIAL STATEMENT HIGHLIGHTS

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board (FASB) for external financial reporting by not-for-profit organizations.

## BALANCE SHEET

The balance sheet presents the College's financial position as of August 31, 2011. The College's largest financial asset is its investment portfolio, representing approximately 57% of the College's total assets, with a fair market value of \$220 million as of August 31, 2011. The investment portfolio includes \$209 million relating to the College's endowment, which represent contributions to the College subject to donor-imposed restrictions that such resources be maintained permanently by the College. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Trustees of the College have adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation) and provide a predictable flow of income to support operations. In accordance with the policy, \$10.3 million of investment return on the endowment portfolio was used to support operations in fiscal year 2011.

The College's second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. As of August 31, 2011, the net book value of plant assets was approximately \$120 million, representing approximately 31% of the College's total assets. The College's liabilities of \$163 million are substantially less than its assets. As of August 31, 2011, long-term debt represented the College's most significant liability, at \$85 million. In accordance with FASB standards, the net assets of the College are classified as either unrestricted, temporarily restricted, or permanently restricted. Unrestricted net assets are not subject to donor-imposed restrictions. At August 31, 2011, the College's unrestricted net assets totaled approximately \$69 million. Temporarily restricted net assets are subject to donor-imposed restrictions that will be met either by actions of the College or the passage of time and appreciation on donor endowment funds. The College's permanently restricted net assets consist of endowment principal cash gifts and pledges.

## STATEMENT OF CHANGES IN NET ASSETS

The statement of changes in net assets presents the financial results of the College and distinguishes between operating and non-operating activities. Non-operating activities principally include investment return, net of amounts appropriated as determined by the College's endowment spending policy, changes in non-operating pension and postretirement liabilities, and interest rate swap charges. Unrestricted operating revenues totaled approximately \$177 million. The College's principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 58% of operating revenues, and grants and contracts for research and training programs, representing 21% of operating revenues. Investment return, auxiliary activities, government appropriations, and other sources comprise the remaining 21% of operating revenues. Operating expenses totaled \$168 million.

## BALANCE SHEET August 31, 2011

### ASSETS

Cash	\$ 21,498,061
Student accounts and other receivables, net	\$ 3,986,484
Grants and contracts receivable	\$ 4,839,346
Inventories and other assets	\$ 3,974,705
Contributions receivable, net	\$ 6,314,282
Funds held by bond trustees and escrow agent	\$ 3,546,881
Investments	\$ 219,504,282
Student loans receivable, net	\$ 3,567,584
Plant assets, net	\$ 119,538,915
<b>TOTAL ASSETS</b>	<b>\$ 386,770,540</b>

### LIABILITIES AND NET ASSETS

#### LIABILITIES

Accounts payable and accrued expenses	\$ 15,770,405
Deferred revenues	\$ 17,739,737
Long-term debt	\$ 85,007,068
Accrued pension and other benefit obligations	\$ 38,981,413
Other Liabilities	\$ 2,225,669
U.S. Government grants refundable	\$ 2,970,189
<b>TOTAL LIABILITIES</b>	<b>\$162,694,481</b>

#### NET ASSETS

Unrestricted net assets	\$ 69,110,567
Temporarily restricted	\$ 78,081,358
Permanently restricted	\$ 76,884,134
<b>TOTAL NET ASSETS</b>	<b>\$224,076,059</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$386,770,540</b>

## STATEMENT OF CHANGES IN NET ASSETS Fiscal Year ended August 31, 2011

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
<b>OPERATING REVENUES</b>				
Student tuition and fees, net of student aid	\$ 102,282,626	—	—	102,282,626
Government appropriations	\$ 614,994	—	—	614,994
Grants and contracts	\$ 38,131,693	—	—	38,131,693
Contributions	\$ 2,389,820	—	—	2,389,820
Investment return used in operations	\$ 10,458,664	—	—	10,458,664
Sales and services of auxiliary enterprises	\$ 20,511,141	—	—	20,511,141
Other sources	\$ 1,645,530	—	—	1,645,530
Net assets released from restrictions	\$ 1,346,084	—	—	1,346,084
<b>TOTAL OPERATING REVENUES</b>	<b>\$ 177,380,552</b>	<b>—</b>	<b>—</b>	<b>177,380,552</b>
<b>OPERATING EXPENSES</b>				
Instruction	\$ 60,423,611	—	—	60,423,611
Research, training and public service	\$ 34,554,581	—	—	34,554,581
Academic support	\$ 13,295,917	—	—	13,295,917
Student services	\$ 9,107,282	—	—	9,107,282
Auxiliary enterprises	\$ 28,398,240	—	—	28,398,240
Institutional support	\$ 21,823,534	—	—	21,823,534
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 167,603,165</b>	<b>—</b>	<b>—</b>	<b>167,603,165</b>
<b>DECREASE IN NET ASSETS FROM OPERATIONS</b>	<b>\$ 9,777,387</b>	<b>—</b>	<b>—</b>	<b>9,777,387</b>
<b>NON-OPERATING ACTIVITIES</b>				
Contributions	\$ —	3,174,642	552,677	3,727,319
Investment return, net of amounts appropriated	\$ 3,922,242	9,107,208	—	13,029,450
Gains related to swap	\$ 2,757,828	—	—	2,757,828
Investment return on funds held by bond trustees	\$ 6,359	—	—	6,359
Change in value of split-interest agreements	\$ 47,617	76,192	112,300	236,109
Pension and postretirement changes other than net periodic benefit costs	\$ 24,358,319	—	—	24,358,319
Redesignation of net assets	\$ (58,395,696)	58,297,330	98,366	—
Net assets released from restrictions	\$ 355,000	(1,701,084)	—	(1,346,084)
<b>INCREASE/(DECREASE) IN NET ASSETS</b>	<b>\$ (17,170,944)</b>	<b>68,954,288</b>	<b>763,343</b>	<b>52,546,687</b>
<b>NET ASSETS AT BEGINNING OF YEAR</b>	<b>\$ 86,281,511</b>	<b>9,127,070</b>	<b>76,120,791</b>	<b>171,529,372</b>
<b>NET ASSETS AT END OF YEAR</b>	<b>\$ 69,110,567</b>	<b>78,081,358</b>	<b>76,884,134</b>	<b>224,076,059</b>

# TEACHERS COLLEGE OFFICERS, TRUSTEES & COUNCILS

## TRUSTEES

James W. B. Benkard  
Lee C. Bollinger  
Cory A. Booker  
Gene R. Carter  
Geoffrey J. Colvin  
James P. Comer  
Joyce B. Cowin  
Nancy Rauch Douzinas  
Dawn Duquès  
Susan H. Fuhrman  
Ruth L. Gottesman  
Patricia Green  
Antonia M. Grumbach  
John W. Hyland, Jr., CO-CHAIR  
Elliot S. Jaffe  
John Klingenstein  
Martha Berman Lipp  
Eduardo J. Marti  
Claude A. Mayberry, Jr.  
John Merrow  
Leslie Morse Nelson  
Abby M. O'Neill  
Dailey Pattee  
E. John Rosenwald, Jr.  
William Dodge Rueckert, CO-CHAIR  
Marla L. Schaefer  
Edith Shih  
Milbrey "Missy" Rennie Taylor  
Laurie M. Tisch, VICE CHAIR  
Gillian Neukom Toledo  
Jay P. Urwitz  
Steven R. Wechsler  
Sue Ann Weinberg  
Bruce G. Wilcox  
Christopher J. Williams

## HONORARY & EMERITI TRUSTEES

Patricia M. Cloherty  
Thomas W. Evans  
Marjorie L. Hart  
A. Clark Johnson, Jr.  
Thomas H. Kean  
Roland M. Machold  
Enid W. Morse  
J. Richard Munro  
Ronald A. Nicholson  
Jeffrey M. Peek  
Charles O. Prince III  
Elihu Rose  
Donald M. Stewart  
Douglas Williams

## OFFICERS

Susan H. Fuhrman, Ph.D.  
PRESIDENT OF THE COLLEGE  
  
Thomas James, Ph.D.  
PROVOST AND DEAN OF THE COLLEGE  
  
Harvey W. Spector, M.A., M.C.R.P.  
VICE PRESIDENT FOR  
FINANCE AND ADMINISTRATION  
  
Suzanne M. Murphy, Ed.M.  
VICE PRESIDENT FOR  
DEVELOPMENT AND EXTERNAL AFFAIRS  
  
Scott E. Fahey, Ed.M.  
CHIEF OF STAFF AND SECRETARY OF THE COLLEGE

## SENIOR STAFF

William J. Baldwin, Ed.D.  
VICE PROVOST  
  
Scott E. Fahey, Ed.M.  
CHIEF OF STAFF AND SECRETARY OF THE COLLEGE  
  
Lori E. Fox, Esq.  
GENERAL COUNSEL

Susan H. Fuhrman, Ph.D.  
PRESIDENT OF THE COLLEGE  
  
Thomas James, Ph.D.  
PROVOST AND DEAN OF THE COLLEGE  
  
Suzanne M. Murphy, Ed.M.  
VICE PRESIDENT FOR  
DEVELOPMENT AND EXTERNAL AFFAIRS

Janice S. Robinson, Esq.  
VICE PRESIDENT FOR  
DIVERSITY AND COMMUNITY AFFAIRS  
  
Harvey W. Spector, M.A., M.C.R.P.  
VICE PRESIDENT FOR  
FINANCE AND ADMINISTRATION  
  
Nancy W. Streim, Ph.D.  
ASSOCIATE VICE PRESIDENT FOR  
SCHOOL AND COMMUNITY PARTNERSHIPS,  
SPECIAL ADVISOR TO THE PROVOST,  
COLUMBIA UNIVERSITY

## PRESIDENT'S ADVISORY COUNCIL

Alice G. Elgart  
Elisa M. Gabelli Wilson  
Kristina M. Gimbel  
Jinny M. Goldstein  
Jon M. Gruenberg  
Alexandra L. Heinz  
Frances Hesselbein  
Jill Iscol  
Gregory Jobin-Leeds  
Jonathan A. Knee  
Phyllis L. Kossoff  
Douglas A. Kreeger  
Harold O. Levy  
James P. Levy  
Ronald Saltz  
Joshua N. Solomon  
Janna Spark  
Alberta Strage  
Charla Tindall  
Charo Uceda  
Valerie B. Wayne  
Elaine R. Wolfensohn

## ALUMNI COUNCIL

Nabeel Ahmad  
Marion R. Boulton  
Frederick R. Brodzinski  
Susan A. Diamond  
Peter W. Dillon  
Harriet A. Fields  
Constance B. Green  
Elaine Heffner  
David F. Hoff  
Mary Lupiani Farrell  
Maritza Macdonald  
Maryalice Mazzara  
Patrick P. McGuire  
Elizabeth D. McIntyre  
Carolyn McNally  
Mary Jo Meade-Weinig  
Peter R. Mook  
Kathleen D. Morin  
Diana M. Newman  
Tara N. Niraula  
George Papayannis  
Pola A. Rosen  
Evelyn Rossetti-Ryan  
James J. Shields  
Diane W. Sunshine  
Mitchell L. Thompson  
Bernardo S. Tirado  
Adam Vane, PRESIDENT  
Nicole E. Vartanian  
Caroline H. Vaughan  
Robert S. Weintraub

