

TC Today

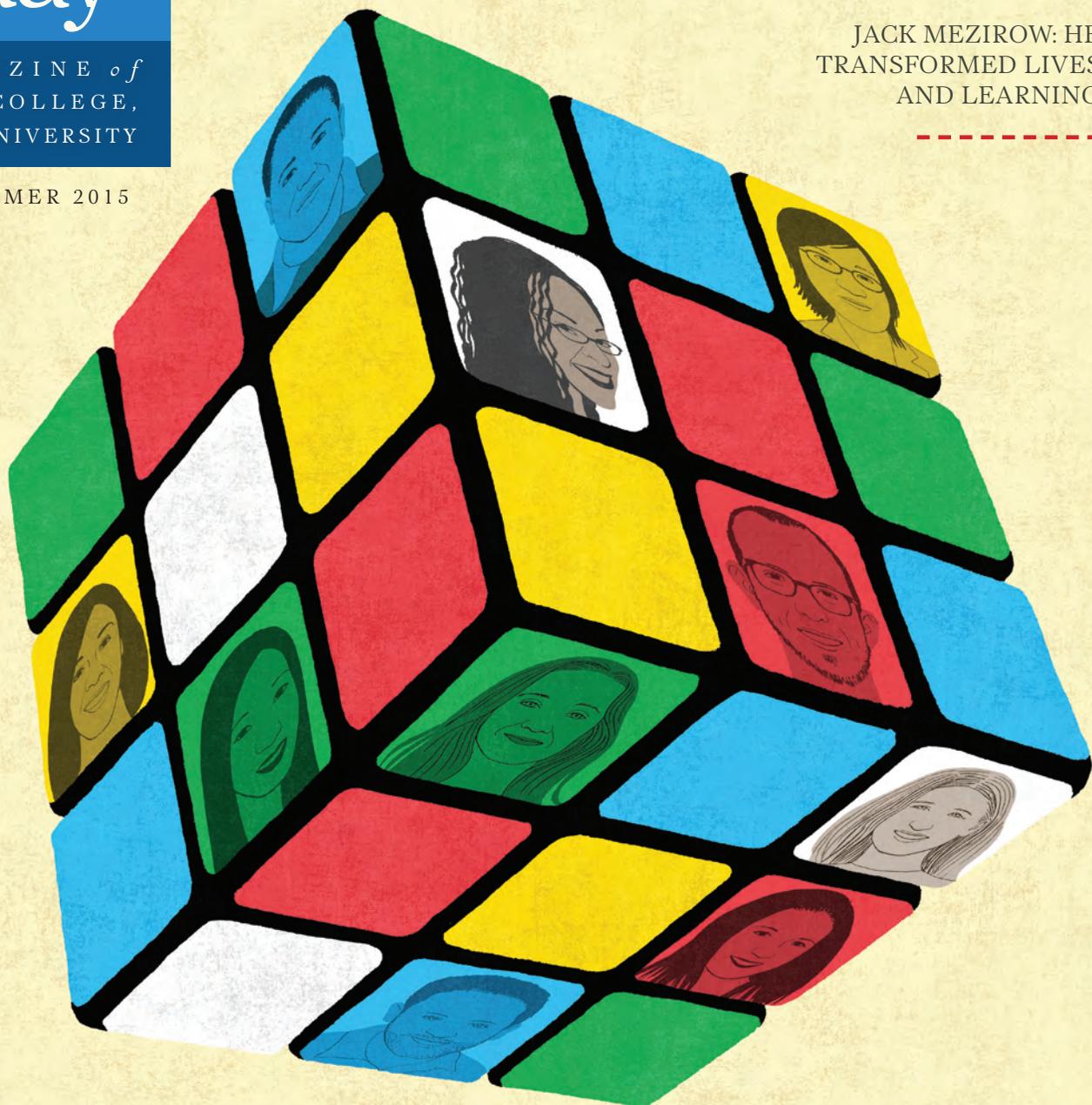
THE MAGAZINE of
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

SPRING/SUMMER 2015

SILICON VALLEY'S
VANESSA COLELLA
(M.A. '96)

HOW POVERTY
SHAPES YOUNG
CHILDREN'S BRAINS

JACK MEZIROW: HE
TRANSFORMED LIVES
AND LEARNING



GREAT MINDS THAT DON'T THINK ALIKE

*TC seeks the **right combination** as it builds a faculty for the future*

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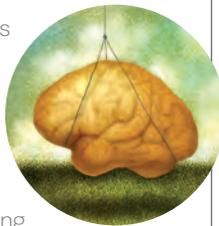
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ON THE COVER



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The More Things Change...

Change is continual in any institution. But periodically there comes a moment — a tipping point in the number of new faces in the hallway; a profusion of unfamiliar names on office doors — when long-timers

think: *This is not the same place it used to be.*

That moment has arrived at Teachers College where, since 2007, we have recruited 50 new tenure-track professors — about one-third of our current faculty. As they arrive they force us to question: How do we move new ideas forward and advance the lifecycle of TC itself? How do new colleagues who look at the world in new ways join us in a community that is “still TC?”

You'll find our answers in this issue of *TC Today*. We introduce a cross section of new faculty members who are challenging basic assumptions in their fields and sometimes creating new fields entirely. They include the hearing daughter of two deaf parents who uses “visual phonics” and other alternative forms of literacy to reach special-needs children; a learning theorist who explores technology's influence on students' perceptions of nature; a neuroscientist who is revealing how poverty shapes the brain; and others whose work ranges from engaging teens through multicultural literature to helping children with autism succeed in school. Several earned their degrees at TC, and all teach here because they feel a connection to our work, past and present. And stay tuned: in the fall, we'll showcase our growing expertise in learning analytics and other areas of quantitative analysis.

Nor is it only our faculty that's changing. Since 2007, 13 new Trustees have joined our Board. Here you'll meet the two newest: **Andrés Alonso**, a well-known education leader; and **Reveta Bowers**, a TC Klingenstein Center alumna who has devoted her career to leading one of the nation's top independent schools. We bid a heartfelt “thank you” and a fond farewell to **Scott Fahey**, who rendered nearly two

decades of invaluable service to TC as Secretary of the College and Chief of Staff, both to me and to President Arthur Levine before me. And we introduce Scott's successor, **Katie Conway** (Ed.D. '12, M.E. '07, M.A. '06), a product of Teachers College's program in Higher & Postsecondary Education who has previously served as my Deputy Chief of Staff.

Our students and alumni are also taking us into new realms. In this issue, you'll meet **Alaa and Dalal Alhomaizi**, Kuwaiti twin sisters who are championing the rights of people with mental illness and establishing psychology as an acknowledged and respected discipline in their home country; **Basil Smikle**, a Ph.D. student in Politics & Education who is Executive Director of New York's Democratic Party; and donors who are shaping new programs in areas ranging from movement sciences to psychological services for returning military veterans. They typify the creativity and generosity that have carried us to the two-thirds mark in our historic \$300 million campaign.

Clearly TC is not the place we were five years ago, nor even five months ago. But to quote Professor **Hope Leichter**: “What's important is to keep raising questions about fundamental premises — and to think beyond disciplines to identify the questions that are pertinent to a given focus of research.”

TC has always done that better than anyone else, and we don't plan on changing now.



“HOW DO WE MOVE new ideas forward and advance the lifecycle of TC? How do new colleagues who look at the world in new ways join us in a community that is ‘still TC?’”

Susan Fuhrman

SUSAN FUHRMAN (PH.D. '77)



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TEACHERS COLLEGE COLUMBIA UNIVERSITY

Defining the Conversation

The big topics continue to be debated @TC. In this issue: the future of teacher tenure, factors associated with gun violence by young people, why diversity matters in pre-K classrooms, the importance of “cognition in the wild” and more.

Teacher Tenure on Trial

Should seniority and dismissal be courtroom matters?



IN JUNE 2014, A CALIFORNIA TRIAL COURT FOUND THE state’s procedures on teacher tenure and dismissal unconstitutional because they expose low-income and minority students to “grossly ineffective” teachers. Suits are also claiming that New York statutes on teacher tenure and dismissal violate a constitutional guarantee of a “sound basic education.”

Are the days of teacher tenure numbered? In December, TC’s Department of Education Policy & Social Analysis

(EPSA) hosted the first non-partisan, scholarly consideration of that question.

“We’re seeing a shift in strategies — what political scientists call ‘venue shopping’ for arenas where achieving victory appears more likely,” said EPSA Chair Jeffrey Henig.

The courts have dictated education policy in the past, but are there “principled ways to determine when judicial intervention in educational policy-making is proper?” asked Jay Heubert, TC Professor of Law & Education.

The courts must take on teacher tenure, argued Stanford University’s Eric Hanushek, because teacher effectiveness is paramount in shaping life outcomes. Hanushek said a class of 35 students taught for one year by a teacher in the 75th percentile for quality would go on to earn the current equivalent of \$430,000 per year more than if taught by a teacher of only average quality.

Harvard’s Susan Moore Johnson predicted that if the California decision is upheld, “effective teachers will leave or avoid their schools” because measures such as ending seniority-based layoffs simply signal to teachers that they are expendable. And TC Professor of Law & Practice Michael

Rebell, who helped establish that many states guarantee quality education as a constitutional right, said courts shouldn’t weigh in on teacher tenure because the return won’t justify the cost. Relatively few ineffective teachers will likely be weeded out on the basis of tenure, Rebell suggested, compared with gains wrought by improving teachers’ salaries and working conditions.

“There may be a constitutional right [in New York] for students to have an effective teacher, but if there is, it goes well beyond tenure to retention, supports, salaries, etc.,” Rebell said. “We have to think through if there are manageable standards where a court can intervene.”



CLIMATE GAMES

Digital games are effective in educating and getting the public to care about climate change, according to a study published by TC researchers in April on the *Nature Climate Change* website. Jason S. Wu, Science Education doctoral student, and Joey J. Lee, Research Assistant Professor and Director of TC’s Real-World Impact Games Lab, argue that because games allow players to “simulate complex models or provide a level of control that is not possible in the real world,” players experience “the complexities of climate systems...participate in decisions affecting climate change and immediately see the resulting outcomes.” Also, games are fun.



REFLECTIVE LEARNERS

Amarion Wilson (top) and Christopher Townsend, students at the Harriet Tubman Elementary School (PS 154), prove themselves to be snap students at the “Healthy Selfie” workshop during a spring Community School Kick-Off & Health Fair event to celebrate the school’s partnership with Teachers College.

Pre-K Takeaway: Diversity Matters

AN APRIL REPORT BY JEANNE L. REID AND SHARON LYNN KAGAN OF TC’S NATIONAL Center for Children and Families finds racial, ethnic and economic disparities in U.S. preschools and calls for increased diversity. ■ “The research on classroom composition and peer effects in early childhood education suggests that segregating children limits their learning,” Reid and Kagan write in “A Better Start: Why Class-Diversity Matters in Early Education.” “Yet much current preschool policy effectively segregates children by income, race or ethnicity.” ■ Funded by The Century Foundation and the Poverty

& Race Research Action Council, the report urges increased funding for Head Start to enable enrollment of children from families above the poverty line without jeopardizing services to low-income children.



HONORS & DISTINCTIONS

Judith Burton, Professor and program director of Art & Art Education and Director of TC’s Macy Art Gallery, received the Eisner Lifetime Achievement Award of the National Art Educators Association (NAEA). In late March, Burton gave the keynote address at the NAEA national convention in New Orleans.



Janet Miller, Professor of English Education, received the Mary Anne Raywid Award from the Society of Professors of Education. The award recognizes individuals who have made outstanding contributions to the study of education.



A. Lin Goodwin delivered her inaugural lecture in March as Evenden Professor of Education. Goodwin, who is also TC’s Vice Dean, titled her talk “From Teaching...to Teaching Teachers...to Teaching Teacher Educators: A Journey through the Profession from Singapore and Back Again.”



<http://bit.ly/1GuptrV>

Ernest Morrell delivered his inaugural lecture in March as Macy Professor of Education. His talk was titled “Can Outstanding Public Schools Be the Rule in Our Cities?” <http://bit.ly/1F1DNmf>



IN BRIEF

■ To prepare non-U.S. students for the rigors of graduate work in the United States, Teachers College is launching a **new International Pre-Graduate Program**, this summer. Just under 20 percent of TC's students are international, up from 11.8 percent in 2009.

■ TC's **Columbus Day "Symposium on Math Education in Latin America"** highlighted the region's growing prominence in mathematics and launched *Mathematics and Its Teaching in the Southern Americas*, an anthology co-edited by symposium chair Bruce Vogeli, Clifford Brewster Upton Professor of Mathematical Education.

■ Delivering TC's **second annual Edmund Gordon Lecture** this past fall, Emory University historian Vanessa Siddle Walker hailed leaders of black schools in the Jim Crow South who established a vibrant professional community and prepared the generation that won civil rights.

■ A story in *Nature* in March described the **application of dynamical systems theory by TC psychologist Peter Coleman** to understand persistent violent conflict in nations such as Colombia, Sri Lanka and the Democratic Republic of Congo.

■ Schools must adapt to reflect out-of-school "cognition in the wild," said **2014 Tisch Lecturer Reed Stevens** of Northwestern University, because students spend just 18.5 percent of their waking hours on formal school subjects but nearly 50 percent using various forms of media.

Youth and Guns: It's Not Just Mental Illness

"**M**ULTIPLE RISK BEHAVIORS, BEYOND MORE COMMONLY DISCUSSED indicators of poor mental health...are associated with gun possession among youth," finds research co-authored in *PLOS ONE* in November by TC health educator Sonali Rajan.

Rajan and Kelly Ruggles of NYU Langone Medical Center strongly linked more than 40 different behavioral factors with gun possession, including heroin use, having been injured in a fight, and having been a victim of sexual violence. The researchers drew on data amassed between 2001 and 2011 by the U.S. Centers for Disease Control and Prevention.

"It is our hope that this study will help shift the rhetoric around gun violence, identify potential points of intervention, and help re-frame research priorities," the researchers write.

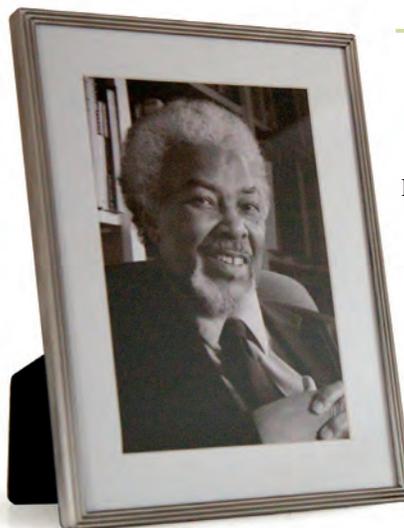


African Education Center Renamed for Bond

TC HAS RENAMED ITS CENTER FOR AFRICAN Education as the George Clement Bond Center for African Education in honor of the College's great education anthropologist, who passed away in May 2014.

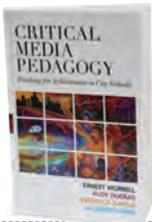
Bond, the Center's founding director, was an authority on the African diaspora who was widely credited with identifying and representing the historical narratives of indigenous African peoples.

"We are excited to continue the work and vision of Professor Bond," said Interim Director S. Garnett Russell, Assistant Professor of International & Comparative Education. "I see the Bond Center as a means for faculty with common interests to come together to develop new research projects. It's surprising how much work at TC relates to Africa."

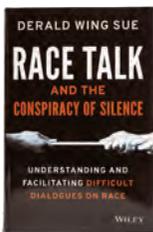


Summer Reading

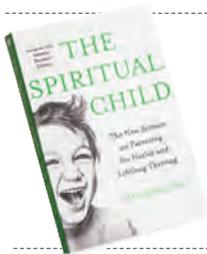
While not typical beach fare, books by four TC faculty members may make a lot of summer lists.



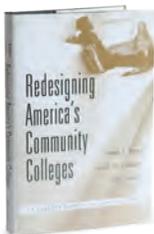
Critical Media Pedagogy: Teaching for Achievement in City Schools (Teachers College Press). Ernest Morrell, Macy Professor of English Education, argues that critical media education can improve academic literacy in underserved youth. Morrell and his co-authors received *Choice Magazine's* 2014 Outstanding Academic Title Award.



Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race (Wiley). Derald Wing Sue, Professor of Psychology & Education, warns that without deep understanding of the stakes, discussion of race may trigger misunderstanding and even violence. *Race Talk* extends Sue's pioneering work on the often unintended but damaging manifestations of prejudice known as microaggressions.



The Spiritual Child: The New Science of Parenting for Health and Lifelong Thriving (St. Martin's Press). Lisa Miller, Professor of Psychology & Education, focuses on "the culturally neglected, yet pressing need to support spiritual development in children and adolescents." Miller's studies have documented positive effects of faith on the brain.



Redesigning America's Community Colleges: A Clearer Path to Student Success (Harvard University Press). Thomas Bailey, Shanna Smith Jaggars and Davis Jenkins of TC's Community College Research Center argue that to increase student completion, community colleges must engage in fundamental redesign. The authors delineate research-based design principles and strategies to help colleges achieve this challenging goal.



Partnering with NYC Schools on Two New Fronts

THROUGH A GRANT TO TC's Office of School and Community Partnerships that's part of New York City's new Attendance Improvement and Dropout Prevention Community Schools Strategy, TC is expanding its relationship with PS. 154 (the Harriet Tubman School), one of six public schools in the College's REACH initiative. In addition, TC's Center for Technology and School Change, directed by Associate Professor of Practice Ellen Meier, is creating technology instruction programs in 10 of the city's public schools.

GAME CHANGERS

Other newsworthy stuff in this issue

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TC'S APHASIA TREATMENT GROUP

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WARNER BURKE ZEROES IN WHAT DEFINES GOOD LEADERSHIP

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LENA VERDELI BRINGS HOPE TO SOCIETIES IN CRISIS

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NEW BOOKS ON YOUNG IMMIGRANT CHILDREN AND MULTICULTURAL GENDER ROLES

BY JOE LEVINE • Illustration by James Steinberg

GREAT MINDS

TC seeks the right combination

THAT DON'T

in building a faculty for the future

THINK ALIKE

Teachers College has hired 50 new tenure-track professors since 2007 — roughly a third of its current faculty.

“We’re envisioning where education might be in a generation,” says TC Provost Thomas James, “so these are people we think will set the pace in their fields.”

New TC faculty members are shaping diverse approaches to new and longstanding challenges.

“Education policy used to focus on government, but with new players — nonprofits, Teach for America, charters — we have to understand markets, how nonprofits are funded, how that differs from what governments do, and how the presence of these new actors may change what government does,” says Jeffrey Henig, Chair of the Department of Education Policy & Social Analysis (EPSA).

Abroad, lenses such as ethnography are complemented by the tools of sociology, political science and economics.

“As donors and businesses target Africa and Latin America, and student performance assessments expand to developing countries, many of us are focusing on how ideas

and reforms travel,” says Gita Steiner-Khamsi, Chair of the Department of International & Transcultural Studies.

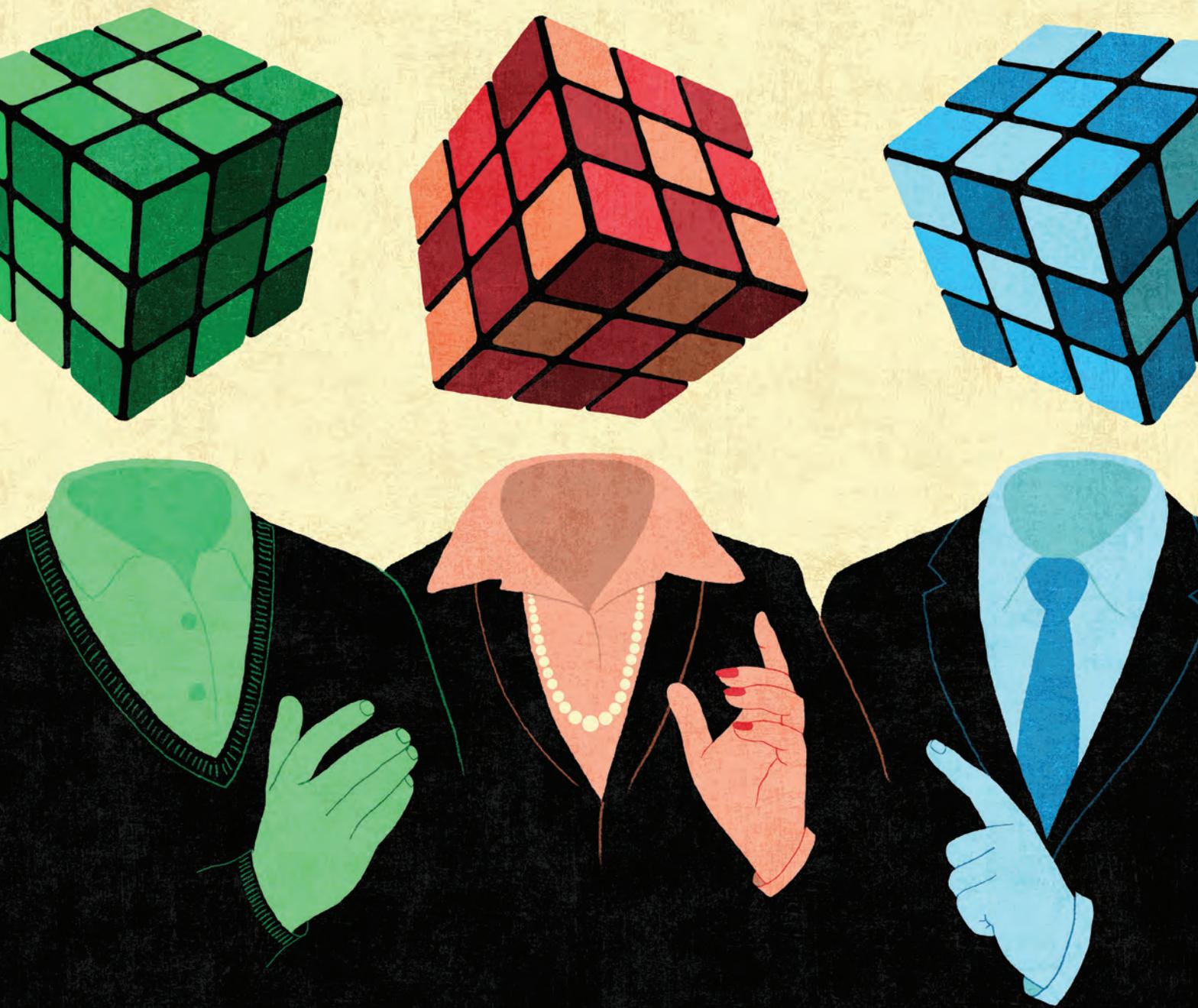
Yet it is clear that the ethos behind faculty work remains emphatically unchanged.

“Beyond advancing knowledge, our people have always been uniquely committed to improving society,” says 51-year faculty member O. Roger Anderson, Chair of the Math, Science & Technology Department.

“I tell my students that leadership means ‘leadership for something,’ and that ‘something’ speaks to leadership’s ethical content,” says Anna Neumann, Chair of the Department of Organization & Leadership. “Leaders can lead toward goodness, but they also can lead for harm. Thinking through the underlying ethics of leadership matters.”

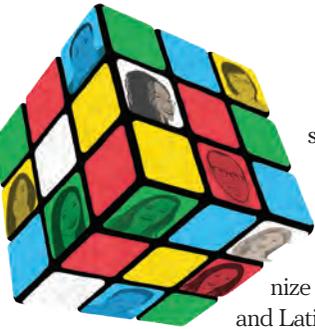
In counseling psychology, exploration of oppressed social groups’ experience “is thriving,” says Marie Miville, Chair of the Department of Counseling & Clinical Psychology. The department has launched a certificate program in Sexuality, Women & Gender and a concentration in bilingual Latina/o mental health services. A recent federal grant also

IN OUR NEXT ISSUE: *a look at TC's growing expertise in learning analytics and other methods of quantitative analysis*



“TC HAS ALWAYS been good at putting together people from different disciplines and saying, ‘Let’s figure out what we can learn from one another.’”

— JEFFREY HENIG, CHAIR OF THE DEPARTMENT
OF EDUCATION POLICY & SOCIAL ANALYSIS



supports preparation of mental health professionals to work with medical caregivers in treating HIV/AIDS, diabetes and other conditions that affect New York City's under-served populations.

TC also continues to attract funders who recognize that doing good can equate to doing well. In Asia and Latin America, there's growing support for human rights education that empowers communities to advocate for themselves. In the United States, TC has won major funding for research and programs to support the mainstreaming of special-needs students into general education classrooms.

"TC has always been good at putting together people from different disciplines and saying, 'Let's figure out what we can learn from one another,'" says EPSA's Henig.

Yet ultimately, finding answers is only half of what sets TC apart. "Disciplines are created by people, so they're temporary ways of looking at the world," says Hope Jensen Leichter, Elbenwood Professor of Education. "What's important is to keep raising questions about fundamental premises — and to think beyond disciplines to identify the questions that are pertinent to a given focus of research."

In the following pages, meet ten TC faculty members and two other innovators who are doing just that.

Nathan Holbert

DIGITAL NATURE We live in an age when children are learning about nature from technology. So digital games must provide opportunities for exploration rather than pre-defined lessons — because when kids discover for themselves how to do things they care about, they move toward more sophisticated thinking.

LEARNING THEORIST NATHAN HOLBERT

Watching kids play a virtual car-racing game, Nathan Holbert quickly discovered their philosophy. "Braking is for losers," says Holbert, Assistant Professor of Communication, Media & Learning Technologies Design. "The speed button is either on or off — it doesn't respond to increased pressure. So kids understand acceleration as a feature of the car, not something they can alter."

Holbert, a former high school chemistry teacher, explores how kids form perceptions of nature by playing with technology. He believes they rarely understand natural phenomena like motion through organized theories, but instead through bits of knowledge learned in different contexts.

"If you ask kids in a classroom about motion, they might recite Newton's law, but outside school they'll say, 'My car was going fast, and it was really cool,'" Holbert



Nathan Holbert,
Assistant Professor of
Communication, Media &
Learning Technologies Design

Angel Wang

OTHER LITERACIES The average deaf high school student reads at a third-grade level, in part because many lack mental representations of phonemes, the building blocks of languages. Alternative literacy forms, such as “visual phoneme” hand signals, may be appropriate for children with a range of disabilities.

says. “They’re excited about what they’re doing.”

Yet, children rarely apply game learnings to the real world. For that to change, Holbert believes, games should provide opportunities for personally meaningful exploration rather than “pre-defined lessons.”

To that end, Holbert has designed an experimental racing game in which kids first race using a motion-sensitive speed controller before progressing to “programming” the car’s motion by graphing the vehicle’s acceleration for each section of the track. In another game, kids explore the particulate nature of matter by designing the molecules that make up the surfaces of a game world. Through this construction process they soon intuit that an object’s hardness or softness depends not just on “what it’s made of” but also on the way the atoms are organized.

“It’s about starting where kids are at,” Holbert says. “Enabling them to do things they care about can nudge them toward more sophisticated thinking.” 



Angel Wang,
Associate Professor of
Deaf & Hard of Hearing

LITERACY FOR DEAF CHILDREN ANGEL WANG

Born deaf in rural China, Angel Wang’s father worked in a printing house where his job was to match characters in handwritten manuscripts with those on thousands of wooden printing blocks.

“There were no deaf schools, so he didn’t know sign language,” says Wang, Associate Professor of Deaf & Hard of Hearing (DHH). “He taught himself to read and write by memorizing the characters on the blocks.”

Inspired by her father, Wang explores why, in an era of new technologies, average deaf high school students still read at a third grade level. One of the reasons: many never form mental representations of phonemes, the building blocks of languages. In a landmark 2006 study she co-authored with Beverly Trezek, “visual phonics” — hand symbols representing English language’s 44 phonemes — helped DHH kindergarteners and first graders significantly improve their reading skills. The method has since been increasingly used for children with a range of disabilities, and even for some typically developing kids.

“Middle-class kids learn phonics when their parents read to them and play word games,” says Wang. “But many special-needs or low-income kids need direct, systematic instruction.”

Wang has used that argument both to reinforce the notion that DHH students progress (albeit more slowly) through all the classic stages of language learning and to propose alternative

notions of literacy for many special-needs children.

“Literacy is the ability to access and use captured information,” Wang says. “So is a non-reading child really illiterate if she can understand a *Harry Potter* video with someone signing below the picture? Individuals learn in so many ways — so we have to keep an open mind.” TC

Ansley Erickson

HUMANISTIC VISION Desegregation has provided important educational opportunities but also undermined black communities by isolating schools in black neighborhoods and emphasizing vocational tracking for many of their students. A more humanistic vision of education has been jeopardized.

DESEGREGATION’S OTHER STORY ANSLEY ERICKSON:

“History doesn’t offer up ready-made solutions,” says Ansley Erickson, “but it does help us better understand enduring problems.”

Consider the black-white achievement gap, which Erickson, Assistant Professor of History & Education, probes in *Making the Unequal Metropolis: School Desegregation and its Limits*, her forthcoming book on Nashville, Tennessee. “Desegregation was an important lever for educational opportunity for African Americans, but its design also undermined black communities,” Erickson says.

As research assistant to education reformer Theodore Sizer, Erickson visited schools nationwide before teaching in Harlem and the South Bronx. Then she made a documentary about K-12 education in Nashville. Statistically the city’s school system was among the country’s most desegregated, but Erickson found that black children had been bused out of their neighborhoods three times as frequently as whites, and saw schools in their neighborhoods closed while new ones opened in the suburbs. And according to Erickson, a new emphasis on vocational education meant more black students faced “racist tracking.”



Ansley Erickson,
Assistant Professor of
History & Education



Detra Price-Dennis,
Assistant Professor
of Elementary &
Inclusive Education

“Nashville lets you see that city planners thought of schools, housing and property values in relation to one another,” Erickson says. “So integration hasn’t failed only because white people, as individuals, didn’t want to go to school with black people. The state encouraged segregation between and within schools.”

The consequences, she says, still reverberate. In the 1980s and 1990s, after witnessing busing’s toll on black children, black leaders focused less on achieving racial balance and more on securing schools for their communities. The conversation about integration’s possibilities had narrowed.

“This country once saw education’s mission as broadly humanistic. But so much talk today is about preparation for work,” Erickson says. In Nashville, that focus often meant diminished opportunities for students of color. “History offers us important cautions.” **TC**

EMPOWERING STUDENTS DETRA PRICE-DENNIS

Most American teachers are white, middle-class and speak only English. How can they engage students who, increasingly, are of color, immigrants and from economically fragile communities? Through culturally relevant pedagogy, technology and literature, says Detra Price-Dennis, Assistant Professor of Elementary & Inclusive Education.

By using digital tools to make movies and sample music, English language learners and kids labeled with learning issues can “become confident and capable producers of texts that others can interact with,” says Price-Dennis, who has studied technology use in classrooms in Austin, Texas and the Bronx. Thus teachers must become sufficiently technology-fluent to introduce digital tools and let kids run with them.

Detra Price-Dennis

DIGITAL TOOLS There’s a cultural mismatch between the nation’s predominantly white, middle-class teachers and its increasingly diverse student population. Digital tools and multicultural literature can empower students to care about what they’re learning and to push for change.

Meanwhile, literature can prompt students and teachers alike to question stereotypes, power relationships and their own thinking — in short, to care.

In an award-winning 2013 paper co-authored with Marcelle Haddix of Syracuse University, Price-Dennis chronicles the work of a former TC student, “Sam,”

who “complicates” the thinking of her mostly white, middle-class sixth grade students about immigration. Sam gives her students multicultural political cartoons, historical documents, poems, picture books, realistic fiction, newspaper and magazine articles and cable news reports. She asks them to contrast accounts of happy immigrants arriving at Ellis Island decades ago with the much darker narratives of many immigrants today. The students interview peers who are immigrants. They chart their own attitudes, which often evolve from viewing immigrants as invaders with language deficits to seeing them as people with different experiences and strengths.

These changes reflect what Price-Dennis calls literature’s “humanizing power” and how it serves as both a window into other people’s lives and a mirror that reflects back one’s own. Which sounds like a good description of teaching itself. 

PROBING BIAS BRANDON VELEZ

In an era when identity is increasingly understood as a complex mix of biology, environment, social construct and personal choice, Brandon Velez is a researcher on the cutting edge. Velez, Assistant Professor of Psychology & Education, studies how prejudice affects people who identify as members of multiple minority groups. How is a Latina woman’s body image affected by

sexual objectification and ethnic discrimination? Do racial- or ethnic-minority lesbian, gay and bisexual people experience more heterosexist stigma than white LGB people?

“There aren’t many quantitative studies assessing experiences of heterosexist stressors across racial or ethnic groups” says Velez. “However, many people believe that racial and ethnic minority communities endorse heterosexist prejudice, thus exposing LGB people of color to more heterosexism. There’s also an opposite belief that sexual minority people of color are less susceptible to heterosexism because they’ve learned to cope with racial prejudice. Until now, neither assumption has received substantial empirical attention.”

Social media has made it much easier to connect with people who identify in these multiple categories. Velez and his team use venues such as reddit and Tumblr to enroll study participants, who then self-report their experiences through online surveys.

“Online sampling has its limits, but when you lack

Brandon Velez

SOCIAL STUDIES Our understanding of identity has become increasingly complex — and so have the stigmas that can attach to people who identify with multiple minority groups. Social media is enabling quantitative studies that test longstanding assumptions about the impact of prejudice.



Brandon Velez,
Assistant Professor
of Psychology &
Education



Susan Garnett Russell,
Assistant Professor
of International &
Comparative Education

Susan Garnett
Russell

POST-NATIONAL Nation-states are moving toward an interconnected “post-national” world culture characterized by the teaching of human rights and citizenship. Social studies and civics are eclipsing history — which is often more tinged with nationalism — as the primary disciplines for such teaching.

funds for a large-scale, population-based random sample, it’s very effective,” Velez says. “It also helps us get beyond using undergraduates, whose experiences may be less generalizable to the general population.”

Velez came to TC because “in counseling psychology, TC is one of the main hubs for multicultural research. There are fantastic people here doing great work, but just as important, there’s an openness that allows scholars to explore, regardless of whether or not their interests are ‘mainstream.’ And that keeps our scholarship cutting-edge.” 

INTER-CONNECTED SUSAN GARNETT RUSSELL

The late Africanist George Bond drew from an eclectic variety of disciplines. So does Susan Garnett Russell, recently appointed Interim Director of TC’s newly named George Clement Bond Center for African Education.

Russell, Assistant Professor of International & Comparative Education, is a sociologist who applies both qualitative and quantitative methodologies to the study of education in post-conflict contexts. Her work has ranged

from in-depth studies of how Rwanda and South Africa teach about their recent violent pasts to cross-national studies of textbooks that discuss the Holocaust, globalization, global

citizenship, gender-based violence and nationalism, drawing on a data set of more than 500 textbooks published worldwide between 1970 and 2008. These studies find that, in general, nation-states are moving toward an inter-connected, “post-national” world culture in which participating countries are likely to teach about human rights and citizenship, regardless of their political systems. Social studies and civics are eclipsing history, a subject area often more tinged with nationalism, as the primary venue for such teaching.

Russell is building upon her earlier studies to advance research along several lines. With funding from a TC Global Investment Grant, she and her colleagues are shaping a professional development program for teachers in a United Nations refugee camp in Kakuma, Kenya. In another project, funded by a TC Diversity Grant, Russell is studying how diverse student populations in New York City public schools engage with global human rights education. In a third project, funded by a Provost Investment Grant, Russell, collaborating with TC colleagues, will lead workshops on civics education for teachers in Kenya, Malawi and South Africa. A second workshop will serve local teachers in New York City.

Somewhere, George Bond is nodding his approval. 

Laudan Jahromi

MERGING THEORIES In helping parents support children's ability to cope with frustration and other stresses, it's important to appreciate families' social and cultural contexts. Increasingly, researchers are merging developmental and behavioral theories and strategies to improve benefits for children.

SCHOOL READINESS LAUDAN JAHROMI

Tapping fingers or jouncing a leg is distracting, but it may help kids with autism to “self-regulate” or improve concentration.

Laudan Jahromi, Associate Professor of Psychology & Education, builds on such insights to enhance social and emotional readiness for school among vulnerable groups of children and their parents. To that end, she's followed children with autism in preschool and Mexican-origin teen mothers from pregnancy through their children's entry to kindergarten.

“Inability to control outbursts or make transitions predicts bigger problems,” she says. “So how do kids learn to cope with frustration in the classroom or on the playground?”

Coping strategies often begin as joint behaviors with caregivers (think of singing a child to sleep), so “we want to focus on helping parents regulate their own frustration as we support them in scaffolding their children's emotion regulation.”

For example, while most parents learn to sidestep battles by suggesting rather than commanding, “kids with autism respond better to commands, even when their language skills are on par,” Jahromi says. “We attribute that to



perspective-taking ability. The speaker needs to be explicit when the listener can't read between the lines.”

TC is a great place to adapt such insights for use in parenting and classroom-based intervention programs, Jahromi says.

“There's a history here of appreciating how social context informs individuals' development and learning, and the transdisciplinary innovation mirrors what's happening in the autism field. We're merging developmental and behavioral theories and strategies to maximize the benefits for kids.” **TC**

EMPOWERING BLACK GIRLS MONIQUE LANE

Growing up in South Los Angeles, Monique Lane wished for a teacher who understood the trials of being black, female and serious about learning in a big, inner-city high school. She attended UCLA, where she discovered critical



Monique Lane,
Minority Postdoctoral
Research Fellow

social theories that helped her better understand and articulate her experiences. “I decided I wanted to teach at my old high school and be the educator I’d wished for,” recalls Lane, now a Minority Postdoctoral Fellow at Teachers College.

Back at her alma mater, Crenshaw High School, Lane launched Nubia, a two-year initiative through which 28 young women (and three young men) met weekly to read black feminist literature and discuss pressing issues in their lives.

“These girls felt negatively positioned by the school’s curriculum and disrespected by many of their male peers,” she says. Each week, Lane held students accountable through a kind of tough, motherly love. “Using literature helped them challenge common stereotypes of black femininity, and most important,

Monique Lane

AGENTS OF CHANGE

Through weekly discussion groups grounded in black feminist literature, African-American girls in big, inner-city high schools can become empowered to challenge common stereotypes of black femininity and to position themselves as agents of change.

position themselves as agents of change. You’re offended by the portrayal of black females in hip-hop and rap culture? Well, how might you stand up against that?”

Lane returned to UCLA to write a doctoral dissertation on her program’s impact on identity development and orientation to school. Soon she will publish some of her findings in a chapter in *Black Feminism in Education: Black Women Speak Back, Up & Out*, edited by Venus Evans-Winters and Bettina Love.

“There’s so little out there to counteract the negativity urban youth encounter in school,” Lane says. “What we did has implications for how to make teaching and learning in traditional spaces a more humanizing experience.” **TC**

POLICYMAKERS: LIGHTEN UP!

HAENY YOON

In a recent study, Haeny Yoon, Assistant Professor of Education, describes a typical kindergarten phonics lesson. After a half hour of sounding out words like “drum” and “crush,” a little boy named Joe propped himself onto his knees to look at the manual resting on his teacher’s lap and questioned, “Are we done with Heggerty [the publisher’s name] yet?”

Yoon, who emigrated from Korea at age two, challenges the notion of a single pathway to literacy. “My school discouraged immigrant kids from using their native languages, so no one knew about my life at home,” she says. “I was highly literate in Korean, but I was considered incompetent because of my English mechanics.”

Yoon went on to teach elementary school and earn a Ph.D. at the University

of Illinois at Urbana-Champaign, where she studied with Anne Dyson, the long-time research partner of TC Professor Emerita Celia Genishi. Like them, she believes that children develop language and literacy through creative play and that their play can be a rich source of information for teachers. At the University of Arizona, where she taught before coming to TC, Yoon studied kindergarten classrooms where children were beginning to write. While some teachers pounded home phonics and formalized writing, others embedded writing activities in play.

“The kids saw writing as a tool to enhance their play,” she says. “The

Haeny Yoon

LIFTING THE VEIL

Immigrant students are often discouraged from using their native languages, which deprives teachers of important information about their skills and knowledge. Creative writing linked to play can lift the veil on cultural strengths.

more authentic and mindful writing happened around play through social relationships — including writing ‘love letters’ and birthday party invites.”

With universal pre-K in New York City prompting a stricter focus on basic skills, Yoon urges teachers to protect playtime. “Teachers must be researchers who gather information on kids beyond academic performance. That’s what play gives you.” 

INTEGRITY IN MATHEMATICS

NICK WASSERMAN

Imagine you’re weighing the truth of a mathematical conjecture. The conjecture, in fact, is false but appears to be true based on some initial cases. If you simply plugged in a few numbers to test the conjecture, you might quickly conclude that it is true. If you used larger numbers and discovered the conjecture didn’t hold, you still wouldn’t know why. Only through deductive reasoning — logic drawing on mathematical definitions and axioms — could you understand where the conjecture breaks down and why it is false.

In a recent study, Nick Wasserman (Ph.D. ’11, M.A. ’08), Assistant Professor of Mathematics Education, posed a few similar propositions to middle and high school math and science teachers. Many of the science teachers responded that the conjecture was true and reported feeling confident in their justification because their conclusions were empirically grounded. Some math teachers relied more on deductive reasoning, and those using more empirical evidence reported less confidence in their conclusion.

As U.S. education policy increasingly considers instruction that integrates the four math-related STEM disciplines (science, math, engineering and technology), Wasserman’s findings suggest that mathematical ap-



Haeny Yoon,
Assistant Professor
of Education



Nick Wasserman,
Assistant Professor
of Mathematics
Education

Nick Wasserman

REASONING SKILLS As U.S. education increasingly considers instruction that integrates the four math-related STEM disciplines, mathematical approaches that draw on deductive reasoning skills may be a casualty. Teachers need to remain mindful of each field's distinct principles of inquiry.

dropped," says Wasserman, who with TC faculty member Alexander Karp recently co-authored *Mathematics in Middle and Secondary School: A Problem Solving Approach*. "If STEM education is going to integrate the disciplines, teacher education must attend to the epistemological and ontological similarities and differences in each field." 

proaches drawing on deductive reasoning skills may be a casualty. Beyond the obvious practical consequences, Wasserman, who switched his major from architecture to math after enrolling in a STEM teacher preparation program, worries about broader questions of teacher education.

"Teachers need a sense of their discipline's principles of inquiry — how new ideas get added and deficient ones

THE FUTURE *of* Innovation

New fields of inquiry that cross departments and disciplines

[SETTING THE BEAT IN EDUCATION]

SARAH GARLAND

In writing a book about Central American gangs on Long Island, Sarah Garland discovered that segregation and other school-related issues were part of the story. For Garland, now Executive Editor of *The Hechinger Report* — the award-winning news service of TC's Hechinger Institute on Education and the Media, it's been that way ever since.

■ "Journalists are curious about everything, and the education beat has it all," says Garland, a former reporter for *The New York Sun* and *Newsday*. "Politics, policy issues, social justice, people — there's overlap with so many other issues."

■ As befits a media operation headquartered at Teachers College, Hechinger strives "to be more in-depth than other reporting and to look at the evidence," Garland says. Yet in a field that has spawned a lexicon of acronyms and arcane jargon, "we also translate for the public. A Hechinger story takes you into the classroom, onto campuses or into someone's home to show how issues like teacher evaluation or the Common Core standards translate into people's lives."

■ Under Garland's editorship, *The Hechinger Report* has seen dramatic growth in traffic to its site and increasing success in placing larger stories in national and regional outlets.

■ "Sarah's intelligence, sense of fairness, compassion and unfailing devotion to high-quality education journalism are a big reason for our success," says Liz Willen, Hechinger Institute Director. ■ Garland puts it more simply: "No one is getting tired of reading about education."



Photograph: Bruce Gilbert

How Poverty Shapes the

BRAIN

Being poorer may negatively affect children's cognitive skills and behavior — a finding that supports stronger policies to help families

In February, when a *Wall Street Journal* opinion piece argued, in essence, that poor people are poor because they're not as smart as rich people, the paper received a sharp rejoinder from Kim Noble.

"New neuroscience research suggests that childhood poverty may shape brain development, potentially explaining differences in subsequent cognitive skills and behavior," wrote Noble, who becomes Associate Professor of Neuroscience & Education in July. "Poverty may be the greatest barrier to a child attaining full academic potential."

Currently headlining that research is a paper Noble co-authored in April in *Nature Neuroscience*, which found an association between family income and children's brain structure. The association appears strongest in lower-income families.

In more than 1,000 typically developing children and adolescents

between 3 and 20 years old, a group led by Noble and Elizabeth Sowell of The Saban Research Institute at Children's Hospital Los Angeles found that increases in both parental education and family income were associated with increases in the surface area of brain regions implicated in language and executive functions. Family income appeared to have a stronger positive relationship with brain surface area than parental education.

"We can't say if the brain and cognitive differences we observed are causally linked to income disparities," said Noble. "If so, policies that target the poorest families would most impact brain development."

The results do not imply that a child's future cognitive or brain development is predetermined by socioeconomic circumstances.

Noble said that among children from the lowest-income families,

small differences in income were associated with relatively large differences in surface area in a number of regions of the brain associated with skills important for academic success. Conversely, among children from higher-income families, incremental increases in income level were associated with much smaller differences in surface area. Higher income was also associated with better performance in certain cognitive skills — cognitive differences that could be accounted for, in part, by greater brain surface area.

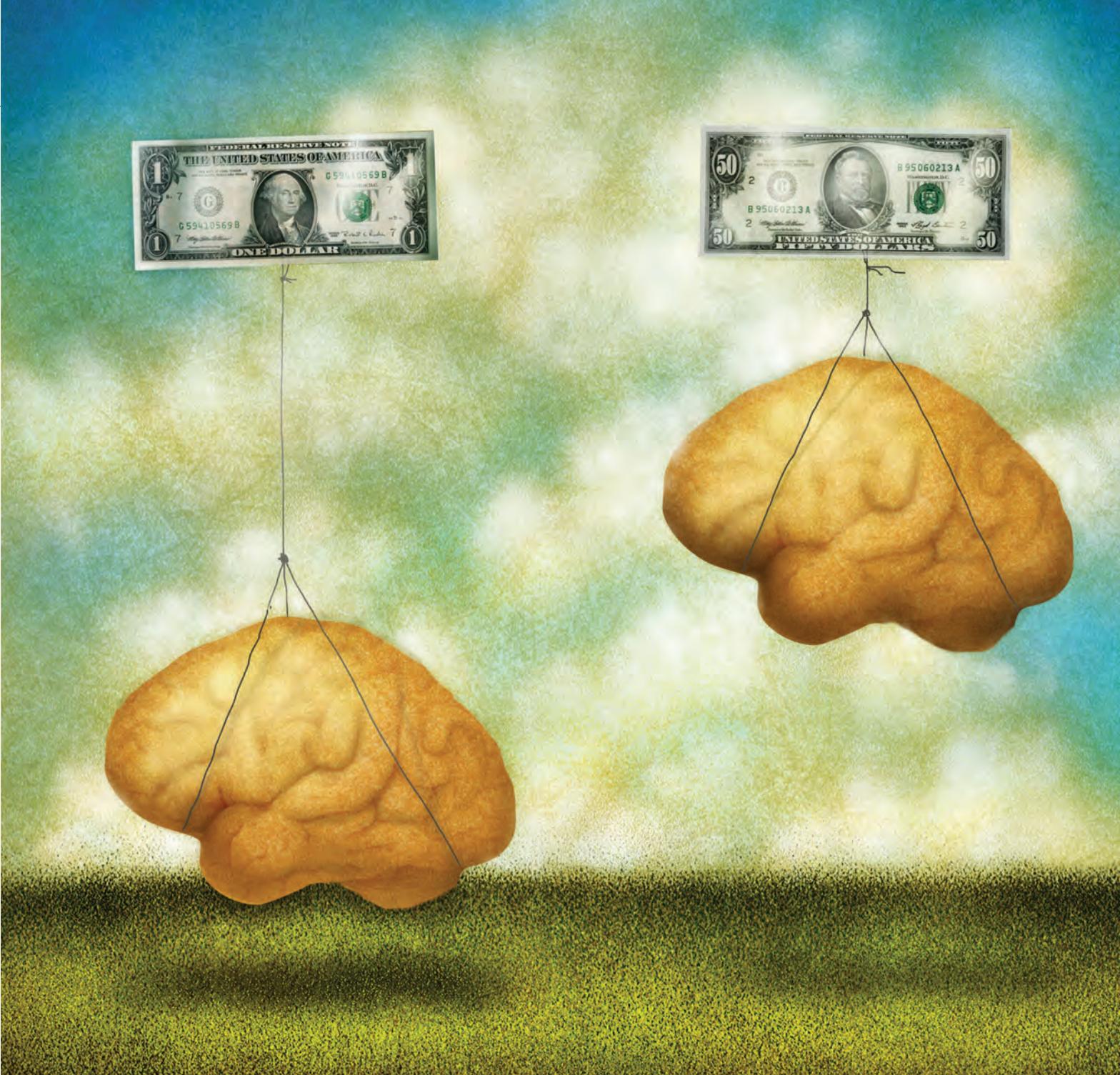
In the study, titled "Family Income, Parental Education and Brain Structure in Children and Adolescents," the researchers controlled for potential differences in brain structure related to ancestral origin by collecting DNA samples from each participant.

Noble and leading social scientists and neuroscientists are also conducting a pilot study in which new mothers receive large or small monthly income payments until their children turn three.

"If the children of mothers receiving larger payments show beneficial effects on brain function, it would be a step toward refuting the argument that poverty is a symptom, not a cause, and that wealthier parents are wealthy because they possess — and pass on — traits of self-discipline, determination and resilience," Noble said. — **JOE LEVINE**

THE FUTURE  of Innovation

New fields of inquiry that cross departments and disciplines



New Neuroscience: Kim Noble

“If the children of mothers receiving larger payments show beneficial effects on brain function, it would be a step toward refuting the argument that poverty is a symptom, not a cause, and that wealthier parents are wealthy because they possess — and pass on — traits of self-discipline, determination and resilience.”

A Common-Sense Advisor

SCOTT FAHEY, WHO RETIRED THIS PAST WINTER, TOLD IT LIKE IT WAS

“When you advise the president of an institution, what you ultimately offer — maybe the only thing you offer — is common sense.”

For more than a decade, TC's Convocation has officially begun when Scott Fahey stepped to the microphone and quietly intoned, “Ladies and gentlemen, please turn off your cell phones.”

Fahey, who retired this winter after serving TC Presidents Susan Fuhrman and Arthur Levine as Chief of Staff and Secretary of the College, has clearly relished the cameo — not least because it represents a rare moment of community consensus.

“I remember a TC staff member once approaching me with a project and saying, ‘I really want to get the College on board with this. And I said, ‘Well, we have 150 faculty members, that would be a good place to start.’ Fahey grins. “At TC you can have the best idea in the world, but if you don't consult with the entire community, it's likely to crash and burn.”

If the story captures the sometimes exasperating but ultimately “priceless” tendency of TC's denizens to really, *really* care, it also distills Fahey's preferred natural *métier*.

“When you advise the president of an institution, what you ultimately offer — maybe the only thing you offer — is common sense.”

Fahey started out as a “plain vanilla” English teacher

and then worked in admissions and financial aid, including at Bradford College, where Arthur Levine was President. He left to start his own consulting firm, Fahey Associates (“a bit of an exaggeration — there was a Fahey, but no associates”), and it was in that role, in 1994, that he was again tapped by Levine, now President of TC, for a supposed six-week gig.

The years since have contained too many memories to enumerate, but a few stand out. There was the day Hillary Clinton visited campus and the Secret Service set up shop in Fahey's office.

“I opened my door to go out, and there she was,” he recalls. “She spoke later that day without any notes, and I thought, man, this woman is bright.”

There was the death of student Ennis Cosby, son of the entertainer, who was shot when he stopped to change a tire on a freeway in Los Angeles. The tragedy plunged TC into mourning and prompted the normally even-tempered Fahey to ban the media from campus. “They were stopping everyone to ask if they'd known him, and it was just not the appropriate time.”



Most of all, Fahey says, he will savor TC's "heightened relevance" and return to national and international leadership.

"When Arthur got here, there was a big gap between TC's historical reputation and reality. He really had to put us back on the map, through departmental reorganizations, bringing new members onto our board and, at times, through the force of his own personality. Susan has taken things to the next level. She's created a policy department, launched a new public school, formed partnerships abroad."

Fahey says he never imagined he would last at TC. "You shouldn't overstay your welcome. The point is to be of service to the president and

the board by offering your best counsel, so I always told both Arthur and Susan, if there comes a time when you're not really listening to me anymore, I'll be gone."

That moment never came. It was Fahey who chose to retire, perhaps prompted by the fact that at this spring's convocation, his daughter, Meghan, will receive her master's degree in TESOL.

"It's a good moment to exit stage left," he says.

Ladies and gentlemen: turn down those cell phones.

— JOE LEVINE

And there were the 9/11 terrorist attacks.

"The day afterward, the whole college met in the cafeteria, and everyone was hurting," he says. "It was terrible, but there was something very uplifting in the way people reached out to one another. I remember wishing the community didn't have to be in this much pain in order to come together."

Most of all, Fahey says, he will savor TC's "heightened relevance" and return to national and international leadership.



An Experienced Successor

Katie Conway (Ed.D. '12, M.E. '07, M.A. '06) has been named Secretary of the College and Chief of Staff to President Susan Fuhrman. She will serve as a key liaison to TC's Board of Trustees and support Fuhrman and her senior leadership team in advancing the strategic goals of the College.

■ Conway, previously Deputy Chief of Staff, succeeds Scott Fahey, who retired in early 2015. ■

"Student learning and faculty scholarship and teaching are the primary focus of higher education, and of TC in particular, and the administration is here to facilitate that," Conway said.

→ LEARNING ABOUT THE NEXT

BIG THING

VANESSA COLELLA HAS MOVED FROM EDUCATION
TO VENTURE CAPITAL, BUT TEACHING REMAINS AT
THE HEART OF HER WORK ■ BY **WILL BUNCH**

PHOTOGRAPHS BY RAMIN RAHIMIAN

In the early 1990s, **VANESSA COLELLA** was teaching biology and chemistry in a Manhattan junior high school when video disks hit the retail market. ■ “I was always walking around with 500 slides of different plants, animals and cells, so I thought a single record-sized piece of equipment that could store all these images was just a giant step forward in education,” recalls Colella (M.A. ’96). Soon she began thinking more broadly about how technology could help students to better understand large, complex systems such as the relationship between individuals’ behavior and the spread of HIV/AIDS. ■ Today, Colella serves as Managing Director and Global Head of Venture Investing for Citi Ventures, an arm of the multinational bank that aims to drive innovation



“I like to say that in some ways my job is drawing the world’s most simple Venn diagram, illustrating the challenges and opportunities that Citi faces and what entrepreneurs are trying to tackle.”

across Citi’s businesses. She operates in the high-stakes world of Silicon Valley, yet still draws on skills honed during her five years of teaching in East Los Angeles, Brooklyn and Manhattan. “People will say, ‘How did you manage that meeting, it’s a really complex dynamic,’ and I’m thinking, ‘You’ve never taught 42 seventh-graders, have you?’” She laughs. “Believe me, kids can be a lot less forgiving than grown-ups.”

In morphing into one of the nation’s most influential corporate funders of innovative start-ups, Colella has continued to embrace the idea of lifelong learning and discovery.

“It’s evident that Vanessa has been a teacher,” says Maja Lapcevic, Senior Vice President at Citi Ventures in New York. “She breaks down complex issues by drawing from her own experiences or sharing an example to get her point across.”

In particular, in a career that has included work with the consulting firm McKinsey, a senior vice presidency at Yahoo! and a stint as entrepreneur-in-residence at U.S. Venture Partners, Colella has sought to break down barriers between technology and fields such as business, communications and teaching.

“I draw upon the really foundational experience of teaching all the time,” she says. “My general philosophy is that none of us were born knowing how to do anything that we’ve done — so I really enjoy helping myself and others learn about the next new thing and the opportunities and challenges it presents.”

At Citi Ventures, Colella is hoping to show the financial sector how a global banking conglomerate with roughly a quarter-million employees can absorb the mindset and culture of more nimble tech-oriented startups that are redefining business success in the 21st century. The unit’s mission, hatched in the

darkest days after the 2008 financial crisis, is to find, finance and partner with up-and-coming innovators developing products that could ultimately provide an edge to Citi in areas such as commerce and payments, security, big data and financial technology.

“I like to say that in some ways my job is drawing the world’s most simple Venn diagram, illustrating the challenges and opportunities that Citi faces and what entrepreneurs are trying to tackle,” Colella explains. “The kind of companies we look for simply sit at the intersection of those two spaces.”

Colella earned her undergraduate degree in biology from the Massachusetts Institute of Technology and taught science in disadvantaged communities for Teach for America before a stretch teaching biology at Manhattan’s Dwight School. She recalls the early 1990s as a time of “explosion” in technology that nevertheless was slow in reaching the classroom.

Prompted by a sense of unrealized possibility — and inspired by her mother, an artist who returned to school to earn a degree in computer science — she came to Teachers College in 1995 to earn her master’s in education technology. Her mentor was Robbie McClintock, now Professor Emeritus, whose wiring of Manhattan’s Dalton School sparked a *Time* magazine cover story, and whose protégés at TC’s Institute for Learning Technologies now include some of the biggest names in education technology. It was the dawn of the Internet age, before the advent of the Netscape browser, and Colella recalls using the now-primitive protocol called Gopher to access the World Wide Web. But experimentation was very much in the air.

“Robbie’s attitude was basically, ‘Let’s go see if we can figure something out,’” she recalls. “It might not be the grand answer, but it will be another step toward changing education.”

At TC, Colella worked on a variety of projects, including an online tool called the Discovery Web and a collaboration with the Environmental Defense Fund to connect schools in upper Manhattan to the Internet. She eventually returned to MIT to earn her Ph.D. from the school’s famed Media Lab and wound up co-authoring a book on a technique for modeling complex systems, from diseases to traffic jams.

Colella joined Citi in 2010 as head of North American marketing. She promptly banished the thinking that “digital” should be siloed to any one area of a business.

“Technology is completely pervasive, so digital should simply be embedded in everything the organization does,” she says.

More broadly, she argues, “being able to participate in a meaningful way in discussions about technology is not just for people who want to be computer scientists. The people who are defining technology are the ones who understand the impact that these tools have on our communities and the way we learn and interact. That’s a big change, and it’s a good one.”



Integration — specifically, finding the sweet spot where out-of-the-box new technologies can help grow a bank that's been around for 203 years — is also the mantra at Citi Ventures, which Colella joined in 2013.

"Vanessa is strategic and she is bold," says Arvind Purushotham, Managing Director at Citi Ventures in Palo Alto. "As she took leadership of the venture investing group, she immediately understood our direction and was quick to make decisions to focus our priorities and enhance our impact across Citi."

Throughout the past year, the unit has invested in nine startups, including participation in a \$32 million round of funding for Betterment, an automated investing service, and a \$21 million round for Persado Inc., which uses intelligent software to craft more effective email pitches to consumers. Citi has already seen success with Persado in marketing its credit cards.

"Persado has parsed languages with some fairly complex algorithms to help companies like Citi figure out what's really the best way to speak to a consumer," Colella says, adding that Citi Ventures meets with hundreds of companies each year to find "disruptive" technologies that will give its parent firm an edge.

Citi Ventures is innovating on another level as well. In the boys club that has been Silicon Valley, most of the unit's leaders — including CEO Deborah Hopkins — are female. Having navigated the predominantly male MIT campus of the late 1980s, Colella says the sexism in the industry hasn't preoccupied her.

"Frankly, I just sort of worked through a lot of stuff."

As Colella journeys deeper into a world of tech-oriented business solutions, she's watched as the revolution in tech-centered learning continues to flourish at Teachers College. She's particularly impressed by the College's growing concentration of expertise in the field of educational data mining and the potential TC's work holds for creating better, more personalized teaching. She believes TC is uniquely equipped to enhance the digital revolution in learning by marrying its rich traditions and history with its new cutting-edge approaches.

"Technology works best in the service of a deeper understanding of people and problems — and that's the knowledge TC has created throughout its history," she says.

Conversely, she hopes TC will collaborate with more outside innovators to solve longstanding classroom problems.

"That can really change your mindset about what's possible or how something might be solved," she says.

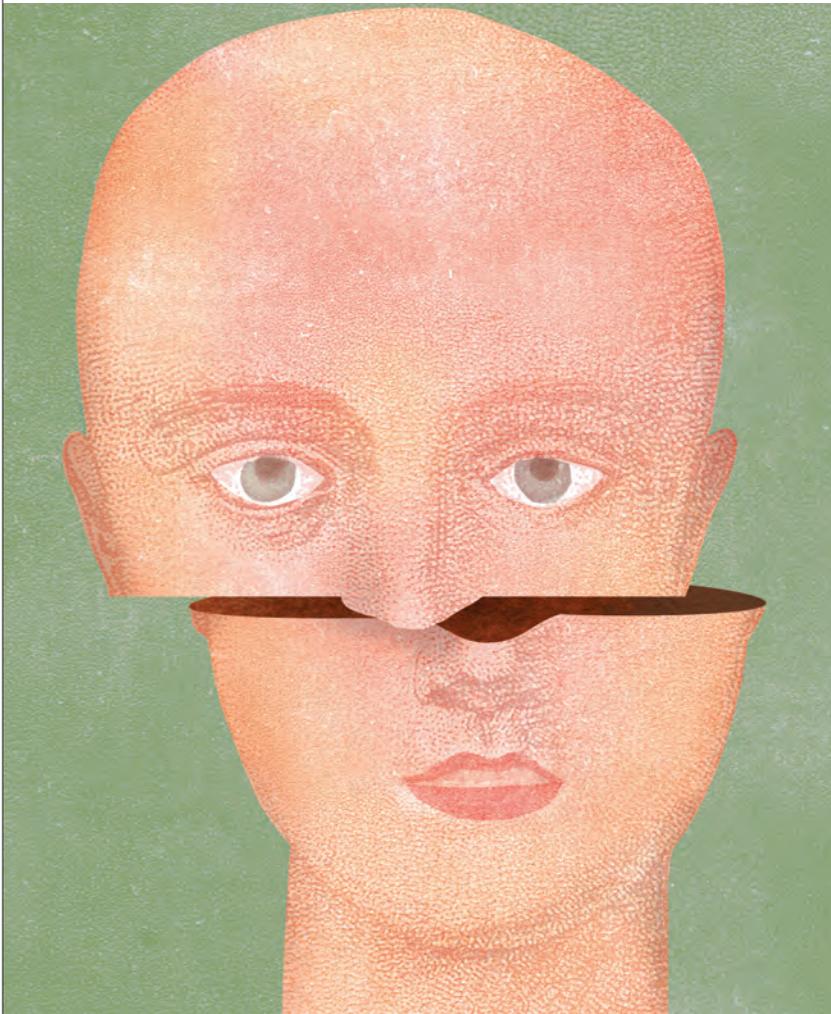
Like Citi, TC is an iconic, tradition-rich institution — and Colella, who spends her work days looking for untapped potential, is excited by the possibilities for what it can accomplish: "The country needs an institution like TC to pick a really big project and come at it with everything that they've got." 

THE FUTURE *of* Education

Pioneering new approaches to teaching and learning

Unconventional Wisdom

Paradigm-changing work by TC faculty and staff members



Conversation Starters

At TC's Mysak Clinic, a multidisciplinary aphasia team is restoring the gift of communication. **BARBARA FINKELSTEIN**

AFTER SUFFERING A STROKE, 41-YEAR-OLD Leander (not his real name) lost his ability to express himself through language — a condition known as aphasia. Today he travels to the aphasia clinic at TC's Edward D. Mysak Center for Communication Disorders to receive Verb Network Strengthening Treatment (VNeST), a new therapy which



“We want students to understand the science behind aphasia treatment, but we don't want them to forget about the person they are taking care of.”

— **Bernadine Gagnon (M.S. '01), Chief Clinical Supervisor**

reintroduces him to verb-noun relationships. He also benefits from the Mysak Center's multidisciplinary approach, which includes art and music programs.

“Everybody's relationship to language is different, and so is everybody's aphasia,” so treatment should be tailored to each individual, says Lisa Edmonds, Associate Professor in Communication Sciences & Disorders, the primary creator of VNeST.

The Mysak's diverse aphasia team can meet that need. Bernadine Gagnon (M.S. '01), Chief Clinical Supervisor, is a registered nurse who dual-majored in Linguistics and Biology and minored in teaching English as a Second Language (ESL). She taught ESL in public schools and universities before earning her speech/language pathology degree from Teachers College. Clinical Instructor Lindsay Milgram (M.S. '11) is an expert on language skills ranging from articulation and auditory processing to narrative language and executive functioning. Edmonds, an affiliate to the team, conducted clinical trials with monolingual and bilingual aphasia patients at the University of Florida and the Veterans Administration before coming to TC. The Mysak Center's Director, Kathleen Youse, and Assistant Director, Elise Wagner, and Biobehavioral Sciences department chair Stephen Silverman work closely with the team.

Aphasia results from damage to parts of the brain that contain language but does not affect intelligence. The condition can include difficulties in speaking, listening, reading and writing, and can co-occur with swallowing problems and other issues that are a focus at Mysak. Yet despite an estimated 1 million aphasia patients in the United States — including children, whose condition is congenital — the research database remains slim. That's why Gagnon has boosted the clinic's aphasia

population from five to 40 people. Both at Mysak and in her own Aphasia Rehabilitation and Bilingualism Research Lab, Edmonds is planning small pilot studies and randomized controlled trials of VNeST and other approaches, including the use of computers and teletherapy. Meanwhile, Gagnon has initiated weekly groups to foster word recall, memory and functional skills and focus on language-enhancing art, music and mindfulness activities. She's also planning a "slam" series in which people with aphasia tell their life stories.

Edmonds, Gagnon and their colleagues are committed to the Mysak Center's mission to advance personalized rehabilitation and to understand the cognitive, psychosocial and linguistic components that underlie aphasia. Their emphasis on clinical treatment and research — which reflects the broader approach of the Mysak Center — has attracted students from across the College, including two doctoral candidates who are researching the impact of music on aphasia rehabilitation.

"We want our students to understand the science behind aphasia treatment," Gagnon says. "But we don't want them to forget about the person they are taking care of. If you don't focus on the human being, you will never accomplish great things in treatment or research."

Making Leadership a Science

WHY DOES ONE COMPANY THRIVE AMID change while another ends up in bankruptcy?

Leadership is widely viewed as critical to the answer, but it has proved difficult to define. Now, though, TC's Warner Burke believes he's getting close.

Burke and his students will soon conclude a five-year study of "learning agility" — the ability to adapt, listen to others and learn new things.

"We believe effective leaders are more adept at learning what they need to know," says Burke, TC's Edward Lee Thorndike Professor of Psychology & Education. "That's especially important during times of great change."

Burke knows about those times, having consulted during the reorganization of companies such as British Airways, SmithKline Beecham, and the Anchor and Dime savings banks. In 1992, he co-designed the Burke-Litwin Change Model, a map of interrelated "change drivers" ranging from mission and strategy to cultural and external environment that is now a staple in leadership and "org psych" courses around the world. Burke also worked with TC faculty member Debra Noumair to help create a unique, year-long Executive Master's Program in Change Leadership.

With constant upheaval now commonplace in all fields, Burke and his students have refined a set of learning agility metrics that include personal flexibility, speed, risk-taking and openness to feedback. Burke is also applying his practical and theoretical expertise to the U.S. Army and the Veterans Administration (VA). TC's Eisenhower Leader Development Program (ELDP), co-founded by Burke, enables officers from the U.S. Military Academy at West Point to earn TC master's degrees in social-organizational psychology. Burke is assessing ELDP officers to see if they outscore peers on learning agility. He also is serving as a consultant with MITRE, a nonprofit that is working to bring a culture of greater accountability to the VA. MITRE has invited Burke to serve on a 16-member



“Whether you’re talking about aggressive, market-driven companies or military units that fight rogue militias, we need leaders who can sustain an organization through its most challenging times.”

—W. Warner Burke, E.L. Thorndike Professor of Psychology & Education

THE FUTURE of Research

The groundbreaking ideas of TC faculty, in action





“Local history is how you grab kids’ attention. It’s also the path toward effective citizenship.”

— Bette Weneck,
Associate Director,
Center on History
& Education

blue ribbon panel that is undertaking an independent review of the Veterans Access, Choice and Accountability Act of 2014. Burke will collect data on leadership effectiveness.

“Whether you’re talking about aggressive, market-driven companies or military units that fight rogue militias, we need leaders who can sustain an organization through its most challenging times,” he says. “Finding them depends increasingly on a provable relationship between leadership and learning agility.”

Bringing History to Life

WHEN COLUMBIA UNIVERSITY historian Kenneth Jackson spoke at a 2013 New York Historical Society exhibition about Teachers College, he described how several leading New York City families created TC and other institutions that still drive the city’s cultural and civic

life. Then, the latter-day representatives of five of those families — Vanderbilt, Macy, Milbank, Rockefeller and Dodge — came on stage.

Both Jackson’s presence and the exhibition were engineered in part by TC’s Center on History and Education (CHE), created in 2012 with funding from TC Trustee Sue Ann Weinberg (Ed.D. ’97). Like Jackson, the Center seeks to underscore history’s continuing relevance.

“The Center is encouraging development of a new historical scholarship that sees the community as the starting point for improved history education,” says Thomas James, TC’s Provost and Dean, an education historian who serves as the Center’s Director.

“Local history is how you grab kids’ attention,” says CHE Associate Director, Bette Weneck. “It’s also the path toward effective citizenship.”

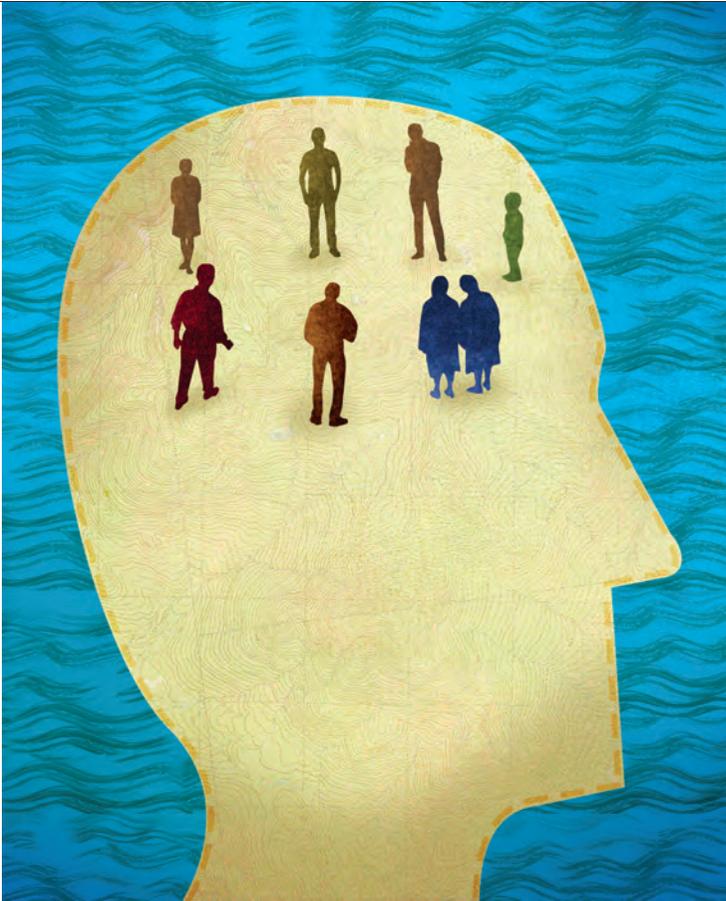
Those are urgent aims. Studies show that only 45 percent of U.S. students demonstrate a basic understanding of American history, and many states no longer require civics education.

The Center isn’t working alone. Columbia’s Department of History helped CHE secure a major grant from the National Endowment for the Humanities and Jackson serves as a senior adviser. The University’s Center for International History is helping to deepen knowledge of U.S. immigrant communities, and the Centers for Digital Research & Scholarship, and New Media, Teaching & Learning are creating online archives for teachers. Citywide, partnerships have been established with the New York Historical Society, the New York Public Library and the Schomburg Center for Research in Black Culture. CHE also is collaborating with TC’s Institute for Urban and Minority Education and faculty in the History & Education and Social Studies programs, including Ansley Erickson, Cally Waite and Christine Baron.

Meanwhile, Weneck is teaching a course, “The History of Education in New York City,” in which students absorb the late TC president and historian Lawrence Cremin’s vision of education as often occurring through non-school venues. Students also explore past teaching and learning in the city’s neighborhoods.

“When you connect history to people’s lives, it comes alive,” Weneck says. —JOE LEVINE





Going Where the Need Is Greatest

“WHEN THE WORLD CRUMBLES around us, support makes us feel safe and hope keeps us from resigning,” says Lena Verdeli, Associate Professor of Psychology & Education and Director of TC’s Global Mental Health Lab.

Amid traumatized communities in post-earthquake Haiti, AIDS-ravaged Uganda and Syrian refugee camps in Jordan, Verdeli has culturally adapted Interpersonal Therapy (IPT), a form of group therapy developed by her mentor, Columbia University epidemiologist Myrna Weissman, to fight paralyzing depression brought on by war, disease or disaster. Verdeli trains mental health professionals and laypeople to provide care to fellow community members. Then she evaluates the results.

“We have information on the impact of locally adapted IPT on people’s distress and functioning, and on how restoring their mental health affects their families and communities,” Verdeli

says. “That’s crucial in low-resource areas because you cannot afford to invest in ineffective strategies.”

In two clinical trials in Uganda (one with depressed adults, the other with war-affected adolescents in internally displaced camps), those participating in weekly 90-minute IPT group sessions over four months experienced significantly greater reduction in locally-defined depression symptoms than those not receiving the therapy.

An intervention in Haiti, conducted with Harvard’s Partners in Health and funded by the Canadian government, generated a care framework that Verdeli and colleagues are using in Colombia and Lebanon. It calls

for delivering mental health care through existing systems, via mental health specialists, primary care personnel and laypeople. These providers assess the context of depression; define pathways for delivering care; create support, supervision and rules for referrals; use quality improvement practices; and plan for sustainability and capacity building.

Some 5.7 million Colombians internally displaced by civil war are coping with severe and persistent depression and anxiety resulting from dislocation, sexual violence, civilian abductions and recruitment of youth as combatants. In February, with Universidad de Los Andes in Bogota, the Colombian Ministry of Health, and the New York State Psychiatric Institute, Verdeli and her team conducted local trainings, including in the use of IPT by and for internally displaced women.

“Working with displaced persons challenges you to explore local, national and international contexts and patients’ fast-changing worlds and experiences,” Verdeli says. Often, clinicians and researchers benefit as patients do: “More than anything else, this work has pushed me to increase my tolerance for ambiguity and complexity.” 



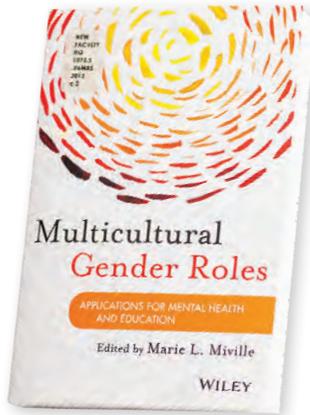
“Working with displaced persons challenges you to explore local, national and international contexts and patients’ fast-changing worlds and experiences.”

—Lena Verdeli,
Associate Professor
of Psychology &
Education

[FIRST EDITIONS]

In the Eyes of the Beheld

Marie Miville and her student researchers explore multicultural gender roles



“WE WERE TALKING about hair: the experience of having kinky hair or hair that is other than long and flowing,” recalls Marie Miville, Associate Professor of Psychology & Education. “There’s a sense that women of color can never achieve a standard of beauty because they don’t have the hair.”

From such conversations, Miville and her student researchers were inspired to produce *Multicultural Gender Roles: Applications for Mental Health and Education* (Wiley, 2014). Through interviews

with 60 African-American, Latino/a and Asian-American subjects, the book helps teachers and therapists help people of color “inhabit their gendered selves” despite community, family and societal pressures.

Multicultural Gender Roles builds on the idea of intersectionality, which holds that identities are simultaneously shaped by race, gender, class, sexual orientation and other forces. Yet it also presents gender roles as the subject of constant negotiation and navigation conducted in

arenas such as “Resolving conflicting messages,” “Navigating privilege and oppression” and “Constructing own gender styles/expressions.”

Deepening the discourse around race, ethnicity and gender with research that

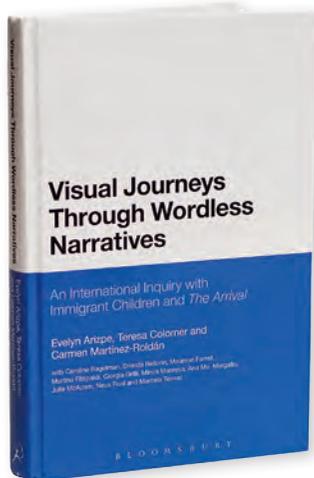


makes a direct impact in practice is especially rewarding, Miville says. “It’s wonderful to look at intersectionality from an experience basis—how conflicts arise from mixed messages, how people deal with feelings that arise, how they negotiate through conflict.” — SIDDHARTHA MITTER

Deborah Feingold

What Immigrant Kids Bring to the Table

Carmen Martínez-Roldán and co-authors flip the discourse about a misunderstood population



IMMIGRANT CHILDREN are often viewed through the lens of their deficits.

Visual Journeys through Wordless Narratives: An International Inquiry with Immigrant Children and The Arrival (Bloomsbury, 2014), co-authored by TC’s Carmen Martínez-Roldán, Associate Professor of Bilingual/Bicultural Education asks instead: “What knowledge do young immigrant students bring to their new classrooms?”



The book grew out of a

project in which teams of bilingual/bicultural educators in the U.K., Spain, Italy and the United States explored the responses of very young immigrants to a wordless picture book, *The Arrival*, by author/illustrator Shaun Tan, in which a man arrives from afar in a new country.

The children spoke to the researchers of the dislocations resulting from their own parents’ search for jobs; of having to flee persecution and violence; and of the hardship of arriving and living in a new country. They also demon-

strated their resilience in the face of harsh stereotyping, frequently describing immigrants as proud and dignified workers.

Martínez-Roldán and her co-authors recognize that language and cultural literacy “are crucial for inclusion in a new country.” Ultimately, however, they argue that these skills must be developed “in spaces where these children feel safe to explore themes that resonate with their experiences; to express their understanding; and to engage in intercultural exchange.” — HARRIET JACKSON

Courtesy of Carmen Martínez-Roldán

Early Risers

*In this issue: young alumni who
are organizational leaders*

By JONATHAN SAPERS

[GALIT BEN-JOSEPH (M.A. '98)]

Motivating Employees by Treating Them Well

An Investment Manager Now Teaches Her Creed: In People We Trust



GALIT BEN-JOSEPH DISCOVERED TC'S MASTER'S DEGREE PROGRAM IN ORGANIZATIONAL psychology as a fresh-faced college graduate newly in charge of "very disgruntled 65-year-olds" in check processing in the basement of a Chase Manhattan Bank in Brooklyn. ■ "I couldn't believe there was a place where I could learn to be a good manager," she says. "People get promoted because they're good at their job. No one teaches them." ■ At TC, she studied the ideas of the late psychologist Frederick Herzberg, who believed in motivating employees by treating them well, recognizing their efforts and giving them opportunities for advancement. For Ben-Joseph, whose parents emigrated from Israel, created their own business and went

(CONTINUED ON NEXT PAGE)

Galit Ben-Joseph

(continued from page 35)

back to school, those ideas resonated with an outlook born of “your classic immigrant dream of making it in this wonderful country.” ■ After her stint at Chase, Ben-Joseph earned an MBA and worked at Goldman Sachs and Neuberger Berman. She is now Executive Director and Financial Advisor at J.P. Morgan Securities. “I work 100 percent in finance and yet I barely took any finance courses,” she says. “Psychology makes me successful, because people have emotional attachments and issues with their money. Of course, I try to deliver a very attractive risk-adjusted return, but it’s essential that my clients know they can trust me to explain things to them in normal terms.” ■ In fact, Ben-Joseph considers relationship building so important to management that she teaches it as Clinical Assistant Professor at Yeshiva University. ■ “Throughout my entire career, I’ve been talking about these same theories and I completely believe in their power and how people respond to them,” she says. “And it all started at TC.”

THE FUTURE of Our Fields

Younger TC extended family members making their mark

[ABENA AGYEMANG (M.A. '12)]

Voice for Choice:

Helping Parents Be Education Entrepreneurs

IN THE CONVERSATION ABOUT SCHOOLING, “PARENTS ARE AN IGNORED VOICE,” says Abena Agyemang, National Director of School Partnerships at Families for Excellent Schools. “Especially black, brown and lower-income parents.”

■ The daughter of Ghanaian immigrants, Agyemang commuted three hours daily to junior high school before the organization Prep for Prep helped her attend Phillips Exeter and then Tufts University. ■ “Kids should not have to travel as far as I did to get a good education,” she told *Forbes* in January when the magazine named her to its “30 Under 30: Education” list. “My parents weren’t empowered, but thankfully other people along the way were able to educate them.” ■ Agyemang studied education economics at TC and worked at Hyde Leadership Charter School in Hunts Point. “That experience inside a school connected me to students and families,” she said. “I ran everything, from testing to after-school programming and volunteers.” ■ When she decided to join an advocacy organization, Families for Excellent Schools stood out in “really trying to give parents a seat at the table.” Agyemang mobilizes nearly 60,000 people annually for rallies “where parents give the speeches.” She credits TC for honing her skills, but it’s clear she developed at least one earlier on. ■ “I don’t want to decide what I think is best,” she says. “I want to keep on listening to families and parents.”



“PARENTS ARE an ignored voice, especially black, brown and lower-income parents. My parents weren’t empowered, but thankfully, other people were able to educate them.”



[PATRICK KO (M.A. '10)]

“Everyone Has Genius”

An Education Innovator Finds His Calling

MONTHS INTO A DREAM JOB LAUNCHING a progressive school in Taiwan, Patrick Ko was struggling. ■ “It was very high-profile, and we were trying to do too much too fast,” recalls Ko, who studied at TC’s Klingenstein Center for Independent School Leadership and spoke at Convocation in 2010. ■ Then Ko read the organizational guru Stephen Covey’s *The Leader in Me* — “an operating system for schools that says, basically, ‘Everyone has genius, and the teachers’ role is to unleash it.’” ■ The message struck home. Born in Taiwan to parents who met in graduate school in the United States, Ko lived with an aunt in Los Angeles during sixth grade in order to learn English. “It opened my mind,” he says. “It’s not common now, but in Taiwan, teachers sometimes beat us with a stick for low test scores.” ■ After studying economics and engineering at the University of Pennsylvania, Ko

interned with Goldman Sachs in Tokyo, but was unhappy. So he backpacked across Asia, teaching in Nepal and Thailand, and felt “this sense of reward, like a fish finding water.” ■ A few years later, he quit a high-paying job in Silicon Valley to teach, and eventually discovered the Klingenstein Center, where he wrote most of his papers on Taiwan. ■ Today, Ko is thriving as both a teacher and a CEO, having successfully pitched Franklin Covey (the late author’s training and consulting firm) to represent *The Leader in Me* process in Taiwan. ■ “I used to think, ‘I have worth, and I am here to change you,’” he says. “Now, I understand that all people have unique worth and potential, and my mission is to communicate this fact to help them attain greatness.”

“NOW I UNDERSTAND that all people have unique worth and potential, and my mission is to communicate this fact to help them attain greatness.”



[SARAH GILLMAN (M.A. '93, M.B.A. '93)]

Putting Money Where the Mission Is

How a CFO Mobilized Resources to Protect the Environment

“NON-PROFITS ARE BUSINESSES, RIGHT? A LOT of people dislike the word, but the fund flow is huge,” says Sarah Gillman, former CFO of the National Resources Defense Council (NRDC), the 1.4 million-member environmental action organization. “You put mission and strategy first, but to deliver the best possible services, you have to ensure the financial health of the organization.” ■ Gillman was enrolled in TC’s Klingenstein Center for Independent School Leadership, between stints as a math and history teacher at St. Ann’s School in Brooklyn, when she began thinking about non-profit governance. With the department of Organization & Leadership as her base, Gillman pursued a joint degree with the Columbia Business School. ■ “[Klingenstein Director] Pearl Kane got commissioned to write a paper for the Association of Governing Boards on

“YOU PUT MISSION and strategy first, but to deliver the best possible services, you have to ensure the financial health of the organization.”

effective management of boards of independent schools,” Gillman recalls. “She asked me and some of the other students to help, and that really started me on my professional journey. Today there’s a whole field of study around social enterprise that’s really taken off.” ■ Gillman subsequently worked as a management consultant for universities and non-profits before serving as Vice President for Budgets and Planning at the Wildlife Conservation Society and CFO at Save the Children. ■ Much of Gillman’s work at NRDC focused on resource allocation. “When money comes in, how are we going to spend it? For us to achieve, we have to direct funds towards the highest-impact work.” Technology, which often falls under her purview, is a

big piece of the equation. “I have to understand the technology needs of the organization to ensure we can accomplish our goals.” ■ She gets involved on the front lines too — for example, organizing a fossil fuel-free investment fund. “Our board decided very early on to divest from oil, coal and natural gas,” she says. “We went to the investment markets and said, ‘We want this kind of product, we can come up with other investors.’” ■ Now, Gillman says, “people are really waking up to the need to address climate, because it’s frightening when you start understanding the tremendous impact that carbon pollution has on the health of the planet.” ■ “I want to continue to do great work helping organizations that change the world around us,” she adds. “My area of interest has been doing that through strong financial management and making sure that organizations are really thinking critically about impact.”

[AZADEH JAMALIAN (PH.D. '14)]

Shaping Learning for Toddlers

Digital Toys that Kids Can Manipulate with Their Hands

AS CHIEF LEARNING OFFICER FOR TIGGLY, THE LEARNING toy company she co-founded as a TC student, Azi Jamalian channels playing Super Mario with her brother back in Iran. ■ “When you design games and activities for kids, you need to remember what you liked yourself,” says Jamalian, who at 16 moved with her family to Vancouver. “It’s OK for kids to spend time on digital devices if the apps are designed with learning development in mind. But physical play matters, too. So we said, let’s design toys kids can manipulate in their hands but also use on an iPad.” ■ The resulting Tiggly Shapes — hand-sized squares, stars, triangles and circles with silicon touch points that an iPad can “read” — made *Time’s* 2013 “Toys That Will Make Your Kids Smarter” list. Using the toys to find animals on a virtual farm, jungle or ocean, “kids learn their shapes and improve their spatial thinking and



creativity,” Jamalian says. ■ Tiggly Counts, a second product, has triggered nearly 700,000 downloads of Tiggly’s apps. ■ Jamalian still taps lessons learned studying game design and cognitive theories at TC. “We stand behind our promises — that kids will like it and kids will learn from it.”

[ANDREW COHEN (M.A. '08)]

No Time to Conjugate

Language Learning on a Need-to-Know Basis



AS AN INTERNATIONAL ECONOMIST BASED IN MARTINIQUE AND then Panama, Andrew Cohen needed to improve his language skills in a hurry. The result wound up as one of the world’s largest and most successful mobile study platforms. ■ “I was supposed to be fighting corruption,” says Cohen, a former World Bank e-learning consultant. “I couldn’t be pausing to conjugate verbs in my head.” ■ So Cohen tapped other skills. Working with an Excel spreadsheet, he paired French and Spanish words with their English counterparts and created an algorithm that prompted the system to show him word pairs at different intervals, from every 30 seconds for pairs he knew least well to every month for those he knew best. ■ “From being a gringo who took five minutes to brief a reporter or cabinet member, I became able to function in another language,” he says. ■ With friends asking for the program, Cohen knew he had the basis for a marketable app but not the know-how to bring it to scale. “I Googled ‘Masters, Education Technology’ and Teachers College came up,” he says. ■ At TC, Cohen made his app, Brainscape, the focus of every project. In 2010, backed by family and friends, he launched Brainscape the company, targeting “the serious learner who wants to internalize a huge amount of content very quickly.” Brainscape has since logged six million app installations and registered more than a million members, including students from middle through medical school, as well as companies, police academies and even the Vatican. ■ “TC helped me bridge worlds,” Cohen says. “They started me from a place of really caring about the learner and doing everything with learning outcomes in mind. That’s why Brainscape is a success.” TC



Why Our Campaign is Succeeding: It's Our Gifted Donors

In November 2013, when Teachers College publicly launched **Where the Future Comes First**, the largest Campaign ever undertaken by a graduate school of education, we certainly expected to succeed. What we could not have expected, in our wildest dreams, was that only a year and a half later, we would stand just shy of the \$200 million mark, nearly two-thirds of the way home.

Everyone has contributed to this remarkable success, not only through gifts of all sizes, but through networking, hosting, attending and more. Above all, our Campaign has been built on the vision of donors who, time and again, have proven themselves to be every bit as creative and innovative as the work they support. Their gifts have translated the brilliance of TC's world-class faculty and students into impact that benefits students, families, schools and communities in New York City, across the country and throughout the world.

As we reach this pivotal moment, I want to celebrate a group of donors who have extended TC's legacy as a place where new fields are born, and whose generosity and vision will shape our work for years to come. Their gifts touch on virtually every major area of the College, and each

reflects one or more of our Campaign goals. (See the color-coded chart on the opposite page.)

David and Maureen O'Connor are long-time supporters of U.S. servicemen and women, who, in their words "write all of us a blank check by risking their lives to defend and serve their country." So when TC approached them with a unique effort to help returning veterans transition back to civilian life and heal emotionally as well as physically from



"OUR CAMPAIGN *has been built on the vision of donors who, time and again, have proven themselves to*

Photograph: Bruce Gilbert



TOASTING TO VETERANS' FUTURES

Donor David O'Connor (left) toasts to the new Teachers College Resilience Center for Veterans & Families with TC psychologists George Bonanno and Dinelia Rosa and doctoral student Joseph Geraci.

the O'Connors wrote a check in return. Their \$1 million gift creates the new Teachers College Resilience Center for Veterans & Families, which brings together several strands of work at the College. One is the research of psychologist George Bonanno, who has overturned conventional thinking about human resilience to loss and trauma. With his doctoral student, Joseph Geraci, Lieutenant Colonel, U.S. Army (Infantry), a veteran of three tours of duty in Afghanistan, Professor Bonanno is studying an innovative peer counseling program called Pro Vetus (provetus.org), formerly associated with the organization Battle Buds, adding to his research on veterans' emotional well-being. Another strand is TC's Dean Hope Center for Educational & Psycho-

logical Services, where Joseph Geraci recruits and trains TC students to work with veterans and families coping with post-traumatic stress disorder and other issues. The new Center could also become a hub for other efforts at TC focused on veterans.

"Serving in combat and losing friends or soldiers can have a devastating impact," Joseph Geraci says. "I sought help from the Veterans Administration when I returned home and discovered the power of counseling. We think we have a program that can do even more to promote positive life outcomes and prevent negative ones."*

Joyce Cowin (M.A. '52) is one of TC's staunchest supporters. She served on our

be every bit as creative and innovative as the work they support."

Covering All Our Bases

Each of TC's Campaign priorities are taking the College to a new level of excellence. Together, they are far greater than the sum of their parts.

Here's a quick color-coded look at how the donors behind the gifts described here are embracing the range of these goals and the synergies among them:

The Teachers College Resilience Center for Veterans & Families (David & Maureen O'Connor)



Loot Inc:
The Cowin Financial Literacy Project (Joyce B. Cowin)



The Lydia Morrongiello Endowed Scholarship Fund for Music Education (Lydia Morrongiello)



Korea 125th Anniversary Scholarship Fund (Dr. Chong Yang Kim & the Korean Alumni Association)



Rita Gold Early Childhood Education Center (Cleveland H. Dodge Foundation)



Color Key

SCHOLARSHIPS & FELLOWSHIPS



FACULTY & PROGRAMS



CAMPUS & TECHNOLOGY



FINANCIAL FLEXIBILITY



ENGAGE TC ALUMNI & FRIENDS



*The views expressed herein do not necessarily reflect the position of the U.S. Military Academy, the Department of the Army, or the Department of Defense.



MAKING CHANGE

Trustee Joyce Cowin funded Loot Inc. to teach teens about managing money. Professor Anand Marri led development of the program.

Alumni Council and has been a Trustee since 1980. Joyce's generosity helped create the Heritage School, a high school in East Harlem founded by TC faculty member Judith Burton that gives the arts parity with other core subjects, and she also funded creation of TC's Cowin Conference Center.

After the 2008 fiscal crisis, Joyce began thinking about how to protect hardworking families from ever again losing savings to investments that are "too good to be true." The result was "Loot Inc.: The Cowin Financial Literacy Project," a unique professional development effort that equips teachers to make personal finance not only comprehensible but also exciting and engaging for high school students. As Joyce puts it, Loot Inc. "gives teachers the tools to teach financial literacy, doing it in a way that allows them to wrap this knowledge around the material they already teach." The program, developed by Anand Marri, Associate Professor of Social Studies & Education, employs

real-world case studies that are relevant to students' lives and challenge them to develop their own evidence-based solutions.

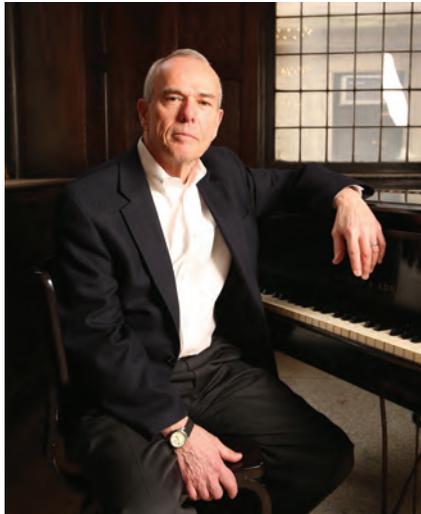
These are precisely the elements lacking from other financial literacy programs in schools across the nation, according to a recent article in the *Wall Street Journal*. Now, thanks to generous continued funding from Joyce Cowin, TC is rolling out Loot Inc. nationally, with free downloads of the program available to schools and teachers in every state. (For more information and to watch a video about the project, visit lootinc.org.)

Lydia Morrongiello (Ed.D. '75, M.A. '64), a long-time music and humanities teacher and choral director, took piano lessons with Robert Pace when he was a high school music teacher. Dr. Pace, who became Director of TC's program in Music & Music Education, went on to revolutionize music study throughout the world, serving as Executive Director of the International

OUR DONORS' GIFTS *"touch on virtually every major area of the College and, in each instance,*

Piano Teaching Foundation. After getting her B.A., Lydia followed Dr. Pace to TC for her master's in Music Education. When she decided to pursue a doctorate here, she received a full scholarship and fellowship, courtesy of an anonymous donor. Now Lydia is helping others to benefit from Dr. Pace's legacy. The Lydia Morrongiello Endowed Scholarship Fund for Music Education will ensure that future TC music students can pursue their doctoral studies without concern about tuition payments.

"This gift will allow our students to progress much more quickly and take courses across the College while intensely pursuing their dissertations," says Hal Abeles, Professor of Music & Music Education.



IN HARMONY

Lydia Morrongiello (Ed.D. '75, M.A. '64), who studied with legendary TC music educator Robert Pace, has established an endowed scholarship fund to support TC Music Education doctoral students. Faculty member Hal Abeles says the gift will give students greater academic freedom.

reflect one or more of our Campaign goals."

Chong Yang Kim (Ed.D. '83) is President Emeritus of Hanyang University in South Korea, Chairman of the Hanyang University Foundation and Professor in the University's Department of Educational Technology. He has received numerous awards, including in 2013, the Distinguished Alumni Award of Teachers College.

Following a visit by TC President Susan Fuhrman to Seoul in December 2014, Dr. Kim led a unique "crowd donation" by the Korean Alumni Association that resulted in \$120,000 in pledges to the Korea 125th Anniversary Scholarship Fund. The gift is all the more remarkable because, as Dr. Kim himself says, Korea has only recently begun to establish a "culture of giving."

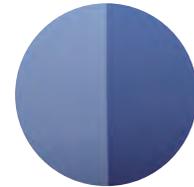
Campaign Totals

As of April 22, 2015 TC has raised \$197 million toward its Campaign goal of \$300 million



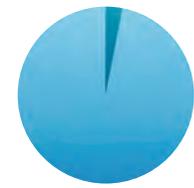
SCHOLARSHIPS & FELLOWSHIPS
Support students to achieve their dreams

- GOAL: \$124 MILLION
- RAISED: \$52.5 MILLION



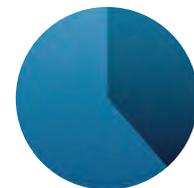
CAMPUS & TECHNOLOGY
Build a 21st-century campus

- GOAL: \$33 MILLION
- RAISED: \$16.6 MILLION



FACULTY & PROGRAMS
Attract and retain world-class scholars and galvanize innovative programs

- GOAL: \$113 MILLION
- RAISED: \$109.5 MILLION



FINANCIAL FLEXIBILITY
Advance priority initiatives

- GOAL: \$30 MILLION
- RAISED: \$18.4 MILLION



All For One

Groups of TC alumni are increasingly honoring their favorite faculty members, including TC luminaries such as Morton Deutsch, Jack and Edee Mezirow, Joan Gussow and Harold Noah.

(To see a full list, visit

tc.edu/EndowedScholarships



If you want to give in honor of a beloved TC professor while also supporting current TC students, contact Linda Colquhoun, Director of Stewardship & Donor Relations, at 212 678-3679, or at Colquhoun@tc.columbia.edu.

“The Korean people really value the reputation of an institution, and TC is known as the mecca for educational study and also as the most comprehensive education university, with an unmatched variety of educational fields and emphasis on interdisciplinary study,” says Dr. Kim, adding that his TC degree in Instructional Technology & Media enabled him to integrate technology into the curriculum of Hangyang University.

“Our alumni willingly joining our fundraising project shows how much we love and cherish our time at TC,” Dr. Kim says. “We wanted to give the Korean students at TC the same unforgettable experiences that we had by providing them with a scholarship fund. The shared educational values and passion we learned is what holds our alumni association together. This campaign for TC brought us even closer together as a group, which was one of the most valuable experiences for us.”

The Korea 125th Anniversary Scholarship Fund has inspired similar funding efforts by TC alumni in other countries and from various programs. If you are interested in creating a “crowd gift” in your nation, please contact Rosella Garcia, Senior Director of Alumni Relations, at 212 678-3004, or rlg2144@tc.columbia.edu.

As everyone at TC knows, **Bill Rueckert**, Co-Chair of our Board of Trustees

and Vice Chair of our Campaign, is the great nephew of Grace Hoadley Dodge, our founder. Bill cares deeply about passing on Grace’s legacy to each successive generation — and he believes you can never start too young. That’s why the Cleveland H. Dodge Foundation, which Bill serves as President, has given a generous gift to renovate and expand TC’s Rita Gold Early Childhood Education Center, which is housed in Thorndike Hall and enrolls children from infancy to age five whose parents are members of the TC and Columbia University community.

The gift is all the more timely because the past year’s launch of universal pre-K in New York City represents a watershed moment in American public education. The nation is increasingly aware of the critical importance of ensuring that all children have what they need to embark on the road to academic, social and developmental success. Teachers College is uniquely positioned to lead this effort because we combine expertise in research, policy and

practice — including not only the Rita Gold Center but also one of the nation’s finest and most respected pre-service teaching programs in Early Childhood Education.

The Cleveland H. Dodge Foundation gift will add significant capacity at the Rita Gold Center and create state-of-the-art new space for teaching and research in this



TEAM LEADER

Chong Yang Kim (Ed.D. ‘83), President Emeritus of South Korea’s Hangyang University, led a crowd donation by TC’s Korean alumni that has inspired similar efforts in other countries.

THESE GIFTS STAND as an amazing testimonial to a donor community that



MAKING SPACE FOR PRE-K

The Cleveland H. Dodge Foundation, headed by TC Board Co-Chair Bill Rueckert (center, with TC President Susan Fuhrman at left, Professor Susan Recchia and friends) is funding an expansion of TC's Rita Gold Early Childhood Education Center.

critically important field. The gift will also be leveraged through a Trustee Challenge for Capital Projects that was announced in October 2013 by TC Trustee Emerita Laurie M. Tisch.

These gifts stand as an amazing testimonial to the commitment, generosity and brilliance of our TC donors. But what's even more amazing is that they are only the latest and most visible contributions from a donor community that continues to roll up its sleeves and work with us as full-fledged strategic partners. Each contribution builds on prior ones, creating

something that, day by day, becomes ever larger than the sum of its parts. And that's exactly why, as we come down the home stretch of our Campaign, this is the time to redouble our efforts. With each gift, our future comes into sharper and more exciting view. So stay with us — because the best is yet to come.

SUZANNE M. MURPHY
VICE PRESIDENT
DEVELOPMENT & EXTERNAL AFFAIRS

continues to work with us as full-fledged strategic partners.

On Board

Spotlighting the work of TC's dedicated Trustees



Bullish on Education's Future

Andrés Alonso sees the glass half full

“**‘VE NEVER FELT BETTER ABOUT THE FUTURE OF schooling,”** says new TC Trustee Andrés Alonso. “I see a new imperative about learning and real improvement.”

Alonso arrived in the United States from Cuba at age 12 speaking no English. He attended Columbia and Harvard, then left a successful law practice to teach in one of New Jersey's poorest districts. He rose to become deputy schools chancellor in New York City and then in 2007 became schools chief in Baltimore. High schools there were graduating fewer than half of all entering students, and math

WHAT MATTERS MOST
“The conversation about structure and policy takes all the oxygen. We can accomplish more by agreeing on how to teach algebra to eighth graders.”

— Andrés Alonso

and reading proficiency significantly lagged national and state averages. Yet, when Alonso stepped down in 2013 to become Professor of Practice at the Harvard Graduate School of Education, graduation rates and state exam scores stood at an all-time high, the drop-out rate had been

halved, the state had approved \$1 billion to rebuild infrastructure and teachers had signed a pay-for-performance contract.

Nationally, Alonso credits the No Child Left Behind Act (NCLB) with ensuring better outcomes for needy students, citing near universal improvement by big urban school systems on the National Assessment of Educational Progress. (He serves on the NAEP governing board.) Charter schools and technology have sparked “discussion of what’s possible and necessary,” and teachers are being “properly socialized” to their profession.

“When I changed careers, there were no mentors, no support, no structure in schools to create learning,” he says. “Now, we’re flooded with tools. There’s an expectation for collaboration, planning time, data around kids.”

Certainly, he has concerns. NCLB’s emphasis on testing has penalized schools in poverty, and cities must provide greater social supports and align with community-based organizations. Perhaps his biggest worry, though, is that the nation will reverse course. “The conversation about structure and policy takes all the oxygen,” he says. “We can accomplish more by agreeing on how to teach algebra to eighth graders.”

Alonso misses the front lines but enjoys teaching, assisting school districts through Harvard’s Public Education Leadership Project, and serving on TC’s board. “I’ve seen how teaching and teachers stem from TC. It’s a great place for me to keep learning.” — **JOE LEVINE**

Homecoming

For Reveta Bowers, TC has been a place of renewal. Now she's going to the well again

IN 1995, REVETA BOWERS, HEAD OF THE PRE-K-6 Center for Early Education (CEE) in West Hollywood, California, spent a month at TC's Klingenstein Center for Independent School Leadership.

"I'd been at CEE for 20 years and was considering leaving or entering another field," recalls Bowers, who joined TC's Board this past fall. "But talking with other leaders about research, best practices and pedagogy freed me to think of new things to take back to the school I loved. I started collecting books for CEE parents on chil-

dren's development. Today, we've got 4,000 volumes." She laughs. "And I'm still here."

On Bowers' remarkable 43-year watch, CEE has become internationally known for modeling cultural diversity, team teaching and a focus on children's emotional and social growth. Through the National Association of Independent Schools and as a Klingenstein advisory board member, Bowers has also helped prepare thousands of new heads of school.

"It's so important for all educators to keep having the kind of deeply immersive school experiences that Klingenstein offers," she says.

The daughter of third-generation public school teachers, Bowers began her own career in the LA Unified system, but signed on to teach at CEE when the city furloughed its most recent hires.

"I thought, I'm educating children, just as I would be in a public school,"

she recalls. "And as head, I felt I could create joy in a broader range of children so they would remain part of a school community for the rest of their lives."

Today, Bowers believes the line between independent and public schools must be bridged. "We all need to talk to one other, because while our meth-

JOINING FORCES

"We all need to talk to one another, because while our methods might be different, we have a shared mission: to prepare the next generation of learners."

— Reveta Bowers

ods might be different, we have a shared mission: to prepare the next generation of learners."

In 2016 — CEE's 75th anniversary year — Bowers will finally retire. But she has no plans "to sit at home."

"The old mission of teaching all children in the same way, at the same pace, is passé. TC understands that we've got to look at blended learning, at technology; that we must enable kids to fail, repeat, learn and succeed so they develop the grit and resiliency they'll need for the workplace. So, while I've never really left, I'm very excited to be back." — JOE LEVINE



Inbox

Patrick McGuire (Ed.D. '94), Alumni Council President, asks:

WHO WAS YOUR IMPACT PROFESSOR?

IF YOU COULD INTERVIEW ALL 90,000 LIVING TEACHERS COLLEGE ALUMNI, EACH WOULD DESCRIBE A DIFFERENT TEACHERS COLLEGE EXPERIENCE. THE COMMON THREAD IS THAT ONE PROFESSOR (AND SOMETIMES MORE) WHO INSPIRED US, NURTURED US AND PROFOUNDLY CHANGED OUR THINKING — AND OUR LIVES — FOREVER. HERE ARE RECOLLECTIONS OF TC TEACHERS WHO DID JUST THAT.

“Dr. Susan Recchia. Before coming to TC, I put “teaching” at the center of my profession. She showed me that everything serves to support a complex, unique developing child. That simple shift was profound, and I am a better teacher because of it.”

Rachel Hicks Martinez (M.A. '01)

“Dr. Frank Horowitz. His semantics class introduced me to how words take on extended meanings and how the very basis of meaning in language is metaphor. These concepts deeply influenced my understanding of the world and how I teach.”

Richard Mazel (M.E. '14)

“William ‘Bill’ Anderson invited me to be his research assistant and challenged me to think beyond what was to what could be.”

Dolly Lambdin (M.A. '74)

“Professor Douglas Stone had us step outside our culture to see, in an anthropological way, our modern mindset, our fragmented thinking, our broken world. I have passed down his insights to my history students.”

Kit Olivi (M.E. '94)

“Patricia Raskin brought learning points to life by making her coursework experiential without sacrificing academic rigor. She treated us as equals, allowing for deep, profound growth.”

Katherine King (M.A. '04)

“Dr. Tom Sobol. He was wise, caring, brilliant and funny. He made me proud to be an educator. I, too, hope to spend my life in school as an educator to vulnerable populations.”

Sunny Sue Chang Jonas (M.E. '07)



TC
Today

Next up: Where is your favorite spot on TC's campus, and why? Respond via [facebook.com/TeachersCollegeAlumni](https://www.facebook.com/TeachersCollegeAlumni) and Twitter (@TeachersCollege)



[ACADEMIC FESTIVAL 2015]

Ignite. Inspire. Innovate...

...and don't forget to relax, **Goldie Hawn** reminds a TC audience

“**N**ot all of us are going to be scientists who change the world — so we need to create a group of people who can behave in a civil fashion, who can share and care and can have empathy, and reach down inside themselves and find optimism. So why aren't we teaching kids about their brains?”

■ Speaking at TC's Academic Festival in April, the Academy Award-winning actress and children's advocate **Goldie Hawn** urged incorporating mindfulness training and education into classroom culture.

CIVIL SOCIETY Goldie Hawn said that mindfulness can give children the tools to move through depression and fear and become empathetic adults.

(CONTINUED ON NEXT PAGE)

Alumni Focus



SPIRITUAL PRACTICE
Psychology & Education
Professor Lisa Miller (center)
gave her audience a feel for
the benefits of spirituality.

Academic Festival 2015 *(continued from page 49)*

Hawn's keynote speech highlighted an event headlined "Ignite. Inspire. Innovate." that drew 1,000-plus alumni, current and newly admitted students. The day included alumni honors for **Mildred Garcia** (Ed.D. '87), President of California State University-Fullerton; **Anne Gayles-Felton** (M.A. '47), Professor Emerita of the College of Education at Florida A&M University; **William Howe** (Ed.D. '91), the State Title IX Coordinator and Education Consultant for Multicultural Education at the Connecticut State Department of Education; **Christine Lee Kim-Eng** (Ed.D. '92), Head of the Curriculum, Teaching and Learning Academic Group in Singapore's National Institute of Education (NIE); and **Robert Sherman** (M.A. '53), the longtime voice of WQXR, New York's premier classical music station. Multiculturalist **Monisha Bajaj** (Ed.D. '05), of the University of San Francisco, received TC's 2015 Early Career Award.

Panel discussions ranged from the benefits of strength-training exercise to a reconsideration of the late TC adult learning theorist Jack Mezirow (see page 59).

Ultimately, mindfulness infused the day. Professor Karen Froud, Director of TC's Neurocognition of Language Lab, and her doctoral student Trey Avery (M.S. '12), described their research on the impact of mindfulness practices on the brain. Lisa Miller, Professor of Psychology & Education, urged parents to consider the power of spirituality in raising their children. And Hawn, whose foundation has created MindUp™, a program now used by 700,000 children around the world, spoke of a high-pressure era in which "we put more and more books on kids' backs."

"We don't have to pop pills into children," Hawn said, to a standing ovation. "Instead we need to give them tools to move through depression and fear." tc.edu/festival

[ACADEMIC FESTIVAL 2015]

LONG DAY'S JOURNEY

It was nearly sun-up to sundown at Academic Festival, with advice on love and life from "Dr. Ruth" Westheimer (Ed.D. '70); a retrospective on the work of the late TC adult educator Jack Mezirow; and a poster session on student research, where doctoral candidate Michael Swart (M.A. '11) was a contributor.



CAA Rio

Chen Salvetti, Personal Papparazzi Photography



[BRAZIL]

AMIGOS NA CIDADE MARAVILHOSA

TC President Fuhrman (left), with **Fernando Multedo** (Ed.D. '97) and his wife, **Molly**, in Rio de Janeiro in March. Last year the couple received the Columbia Alumni Association Award of Excellence.



[LIFETIME ACHIEVEMENT]
PORTRAIT OF AN ART EDUCATOR

Professor of Art & Art Education **Judith Burton** (second from left, with fellow TC faculty members) received the Eisner Lifetime Achievement Award of the National Art Education Association in New Orleans in March.

[TC BY THE NUMBERS]

1,000+
people attended TC's seventh annual Academic Festival

Class Notes

Arts & Humanities

ARTS ADMINISTRATION

Eric Oberstein (M.A. '09) won a GRAMMY for Best Latin Jazz Album for producing *The Offense of the Drum*, by Arturo O'Farrill & the Afro Latin Jazz Orchestra. He also received a Latin GRAMMY Award for producing the album *Final Night at Birdland*.

ARTS IN EDUCATION

The art of the late **Hortense "Honey" Kassoy** (M.A. '39, B.S. '38) was featured in the Lasting Legacies exhibit of the Bronx Council on the Arts' Longwood Arts Project. A sculptor and painter, Kassoy

[GUIDANCE]

Olivia J. Hooker (M.A. '47) survived the 1921 Tulsa Race Riots, was the first African-American woman to enlist in the U.S. Coast Guard during World War II and became a pioneering psychologist.

won First Prize in Watercolor on Painter's Day at the 1939 World's Fair.

MUSIC & MUSIC EDUCATION
Gerald R. Mack (Ed.D. '66,

M.A. '55) received the Alfred Nash Patterson Lifetime Achievement Award from Choral Arts New England. A nationally-known conductor, educator and mentor, Mack

served as conductor of the Worcester Chorus in Massachusetts for 28 years. He and his wife founded the Great Waters Music Festival in Wolfeboro, New Hampshire,

[ALUMNI FOCUS]

Shelter in the Storm

Joyce Rafla is shaping education in Egypt during interesting times

Cairo's sandstorms have been fierce this year, but as a member of Egypt's Specialized Presidential Council for Education and Scientific Research, **Joyce Rafla** (M.A. '13) is where she wants to be: reshaping

her country's education system alongside other young, well-educated Egyptians.

"As a minority — young, female, Christian — I never expected such an opportunity to make a difference," says Rafla, a pedagogy and assessment officer and teacher educator at the American University in Cairo (AUC).

Watching high school classmates mature at widely varying rates, Rafla decided diversity is essential because "it exposes us to different experiences and perspectives." Working with professors Deanna Kuhn and Herbert Ginsburg in TC's Cognitive Studies in Education program, she learned how the mind develops its capacity to absorb new concepts — a lesson reinforced by her daily experience.

"In Egypt, a girl moves out from her parents' home when she gets married," she says. "In New York, I had to cook and care for myself." As a student commencement speaker in 2013, Rafla celebrated the "borderless lessons" she'd learned at TC. "We're never alone," she declared. "We're all interconnected in this world, changing it one human at a time."

At AUC, where Rafla encourages new teachers to study abroad, a student complained that she never told her the right answers. In a world with challenges bigger than sandstorms, "I don't want to impose my own views," Rafla says. "I want to help students shape questions so they can come up with their own answers." — **KELSEY ROGALEWICZ**



which recently celebrated its 20th anniversary.

Joyce Chia-Yin Wu (M.E. '09, M.A. '08) teaches piano and cello at different music schools in Southern California. Wu loves sharing the joy of making music with her students.

PHILOSOPHY & EDUCATION

Rev. **Daniel Hendrickson**, S.J. (Ph.D. '12, M.Phil. '11) has been named President of Creighton University.

RELIGION & EDUCATION

Kathy Winings (Ed.D. '96) is Vice President of the Board of Directors for International Relief Friendship Foundation. Winings is the author of *Building Character through Service Learning* (2002) and conducts research in the area of neuroeducation.

TEACHING OF SOCIAL STUDIES

Historian and editor **Judy Austin** (M.A. '63) received the Idaho Humanities Council Award.

Biobehavioral Sciences

MOTOR LEARNING

The late **Janet H. Carr** (Ed.D. '91, M.E. '88, M.A. '84) is described as "an absolute giant in the physiotherapy field in Australia" in a tribute in *Physical Therapy*, the journal of the American Physical Therapy Association and the Royal Dutch Society for Physical Therapy. With her collaborator, Roberta

Shepherd, Carr developed a clinical approach to treating patients with neuromuscular diagnoses. Her textbook, *Neurological Rehabilitation: Optimizing Motor Performance*, has been translated into seven languages.

Curriculum & Teaching

LEARNING DISABILITIES

Eileen Marzola (Ed.D. '86, M.E. '79, M.A. '72) was recently honored at the Celebrate Dyslexia event at the NYU Kimmel Center for her pioneering work in education for people with learning disabilities and attention deficit disorders. Marzola is an adjunct assistant professor at TC.

SPECIAL EDUCATION

James Connelly (M.A. '68) was named Interim Superintendent of Norwalk Public Schools. Connelly has previously served as interim superintendent in the Connecticut districts of Naugatuck, Oxford, Montville, Putnam, Region 16 (Prospect-Beacon Falls), Woodbridge and Killingly.

Education Policy & Social Analysis

POLITICS & EDUCATION

Justin Pequeno (M.A. '13) has accepted a position as Project Analyst for the Kamehameha Schools' Ka Pua Initiative, which seeks to create educational

(CONTINUED ON PAGE 54)



[ALUMNI FOCUS]

The Third Degree

For Preston Green, the classroom and the courtroom are inextricably linked

When his cousin died in 1988 in a drug-related shooting, **Preston Green** wondered about the kid who pulled the trigger. "How did he end up at this place in life?" asks Green (Ed.D. '95), now the John and Carla Klein Professor of Urban Education at the University of Connecticut's Neag School of Education. "What if he had been presented with other opportunities?"

Green saw educational law and policy as one way to create better access to schooling, so after earning a Columbia law degree, he enrolled in Teachers College's doctoral program in Education Administration. With **Bruce Baker** (Ed.D. '97), he subsequently wrote several articles exposing racial inequalities in school funding — a collaboration that helped compel Kansas to address decades of discriminatory school appropriations. Green's article on affirmative action was later cited in an amicus brief filed in the landmark Supreme Court case *Grutter v. Bollinger*, and he wrote the first book to address legal issues related to charter schools.

"As many districts move to all-charter systems, I want to spread awareness that charters argue that they are public in terms of funding but private in terms of teacher and student rights," he says.

At Pennsylvania State University, Green broke new ground by developing both a summer institute and a joint degree program in law and education. At UConn, his 12-credit online graduate school certificate in School Law enables educators, administrators and lawyers to explore issues surrounding student rights, school technology, disabilities and employment. Next up: a program in which working teachers will simultaneously obtain a law degree and administrative certification.

"Programs combine law and business or law and health," Green says. "So why not one for two fields whose issues intersect in so many important ways?" — **KELSEY ROGALEWICZ**

[ECONOMICS & EDUCATION]

Daniel Hoffman (Ed.D. '13) is examining how body movement supports student reasoning about critical concepts possessing unseen structures and unobservable molecular interactions.

opportunities to improve the capability and well-being of people of Hawaiian ancestry.

ECONOMICS & EDUCATION
Abena Agyemang (M.A. '12),

National Director of School Partnerships for Families For Excellent Public Schools, was named to *Forbes'* "30 Under 30" in Education list. (See page 36.)

Health & Behavior Studies

GUIDANCE
Olivia J. Hooker (M.A. '47), a survivor of the 1921 Tulsa

Race Riot, recently discussed that experience with WFUV.org. The first African-American woman to enlist in the U.S. Coast Guard during World War II, Hooker became a pioneering psychologist after studying at TC and earning her doctorate from the University of Rochester, where she was one of two black, female students. She has been honored by the New York State Senate for her contributions to both the women's and civil rights movements.

SPECIAL EDUCATION
Dwight Hardy (M.A. '77)

[ALUMNI FOCUS]

Connecting Science to People's Lives

At the American Museum of Natural History, Maritza Macdonald wants people to experience science, not just learn about it

“We're not a 'don't touch' museum.” **Maritza Macdonald** (Ed.D. '95), Senior Director of Education and Policy at New York City's American Museum of Natural History

(AMNH), gestures at a model of an island village threatened by rising tides. “Every student needs to develop concepts by holding things in their hands and questioning their origins and purposes within a cultural or scientific context.”

With its revamped planetarium and exhibits on poisons and exotic butterflies, AMNH has long been more than a venerable repository of cool stuff. But it broke new ground with its 2011 launch of the nation's first museum-based master's degree program for K-12 science teachers. Macdonald supports the program by developing partnerships with higher education institutions — including TC, where students in the College's new TR@TC2 residency program are able to take courses at AMNH and vice versa — evaluating the effectiveness of museum exhibits and representing AMNH on the National

Commission for 21st Century STEM Education and the New York State Regents Work Group.

Raised in a small village in Colombia, Macdonald wrote her TC dissertation on knowledge required for teaching in a culturally and economically diverse urban classroom and has since been honored as an Equity Champion by the Academy for Education Development. She is co-author, with her former TC advisor, Linda Darling-Hammond, of *Powerful Teacher Education: Lessons from Exemplary Programs* (Jossey-Bass, 2006). Above all, she believes museums' visual and tactile components are ideal for educating students from diverse backgrounds.

“Everyone comes from somewhere and knows their own ecosystem,” Macdonald told *Life Sciences Education*. “They can use that prior knowledge to learn about other ecosystems.” At the museum, she believes, “we can all connect science with ourselves.” — **KELSEY ROGALEWICZ**



recently retired after 35 years of full-time teaching, but continues to substitute in Atlanta's Fulton County Public Schools System. He previously worked as a special education teacher with the New York City and the Atlanta Public School systems. He served as a resource room teacher for elementary and middle school students and as a teacher of autistic, physically and mentally challenged, learning disabled and severely and profoundly disabled students.

Human Development

COUNSELING PSYCHOLOGY

Sarah Eigen (M.A. '72), inspired by a TC class titled Chinese Education under Communism, has forged a career as an International Human Resources Manager.

DEVELOPMENTAL PSYCHOLOGY

Ellyce di Paola (M.A. '14) is enrolled in a two-year post-graduate certificate program in Parent Infant Psychotherapy at Columbia Psychoanalytic Institute.

International & Transcultural Studies

INTERNATIONAL EDUCATIONAL DEVELOPMENT

In 2013, **Diane Dobry** (Ed.D. '11, M.A. '01) received a Collaborative Online Inter-

(CONTINUED ON PAGE 56)



Still Making a Splash

As America ages, aquatic superstar Jane Katz rides a new wave

Jane Katz was a member of the American synchronized swimming performance team at the 1964 Tokyo Olympics and has taught and coached for decades at John Jay College of Criminal Justice. Yet at 72, Katz (Ed.D. '78, M.E. '72) is just finding her stroke.

Katz recently founded Water Exercise Techniques (W.E.T.S.) for Vets to help veterans return to civilian life. She works with youth in the juvenile justice system through another program she created, Kids Aquatics Re-Entry. And oh, yes, she won 13 Masters-level medals at the 2013 Maccabiah Games.

"People are living longer, and they don't just want to sit around," says Katz, who has developed a senior water exercise program for naturally-occurring retirement communities. "Work is only good when you can also play."

Katz's late father and mentor, Leon, who nearly drowned as a young man, encouraged her to see water as "a beautiful, democratic place." As a girl, Katz had to create her own competitive swimming programs en route to winning All-American and World Masters championships. At Teachers College she earned a master's in therapeutic recreation for the aging and a doctorate in gerontology, creating a modified progressive swimming program for adults as her thesis (which is still in print, as *Swimming for Total Fitness*). Her many books, articles and DVDs are available through her website, GlobalAquatics.com.

Katz has been honored with Coach of the Year and Distinguished Teaching awards from City University of New York and John Jay. At the 2000 Sydney Olympics, she received a Certificate of Merit from the International Olympic Committee organization FINA, and this past summer the President's Council on Fitness, Sports & Nutrition gave her its Lifetime Achievement Award.

"It's just so meaningful to see this field of work being appreciated," Katz says. She's more committed than ever to passing on her father's legacy. "It feels great to be doing something from the heart and benefiting so many others in the process." — **KELSEY ROGALEWICZ**

NEW WAVE

"It feels great to be doing something from the heart and benefiting so many others in the process."

Jane Katz

(CONTINUED FROM PAGE 55)

national Learning Award from the State University of New York (SUNY) to participate in a cohort whose members developed and taught international online classes. Dobry taught her class, Global Wine Marketing, with a professor of viticulture from Hungary's Kecskemet College. Dobry also received a SUNY Chancellor's Award for Internationalization for her proposal to bring students to Hungary to learn about film and television and to attend an International Animated Film Festival.

[SCIENCE EDUCATION]

Angela Kelly (Ph.D. '06), Associate Director of Science Education at Stony Brook University, is redesigning a collaborative undergraduate physics classroom in the Studio Physics model.

Organization & Leadership

EDUCATIONAL ADMINISTRATION
Danielle Moss Lee (Ed.D.

'06, M.E. '99, M.A. '95), Chief Executive Officer of the YWCA of the City of New York, was named to the 25 Influential Black Women in Business Class of 2015 by

The Network Journal.

EDUCATION LEADERSHIP
Alfred "Rik" F. Dugan III (M.A. '04) was appointed the second headmaster of the



"I am grateful for the training and leadership skills I learned at TC. They serve me well in managing the schools I oversee in the field of TESOL. I am very proud to be a graduate of TC and to make the College a part of my estate plans."

— *Charo Uceda*

M.A., Applied Linguistics, Teachers College, Columbia University
M.A., Educational Technologies, Harvard University - Ext. School
Co-founder & Chief Academic Director, Uceda School
President's Advisory Council member
Grace Dodge Society member since 2014

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



Princeton Academy of the Sacred Heart.

HIGHER EDUCATION

Belinda Miles (Ed.D. '04, M.A. '88) was named President of Westchester Community College.

Dorothy Miller (Ed.D. '91), Professor of English & Humanities at Harford Community College, was named the 2015 Professional Woman of the Year by the National Association of Professional Women.

INQUIRY IN EDUCATIONAL ADMINISTRATIVE PRACTICE

Paul Fried (Ed.D. '93) was named Superintendent of Schools for White Plains, New York, to begin July 1, 2015.

NURSE EXECUTIVE ROLE

Robin Goodrich (Ed.D. '12), former Adjunct Assistant Professor of Nursing at Teachers College, heads the new Chamberlain College of Nursing campus in North Brunswick, New Jersey.

STUDENT PERSONNEL ADMINISTRATION

Karennan Carty (M.A. '92) was named Vice President of Academics & Chief Academic Officer of Monroe College.

Mathematics,
Science &
Technology

INSTRUCTIONAL TECH & MEDIA

Daniel Hoffman (Ed.D. '13, M.E. '12), Assistant Professor in the Department of Curriculum and Instruction at the University of Illinois at

Urbana-Champaign, and two departmental colleagues have received more than \$1 million from the National Science Foundation for a four-year research project that will examine how body movement supports student reasoning about critical science concepts possessing unseen structures and unobservable molecular interactions. Hoffman's role is to work on the design of motion-sensing input controls.

SCIENCE EDUCATION

Angela Kelly (Ph.D. '06, M.E. '07, M.Phil. '05, M.A. '00) is Associate Professor of Physics and Associate Director of Science Education at Stony Brook University in New York. Her recent research involves her continuing work with the Bronx Institute, where she has taught physics and chemistry to urban high school students for the past six years. She is also redesigning an undergraduate physics classroom in the Studio Physics model, where students work collaboratively and attend lecture, laboratory and recitation in the same setting. Kelly served as a TC adjunct instructor for six years.

SECONDARY SCHOOL SCIENCE EDUCATION

Chin-Chung Tsai (Ed.D. '96, M.S. '96) is the youngest recipient of the National Chair Professorship at the Graduate Institute of Digital Learning and Education, National Taiwan University of Science and Technology, the highest award in Taiwan recognizing the academic contributions of a researcher.



[ALUMNI FOCUS]

The Hidden Curriculum

Willie C. Robinson made career decisions based on elders' advice. He's been passing it on ever since

In 1964, **Willie C. Robinson** weighed becoming a Yale University admissions officer. Robinson's great-grandfather, a freed slave, was North Carolina's largest black landowner; his grandfather, a multiple business owner, left land to 16 children. Robinson envisioned running a historically black university. Yale, which dispatched tutors to ghettos, felt wrong. "An older black community leader told me Yale would help me realize my ambitions," Robinson recalls. "That's the hidden curriculum — someone trusting your values and goals."

At Yale, Robinson saw Martin Luther King Jr. honored, women gain admission, leaders denounce the Vietnam War and debate over the local trial of Black Panther Bobby Seale. He became President Kingman Brewster's special assistant while studying higher and adult education at Teachers College.

In 1977, Robinson became President of Florida Memorial University, known for graduating African-American educators. He served in leadership roles with Miami's Chamber of Commerce and on Eastern Airlines' and other companies' boards; cultivated black churches and the Cuban-American community; and helped create the statewide Black Ph.D. Students program. He retired as President Emeritus having increased enrollment 650 percent and created a congressionally supported Aviation Flight Academy Training Program.

In "retirement," Robinson bought the first black-owned Denny's restaurants in five southern states and now owns restaurant services at Miami International Airport. He's writing his family's history and endowing a scholarship in his grandfathers' names at his alma mater, North Carolina A&T University. "I worked hard to validate people's trust," Robinson says. "Now I hope others will benefit." — **SIDDHARTHA MITTER**

In Memoriam

[ADVOCATE FOR THE ARTS]

Irene Dalis



Mezzo-soprano **Irene Dalis**, a Metropolitan Opera star who later focused on advancing young singers' careers, died in December at 89. ■ The daughter of Italian immigrants, Dalis planned to teach. While earning her TC master's degree, however, she studied with mezzo-soprano Edyth Walker and then in Italy on a Fulbright scholarship. In 1953 she debuted as Princess Eboli in Verdi's "Don Carlo" in Oldenburg, Germany. In 1957, she reprised the role in a Met debut *The New York Times* called "one of the most exciting of the season." ■ Dalis subsequently performed with the biggest stars of her era. She founded Opera San José in 1984 to

give young performers a chance to sing in leading roles.

[FORMER TC TRUSTEE]

Douglas Williams



Douglas Williams, former Vice Chair of TC's Board of Trustees, died in October at 96. A longtime business leader associated with Goodbody & Co. and Legg Mason Wood Walker, and a U.S. Army 1st Lieutenant during World War II, Williams served for 25 years as a TC Trustee, receiving the College's John Dewey Medal in 1996. He chaired the Board's planning committee, repeatedly calling for higher fundraising goals and, with his wife, Priscilla, supported a professorship and TC's library.

[NURSING EDUCATOR]

Barbara Barnum



Nurse educator **Barbara Stevens Barnum**, who served as Director of TC's Division of Health Services, Sciences and Education and Professor of Nursing at Columbia School of Nursing, died in October at age 77. ■ Barnum held nursing directorships at the University of Illinois and the University of Chicago and also taught at New York University. Her books include *The Nurse as Executive* (1980) and *Spirituality in Nursing: The Challenges of Complexity* (2010). Later in her career she explored the concept of past life regression, wrote fiction on the paranormal and lectured on brain physiology.

[ALUMNI FOCUS]

A Strong Partner to a TC Icon

Charlotte Cremin "destarchified" TC and the role of presidential spouse

Charlotte Cremin (M.A. '75), the wife of the late education historian and Teachers College President Lawrence Cremin (Ph.D. '49) and the daughter of 40-year faculty member Robert Bruce Raup (Ph.D. '26), died in November at 81.

A self-described "irreverent spirit," Charlotte Cremin sought to "destarchify" an institution that was both counter-cultural and tradition-bound. She taught middle-school mathematics when "faculty wife" was still a ubiquitous term, yet also embraced and redefined the role of presidential help-mate.

"Charlotte knew her own mind and followed her own dictates," said Ellen Condliffe Lagemann (Ph.D. '78, M.A. '68), Levy Institute Research Professor at Bard College. "Yet she did not think of herself as a feminist. She wanted to be called

'Mrs.' rather than 'Ms.' She loved being a wife and mother and was extremely proud of her children, Jody and David."

Typically, the Cremin children greeted guests at formal dinners, and their mother prepared a course or dessert — including bûche de Noël, a rolled-up Yule log that took a week in the making. "After dinner, Larry often played the piano," Lagemann said.

Charlotte Cremin grew up in the College's Seth Low apartments and attended TC's Horace Mann and Horace Mann-Lincoln schools. Amid a family of academics, she spoke of "bumping along" as a Barnard music major in the wake of "two



rather brilliant older sisters." Nevertheless, she was a lifelong crossword puzzle enthusiast who held her own in national competitions. She earned a TC master's degree and taught for years at Dalton, a prestigious New York City private school.

Through it all, she assiduously preserved her own identity. As a TC student, "I made a deal with the Math Department — please don't ever mention my last name; that way I can fall on my face anonymously," she recalled. "At commencement I ran into a couple of people and said, 'I'd like you to meet my husband,' and they sort of went, 'Oh.'" — **JOE LEVINE**

[PARADIGM CHANGER]

Transforming Adult Learning

Jack Mezirow redefined a field and helped millions rediscover themselves

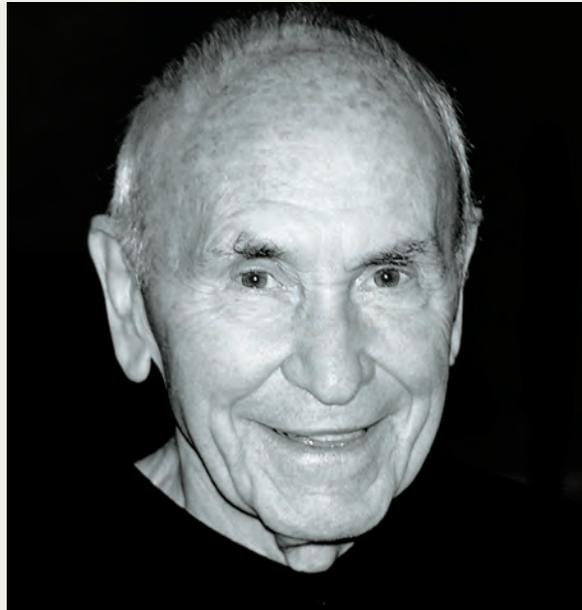
Teachers College emeritus professor **Jack Mezirow**, a former international community development consultant whose paradigm-changing theory of adult learning was partly inspired by watching his wife return to graduate school in middle age, died in September 2014 at age 91.

At a time when adult learning focused primarily on the mastery of basic skills, Mezirow's theory of transformative learning addressed what its author described as "a critical dimension of learning in adulthood that enables us to recognize and reassess the structure of assumptions and expectations which frame our thinking, feeling and acting." The theory has triggered change on fronts ranging from social activism to graduate and adult education, to human resources development. It also was the basis for AEGIS (Adult Education Guided Intensive Study), the unique doctoral program in adult learning founded by Mezirow at TC in 1982 and since replicated worldwide.

Mezirow's own transformative moment came in the early 1970s when his wife, Edee, enrolled at Sarah Lawrence College to complete her undergraduate education. Edee Mezirow (who passed away in July 2014) went on to serve as Director of Development for both the Alvin Ailey and Martha Graham dance companies and New York City's project to renovate Times Square. Inspired by her experience, her husband undertook a massive study of women returning to community colleges, determining that most had undergone "a personal transformation" that culminated in "building competence and self-confidence in new roles and relationships."

First published in 1978, Mezirow's theory met with instant acclaim and subsequent ongoing criticism — a fate that suited its author just fine.

"Jack always said you've got to have



TRIGGERING CHANGE

Mezirow's theory addressed, "a critical dimension of learning in adulthood that enables us to recognize and reassess the structure of assumptions and expectations which frame our thinking, feeling and acting."

disciples who extend your ideas and critics who attack them, so the theory continues to evolve," recalled **Lyle Yorks** (Ed.D. '95), current Director of the AEGIS program.

"There was a feeling in some quarters that adult education was being bought out by capitalism," said **Victoria Marsick**, Professor of Education and Co-Director of TC's J.M. Huber Institute, who helped Mezirow gather data for his study of college reentry. "But Jack was very much a social activist, and he took a stand that adults need to put forward social justice."

Mezirow's many books, which include *Transformative Learning in Practice* (2009, with

Edward Taylor) and *Fostering Critical Reflection in Adulthood* (1990), continue to be widely read. Yet perhaps the ultimate confirmation of his wide-ranging impact was expressed during a panel discussion on his work at TC's Academic Festival in April 2015.

"We look at the power of perspective transformation when someone gets a terminal diagnosis," said **Gwendolyn Kaltoft** (Ed.D. '90), Director of Quality/Compliance at Yolo Hospice in Davis, California. "Because they're being asked to let go and make the ultimate transformation into some unknown space."

— **JOE LEVINE**

The Jack & Edee Mezirow Fund

The Professor Jack & Edee Mezirow Endowed Scholarship in the Adult Learning and Leadership/Adult Education Guided Intensive Study (AEGIS) program has been provided by the estates of both Jack and Edee Mezirow and their son, Andy. It initially targets creating a \$50,000 fund for scholarship assistance for students in need.

To make a gift write to: Teachers College, 525 West 120th Street, Box 306, New York, NY 10027, Attn: Jack & Edee Mezirow Fund, or visit tc.edu/MezirowFund

Future Leaders

[THE LAST WORD: TC STUDENT VOICES]

WHY I WENT BACK TO SCHOOL



TWO DECADES OF MELDING politics and public policy have helped me understand how the constraints of legislatures and bureaucracies shape policy and how constituencies set agendas to push policy preferences. So why am I pursuing doctoral studies in politics and education?

My answer: For rigorous training by Teachers College to properly evaluate the interconnections among scholarship, political engagement and policy outcomes, locally and nationally.

Case in point: the politics around school choice and the Common Core State Standards.

In New York, Mayor de Blasio's refusal to co-locate a few charter schools exacerbated his rift with Governor

Cuomo, who supports charters. The resulting media maelstrom further polarized the two leaders.

In New Jersey, State Assembly Member Mila Jasey, a long-time charter supporter, has been redistricted to represent wealthy suburban voters who oppose charter schools in their neighborhoods. She co-sponsored a bill to place a three-year moratorium on charter approvals and expansions.

In New Orleans, 90 percent of students attend charters. Speaking for many critics, scholar Kristen Buras wrote that "the city's public schools [became] a playground for outsiders — only instead of spending money, education entrepreneurs would pocket it." The new superintendent wants to return schools

to local control after 10 years under state governance. Have charters created student achievement gains that merit such a move, or are organized labor and others paring down charter hegemony?

Meanwhile Hillary Clinton navigates the influence of the same wealthy, conservative donors that influenced President Obama's education agenda. Yet among her closest allies is AFT President Randi Weingarten, a staunch opponent of Wall Street money in schools. Jeb Bush, a strong Common Core supporter in Florida,

courts voters who have wearied of the new standards.

NO SILVER BULLET

"Understanding this mix of politics, money and history requires the cross-disciplinary expertise that Teachers College provides."

—Basil Smikle

Understanding this mix of politics, money and history requires the cross-disciplinary expertise that TC provides. Professors who have spent decades studying the charter school movement, high-stakes testing and teacher quality can explain why

approaches help one population and fail another. They look beyond correlations to determine cause-and-effect relationships.

Institutions like TC stand as a powerful corrective to the public's impatience to find a silver bullet to "fix" education. From my perspective, then, going back to school was necessary and warranted. —BASIL SMIKLE



Basil Smikle, a Ph.D. student in TC's Department of Education Policy & Social Analysis, is Executive Director of the New York State Democratic Party

TWO AGAINST TABOO

Dalal and Alaa Alhomaizi are making mental health public in Kuwait

All societies stigmatize mental health issues. However, in many developing countries, people with mental illness also worry about shaming their families. For example, in Kuwait, a collectivist society, family members with autism, schizophrenia and other disorders often live in secrecy. ■ Yet family members also unconditionally support each other. Consider **Dalal and Alaa Alhomaizi**, Kuwaiti twin sisters who braved community disapproval to study psychology at Boston's Northeastern University. The twins worked as research assistants at the Chester M. Pierce Global Psychiatry Department at Massachusetts General Hospital and began conducting their own studies. They also launched Standing for Psychological and Education Awareness in Kuwait (SPEAK), a culturally competent, evidence-based anti-stigma campaign to legitimize the mental health field and strengthen rights for people with mental illness. ■ As TC clinical psychology master's degree students mentored by global health authority Lena Verdeli, the Alhomaizi sisters, who graduated in May, continued to lead SPEAK, making numerous public presentations in the United States and Kuwait. They have given a TEDx talk and raised nearly \$300,000 to stage a major conference with the Kuwaiti Ministry of Health. ■ "We each have our own work, but we're better as a team," says Alaa, and Dalal adds "we wish we'd been quintuplets — then we'd have more people working on this." — **JOE LEVINE**



THE FUTURE *of* Our Fields

Spotlighting students who will extend TC's legacy



{ THE OFFICE CORNER }

PHOTOGRAPH: DEBORAH FEINGOLD

A Place to Hang His Hat

■ The statue wearing **George Bonanno's** dusty straw hat isn't visible here, but Bonanno, who studies emotional resilience, has made 426 Horace Mann home. It's also a time capsule of his career, with his mementos from riding railroad boxcars, sketches of Charlie Parker and Frank Zappa (Bonanno plays flute), and Chinese antiquities (he admires Eastern cultures). Marcello, a plastic skull, displays the muscle that governs frowning. There are books: *The Emperor of All Maladies*; *Why Zebras Don't Get Ulcers*. So if the doctor is in, pull up a reconstituted chair and stay a while.