

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

Award
Winner

Volume XVII, No. 2 • New York City • NOVEMBER/DECEMBER 2011
CUTTING EDGE NEWS FOR ALL THE PEOPLE

www.EDUCATIONUPDATE.com



**EXCLUSIVE INTERVIEW
SEE PAGE 17**

DR. JOHN KING JR.
NYS COMMISSIONER OF EDUCATION

COLLEGE PRESIDENTS SHARE THEIR VIEWS

Making Education A Top PriorityBy PRESIDENT JENNIFER RAAB,
HUNTER COLLEGE

Make your education your top priority. This is a particularly important message to share at Hunter College, where we do not have a traditional residential campus. The great majority of Hunter students have jobs. They didn't just work hard to get into Hunter; they work hard to actually get here, coming from all over New York, New Jersey, and beyond to attend classes between work shifts and family obligations. But what makes Hunter different is also what makes it special. Hunter students are part of a vibrant community where no one takes his or her education for granted. We want them to know that our job as administrators, deans, professors and advisers is to give them every chance to succeed. No student should have to drop out because of financial difficulties or because they feel they are falling behind. We encourage all our students to inquire about scholarship and advising opportunities, whether they believe they are eligible or not; we work

hard to make these opportunities available to as many students as possible.

We also strongly encourage every student to get to know the people who will inspire them to discover their futures, starting with their professors. Here's a valuable statistic — one of the best indicators of success in college is how often a student goes to professors' office hours and requests one-on-one guidance and discussion.

Finally, we urge our students to remember that the future is in their hands. Now is the time to explore new interests and develop new passions. Hunter students can study anything from computer science and Caribbean studies, to French, physics, philosophy, and film. Take that class you've always wanted to take, or even the one you never heard of until you opened the catalog. Take a risk. You never know — it could change your life. #

**The New Community College at CUNY Prepares to Open**

By PRESIDENT SCOTT EVENBECK

The New Community College at CUNY is scheduled to open with its first class of 500 students in the summer of 2012 at 50 West 40th Street in midtown Manhattan, a wonderful location overlooking scenic Bryant Park. It is the first new community college the University has established in more than four decades, and it will be CUNY's second community college in Manhattan.

The New Community College (NCC) is committed to rethinking associate degree education in an environment that nurtures student success, and those of us who are working to build this new institution are mindful of the rare opportunity and extraordinary responsibility we have to do it right. Based on extensive research, the

new college will integrate excellence in teaching, pro-active and responsive student supports and community partnerships.

Our primary objective is to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner. We offer a clearly defined educational pathway beginning with a required summer bridge program and continuing through a first-year integrated core curriculum with inquiry-based projects related to issues relevant to New York City. Initially it will offer six academically rigorous, multidisciplinary programs. *continued on page 30*

LETTERS TO
THE EDITOR

LONDON, UK

**A Memorable Visit to Lafayette, Louisiana
To the Editor:**

Your article has captured Bob [Rauschenberg] as what he was to me: the most open, approachable, generous and friendly person one could wish ever to meet. I met him in the street in 1964 in front of Sadlers Wells dance theatre. I had arrived after an eight hour drive through the night to pick up my tickets for the Merce show opening that evening. Bob walked around the corner and I called to him. He was looking for 'props' in the street for use in the scenography of the performance. We talked at length and he invited me backstage and again to the last performance where we met backstage. Later he invited me to join him on the plane back to New York. This willingness to help young artists (I was 18 at the time) was to be observed throughout his life. A great artist and equal man.

Jake Morton

WALNUT, CA

**Dr. Diana Meehan, Founder, Archer School
for Girls****To the Editor:**

Diana Meehan was a teacher at our high school, San Lorenzo High in San Lorenzo, California in 1968. She was an amazing person back then. It's wonderful to see what she's become.

Suzanne Lewis

PALM HARBOR, FLORIDA

**Young Writers - Hurricanes / I Am A Soccer Ball
To the Editor:**

Wonderful! I am amazed at the young minds!
Deodatta Bendre

NEW YORK, NY

**Prison College Programs Unlock the Keys to
Human Potential****To the Editor:**

There's something wrong about convicts receiving degrees when law abiding citizens can't because we need every penny to support a family. Should we recommend our kids get in trouble so they qualify for an education?

L. Rush

EDUCATION UPDATE

MAILING ADDRESS:

695 Park Avenue, Ste. E1509, NY, NY 10065
Email: ednews1@aol.com www.EducationUpdate.com
Tel: 212-650-3552 Fax: 212-410-0591

PUBLISHERS:

Pola Rosen, Ed.D., Adam Sugerman, M.A.

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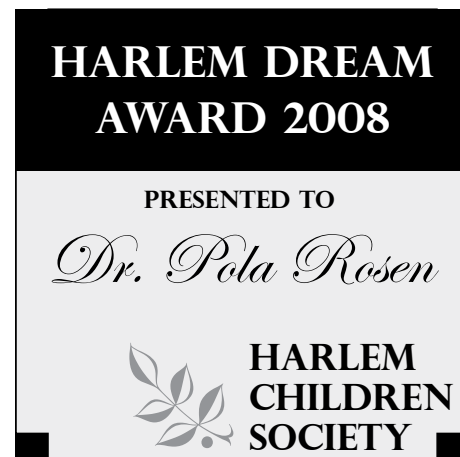
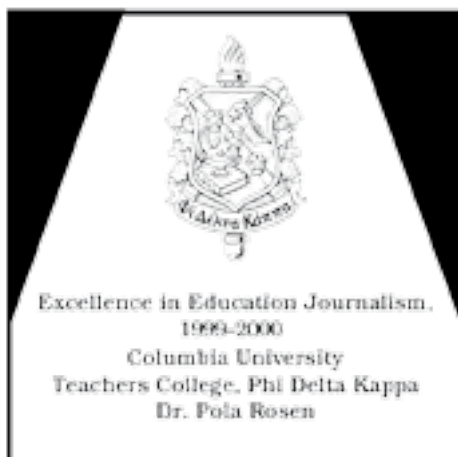
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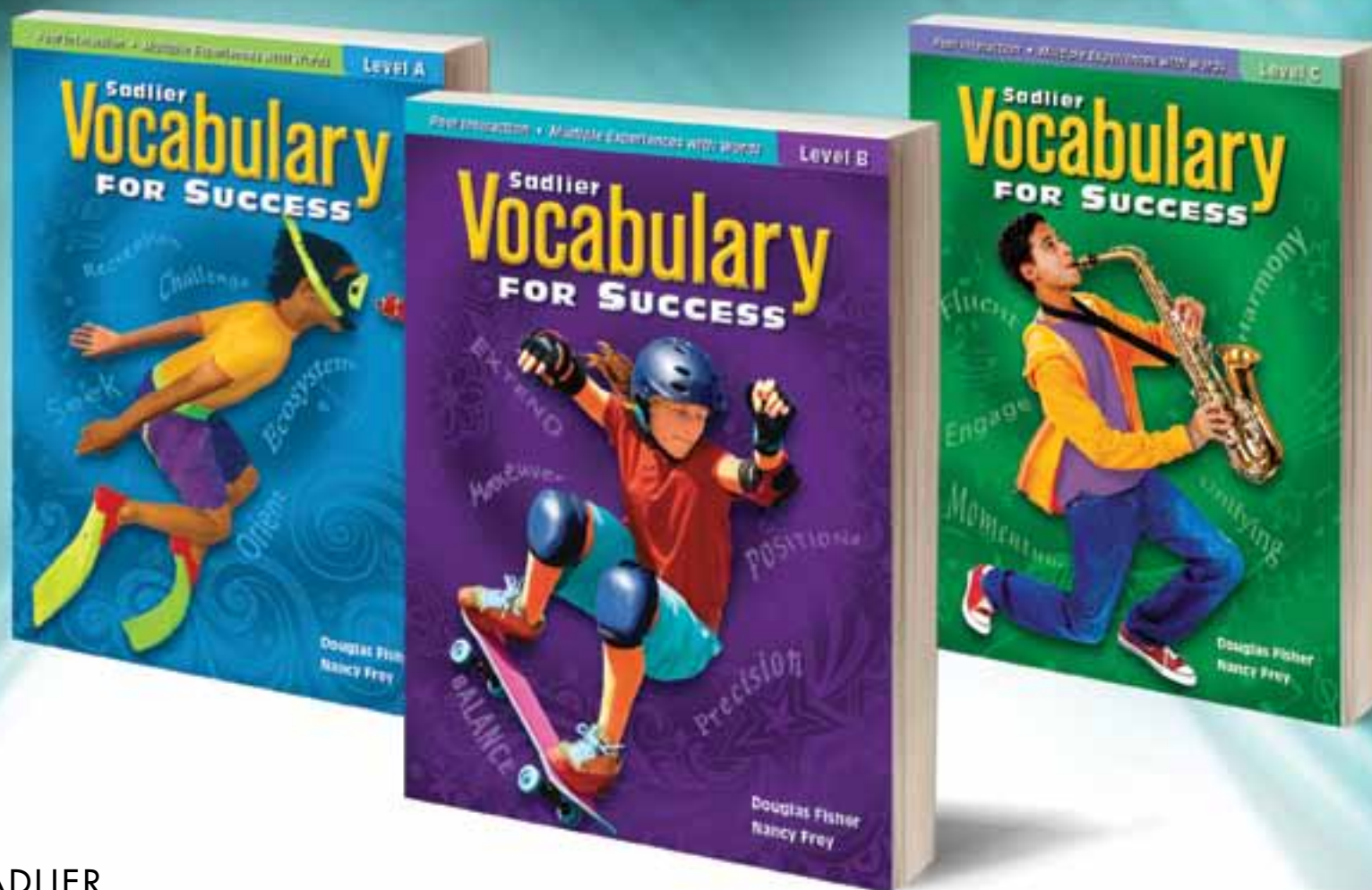
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GILDER LEHRMAN INSTITUTE

STACY HOEFLICH: HISTORY TEACHER OF THE YEAR 2011



Founder Richard Gilder & Teacher of the Year Stacy Hoeflich

By ELISE GRACE, JENNIFER MACGREGOR AND MARISSA SCHAIN

Recently, the History Channel, the Gilder Lehrman Institute of American History, and Preserve America sponsored the National History Teacher of the Year 2011 awards ceremony at the Frederick Douglass Academy in New York. Founder of the Gilder Lehrman Institute, Richard Gilder, was in attendance throughout the event. The award honors outstanding teachers of U.S. history across the nation. Stacy Hoeflich, a fourth-grade history teacher at John Adams Elementary School in Alexandria, Va., won this year's top prize.

"Great teachers don't just teach history — they shape our futures," Mayor Michael Bloomberg remarked in his introduction of Hoeflich. He said that there's a big difference between reading something in a history book and truly understanding history and having it brought to life — as great teachers, like Hoeflich — do for their students.

James Basker, the president of the Gilder Lehrman Institute, lauded the Frederick Douglass Academy as a shining example of a school that embraces U.S. history. According to Basker, 88 percent of the students who are eligible to take the AP exam in U.S. history score 3 or higher, and more than 90 percent go on to college.

Dr. Libby O'Connell, senior vice president of corporate outreach and chief historian at the History Channel, was impressed by Hoeflich, who after taking a course about the life of Wolfgang Amadeus Mozart, used that newly acquired knowledge to guide her students to write, produce and perform three operas on George Mason, Thomas Jefferson and Virginia's Indians.

Hoeflich "stands on the shoulders of those educators who enliven the past and bring history to life. It's important to explore and enjoy our heritages," said Clement Price, a professor of history at Rutgers University.

Hoeflich reflected on her experiences with



Hoeflich students Alan Hernandez and Rebecca Tilahun honor their teacher with Dr. James Basker and Mayor Michael Bloomberg

Watch the live VIDEO coverage of the awards ceremony at:

EDUCATIONUPDATE.com

her junior-year high school history teacher, who imbued her with a love of the subject. She said that winning this award has fulfilled a dream she had to be as good of a history teacher as her mentor. This teacher inspired Hoeflich to take her own students on field trips, such as one to Jamestown, Va., to see and feel history.

Hoeflich challenges her students by using primary sources in the classroom to engage them in "real historical discourse," even though they are only 9 and 10 years old.

Previous winners who were in attendance included Tim Bailey, the 2009 winner, who teaches eighth-grade U.S. history at Northwest Middle School in Salt Lake City, Utah. He feels teaching students their rights and responsibilities as citizens of this country is vitally important. "Understanding where we came from will help create a sense of where we're going," he said.

Louise Mirrer, the president and CEO of the New-York Historical Society, applauds the way that the History Teacher of the Year award puts a spotlight on history and history teachers, and believes the awards contribute to making a positive difference in the way history is perceived.

Finalists are chosen in each of the 50 states, Washington, D.C., U.S. Territories, and Department of Defense schools. Each state honoree earns \$1,000 and a collection of books and resources from Gilder Lehrman and the History Channel. From the state finalists, judges select a national winner who is honored for his or her commitment to the study and love of U.S. history and dedication to sharing this knowledge and passion with students. #

Watch the live coverage of the award ceremony at EducationUpdate.com

MIT President Susan Hockfield Applauds 250 High School

Women in Math

FIRST PRIZE OF \$25,000 GOES TO 10TH GRADER



(L-R) Prof. Shafi Goldwasser, Dr. Arum Alagappan, Winner Victoria Xia

By LYDIA LIEBMAN

MIT, Boston: The world of math and arithmetic is sometimes considered to be a male-dominated field. In a world where men and boys are given the most credit for their mathematical accomplishments, the Advantage Testing Foundations' Math Prize for Girls is a welcome change. The Math Prize for Girls is a competition open to junior high school and high school women across the country who excel in math and science.

Recently, the Math Prize for Girls celebrated its third year at MIT. The competition lasts an entire day while the girls conquer a multitude of written tests. Over the course of the day, the 250 competitors dwindle down to 10 finalists. Those 10 finalists are then honored at the award ceremony at the Kresge Auditorium on campus.

During the award ceremony, past winners were recognized and many speakers shared their wisdom with the audience. Dr. Susan Hockfield, president of MIT, gave encouraging statistics to the competitors. "I am here to tell you two things," Hockfield announced, "first, you are not alone. There are many people in the world who care intensely about math and science and engineering, even if there may not be lots of them at your high school." She went on to explain that 45 percent of the current MIT student body consists of young women. Eighty-five percent of those women will major in math at MIT. The girls in the audience smiled at those statistics.

Other speakers included Dr. Tom Leighton, the co-founder of Akamai Technologies, Luyi Zhang, a current MIT freshman and the keynote speaker Dr. Shafi Goldwasser, a computer science professor at MIT. Each speaker had supportive and enlightening advice to share with



MIT President Susan Hockfield

the young competitors.

The award ceremony commenced with the final 10 contestants in a difficult tie. After three mind-bending math questions, the final winners were determined. The first prize, a check for \$25,000, was handed to 10th grader Victoria Xia of Vienna, Virginia. Tenth grader Julia Huang and 9th grader Danielle Wang each received \$7,500 for winning second and third place, respectively. Wang was the first-place winner in the previous year.

The Math Prize for Girls is a special competition for its contestants and winners. Elizabeth Shen, a high school senior from Charlotte, N.C., said, "In the world of mathematics competitions most of the dominant people are boys ... and I think that's because in society it's more appropriate for boys to be involved in math and

science. But this competition allows girls and women to shine."

Another contestant, Melody Guan from Toronto, competes regularly in math competitions. She describes the female atmosphere as being a supportive environment. "It's very special and unique and extremely encouraging to be in an environment where the contestants are all girls. Also, it's easier to make friends because you share a common language. It's nice to make a network of girl mathletes," she said. Following high school, the two seniors intend to study a math-related field at either MIT or Harvard.

Hockfield summed up in her final statement the power of this competition: "The math skills each of you is building now will allow you to live a life beyond that of spectators and consumers," she explained. "You can be the creators and inventors and problem-solvers of our future, and I can guarantee that there is nothing more exhilarating." #

"You can be the creators and inventors and problem-solvers of our future, and I can guarantee that there is nothing more exhilarating."

—MIT President Susan Hockfield

NOVEMBER IS CUNY MONTH

Open houses, admissions and financial aid workshops, lectures, museum exhibits, sports tournaments, book talks and panel discussions with world-class faculty, achieving students and honored guests visit www.cuny.edu/cunymonth

A celebration of the people and programs that enrich every part of the University.
— Chancellor Matthew Goldstein



**NOV. 7
AN EVENING
WITH ART
SPIEGELMAN**

Author of
"MetaMaus"
Baruch College
6 P.M.



**NOV. 16
MARTINA
ARROYO**
Master Class
Hunter
College
7:30 P.M.
\$5-\$12,
Free with
Hunter ID



**NOV. 19
Gilberto "Pulpo" Colon Jr.
SALSA CONCERT**
Hostos Community
College
7 P.M.
Free with ticket

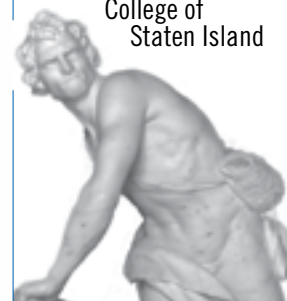
**ALL MONTH
YEAR OF TURKEY
EXHIBIT**

Queens College
9 A.M. - 8 P.M.

**ALL MONTH
DUALITY:
STONEWARE &
BRONZE**
Life-size ceramics
by Chinese artist
Wenzhi Zhang
Queensborough
Community
College

**ALL MONTH
Donatello, Michelangelo,
and Bernini:
THE PHOTOGRAPHS
OF RALPH
LIEBERMAN**

College of
Staten Island



**NOV. 9
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A new American opera
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Criminal Justice
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\$30-\$12

**NOV. 17
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College of Staten Island
Observatory
7:30 P.M.

**NOV. 13
Broadway Close-up
"NOEL AND COLE
IN LOVE"**

Kingsbor-
ough
Community
College
3 P.M. -
\$25

**NOV. 18
3rd Annual
JAZZ FESTIVAL**
Lehman College
10 A.M.-4 P.M. &
7:30 P.M.



Jazz



Anita
Hill

**NOV. 29
SHIRLEY
CHISHOLM DAY**
Professor Anita Hill
Brooklyn College
11 A.M.



Wenzhi
Zhang

**NOV. 3
CUNY GRADUATE
PROGRAMS FAIR**

Baruch College
Newman Vertical
Campus
3 P.M.-7 P.M.

**NOV. 15
CUNY COLLEGE
FAIR FOR
VETERANS**

Borough of Manhattan
Communi-
ty
College
3 P.M.-
7 P.M.



(Call in advance of attending all events to confirm date/time details and whether registration is necessary.)



More CUNY Award Winners Than Ever!



For a complete listing of Open Houses at all CUNY colleges and details on hundreds of other events during CUNY Month, VISIT WWW.CUNY.EDU/CUNYMONTH



Occupy Wall Street: Voices of the Students



Zachary Seng



Brandon Close



Hope Dickens

By ELISE GRACE & DR. POLA ROSEN

Occupy Wall Street's protesters have been unstoppable in voicing their opinions for a little over a month now. Most of them have been living in Zuccotti Park in downtown Manhattan, just steps from Wall Street. Education Update paid a personal visit to interview students and recent college graduates to get their perspectives and personal stories. Here are their voices.

Hope Dickens graduated from the University of North Texas with a bachelor's degree in photography and moved to Chicago to start her job search two years ago. She applied for over 150 jobs with not one call back. She ended her search with a bartending job that barely paid the bills for the 18 months that she lived in Chicago. She now has a job at the Judd Foundation in Marfa, Texas, yet is staying in New York for another week to speak up for the people that are in the desperate state she was in not so long ago.

Brandon Close holds a bachelor's degree in business administration and public policy from Pennsylvania College of Technology and is now a first-year graduate student at New York's John Jay College. He needs a job but can't even get one at McDonald's because they claim he is over-qualified. The best job he could land was 250 hours in annual work at John Jay to pay off some of his loans. Close would love a job in research but would take anything. He lives in modest housing in Bedford-Stuyvesant, Brooklyn, and has filed 100 applications that haven't yielded any results. He is not optimistic at his prospects.

Zachary Seng was sitting on a wall in the midst of all the protestors, sketching. He came to lend his support from Lehigh Carbon Community College, where he is in his third



Columbia University Band

Watch the Columbia University
Marching Band at OWS at:
EDUCATIONUPDATE.com

year. His aspiration is to be an artist but he is also taking business courses with the astute observation that art alone is not enough. "You have to be able to market your work," he said.

Suddenly, the Columbia University Marching Band appeared, singing and playing through the crowds with a brisk step, their voices and instruments reverberating throughout the crowd of hundreds that were there. Clearly, they were making a statement that the ivy students are supporting the OWS participants (see the video at www.educationupdate.com).

These students represent the thousands around our nation who deserve a chance to be part of the workforce. Occupy Wall Street protesters are people with real problems that deserve to be heard. #

Art by Zachary Seng at OWS



The Young Women's Leadership Schools: First Sugar-Free Public School In NYC

More than 1,500 students and teachers from the Young Women's Leadership Schools took the Sugar-Free One Week challenge and pledged to give up sugar-sweetened beverages. Based on participation, 120 students will be chosen to attend a sugar-free Dance Celebration with Earn N Burn, the world's largest fitness game that was developed in order to promote physical fitness, teamwork, health education and community service within schools.

Students at The Young Women's Leadership Schools in Astoria, Queens, pledged to give up sugar-sweetened beverages, such as soda, juice, and other sugary drinks, for a week. Students who participate can earn the chance to celebrate with a high-energy and healthy Earn N Burn Dance Party with Energy Up!

American children consume over 180 pounds of sugar per year. Sugar is at the root of a host of problems from decreased academic achievement to obesity and diabetes. In an effort to promote both a healthy mind and a healthy body, The Young Women's Leadership School of Astoria is the first New York City public school to go sugar-free. Students in all TYWLS locations will take a one-week pledge to avoid sugar-sweetened beverages.

Young Women's Leadership Network supports two life-changing programs that empower low-income youth to break the cycle of pov-



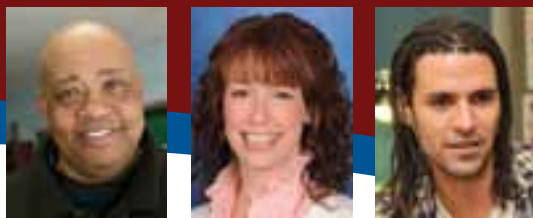
Ann Tisch

erty through education: The Young Women's Leadership Schools, a high-performing network of all-girls public secondary schools, and CollegeBound Initiative, a comprehensive college guidance program for young women and men was founded by visionary Ann Tisch. #

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FROM THE SUPERINTENDENT'S DESK

When A Parent Needs Medical Tests, Should Children Be Told?



By DR. CAROLE HANKIN

If you find that you require medical tests or learn that you have a health condition that may keep you from your regular activities for a while, what do you tell your children?

Unfortunately, there are no simple answers, because each situation is different — and so is every child. There are, however, a few guidelines you can consider if you find yourself in this position.

Whether a parent is ill or simply requires testing to determine whether a more serious medical condition exists, children are likely to be anxious. They may not articulate their feelings, but often, children worry that a sick parent may become unable to care for them, or even die. While this is normal — since children aren't able to reason like adults — it is important for parents to be aware of what children may be expe-

riencing during times when health concerns are consuming much of their mom's and dad's time and energy.

A parent may wonder whether to wait until more information is available before telling children anything at all — and in some cases, this may be the wisest choice. The most important question you need to ask yourself is whether your child is likely to observe differences in your normal routine.

Children — even older children — need routine and consistency in order to feel comfortable, safe and protected. Well-meaning parents who wish to protect their children sometimes feel it's best not to say anything at all, hoping the child will not notice the changes. If your health concerns disrupt your normal activities in any significant way, however, your children may benefit from

continued on page 23

Dr. John J. Russell



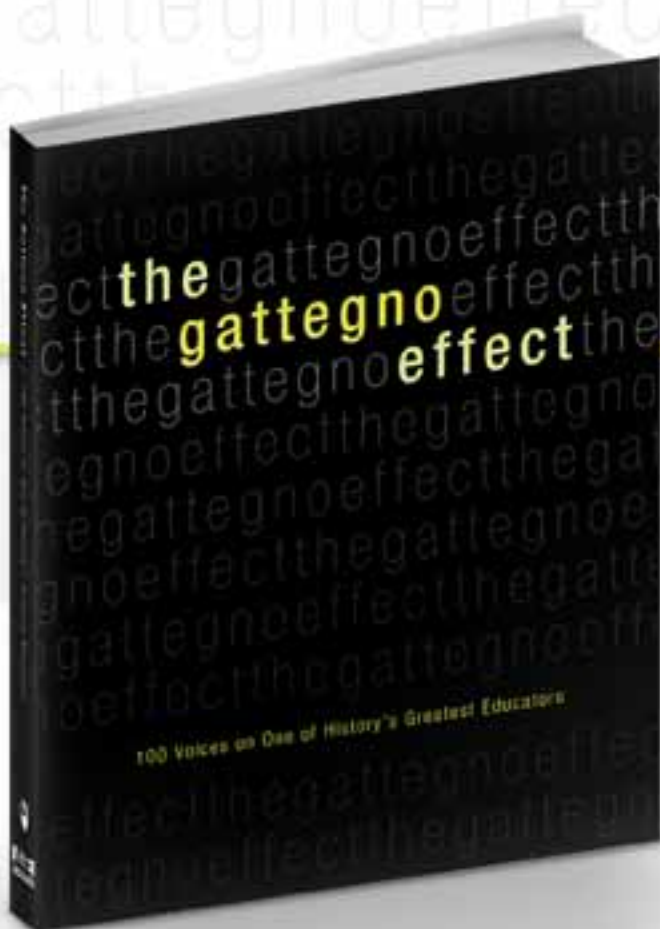
Ernest Logan



Michael Bloomberg



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— McCandlish Phillips, *The New York Times* [1970]



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CHILD MIND INSTITUTE

DR. HAROLD KOPLEWICZ AND THE CHILD MIND INSTITUTE HOST SYMPOSIUM ON PSYCHOLOGY RESEARCH

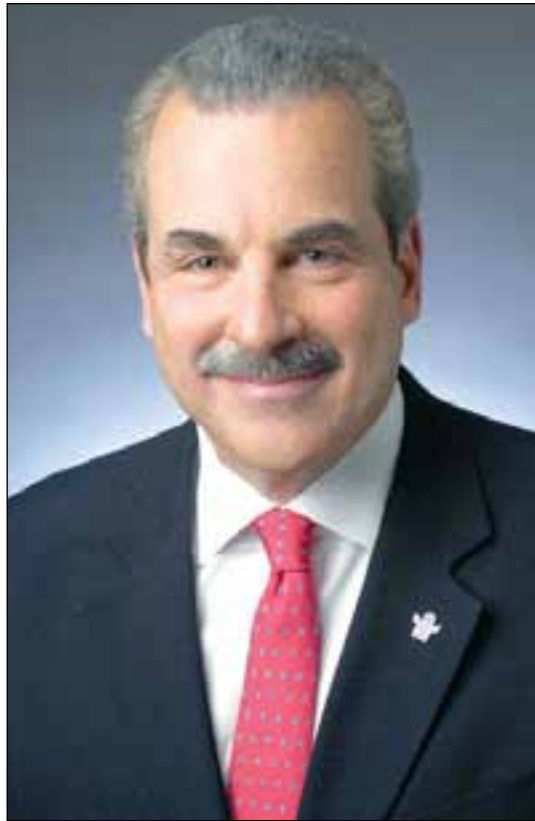
By SYBIL MAIMIN

More than 15 million children and teens in this country have diagnosable psychiatric disorders. About 50 percent of them do not get help. The Child Mind Institute, founded by Dr. Harold S. Koplewicz and Brooke Garber Neidich, is determined to transform the diagnosis and treatment of childhood psychiatric and learning disorders to family-focused approaches based on the latest clinical studies and scientific research. Committed to healthy brain development, the Institute hosted a scientific symposium recently and presented its 2011 Distinguished Scientist Awards to Dr. Jerome Kagan, the Daniel and Amy Starch Professor of Psychology Emeritus at Harvard, and Dr. Judith L. Rapoport, founder and chief of the Child Psychiatry Branch at the National Institute of Mental Health (NIMH). Celebrated as “giants” in their fields, the two doctors have produced major findings that have changed the way children’s psychiatric disorders are understood and treated.

A developmental psychologist, Kagan has shown that temperament is influenced by the interaction of genetics and environment, not just environment alone, as previously believed. A mix of family history, culture and biology shape personality. He notes that environment “determines what we worry about;” before there were schools, attention deficit hyperactivity disorder (ADHD) was not recognized. He saw the influence of biology during field work in a small indigenous village in Guatemala in 1970 where local children showed many of the same traits and exhibited similar developmental milestones in their early years as New York City youngsters. Dr. Kagan has written a book, “The Temperamental Thread: How Genes, Culture, Time and Luck Make Us Who We Are” (2010), that compares personality to a fabric woven with threads from the many aspects of our being, from both nature and nurture.

Rapoport and her clinic investigate the neurobiology and treatment of psychiatric disorders in children, including childhood-onset schizophrenia, ADHD, and obsessive-compulsive disorder. Early in her career, she decided to enter research, where she could design and conduct studies. One of her first clinical papers, produced during a fellowship at Karolinska Hospital in Stockholm, Sweden, concerned American women who came to Sweden for easy-to-obtain abortions. It was “interesting” and she realized, “I wanted the immediacy.” She has spent most of her career at NIMH, conducting “so many fascinating studies.”

One trial raises “a serious issue,” she said.



Dr. Harold Koplewicz

In a study of ADHD children and drugs, she included non-ADHD children to participate as placebos. All the children took the stimulants and all were affected. The non-ADHD participants improved their studies with better focus, reaction time, and use of vocabulary. She noted that college students sometimes take drugs such as Ritalin to enhance performance on exams. The use of drugs by adults as well as children is increasing, she said, because the effect on performance has been noticed. Rapoport has done important work on OCD, showing that the behavior is not psychological but a brain functioning disorder that can be controlled with drugs and behavior therapy. Half of the people with OCD are under age 15. The most common manifestations are obsessions with cleanliness and with punctuality. “It is important to distinguish between a disorder and a habit,” she cautions. Her book “The Boy Who Couldn’t Stop Washing: The Experience and Treatment of Obsessive-Compulsive Disorder” (1998) was the first on the subject for general readers.

Initially, both doctors were discouraged from specializing in child psychology research. Kagan was told it was “soft” and of no value because a child is simply shaped by environment. Rapoport considers her choice lucky because becoming a child psychiatrist was rare when she started, with few people interested in doing research. Much has changed, and

Koplewicz asked where the field is going. Today, development is driven by technology, explained Kagan. He hopes to see work in deep brain stimulation, brain imaging and complex analysis, and specificity in circuits. He would like methods to measure emotions that he believes would lead to important gains

in the study of the brain. The development of new pharmacological treatments has stalled, he reports. Progress in understanding and treating childhood psychiatric disorders has been impressive since Kagan and Rapoport began their careers and their findings offer a solid foundation for future work.#



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LANDMARK COLLEGE

Assistive Technologies Don't Just Bypass Learning, They Improve It

By MELISSA WETHERBY

Mainstream colleges and universities could benefit from increased use of assistive technologies for learning, but there are some educators who feel that allowing students to use assistive technology is like cheating. As someone who works at a college where these learning tools are used every day in every class, I'd like to clear up a major misconception — that using assistive technologies is akin to cheating or cutting corners. On the contrary, these tools facilitate learning, and all of us, different and “normal” learners alike, should understand what the tools can do for us.

Recently, I showed an attorney how to use Dragon Naturally Speaking (NaturallySpeaking). He was having trouble keeping up with filing all his legal briefs. Now he simply summarizes them verbally and then software types them. Problem solved.

I use Dragon when I do public speaking, so I can go back and review all my “uhs.” I also use it for e-mails and writing papers because I suffer from carpal tunnel syndrome. There are students at all colleges who struggle with poor handwriting, or dysgraphia, fluency in word processing or producing logical writing. How



Melissa Wetherby

many of them would turn in better papers if they could complete them without having to type? By the way, the home edition of Dragon costs less than \$100.

A college student who is an auditory learner at Harvard should be able to use a text-to-speech system. He or she is not trying to bypass the learning process, but rather is using a tool that caters to his or her individual learning style. Using Kurzweil 3000 assists students with decoding issues, fluency and reading rate *continued on page 18*

IMAGINE ACADEMY

STUDENTS CREATE WONDERS

By JENNIFER MACGREGOR

In a small gallery space in midtown Manhattan, visitors scrambled to get red stickers up on the wall next to their chosen piece of artwork — pieces were selling fast. In minutes, collages, paintings and photographs were flying off the walls.

The art this evening was made by students at the Imagine Academy for Autism, a small school in Brooklyn that is dedicated to helping children with Autism Spectrum disorder reach their fullest social, emotional, physical and academic potential. The work of all 21 students in the school was represented in the show, which boasted 105 pieces of framed work.

The gallery was sponsored by Bear Givers, a nonprofit organization that enables children to give teddy bears to other children in need. The goal is to empower them, said Diane Lempert, the president of Bear Givers, and the gallery is another opportunity to do just that. The galleries have a great effect on the students, the parents and the schools involved.

Lempert said that Bear Givers has been sponsoring annual fundraising art galleries for schools since 2009, and this was the first gallery exhibition for Imagine Academy. All of the proceeds from the night will benefit programs at the school.



Moshe Zito, 12 & his sister, Tzila

“It’s amazing,” Ellana Sanders, the director of mental health services, said about the gallery. “The students are overwhelmed, they’re bright eyed. I’ve never seen anything like it.” She hopes this is the first of many galleries the students and their families will be able to participate in.

“Art is a really good form of communication for our kids,” said

Faith Condon, the art therapist at Imagine, who works with the students both one-on-one and in group sessions. She lets the children take the lead when creating their art — the process is all about getting the children to communicate and explore their creative selves. She pointed out the work of Moshe Zito, a 12-year-old student who is talented in photography and enjoys taking pictures of the environment.

The principal of Imagine, Elisa Chrem, said that the event was all about making the children feel special, and for many of them this gallery was the first time they experienced being in the spotlight.

Wendy Jemal, whose son Gabriel is a student at the school, left that evening with a shopping bag full of framed artwork, including the work of her son. “I have to show his siblings what he can do,” she said. #



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A CALIFORNIA PROFESSOR WRITES ABOUT HIS OLD HS IN QUEENS

Closing Jamaica High: Inexcusable and Destructive

By DR. MARK PHILLIPS

Jamaica High School is one of New York City's Public Schools slated for closing. There have been pleas and protests. But the statistics aren't good, and the lethal combination of fiscal starvation and test score veneration have convinced the powers that be that the school should be closed.

Why should I care? I have enough problems to focus on in the schools of Marin County, California, where I now live. But as a graduate of Jamaica (Class of 1955) its closing saddens me. More importantly, as an educator, its closing infuriates me. It is a perfect example of the myopic mentality that is governing much of public education in this country today.

Jamaica High in the 1950s was a school with a student body drawn from South Jamaica, a largely lower- and lower-middle class African-American community, and from middle- and upper-middle class white communities that included Jamaica Estates, Fresh Meadows, Hollis, and Queens Village. Many of my teachers were superb and when I entered college I was far better prepared than most of my fellow undergraduates. Most colleges had the school near the top of their admissions lists, and many Jamaica graduates went to Ivy League schools and other elite colleges.

My four years at Jamaica was a rich experience, academically and socially. It was a good place to be. But while nostalgia is hardly grounds to save the school, the craziness underlying the decision to close it is.

The creation of other high schools drew middle- and upper-middle class students away from

the school. Additionally, there was a change in neighborhood demographics. The student population at Jamaica High in 2011 is almost totally lower-middle and lower class, with a large number of immigrant students.

As the classic Coleman Report noted years ago, the best predictor of test scores is the economic and social class of the student population. If the Report were to be updated, the challenges associated with second-language learners would also be a significant predictor.

So Jamaica is being closed, not because of the quality of its teaching or its programs; it is being closed because of its student population. The district's rationale is low performance but this is a transparent excuse. The district is financially strapped. School closings seem like the easiest way to save money. Test scores provide a convenient pretext.

There is institutional insanity evident in the decision making which essentially blames the students. Economic and social deprivation and the difficult challenges facing immigrant kids become a basis for punishment. Cloaked in the robe of standardized test scores, this is being increasingly accepted as normal. But the reality is that it's grossly unfair and destructive to the students, their families, and the teachers.

If this were a solitary case it would be bad enough, but schools like Jamaica are being closed all over the U.S., with the decisions being driven by precisely the same fallacious reasoning. #

Dr. Mark Phillips is Professor Emeritus of Secondary Education, San Francisco State University and an education columnist for Marin Independent Journal.

Improving New Teacher Attrition Through Associate Programs

By NICK STONE

In a 2002 symposium on "Unraveling the 'Teacher Shortage' Problem," the National Commission on Teaching and America's Future noted that debate over teacher recruitment detracts from the more pressing issue of teacher retention. Ten years later, a strong focus on recruitment persists. Teaching attracts highly qualified recent graduates. New York City public school teachers start at \$45,530, with benefits and three months off, in the worst job market for young graduates since the Great Depression. Teaching offers respect, authority and purpose to a competitive and socially conscious generation. Unfortunately, half of new teachers quit within five years, a grim number in a profession with a steep learning curve. Associate teacher programs, popular at independent schools, can alleviate attrition and maximize young teachers' effectiveness.

The NCTAF highlighted low attrition among "beginning teachers who have access to intensive mentoring by expert colleagues" and high student performance in schools with extensive faculty induction programs. Associate teacher programs, essentially apprenticeships, demonstrate why. Associates teach under the direction of a head teacher, in the head's classroom, often while pursuing or after finishing a master's degree. Independent schools employ associates as utility teachers and distribute them to where they are most useful. Associates reduce student-teacher ratios and can take responsibility for any aspect of instruction, from a lesson to an entire subject. They typically work with one class or grade-level each year, participating in every aspect of classroom life. Almost all aspire to head teaching positions. Their



sacrificing consistency. Associates connect different classrooms and grade levels by working with different head teachers during their tenure. The programs allow new teachers to join faculties without turnover among heads and schools can efficiently fill vacancies from within their own ranks. Most associates become head teachers elsewhere, creating professional networks among schools through teachers who have worked closely together.

If "intensive mentoring by expert colleagues" reduces attrition, then associate programs can address high teacher turnover while quickly improving schools. The NCTAF urged, "we must develop and sustain professionally rewarding career paths for teachers, from induction through accomplished teaching." Associate programs make teaching a true growth profession in which a classroom with your name on the door becomes an aspiration.

Associate positions are mostly limited to the lower grades of independent and some charter schools. Financial limitations and credential requirements keep them out of public schools, which instead employ aides, assistants and paraprofessionals. Nonetheless, associate programs offer a model of a teaching career path that can improve instruction and help new teachers grow in all schools and grade levels. #

Nick Stone is an associate first-grade teacher at The Cathedral School of St. John the Divine in NYC.

standing resembles that of an associate lawyer — educated, qualified, less experienced and working in the field with promotion opportunities.

Associate programs create fluidity in faculties without

Attention: Conference of Black Educators

The Association of Black Educators of New York will host their annual Education Conference on Saturday, November 12 8AM-2PM at Fredrick Douglass Academy, located at 149th Street and Adam Clayton Powell Boulevard. This year's theme is "Parents, Educators and Community-based Organizations, Inspiring the 'Best' in All Students." The special guest speakers at the plenary, which begins at 9AM, will be Chancellor Dennis Walcott and Principal Baruti

Kafele, award winning educator and author of *Motivating Black Males to Achieve in School and Life*. Among the workshops to be presented are: *Motivating Reluctant Readers* and *Writers Through the Power of Poetry and Learning to Love Math: Teaching Strategies that Change Student Attitudes*.

To find out how to register for the conference, contact the Chair, Dr. Sheila Bobo, at 917-412-9099, or email sbobo@schools.nyc.gov

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PRINCIPALS SPEAK

PERSPECTIVES ON THE EAGLE ACADEMY FOR YOUNG MEN

By DR. DAVID BANKS

In January 2010, Mayor Bloomberg asked me to help create a new citywide initiative that would focus on providing services to young black and Latino men. Bloomberg was serious about addressing the needs of this specific group of New Yorkers. As founding principal of the Eagle Academy for Young Men, a network of innovative all-boys public schools in New York City, and now as President of the Eagle Academy Foundation, it was a challenge I was happy to accept.

The Mayor asked me to study and quantify what life is like for young black and Latino men in the five boroughs and make recommendations to the city on how to assist a population that fares poorly on every indicator of positive achievement. We used local and national data that had never been compiled before and worked alongside Deputy Mayor Linda Gibbs and then-Deputy Mayor Dennis Walcott to learn as much as possible about these young men, their families and how city agencies interact with them.

We found a portrait of a crisis. Compared to their white and Asian peers, they are twice as likely to grow up in homes without fathers and be raised by mothers who never finished high school. This group makes up 86 percent of New York City's foster care population, nearly 70 percent of special education classes and 84 percent of city detention facilities. While the achievement gap is shrinking, the graduation rate is still barely above 50 percent for black and Latino males. Their unemployment rate is 60 percent higher than their peers. Failures in education, combined with the lack of suitable mentors and job opportunities, leave these young men vulnerable and unprepared. Three out of four young men of color who leave Rikers Island eventually return.

In August, Mayor Bloomberg announced The Young Men's Initiative – a bold new program that grew from the research to correct the problems that slow the advancement of our young black and Latino men. The initiative brings



Dr. David Banks

the public and private sectors together to fund a three year, \$127 million program that, for the first time, connects young men of color to educational, employment and mentoring opportunities across more than a dozen city agencies. This includes steps like new metrics for School Progress Reports to hold schools accountable for the performances of black and Latino males.

The moral argument for this type of program and systemic change is simple. Our society must live up to its creed that everyone has a fair shot to live the American dream – an ideal that is inextricably linked to the future of our nation. #

Dr. David Banks is the principal of Eagle Academy and president of the Eagle Academy Foundation.

DR. CHARLOTTE FRANK INDUCTED INTO EDUCATIONAL PUBLISHING HALL OF FAME

On December 1, 2011, the Association of Educational Publishers (AEP) will induct Charlotte Frank, Ph.D., McGraw-Hill Education; Don Johnston, Don Johnston, Inc.; and Paul McFall, Pearson into the Educational Publishing Hall of Fame. Frank, who is senior vice president of Research and Development at McGraw-Hill Education discusses the person who had the greatest influence on her and the advice she would give to those choosing educational publishing as a career.

Dr. Charlotte Frank: Following high school, where I was the only girl in my physics class, I entered City College of New York's School of Engineering. However, I felt rejected in college science and left the program after one year. Shortly thereafter, I pursued and received a BBA in statistics with a minor in economics, married, had three children and decided to be a homemaker. It was at that time that my mother reminded me that I had a college degree. She said, "You should go out and work and be independent so that you are always ready to handle whatever challenges that may come your way in the future."

I took my mother's advice to heart, and began my education career as a math teacher in the first intermediate school in New York City. During that time, I developed and piloted the school's math curriculum, using the first tabletop programmable computer, The Olivetti Programma 101. Ultimately, I became the executive director of curriculum and instruction for the New York City Board of Education. At the same time, I was helping my own children grow as well as go to and through college. Were it not for my mother's prodding, I would not be an active member in the educational community – still trying to help all young people to live happy and independent lives.

The advice I would give to young people starting out in educational publishing is that they must truly care about the education environment of students with whom they want to connect. They must understand what has to be taught in a given subject area, and the appropriate grade level, know how to deliver



curriculum in a way that facilitates instruction and drives student achievement, request opportunities to observe, compare and contrast successful instructional programs/approaches, always question the reliability and validity of the data that supports educational initiatives and verify what you think has been successful and what strategies you think could even enhance and expand these effective designs.

The greatest challenge that educational publishing will face in the next five years is that publishers need to incorporate educational technology in the classroom that's interactive, engaging, collaborative – providing tools that support effective instruction and drive student achievement in almost every subject. This digital transformation has the power to help students make the transition from elementary school to secondary school and on through to successful postsecondary education and/or careers. Educational publishers must also ensure that all of the content and technology tools they employ align with all pertinent curriculum standards. They have to continue to provide the quality information digitally wherever and whenever it is needed. Publishers also must partner with other companies to develop the best strategies for leveraging educational technology. In addition, it is critical that we engage schools of education, businesses, communities and families in these technological changes if we are to see significant progress in student achievement. #



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Dr. Pola Rosen, Publisher of EDUCATION UPDATE will appear on a special alumni panel at the Columbia University Club of New York (15 West 43rd Street, New York City) Nov 14, 2011 from 6:00PM - 9:00PM speaking on growth areas in the field of education. **BOOST YOUR CAREER!** Connect with alumni University alumni at the Columbia Networking Night: Careers in Education





Closing the Achievement Gap: Empowering Black & Latino Boys

By GIOVANNY PINTO

Teachers and administrators from the New York City Department of Education gathered recently at the Schomburg Center for Research in Black Culture to sit back, listen, and learn from black and Latino male students discussing their successful experiences. The event was part of the DOE's Closing the Achievement Gap series, which brings together speakers and professionals at events throughout the school year in an effort to end the disparity in state test scores, graduation rates and college enrollment between low-income African-American and Latino students and their white non-Hispanic and Asian counterparts.

One panel was composed of students who participated in the Schomburg Center's Junior Scholars Program. This program seeks to engage and motivate young men and women of color by teaching them of their rich past, often overlooked in a traditional education setting. "We learned more than in the one month of Black history we get at school, more than just Martin Luther King and Rosa Parks," said panelist Gerald Bryan, a junior at All Hollows High School, a Catholic boys high school in the Bronx. Student Marcus Charles, a graduate of Florida A&M University and Junior Scholars



alumnus, underscored the success of the Junior Scholars program in exposing him to a wide range of successful men of color who in turn were role models for him.

When asked why so many boys of color are falling behind in school, Bryan critiqued the media's negative portrait of minorities, noting the number of times they are shown committing crimes, while rarely showcasing outstanding African-American students.

Another panel was comprised of students from Blue Nile Passage's Rights-of-Passage program, which pairs participants one-on-one with life mentors as well as group mentorship. Roman Lawson, a 12th grader at the Eagle Academy for Young Men and future Howard University student, stressed the outside-the-classroom approach to a mentorship. "Students are always asking in the classroom,

how does this connect to my life?" Lawson said. "Teaching through experience is stronger because they see how." A salient moment came from 7th grader Ahmad Simmons, who emphasized that most teachers don't understand his classmates' tough backgrounds. A mentor like the one he received through the Rite of Passage program can relate and share his feelings. Clifford B. Simmons, the co-founder and executive director at Blue Nile Passage and moderator for the second group, summed up the importance of the event: "We need to listen to the kids. Right now there is monologue between adults and not dialogue with kids."

Charan Morris, who teaches 10th-grade writing at Vanguard High School in Manhattan, came to the event to see how she could learn from the all student panels. She noticed a gap

between students of color in her school. She added that the ethnicity of teachers should be more diversified so that students feel more comfortable and have someone they can relate to, as Simmons mentioned. One way she has been productive in her school, that she says has no African-American or Latino male teachers, is by setting up a series of events in the library, that brings in a minority professional to speak to the students about their lives and careers.

Dr. Sabina Hope King, the chief academic officer for the New York Department of Education's Office of Curriculum and Professional Development, closed with the stirring words: "It's time to stop questioning what we can do and do it, regardless of any obstacle and bureaucracy. It's time to keep the dream alive." #

The Scoop on No Child Left Behind

By DOMINIQUE CARSON

President Barack Obama recently announced that states would be able to apply for waivers from the Adequate Yearly Progress timelines of the No Child Left Behind Act, in the hopes

that standards in schools will increase. The waiver will allow states to have flexibility on federal education funds to meet the students' and school's needs.

"A waiver was established because certain parts in the No Child Left Behind Policy did not work since Bush first created it, and it needed to be fixed," said Elaine Quesinberry, spokesperson for the U.S. Department of Education. "Congress was able to give states an outline on what they need to do to implement school reforms so we can have a stronger academic system and continue to improve in schools," she said. States have to apply for the waiver by the end of November.

However, educators such as Jessica Chong, a public school teacher at P.S. 190 in New York City, understand the new approach for NCLB but are concerned that the policy would make teachers' lives much harder or might not be effective.

"I'm concerned. There are still children left behind ... no policy is ever fully implemented. I have become disheartened somewhat in our political leaders' stand on education. All they talk about are charter schools, and the way I see it they just want to shut the public school system down; they hate our strong union," said Chong. "All I keep hearing is how horrible or lackluster some of the charter schools really are. On state tests, which are, unfortunately, the only thing these big shots care about, the charter schools are not doing much better than public schools either."

Senators Tom Harkin and Mike
continued on page 26

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Food Perspectives from Harvard School of Public Health

By CRISTA MARTIN

Education Update (EU): We've heard your food is exceptional. How have you achieved such high standards?

Harvard U (HU): Harvard University Hospitality & Dining Services (HUHDS) — which operates 13 residential dining halls, 14 campus retail cafes, a kosher kitchen, a campus debit card program, and a complete catering service on Harvard's campus — is a roughly 500-person-strong team of culinarians, operators, and foodservice professionals who work together to create creative menus that meet a broad array of tastes, preferences and needs. We enjoy close ties with the Boston area's food and nutrition communities, allowing us to use great ingredients in interesting new ways. Of course our greatest resource is the Harvard School of Public Health's Department of Nutrition, whose work crafting a Healthy Eating Pyramid has been a guiding force for our menus.

EU: How does cost factor into providing the high-quality food at HUHDS?

HU: Every operation at Harvard works within a defined budget. We buy locally as much as possible, and carefully balance options to provide a range of choices to our guests across campus. In addition, we work closely with vendors as new nutrition information becomes available, finding partners in the effort to eliminate trans-fats, reduce sodium, etc.

EU: What advice would you give to a college

student who is trying to be more health conscious?

HU: We follow the recommendations of the Harvard School of Public Health and the Healthy Eating Pyramid in building our menu. It is a great resource and reference for anyone trying to make educated, mindful choices. Their focus is always on fruits, vegetables, whole grains and lean proteins.

EU: What advice would you give to people who manage cafes and cafeterias in the public as well as private sector?

HU: Our job is to provide healthy options at every meal, and allow guests to make educated choices. Our customers respond well to having a choice in how they want to eat, and they particularly enjoy the creative, flavorful preparations that teach them a new way to love an ingredient.

EU: What are the challenges you face at the café?

HU: One of the things we most enjoy is working closely with the Department of Nutrition and the Harvard School of Public Health's Nutrition Roundtable to translate their findings into real-world, commercial foodservice application. It's a great challenge that keeps us passionate about developing new recipes, and methods of service. #

Crista Martin is the Director of Communications and Marketing, Harvard School of Public Health

Medicare Rights Center Awards



Alan Lubin



(L-R) Edith Everett & Carol Raphael

The Medicare Rights Center is a national, nonprofit consumer service organization that works to ensure access to affordable health care for older adults and people with disabilities through counseling and advocacy, educational programs and public policy initiatives.

Recently, the Medicare Rights Center hon-

ored President and CEO of the Visiting Nurse Service of New York, Carol Raphael. Among the Board of Directors members present were Edith Everett, President, Everett Family Foundation, Herman Rosen, MD and Alan Lubin, former Executive VP of the New York State United Teachers (NYSUT).#

Health Care on Wheels

By JUDITH HABER, Ph.D., APRN, BC, FAAN

The NYU College of Nursing mobile health van project, "Feeling Good in Your neighborhood," fills a critical gap by bringing school-based primary care to Brooklyn adolescents, many of whom are recent immigrants who have unmet health-care needs.

The mobile health van, a 40-foot vehicle with two exam rooms, was launched in 2008 but received a hearty boost of support in 2010 with a \$2.9 million five-year grant to Judith Haber, Ph.D. '84, MA '67, APRN, BC, FAAN, from the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services. The ribbon-cutting ceremony took place at the International High School of Prospect Heights and the Brooklyn School for Music and Theater. The van also visits the Brooklyn International High School and Urban Assembly of Music and Arts in Fort Greene. This fall primary care services will be extended to six additional sites to increase access to a primary care safety net for approximately 13,000 students over the five years of the grant. A social worker, Audrey Neff, MSW, addresses patients' psychosocial issues and enrolls eligible students in Medicaid and other health plans.

The "Feeling Good" project was created by Dr. Haber, who is the Ursula Springer Leadership Professor in Nursing and Interim Dean of the NYU College of Nursing, and is directed by Edwidge J. Thomas, DNP, MS, ANP-BC, director of clinical practice affairs. It is staffed by Vicky Albit, MS, PNP-BC, director of clinical services, and Elizabeth Jones, BS '06, RN, nurse coordinator. Parent coordinators in the schools serve as liaisons between student families and van staff.

Dr. Thomas says, "The motto of the mobile

van is 'Set Up, Catch Up, Hook Up,' a slogan that refers to taking a student's medical history to assess each student's health care gaps and setting health care priorities, catching up on outstanding health needs, and linking students to services such as insurance enrollment, connection to a primary care medical home, and referrals to community resources." The mobile health van's nursing staff was recently approved by the Department of Health to provide reproductive health services and education, an important clinical service to decrease risk for pregnancy and prevalence of STDs such as HIV and chlamydia.

Because many of the students at the high schools we serve are in the country for four years or less, their knowledge about health promotion, illness prevention and how to access primary care in the U.S. health care system is often limited. Helping students build health literacy — including understanding their health care rights — is a goal of the mobile health van program. As adolescents, all students have a critical need for age- and culturally appropriate health literacy programs to enhance their knowledge and skills (how to understand health information, how to access health care benefits and choose a health care provider), to inspire positive attitudes (interest in health information and risk reduction) and to promote self-advocacy in modifying health risk behaviors, to effectively manage chronic diseases like asthma and diabetes, and to seemingly navigate the health-care system. The mobile health van also provides clinical practicum experiences for undergraduate and graduate nursing students, who develop their primary care and community nursing competencies by working with young people from diverse cultures. #

Judith Haber is the Interim Dean and Ursula Springer Leadership Professor in Nursing at New York University College of Nursing.

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INTERNATIONAL EDUCATION

Meeting Misozi Mwanza in Zambia

By JAN AARON

It's a topsy-turvy world: Board a South African Airlines jet at JFK on a fine day recently when New York kids are toting book-filled bags to school, and after a 17-hour flight to Johannesburg to change planes, I recall a kaleidoscope of overlapping images — tea plantations in Malawi, an old mission there; an overnight at elegant Mkulumadzi Lodge set in a virgin forest, then Zambia, and the news that "Schools are on holiday."

What about my village school story? A village school visit is on our itinerary. I ask Manda Chisanga, guide to our group of four journalists: Lee from California, Steven and Ilona from Canada and me — each with different missions. Manda greeted us at the rustic-chic Mfuwe Lodge. We're to spend the night here and go on game drives in acclaimed South Luangwa Park.

"We've made special plans for your school story," Manda says.

For a number of years, Bushcamp Company which operates Mfuwe Lodge and four bush camps in South Luangwa Park, has supported Chiwawatala Basic School in nearby Mambwe

Village by providing assistance with the purchasing of supplies and uniforms, and with guests' help, sends 80 children to school. The Company has helped renovate the school, and improved its electricity.

The next day, in the village, I have my school interview. Taking a break from her holiday, Misozi Mwanza, deputy to Chiwawatala's head teacher, Charles Zulu, met with me in a tiny cluttered office. The school's children's choir practiced next door as we spoke, and my colleagues took photos of them and recorded their songs

"We are a basic school, serving around 600 students in grades 1-9," Mrs. Mwanza said. "School is free only to grade 7, and many drop out after that. We teach in the English language. Subjects include literary, numerals and math, social and development studies; creative, technology, and community study."

I looked in nearby at the Carly Finder Library, a program funded by Bushcamp Company and many other prestigious charities. There I found a lone young boy was spending his holiday reading in a spacious silent book-lined room.#

Strong, Effective Leadership Key to The Bialik-Rogozin School

By GILLIAN GRANOFF

REPORTING FROM TEL AVIV -- When I sat down to talk to Karen Tal at the Bialik-Rogozin School in south Tel Aviv, I was eager to meet the woman whose inspiring transformation of a failing school became the topic of the academy award winning documentary "Strangers No More," which was produced and directed by Karen Goodman and Kirk Simon.

In 2005 when Tal was recruited to oversee the merger of the Bialik and Rogozin schools by the municipality, she was understandably overwhelmed. The two schools were located in the same decaying building. The atmosphere was marked by violence and a high rate of teacher burnout with only 28 percent of its students passing the bagrut (Israel's national exam). Now the school boasts 90 percent of its students who achieve success on the exam, and it has become a model for other schools of how to achieve racial tolerance and integration. The campus's entrance is a microcosm of the positive changes, with walls collaged with photographs of children refugees from Darfur and a mural of painted green trees, depicting Tu B'Shvat, the Jewish Arbor Day that celebrates the birthdays of all trees, brings life to another wall. Student demographics are similar, with refugees from war torn places, others who are the children of workers from such far-flung locales in the Philippines, Uzbekistan, and Colombia, and native-born Israeli Jewish, Muslim, and Christian children whose families



At Bialik-Rogozin, a time out becomes a learning and creative session

are mired in poverty.

The transformation that took place at the school illustrates that Tal not only deinstitutionalized a failing school; she reimagined a new philosophy of teaching. She explains, "My vision is holistic. I want to build children's self esteem and create a home for learning. In keeping with this philosophy, Tal keeps the doors of the school open well beyond the end of the school day. Until late in the evening the school offers a safe space where students can receive one on one mentoring from over 100 volunteers. This open door policy extends not only to the students but to families as well. After school hours, the building transforms into an *ulpan* (a language school) and resource center for refugee families struggling to find jobs, secure citizenship and adapt to the challenges of life in a different culture.

Tal is now working to export the Bialik-Rogozin model to other challenged communities, directing

ZAMBIA: ON LOCATION WITH TEACHER CHARLES ZULU

By JAN AARON

Charles Zulu (CZ): I am the head teacher of Chiwawatala Basic School, My deputy is Misozi Mwanza, and there are 12 other teachers. I was born in 1957 and reside at the school. I am married and have 6 children.

Jan Aaron (JA): What is your educational background, schools, degrees, prior jobs? How long have been working at your present job? Challenges? What accomplishments are you most proud of in your current job? What does the future hold for your school?

CZ: I was educated in Chipata and have a Diploma in Primary Education. I have been a teacher since 1981 and have never worked anywhere else. As head teacher, my main duties are to administer the day-to-day running of the school, to relate to and interpret government policy on education with the local community, other stakeholders and donors. My main challenge is infrastructure. We do not have enough classrooms and teacher houses. The other challenge is the growing number of orphans. When we received assistance from ADB (African Development Board), we constructed 2 classroom blocks and 4 teacher houses. When other aid came from the Lu of Sausage Foundation in the UK, we brought power to the school. I look at and cherish these developments as my greatest accomplishments. The school is continuing to grow from the initial population of 223 pupils in 1997 when I arrived to almost 880.

JA: Is education for all children compulsory in Zambia? If so, ages and grades? Are schools free? Cost of uniforms, books and supplies? If a family can't pay, is school provided on a scholarship basis?

CZ: Education is free and compulsory for Grades 1-7 in Zambia. Pupils start school at 7 years of age. From grades 8-12, students are required to pay. At our school, pupils pay 80,000 Kwacha (US\$16) per term for three terms. All children are required to pay for school uniforms, buy books and other school supplies. These cost about US\$60 for the full



The ox bow lakes on the Luangwa River attract numerous elephant herds

year. It is not easy to afford the costs, but a few pupils have scholarships. Pupils have 8 hours at school of which 6 hours are spent in class and 2 are spent on extracurricular activities. We have 3 terms of 3 months each with a month break between terms. We provide lunch at school, which has been sponsored by the World Food Program, and we grow vegetables to supplement this.

JA: What nonacademic courses does your school offer for those who don't excel academically, such as basket weaving, animal husbandry? Guide instruction for employment at Bushcamp? Are there courses in department? I heard the boy's choir. Is there a girl's choir? Have any of your graduates gone on to become famous in business, the arts, or other fields? If so, give names and brief descriptions.

CZ: In community studies we offer non-academic courses like fishing, weaving, agriculture, animal husbandry, carving, and conservation. These assist our learners who cannot continue with formal education to earn a living in their societies. A good market is there for these products and learners benefit a lot from the courses. The choir is made up of both boys and girls, some of which have excelled. Some are teachers, safari guides, businessmen/women. For example, Kevin is now a guide at Mfuwe Lodge, Mike owns a big shop in Mfuwe area and many others are prospering in both government and private institutions.#

the new Education Initiatives Center that will work with and empower principals in poor areas of Israel to create community and public-private partnerships to turn around weak elementary and high schools. The non-profit initiative, in collaboration with the Ministry of Education and municipalities, has the potential to touch thousands more disadvantaged students throughout the country. Over the next year, she will help oversee the reform and the reopening of schools in several cities throughout Israel. Although she will travel extensively throughout the country training principals to recreate her success, it is clear that the Bialik-Rogozin school is never far from her heart. She even plans to come back as a volunteer and work with students one on one.

Recently, Karen Tal was awarded the presti-

gious Charles Bronfman prize, a \$100,000 award which recognized the achievements of a single humanitarian whose work is inspired by Jewish values and has broad global impact. In her acceptance speech, she commented, "The way we judge our society is by how we treat those on the margins. The magic in this place is from love and from the injunction of how we treat the strangers among us."

Thanks to her unique philosophy, Tal has integrated a community of strangers, once living on the edge in their native lands, and welcomed them into a community of learning which celebrates difference and embraces tolerance. To learn more about the school or to request copies of "Strangers No More" for screening at your school, email info@simongoodmanpictures.com #



Artist Wendi Mahoney Follows Her Passion in Nashville

By JOAN BAUM, Ph.D.

Although the expression is “follow your dream,” for Wendi Strauch Mahoney, a representational oil painter, the operative noun would more likely be “passion.” The difference involves not just wanting to do something important that you’ve dreamed about, but dedicating yourself to it with a sense of commitment, realizing that it may conflict with real-world demands, a balancing act that’s always been particularly difficult for women. Self-confidence, Wendi says, took time. She was a quieter, Mahoney inward, older child with four siblings, whose parents were extroverted and socially active in whatever community they would move to, both here and abroad. Her mother gave her paint brushes and art books as well as encouragement to draw and paint. It took “the better part of her life,” however, to explore art — an activity that involves first committing to canvas and then to public exposure, not to mention down the line, attending to business — marketing, putting work online (most of her paintings are sold through Facebook), and running a gallery.

She had always loved to draw and had done some painting, much of it inspired by nature (“how wonderful back then when children would stay out ‘til dark and or go on nature walks”), but motherhood (five children) made taking on painting seriously an unlikely avocation, not to mention profession.

Moving to Singapore created the critical moment for change. Earlier, she had worked with adolescents and their families for a while as a counselor (her master’s degree is from the University of San Francisco) but found it difficult to juggle hours and the needs of her school-age children. The same concerns attended her work as a marriage family therapist, where she lead art groups and sand tray therapy sessions with battered women and their children, groups for whom the creative process can be crucial. “The process of creation is something no one can take from you,” she said. “Art — all art — visual and performing is one of the best roads to self-validation, so important to adolescents who are seeking identity.” But once again, she found herself trying to balance the domestic and artistic pulls in her life.



In Singapore, not interested in the typical recreational activities of the ex-pat community, she found herself attracted to the idea of painting the indigenous people she would see in her travels in Asia performing daily tasks, and by the countryside. She did not do plein air painting, but she did take photos, many of which became models for her paintings. Though she did not have a separate studio (rents are prohibitive in Singapore), the apartment was large enough for her to carve out an area for her art and also be available for her children. And so she began.

It says much about her commitment to her art that she is not afraid of acknowledging her early work as pitiful. Other neophytes might have quit. Today, she takes great pride in having her own studio and being a partner in a studio/gallery in the Edgehill Village section of Nashville, a community with a growing interest in the arts. It was a slow and challenging climb, however, augmented in the last few years by her practice of Yoga — which lends itself to a more present and contemplative state of mind, she said. Unlike Singapore, where people like portraits that reflect ordinary life, Nashville folks seem to like whimsical work. Men like paintings of cars, everyone likes dogs and fantasy, and everyone also seems to like her colors. “I cannot imagine my life without art,” she writes on her Web site. She would wish similar hard-won passion for everyone. # <http://wendi-strauch-mahoney.artistwebsites.com>

The Art World Today: Digital Art Makes Inroads

By SYBIL MAIMIN

Just prop your iPad up on an easel or sit in front of your Mac and you can become an artist. That is the promise of ArtRage, an interactive art product created by Ambient Designs, a New Zealand-based global software design company. The system, which can be used on the iPad, Mac, Windows, interactive white boards and touch screens, provides a

large number of tools for the digital artist to simulate actual painting. It combines attempts to make the art experience seem “real” with an array of shortcuts, controls and aids. The user chooses type of painting surface (e.g., canvas, paper) and medium (e.g., oil paint, chalk, pen) and enters a world of heavy support and control. A tool held by the “artist” that looks and feels like a traditional bristle brush picks up

Professor Joachim Pissarro’s Art



(L-R) Shinokara & Pissarro



Dr. Ulli Kotanko

By DR. POLA ROSEN

Professor Pissarro is a distinctive authority of art at Hunter College. He holds a named professorship, and besides being a superb teacher, he is the great grandson of Camille Pissarro. As visiting students, my colleague, Dr. Ulli Kotanko and I felt privileged to be part of his class, which alternated between question and answer in a conversational tone with students, explaining the evening’s topic of The Fluxus Movement and listening to guest lecturer Japanese artist Ushio Shinohara, live in the classroom, speaking about his reverence of Robert Rauschenberg, John Cage and the Fluxus movement which converted detritus to art.

Students getting MFA and MA degrees are writing entries and will assume roles as curators for a future Fluxus exhibit at the Hunter College Times Square Gallery in midtown Manhattan. The title of the exhibit chosen by the students at our visit was *Notations Under the Influence of John Cage*.

Cage, we learned, was not only an artist, but also a serious mushroom student, a mycologist, who won serious money on a quiz show with his vast knowledge of mushrooms.

The Fluxus Movement attracted many well-known names, including Jock Reynolds, who is now director of the Yale Art Gallery, and Yoko



Prof. Joachim Pissarro

Ono. The Movements artists shared the desire to, according to Pissarro, “produce a form of art that is valueless.”

A video with Yoko Ono, John Lennon and John Cage brought Professor Pissarro’s comments to life.

Not only was the material engaging, Pissarro was amazing in the variety of his teaching approaches, always engaging the students through questions, guest speakers, videos and PowerPoint presentations. And most amazing of all was that a three hour class could feel like one hour!#

virtual color from a color wheel on the screen and helps apply it. The tool monitors thickness, wetness (for watercolors) and stroke and adjusts the results of the user’s movements. Smearing and blending for effect, as well as erasing, are possible. Pencils have an auto-smoothing option which straightens strokes made by an unsteady hand; a ruler system causes a wobbly free-hand line to snap to an edge. In fact, any shape can function as a ruler, making for clean, crisp edges. A utility tool can resize or reposition any object in a painting. Stencils are available or can be created for lettering and design. Special effects such as glitter, fuzz, and sticker sprays have tools. There is even a tool for producing hair and mustaches. The ArtRage system encourages perfection and realism. A pre-existing digital photo can be imported to the screen and traced. A painting tool will even help the artist by picking up color samples from the original image. Additional functions continue to be added to ArtRage. One of the latest is the ability to record the making of a painting as it happens,

stroke by stroke, together with highlights and notes, and to play it back, perhaps to be used as a teaching tool.

So, is the work produced with ArtRage art? We live in a tech era and the arrival of digital art is a natural consequence that has real benefits. Created images can be shared, with certain applications particularly useful, such as stage and home design and exchange of visual ideas. David Kassan, a traditional paint artist, explains that, while studying work in museums, he meticulously copies paintings on his iPad, slowly uncovering nuances and details he would have missed in a quick sketch. General practitioners seem to enjoy using the system and take pride in what they produce. The experience, however, seems to be one of using and mastering technology rather than of aesthetic awakening and creativity. It is a digital interaction that probably would benefit from a focus on creating an art form possible only with the new technology rather than “simulating” painting and attempting to copy an already established art tradition. #

EDUCATION UPDATE'S OUTSTANDING EDUCATORS OF THE YEAR GARNER AWARDS AT THE HARVARD CLUB

By JOAN BAUM, Ph.D.

Now in its ninth year, Education Update's Outstanding Educators of the Year 2011 awards ceremony has gathered greater momentum and prestige and garnered greater visibility as our nation has come to realize what Education Update publishers and founders of this event have known for years: outstanding teachers and principals are the foundation that guides our nation's education system, our future citizens and our place in the world. As Dr. Pola Rosen pointed out, Oprah Winfrey in her TV farewell made a special point of singling out for thanks her elementary school teacher for uniquely inspiring her.

Secretary of Education Arne Duncan sent greetings, noting that education was "the civil rights issue of our generation." It was a most appropriate phrase, considering that one of the Distinguished Leaders in Education Award recipients was Michelle J. Anderson, Dean of The City University of New York Law School.

For the over 200 guests who attended the breakfast at The Harvard Club, the mission of academic access and excellence was a theme taken up by the keynote speaker, Dr. Matthew Goldstein, chancellor of The City University of New York, who said he was honored at being asked to speak. Though the substance of his opening remarks was hardly new, it was sounded with a new sense of urgency. Education, the chancellor said, was the "sine qua non for a healthy and vibrant citizenry."

Without it, the country faces a "national security problem" — and this is no "elliptical" remark, he added knowingly (Dr. Goldstein has a Ph.D. in mathematics). He then went on to argue for a new articulation policy proposal for the community and senior

Photos by Andre Beckles



Harold McGraw III, CEO, The McGraw-Hill Companies & Dr. Charlotte Frank



Dean Michelle J. Anderson & Queens DA Richard A. Brown



CUNY Chancellor Matthew Goldstein, Keynote Speaker



Anne Williams Isom, Harlem Children's Zone & NYC Councilman Robert Jackson

colleges, based on a smoother transfer of general education requirements.

Presenter Robert Jackson, Chair of the New York City Council Education Committee, spoke with impassioned purpose of Harlem Children's Zone President and CEO, the inimitable Geoffrey Canada, another Distinguished Leader in Education award recipient, underscoring the purpose and importance of Canada's goals to the entire nation.

Dr. Charlotte Frank, senior vice president of McGraw-Hill Education, presented the second Distinguished Leader in Education award to Harold ("Terry") McGraw III, Chairman, President and CEO of The McGraw-Hill Companies. He, in turn, waxed "optimistic" on "our shared determination to solve" education problems, emphasizing the importance of digital-age enhancements that can liberate schools from one-size-fits-all models.

The third Distinguished Leader in Education award was presented to Dr. Anderson by Queens County District Attorney Richard A. Brown. While Anderson noted that last speakers have a difficult job, she need not have had the least concern. She brought down the house, so to speak, for her remarkably down-to-earth comments inflected with affability and humor, which were as eloquent as they were understated. She spoke of the law school's move to Long Island City in 2012 and of its continuing "scrappy" and "unique" mission to provide public service to the city's underserved populations.

Outstanding Teachers of the Year recipients included Nicole Abrams (Cultural Academy for the Arts & Sciences, Brooklyn); Otis Benjamin (P.S. 116, Brooklyn); Jhonary Bridgemohan (Global Tech

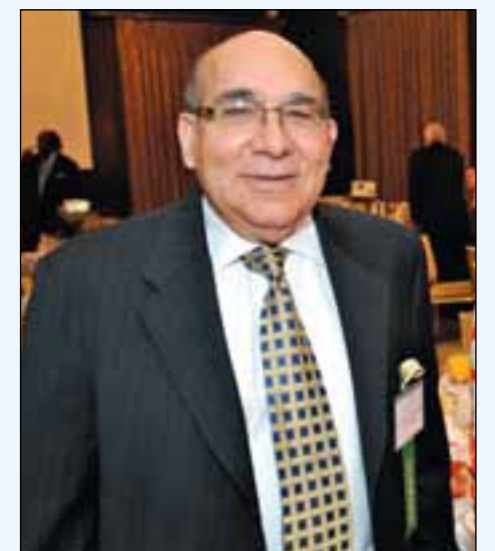
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William Sadlier Dinger, President, Sadlier Publishing Co.



Ernest Logan (center), President, Council of School Supervisors & Administrators, beams at award-winning Administrators of the Year



Dr. Anthony Polemeni, Dean, Touro College

EXCLUSIVE INTERVIEW WITH DR. JOHN KING JR., NYS EDUCATION COMMISSIONER

Publishers of *EDUCATION UPDATE* Pola Rosen and Adam Sugerman met with and interviewed New York State Department of Education Commissioner John King at the DOE's headquarters in Midtown Manhattan on October 26

Dr. Pola Rosen (PR): There's been an ongoing controversy in our nation between establishing charter schools and eliminating failing schools. You were a very successful leader of a charter school in Boston, and you were the recipient of a public school education as well. What do you think of that controversy, and what is your position?

Dr. John King (JK): I'm most committed to having excellent schools, whether they're charter schools or district schools. I think the question for our state is, how do you make sure that every child has the opportunity to go to an excellent school, regardless of that child's zip code. We need to look very closely at where the strengths of those charter schools that are excelling, and those district schools that are excelling. They have similar strengths: they have excellent teachers, an enriching curriculum that not only gives students the basic skills they need but also includes rich social studies, science, the arts, athletics and enrichment opportunities. Our struggling or high-needs students often need a longer school day or longer school year. They're often schools where there's great attention to student work and student performance. Teachers are always asking themselves, how do I help students get better? They're schools that engage families and communities, supporting students' academic and social development.

I'm much less concerned about the governance structure of the school and more concerned about whether or not the school is delivering those things for students and families.

PR: If a school is not delivering and is not performing, what do you do?

JK: Sometimes there are schools that need to close, and it's clear that sometimes the culture of the school can become so dysfunctional that it's almost impossible to get the school back on track. But I think oftentimes there are schools that are struggling and that, with the right support, the school can get back on track. The challenge is trying to figure out which category each school falls into.

Adam Sugerman (AS): When should you intervene if needed?

JK: It's important to intervene before things fall off the cliff. Sometimes because of enrollment patterns, you see a school where the performance is struggling, the school gets a reputation in the community as a school that's struggling, they're under-enrolled so they don't have the resources to create new



programs and improve performance — you get into a downward spiral. So, as soon as the school is at risk, we have to think of the supports to help that school.

One of the weaknesses to how we've approached educational reform over the past decade is we've had a focus on high accountability, but low support. It's an environment where people tend to cut corners and people tend to get angry and frustrated. What I'd like to see is an environment of high accountability and high support, so people know they're accountable for their performance, but also know they're going to get the help, support and coaching they need.

PR: Bloomberg News reported that there will be \$4.4 billion flowing into New York state from several big companies, including Intel, IBM and Samsung, among others. Governor Andrew Cuomo said this will create thousands of jobs. Could you expand on what kinds of jobs we can expect?

JK: The challenge is, will we have the workforce ready for those jobs? One of the things that's very worrisome is that when we look at the college readiness of our high school graduates, it's not where it needs to be. We graduate about 73 percent of our students from high school, yet when we look at how many of those students are college- and career-ready, we think the number is more like 37 percent. Statewide in our two-year schools, over 40 percent of students are enrolled in remedial courses. In the city, in CUNY, 75 percent of students are in remedial courses. We have lots of students who are graduating, but they're actually not ready to do work at the next level. Many technical jobs require some post-secondary training. We've got a lot of work to do to ensure that our schools are graduating students who are truly college- and career-ready.

PR: Is there a resource we can use to see what the jobs of the 21st century are?

JK: We're building toward that. We just launched a new Web site for the department called engageny.org. We've got over a dozen hours of professional development video on the common core. It describes how instruction needs to change at the classroom level to help students be successful. What does math that ensures students will be ready for college and careers look like? We're going to use our Race to the Top money to build curriculum in English language arts that provides resources at every grade level for all students for a wide range of skill levels. We'll also build a math curriculum for the full range of students, K through 12. What we're hoping is to have resources on our Web site that teachers can turn around and use in their classroom.

PR: Education Update visited Occupy Wall Street and we spoke to many students. Some were undergraduates, two were from community colleges, one was a graduate student. The major problem they were all having was: No. 1, we can't pay back our student loans; No. 2, I don't know what kind of job to get; No. 3, I've applied for 150 jobs and nobody called me back. What are these young people supposed to do?

JK: I think unfortunately we have a mismatch between the skills that students have and the jobs that are available. It's actually shocking: the jobs that are unfilled in technical careers just don't have the people prepared with the right skills. One of the things we've got to get better at doing is ensuring that high schools are exposing students to some of the career and technical opportunities. I was at Aviation High School in Queens recently, where you've got an actual hangar in the school, where students are working on repairing planes. These students are very clear on what they'll be able

Watch the live video interview
with Commissioner King at:

EDUCATIONUPDATE.com

to do — they're getting real skills and there's a whole set of jobs across the country that are ready and waiting for them.

One of the things we struggle with in teaching is that so many undergraduates are enrolled in programs that will lead to childhood certification — we have too many with childhood certification and not enough jobs. What we don't have are bilingual teachers, ESL teachers, math and science teachers at the high school level. What we need to do is to look at what the job market actually has and take those extra classes to get that bilingual or ESL certification.

AS: How would you encourage more parents to get involved in their child's education?

JK: Part of it is making school accessible to families. We're constantly looking for opportunities to get families engaged in the academic and social life of the school. Middle school parents often feel that now my kid is too old for me to read to them. But in middle school you can actually read with your child. You can read the *New York Times* together.

AS: Some families home school their kids, because they don't feel the school is a safe environment for their children. Also bullying is a very big issue. Can you propose anything that would alleviate these problems?

JK: Sure. It's a huge challenge. The key is that principals and teachers need to create a culture that is safe and supportive for students. One of the keys is helping them have the skills to create that kind of culture. One of the things we're trying to change about principal and teacher preparation is to teach how to create the right kind of school culture; that should be part of how we prepare teachers and principals. As a principal you have to think about the norms that you're going to create for how we walk in the hall, how we talk to our peers, how we solve problems. Teachers can also set that tone.

PR: If you could change one thing about your own education, what would that be?

JK: I can't really think of something that I would change. I feel very blessed by the education that I had. In difficult periods of my personal life, school was this safe, rigorous, enriching place that was a sanctuary from some of the things that were going on outside of school. I had teachers at P.S. 276 in Canarsie and Mark Twain Jr. High School in Coney Island that are the reason I'm here today. It's really the reason I'm doing this job. #



Harvard Club

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Prep., Manhattan); Jay Coppi (Ralph R. McKee CTE HS/31R600, Staten Island); Malisa Peres DaSilva (P.S. 50Q, Queens); Jay Finkelstein (Brooklyn High School for Leadership & Community Service, Brooklyn); Megan Galvin (Scholars' Academy, Queens); Shane Gellard (Metropolitan Lighthouse Charter School, Bronx); Richard Geller (Stuyvesant High School, Manhattan); Doris Hanrahan (P.S. 11, Staten Island); Jennifer Lewner (Scholars' Academy, Queens); Alison Malone (Hungerford/P 721R, Staten Island); Pierre Michel (Granville T. Woods P.S. 335, Brooklyn); Patrick Misciagna (Staten Island Technical High School, Staten Island); Dwain Newell (Robert Kennedy P.S. 169, Manhattan); Dana Nicholson (P.S. 127, Queens); Ana Plaza (The Herman Schreiber School, P.S. 279, Brooklyn); Irene Queller (P.S. 128, The Audubon School,

Manhattan); Daisy Santiago (Jonas Bronck Academy, Bronx); Haydee Santino (P.S./M.S. 15, Bronx); Aleksandra Kaplon-Schilis (High School for Service & Learning, Brooklyn); Matthew Schweingruber (P.S. 128, The Audubon School, Manhattan); and Melissa White (Robert Kennedy P.S. 169, Manhattan).

Outstanding Administrators of the Year recipients included Anthony Barbetta (Thomas A. Edison Career & Technical Education High School, Queens); Deirdre De Angelis (New Dorp High School, Staten Island); Naomi Drouillard (The Rosa Parks School-P.S. 254, Queens); Laverne Nimmons (P.S. 335, Brooklyn); Margaret Russo (P.S. 160K, Brooklyn); and Francisco Sánchez (The High School for Contemporary Arts, Bronx).

Applause was long and heartfelt as everyone gave a standing ovation to recognize the contributions of educators who enrich the lives of students every day in every school throughout all of New York City. #

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THE DEAN'S COLUMN

Does Increased Use of Technology Produce More Effective Instruction?

By DEAN ALFRED POSAMENTIER

Given the current economic climate and the threat of a double-dip recession, funds for public education have been sharply reduced, resulting in staffing cutbacks and the gradual increase of class size. It is seductive (and cheaper) to think that using remaining funds to increase technological support for classroom instruction, at the expense of investing, for example, in a stronger teacher pool, will solve the problems impacting student achievement. The big question looming over the educational spectrum today is whether this new emphasis on technology provides sufficient value to justify draining our strained financial resources. Does elevating the role of technology in the classroom serve to improve the learning process? Of late, research casts serious doubt on the advantage of technology as the dominant factor in the teaching process.

When one thinks of who, or what, makes the big difference in an educational program, one typically concludes: a teacher! Educating our youth is more than pumping them with facts. We motivate their thirst for learning; we know them as individuals, and we strive to enable them to adapt their knowledge to a variety of applications. Today, technological support is the most prevalent form of external support for a teacher's work.

One example of using technology to support mathematics instruction is through dynamic geometry software such as the Geometer's Sketchpad, which allows one to draw geometric figures accurately and then analyze them. This enables a student to appreciate the study of geometry as was never previously possible. As an example, consider a randomly drawn quadrilateral; then join the midpoints of the sides consecutively with line segments. The inside quadrilateral will always be a parallelogram! When we draw this with Geometer's Sketchpad, we can very easily use the cursor and drag a vertex to change the shape of the original quadrilateral, yet with each shape change noticing that the center quadrilateral will always remain a parallelogram. This should pique the interest of students, who will be drawn to ask if this is then always true. At this point the teacher can suggest that a proof would answer that question. Suddenly, the notion of a proof in the geometry course becomes meaningful, rather than another laborious task to be memorized. Isn't that what good teaching is all about? The technology used in this way has provided a motivation heretofore not possible.

There are many other good applications of technology in the classroom such as the use of "clickers" — small hand-held devices that stu-

dents use to allow the teacher to get immediate feedback anonymously from students. This helps a teacher know immediately how well students understand newly presented concepts. Before the invention of this clicker-assisted learning support, teachers had to speculate about the degree of student comprehension.

Just as there are such indispensable applications of technology for the classroom, so, too, there are abuses. Computers can be misused in a fashion that detracts from the learning process. Students, if not properly monitored, can play games with individual laptops in a classroom instead of the assigned task. Even SMART boards — potentially a fine instructional support device, if used properly — can be misused if used as an overhead projector. Some computer applications are so designed that they reinforce the teaching-to-the-test syndrome that is currently permeating our educational spectrum. In short, if technological tools are not used properly, then it is better not to use them.

With the cutbacks in public-education funding, teachers are often not provided with the training needed to properly use these technological supports to enhance their teaching or to help students reach targeted learning objectives. Indeed, there are a number of studies that show that there is little or no advantage in student achievement — as measured by standardized tests — through teachers relying primarily on the infusion of technology in their lessons.

Although our rapid movement into an increasingly more technological society may lure us into thinking that technology can supplant the teacher, we should not lose sight of the fact that the teacher's talents, concerns, expectation, and nurturing remain paramount for a successful educational program. Used properly, technology can enhance learning. Used improperly, it can be a true detriment to student learning. Let's not lose sight of our time-tested educational principles as we carefully tread toward technological infusion, all the while assuring that we use our sophisticated technology to strengthen the teaching process only when it is appropriate for better learning. #

Dr. Alfred Posamentier is dean of the School of Education and professor of mathematics education at Mercy College. He is a member of the New York State Mathematics Standards Committee, and has authored over 45 mathematics books, including: Mathematical Amazements and Surprises (Prometheus, 2009), Math Wonders to Inspire Teachers and Students (ASCD, 2003), and The Fabulous Fibonacci Numbers (Prometheus, 2007).



65 YEARS AFTER NUREMBERG: MENACHEM ROSENSAFT HONORED AT CITY TECH



Menachem Z. Rosensaft

Menachem Z. Rosensaft, general counsel of the World Jewish Congress and the son of survivors of the Auschwitz and Bergen-Belsen death camps, will speak at New York City College of Technology (City Tech) on Thursday, November 10, 12:45 p.m., in the Atrium Amphitheater, 300 Jay Street, Downtown Brooklyn. The public is invited to this free event, sponsored by the City Tech Jewish Faculty & Staff Association (JFSA). For more information, contact Albert Sherman 718.260.5837 or asherman@citytech.cuny.edu.

Professor Rosensaft, who serves as adjunct professor of law at Cornell University, lecturer in law at Columbia Law School and distinguished visiting lecturer at Syracuse University College of Law, will receive JFSA's Distinguished Humanitarian Award. He will be introduced by the renowned author and journalist Pete Hamill.

Also to be honored is Brooklyn Heights resident Sonia Beker, author of *Symphony on Fire: A Story of Music and Spiritual Resistance During the Holocaust*, a stirring account of her parents, violinist Max Beker and pianist Fania Durmashkin-Beker, members of well-known Vilnius musician families killed in the Holocaust. British composer Ronald Senator ("Holocaust Requiem") will present the Distinguished Achievement Award to her.

President Russell Hotzler of City Tech: An Outstanding Educator



Dr. Russell Hotzler, president of the New York City College of Technology (City Tech), earned B.S. and M.S. degrees in metallurgical engineering and a Ph.D. degree in physical metallurgy from the Polytechnic Institute of Brooklyn (today the Polytechnic Institute of NYU). Hotzler is an acknowledged award-winning educator, having earned the American Society for Metals Education Award and was elected to the Board of the National Education Committee of the American Society of Metals. He has served as a liaison to the New York State Education Department and the Middle States Association, worked with colleges to make sure they are compliant with state requirements for the professions and teacher education, and worked with the NYC Board of Education with regard to teacher education and development of performance standards for K-12 mathematics and science instruction. #

Menachem Z. Rosensaft was born in the displaced persons camp of Bergen-Belsen and has been a leader in Holocaust remembrance activities. He is the founding chairman of the International Network of Children of Jewish Holocaust Survivors and chairman of the editorial board of the Holocaust Survivors' Memoirs Project (a joint publishing endeavor with Yad Vashem in Jerusalem). #

An Immigrant's Journey: From Belgrade to NYC and a College Degree

By ZORAN SAVIC



After graduating high school in Belgrade, Serbia, in 1983, I enrolled in Belgrade University, majoring in mechanical engineering. After the first year I stopped studying and reexamined my career choices. I started working and earning money, but in time, I regretted dropping out of school.

I served 10 years in the army in the Military Technology Institute; I established the first Chinese fast-food restaurant in Belgrade. My wife Aleksandra and I had two kids and we

owned and ran three newsstands, employing 14 people. I felt comfortable despite the war with Croatia in 1991, hyperinflation, and NATO's bombing in 1999.

My wife, Aleksandra applied for and won the "green card lottery." She thought that the time had come to grow professionally. After deliber-

ating about our future, I realized that emigrating was the right thing to do.

I never thought I would be in school again. But Aleksandra's persistence and ambition pushed *continued on page 26*



The Gattegno Effect: 100 VOICES ON ONE OF HISTORY'S GREATEST EDUCATORS

The Gattegno Effect: 100 Voices on One of History's Greatest Educators

(Educational Solutions Worldwide, Inc., 375 pages)

Reviewed By **JENNIFER MACGREGOR**

Dr. Gattegno would have turned 100 years old this year. This tome features the submissions of 100 leading educators worldwide recounting their experiences of knowing and working with Dr. Gattegno. Through the voices of those who knew him and learned from him, a picture of a serious, dedicated, soft-spoken educator emerges. However, this is not a book about Caleb Gattegno, but one about the impact his life and teaching methods had on the hundreds of people who learned from him.

Each memoir submission represents a personal journey toward understanding and applying Dr. Gattegno's teaching methods, which is based on the precept that "only awareness is educable in man." The collective journey reveals to us "Dr. G," a man who was considered as much a role model, philosopher, psychologist, scientist, inventor and author as he was a great teacher.

The collection of short memoirs is filled with praise for his method of teaching language — the "Silent Way." Dr. Leslie Turpin writes, "As a shy young woman, I learned that purposeful silence could become the source of my strength as a teacher and not my liability —

that silence could be my teaching voice." Dr. Gattegno believed in the innate intelligence of his students, and knew that they could discover answers on their own, through exploration, experimentation and meditation on a subject.

Many of the memoirs reflect the writers' frustration, and eventual appreciation, of being asked tough questions about their experiences and thoughts. Dr. Gattegno's key tenet, The Subordination of Teaching to Learning, challenged the teachers to put away their pedagogy and instead pay attention to their students' learning.

Yoko Yasuda, now a teacher in Tokyo, describes the discovery of Dr. Gattegno's work as akin to looking for a box of matches and finding a volcano. Her search for improvement began as a young student in 1993. She was seeking the best ways and methods to teach Japanese to foreign students. In choosing *The Silent Way*, she got more than she bargained for: "I learned that learning is related to existence," she recounts.

By the time of Gattegno's death in 1988, his highly unique approaches and materials for teaching were being employed in more than 40 countries on six continents. His vast scientifically based inquiries had produced seminal books on the nature of learning itself. This collection of memoirs is a fitting tribute to his life and his methods, which are still resonating with the people who learned from him. #

YOUNG WRITERS

Reflection

WRITER **NEIL RUTHEN, GRADE 7,
CARLISLE SCHOOL**

Through a barrier an entire world awaits,
one untouched but changed by man,
a world merely watching
and imitating the events of a fragment of
reality,
a portion of our world mirrored forever in
glass
remaining a mirror of our past,
yet changing with the future
with a memory far greater than any physical
being,
memories of mountains growing, organisms
evolving, and
the earth shifting,
reflections of when the west was wild, when
nature
lead our life,
when our ancestors made technology that
would change
the world,
only distorted by drops of rain,
the flow of water expanding its view,
its long strand of history,

Book Review

WRITER **JAMIE KUSHNIR, GRADE 5,
SARGENT SCHOOL,
NORTH ANDOVER, MASS.**

Recently, I started *Rules*, a story written by Cynthia Lord. Since the I bought book, I couldn't put it down. *Rules* is about a twelve-year-old girl who just wants to have a normal life. Unfortunately, she knows that can't happen because her younger brother has autism and the rest of her family revolves too much around it. The girl tries to help her brother by making social rules for him. Along the way, she meets Kristi, a new girl next door, and Jason another surprising sort of friend.

Rules is easy to read, but still you should at least be a third grader to understand the plot. I read it in fifth grade and I don't think it would be good for younger children. The book was great and even if you don't like reading, you should give it a try. *Rules* is not a waste of money parents! #

its tiny ever-changing universe,
a universe that is not alive yet copies the liv-
ing.

Gold Medal Winner: Best Illustrated Children's Book of 2011



Rosalyn Schanzer



Cake baked by writer Vicki Cobb

Just in time for Halloween, the Society of Illustrators has awarded this year's gold medal for best illustrated book of the year to author and illustrator Rosalyn Schanzer for her striking black-and-white-and-red scratchboard illustrations of witches, demons, and the devil himself. In *Witches: The Absolutely True Tale of Disaster in Salem* this multiple award-winning author tells the true story of the victims, accused witches, scheming officials, and mass hysteria that turned a mysterious illness affecting two children into a witch hunt that took more than 20 lives and ruined hundreds more. The powerful narrative, based on chilling primary sources is set off with art reminiscent of the period making it perfect fare for a dark Halloween night while illuminating a dark period of American history. This is Schanzer's sixteenth book. Her other books include *What Darwin Saw* and *George vs George: the Story of the American Revolution from Both Sides*. As for *Witches!*, Schanzer says "This book just goes to show that truth really is stranger than fiction."

A long-time proponent of great nonfiction literature for children, Schanzer writes for

the award-winning blog I.N.K (Interesting Nonfiction for Kids) <http://inkrethink.blogspot.com/> and is a founding member of INK THINK TANK <http://inkthinktank.com/>, a company that puts outstanding nonfiction books and their authors into classrooms around the world. The Ink Think Tank website features a free database of top nonfiction books in all disciplines, that have been aligned to core curriculum standards by the authors themselves. "If we want kids to learn, to read, and to love learning, and to love reading, why not give them compelling literature on the same subjects that are in their curriculum, instead of compelling them to read flat and boring material?" Schanzer asks. Why not, indeed!

Roz was honored at the opening reception of the exhibit *Original Art: Celebrating The Fine Art of Children's Book Illustration* featuring 150 books chosen from 590 entries submitted nationwide. The exhibit is on display at the Museum of American Illustration at the Society of Illustrators from October 26 through December 29, 2011 at 128 East 63rd Street. [info@societyillustrators.org] #

Best Children's Books Chosen at Bank Street College of Education

Writers, educators and other lovers of children's literature eagerly attended this year's Irma Black Picture Book Award in the Bank Street Auditorium. The Award is unique in that children themselves choose the winner. Over a four-week period, children in various participating schools read the books, then analyze and discuss them with their teachers and librarians, and then vote for a winner. The vote tallies are then submitted to Bank Street. This year's winning book, "How Rocket Learned To Read," is about a puppy that is taught the wonders of reading by a little yellow bird he meets one day. The two become friends as the bird teaches Rocket how to sound out words. The book was written and illustrated by Tad Hills, who used his own dog, also named Rocket, as inspira-

tion for the story. "It's especially gratifying to win an award such as this," he said. "I have a great job."

The Irma S. and James H. Black Award is given annually to a book that exemplifies excellence in text and illustration together. The four finalists have been chosen by 3rd and 4th graders from a semifinalist list selected by a committee of educators. The winner receives a gold seal and the other three finalists become honor books with a silver seal. For the first time, the award was able to invite a wider participation in its curriculum program. In partnership with *School Library Journal*, the program was offered to any librarian or teacher of first and second graders in the United States

continued on page 26



TC PRESIDENT SUSAN FUHRMAN DELIVERS 2011 STATE OF THE COLLEGE ADDRESS, EARNS SECOND TERM AS PRESIDENT

On the day that TC's Board of Trustees announced that Susan Fuhrman has signed on for another stint as President, she devoted her annual State of the College address to reviewing the college's key accomplishments during the past five years and to announcing its major goals for the next five.

"Five years ago, I called on my TC colleagues to leverage our founding mission and inherent strengths into a more innovative, dynamic, and consequential version of Teachers College — a TC equipped to play an ever more influential and beneficial role in our neighborhood and city, nation and world — while also leading the way in 'educating the future' in this exciting yet turbulent century," Fuhrman said.

Moments earlier, in announcing that Fuhrman would continue leading TC's effort to meet those challenges, board co-chair William Rueckert called her "a proven winner" and cited reviews by outside evaluators that praised her inspired leadership style and singled out TC as one of the nation's preeminent educational institutions.

Much of what TC has accomplished on her watch relates to "programmatic innovation," Fuhrman said — "the intellectual ferment that comes from getting our major thinkers and trailblazers to share ideas and work together."

A new academic department was found-



ed under Fuhrman's watch, Education Policy and Social Analysis, and several new faculty-driven projects and programs, including the nation's first master's degree program in Diabetes Education and Management, and a social studies curriculum focused on the national debt, which will be deployed to high schools across the nation. These and other efforts were initially backed by

the TC Provost's Investment Fund, which seeds cross-disciplinary faculty collaborations.

In addition TC has launched a new public Teachers College Community School. In line with Fuhrman's promise five years ago to make TC more responsible for improving local schools, TCCS, which opened in September, serves children in Harlem's school district and anchors a larger consortium of Teachers College Partnership Schools where the College is working with school-based educators to improve student outcomes. The school offers an array of "wrap-around services" to the community, modeling a cost-effective approach that Fuhrman believes universities are best positioned to deliver.

The college has increased its financial aid offering by 76 percent since 2005 and created an environment that students find more welcoming, enjoyable and conducive to learning.

Touro College's Lander Center For Educational Research Receives Nearly \$1.9 Million

Touro College's Lander Center for Educational Research, located at its Graduate School of Education, has been awarded a three-year grant from the U.S. Department of Education to operate one of 10 national Equity Assistance Centers (EAC) that provide assistance to states, school districts, and public schools on issues of race, gender and national origin.

The 10 Centers, funded under Title IV of the 1964 Civil Rights Act, are designed to provide equal opportunity for achievement to all students. In 2008, the Lander Center received \$1.9 million to establish an EAC at Touro to service Region II, which includes New York, New Jersey, Puerto Rico and the Virgin Islands.

"We are extremely pleased that Touro has been awarded this grant for another three years," said Dr. LaMar P. Miller, dean of Touro's Graduate School of Education and principal investigator for the grant. "By continuing to operate Region II's EAC, the Lander



Dr. LaMar P. Miller

Center will be able to maximize its effectiveness in improving equity within the state and local educational systems."

Dr. Miller said the EAC will assist state departments of education and school districts in improving teacher quality; increase their capacity to ensure that students graduate high school college or career ready; and support leaders to more effectively address student performance.

Individuals representing school districts, state educa-

tional departments and other state or local educational agencies interested in obtaining services may contact Dr. Velma L. Cobb, director of the EAC and associate professor at Touro's Graduate School of Education, at (212) 463-0400 ext. 5386, or write to Dr. Cobb at Equity Assistance Center, Touro College, 43 West 23rd Street, 8th floor, New York, NY 10010.

Although housed at Touro, the EAC works in collaboration with Learning Innovations at WestEd LI, located in Woburn, MA. #

So what's next? In outlining ways that TC can build on these impressive accomplishments during the next five years, Fuhrman said the college "has reached a pivotal moment where research in the learning sciences, our unmatched interdisciplinary depth in educa-

tion, health, psychology and human development, our experience in the field, and our heightened sense of mission position us more than ever before to be the nation's premier academic resource and catalyst for educational transformation." #

TEACHERS COLLEGE PANEL DISCUSSES CLOSING THE ACHIEVEMENT GAP FOR STUDENTS

By JENNIFER MACGREGOR

A recent panel discussion at Teachers College outlined the evidence-based research on closing the achievement gap between the wealthiest and poorest students in the U.S., and what can be done to begin shrinking this gap.

"We wanted nothing less than to develop a roadmap for closing the gap," said Dr. Susan Fuhrman, the president of Teachers College.

Michael Rebell, a professor of law and education at Teachers College, Columbia University, said that the U.S. has the largest percentage of students in poverty of all industrialized nations. "We don't have an education crisis in this country," he said. "We have a crisis of poverty."

"What we've got to do is bring those at the bottom way up," he said, and the way to do that is to move from the research stage to practical policy change on a large-scale basis.

Programs such as Say Yes to Education, which worked with the school districts in

Cincinnati and Syracuse, N.Y., showed that streamlining resources, making sure students had access to support services and focusing students' sights on higher education led to increased high school graduation rates, said Mary Anne Schmitt-Carey, the president of Say Yes to Education, Inc.

Rebell asserts, with legal precedent to back him up, that all children in the U.S. have a Constitutional right to a comprehensive educational opportunity. The Campaign for Educational Equity, of which Rebell is the executive director, spent years researching and writing a set of papers that answer the questions of what works to bridge the gap, how much it costs and what the benefits to implementing the changes will be for the community.

To implement the range of services, it's estimated that New York State would have to spend an additional \$4,750 per student, per year. While this may seem like an unreasonable sum, Rebell said that a team of economists did



Prof. Michael Rebell & President Susan Fuhrman

an analysis that shows for every dollar invested, the state would get double the money back.

Schmitt-Carey agreed that framing this issue as an economic development driver will help get the community on board to support the projects. An increase in enrollment leads to increased home values and more tax revenue.

She added that by doing the early intervention of making sure children have support to get through school, the cost of social services



Mary Anne Schmitt-Carey

is reduced in the future.

Randi Weingarten, the president of the American Federation of Teachers, said that when children are engaged in activities, the school becomes the center of the community and people come back to the public schools.

"There's no question that we can do better with the resources we have," said Dr. John King, Jr., the commissioner of education for New York State. #



CAREERS By LYDIA LIEBMAN

CHELSEA SEVERSON, Attorney



1. Right now I'm working as an attorney at a small firm that specializes in alcohol industry law and international trade. Immediately post-college I wasn't sure what I wanted to do. I went to a small liberal arts school, which was great, but I also wasn't exposed to a lot of career paths. The most difficult thing was finding my niche. Luckily law school turned into an extension of college where I was able to take another few years to pick my path in terms of an industry. By participating in a lot of extracurricular activities at law school, I found my niche in international trade law and that led me to the job I have today.

2. Undergraduate studies at Holy Cross, where I majored in political science with a concentration in Russian and Eastern European studies. Law school at Catholic University.

3. 2006, 2010.

4. I want to be at a place in my career where people view me as an expert and I'd be the first person they'd turn to. I want to build my own client base and bring in business on my own. I want people to respect and trust my opinion. I'd like to be referred to by other people when colleagues need help. I want to be at a place where I can start to build my own contacts and business — not start my own firm — but I want a reputation for being a professional.

5. I knew I wanted to go to law school when I entered college because I knew that I wanted to have a career that would allow me to use my writing skills and be analytical. I figured that if I wanted to go to law school, I should study political science. It developed my interest in international relations and U.S. foreign policy and that helped open my eyes to part of the law that I didn't realize existed before I went to law school.

6. I think Catholic encouraged people to be creative in networking. Recent law graduates are having difficulty finding jobs. They gave us creative approaches to networking. What ultimately led me to this job helped me gain this job. They said going on informational interviews is important. For example I wanted to do international law but I wasn't sure what speciality I wanted. My career office put me in touch with alumni in that field. Even though they weren't hiring, I learned about that area of law through them. It helped me focus on what kind of career I was actually looking for, all the while helping me build connections.

EDUCATION UPDATE has launched a new section called Careers to provide insight and guidance to recent college graduates. Several graduates share their responses to the questions below.

1. Can you share both your professional and personal struggles and triumphs? What are you currently doing?
2. Which college did you attend, and what was your major?
3. What year did you graduate?
4. What do you think your career goals will be five years from now?
5. How did your major, if at all, determine the course of your current career?
6. Was the career guidance office at your college helpful in your job search?
7. Did you have internships, and were they helpful?
8. Were there mentors who helped you achieve your goals?
9. How did the economic situation in the country influence your career decisions?
10. What motivated you to pick your current career?

7. I worked for a law firm that does international property litigation and it was extremely helpful. It was a small firm in the D.C. area and they had a huge case going on over patent infringement. So I was hired in the beginning of the process when we were still going through the documentation. There were millions of pages to go through to find the material to build our case. I worked for them until it went to trial so I got to see every step of the litigation. I was able to go to court in Delaware to see how Federal court was conducted. It really helped me prepare for the reality of the legal process. As an intern you get exposed to the not-so-glamorous side and I think it's important to understand the reality of law practice — it's a lot of hard work.

8. I had a professor in law school named Antonio Perez who I worked closely with who also happened to be the coach of the competition team I was on. He was very hands-on. His philosophy was that we had to come to answers on our own — he wasn't going to spoon feed us anything. We learned to think critically and anticipate counter arguments, be dynamic and be prepared. I appreciated that he prepared us so much.

As an undergrad, I had a TA named Daria Safronova who was the professor for our practical language learning sessions when I was learning Russian. She's from St. Petersburg and she was so passionate about teaching us the language she loved and it turned into more than just a class. She would always be encouraging us to attend events near my college and she invited us over for meals and watch Russian movies and her passion really inspired our passion in the Russian language. She made us appreciate that you can't just study it in a vacuum — it's really part of a lifestyle. She inspired me to immerse myself in it and to go to Russia right after college. She taught me to learn by experience.

9. I was really fortunate in my job search to be in the right place at the right time. I think a lot of people in Washington, when they're graduating from law school, if they didn't go into private practice, they'd work for the government. So many people are applying to those types of jobs since the market is bad and opportunities are limited. A career in a place like the state department would've been ideal for what I was interested in, but because it has become so competitive it's much more difficult to get those types of jobs. I shifted my focus from the government

but I learned the importance of networking and personal relationships.

10. First, I was always interested in advocating whether it was with my friends. I've always had a streak in me that enjoyed debate. I wanted to go to law school because I thought it would be a good way to indulge that side of myself in a productive way. Law school seemed like a natural fit. Every industry needs a lawyer, so if you like science you could be a bio tech patent lawyer, if you like International Relations you could do international trade law, etc. A law degree could get me wherever I decided to go. And even if I didn't want to be lawyer, in the end it's a great background to have for any field.

ROB LUCHOW, Television Development Executive



1. Right now I'm working as a development executive for Disney XD. We do programming for boys ages 8-16. I'm doing live action comedies. My job is to come up with new show ideas, find writers for those shows and then develop those shows into production.

2. Northwestern with a Bachelor's degree in history.

3. 2005.

4. Five years from now in the TV world I'd like to be further up the chain and closer to my goal of running a network.

5. My major didn't really determine the course — I had a focus in American cultural history so I did a lot of studying about the arts and entertainment and popular culture so it just further compounded my interest in those subjects and how to work in this medium of television. If

anything the major really helped my analytical skills when I'm thinking about new scripts and meeting new writers and figuring out what makes a good story. It didn't have much to do with selecting this job.

6. The truth is I didn't really go to them. I went to Los Angeles without a job. The connections I made through alumni really helped me get that job.

7. The only internship I had was at Education Update and it was great because I really got to write a lot of articles that helped with my writing skills and editing skills. I also had to come up with article ideas and think creatively which is something that I do on this job. It helped me to think what the audience would like to read, just like what the audience would want to watch on TV.

8. I was an assistant to Chris Von Goetz. He's an agent at ICM. He's been a mentor. I was able to work with some talented people at the Mark Gordon Company. They helped me understand TV very well — every facet of it actually I learned through that company.

9. I took an internship right after college and I wanted to get paid — but I knew I had to get my foot in the door first. I've been fortunate to be working since then. I have had a job with steady pay increases. Six weeks ago I took a job because they gave me an excellent offer — in this economy that's important because you never know when things can change. It's been a fun career path so I try to balance getting paid a salary that keeps me afloat while actually enjoying my job.

10. I was part of a student group in college called Maysest. This student group brought big name musicians and comedians to campus. I had wanted to go to all of these shows but then I realized that students were running these shows. I asked how to get involved and they told me I should start crewing (rigging lights, etc.), or do anything that helped promote the show. I realized that if I was going to these shows anyway I might as well get involved. Over time I worked my way up and by my senior year, I was head of the Speakers and Comedians club. I brought Dane Cook and Michael Moore to campus. And then through my team, we would do all the details and then go on to do the actual productions. Then I became the head of the Maysest Organization and in my year I brought The Black Keys. I realized I had a lot of fun with all of this — I loved doing it and I loved working with these people. It became my favorite part of college. I loved producing and being part of projects like this. So when I came out to L.A., I decided to try and marry production and my love for TV. That drove me to do what I'm doing now which is making comedy shows for TV.

The shows I've worked with are Grey's Anatomy, Criminal Minds, Private Practice and Army Wives. Throughout those times we were working a lot of pilots. It was great to work with actors and writers. I just started working here at Disney XD and we're shooting a pilot with Jon Heder, who played Napoleon Dynamite.

Reclaiming Learning in Education

By DR. PETER DILLON

A friend and mentor once said to me, "You're always a teacher, your class just keeps changing." My class now is a school committee, an administrative team, faculty and staff, parents, students, and six communities and their elected boards in rural Massachusetts.

Around the country, as districts face significant and daunting challenges attempted solutions have included big structural reforms, reworking staffing and contracts, closing and opening schools, expanding and more recently shrinking budgets, rethinking standards, curriculum and assessments and adjusting school days and years. While these are important levers for change, looking carefully at learning and instructional practice has too often taken a back seat.

As a district, we collectively committed to making our teaching public and explicit.

Our schools are open to visitors all the time, but especially on Welcome Wednesdays. After visiting classes, visitors exit by responding to two prompts: "I noticed that... and, I wondered about..."

I observe almost every teacher in the district with the director of learning and teaching and a principal by the end of October. We share low inference and non-evaluative feedback that night or early the next morning. Teachers respond in conversations and email, and more importantly in how they approach their work the next day. We continue to catch learning on a regular basis through the year. We listen, and we constantly examine and refine our approach.

Teachers observe students and peers. They develop questions and complete action research projects to reflect and learn more. Their shared experiences provoke rich conversations, col-



Supt. Peter Dillon

laboration, curricula and connections across the district preK-12.

Learning is central to our work and those I support – students, colleagues and families.

There has been some attention in the press about "flipping classrooms". I think it's time to flip the reform debate by focusing primarily on learning and teaching and less on structures. By creating space for collaboration, reflection and growth, we have an opportunity to be bold. Leadership is important in setting the tone, creating space, and providing time and resources. But teachers are the significant and untapped and vibrant resource. It's very hard to administer your way to greatness. The numbers and numbers of interactions simply don't work. What you can do is make learning very explicit. #

Dr. Peter Dillon is the Superintendent of Schools, Berkshire Hills Regional School District, MA

STEM Jobs: Opportunities to Sprout a Brighter Future

Edited By ZARA JAMSHED

A recent study by the United States Department of Commerce on STEM (science, technology, engineering and mathematics) jobs underscored the benefits of having a STEM job or a STEM degree. These workers are the innovators who create new technological advances as well as grow and stabilize in the U.S. economy. Professional, management and technical support jobs for computer science, math, engineering, and life and physical sciences all fall under this category.

In 2010, one in 18 workers in the U.S. held a STEM job, and this rate is expected to rise. Because of the burgeoning possibilities of STEM occupations, there are many economic advantages to working in a STEM field or holding a STEM degree.

Workers for STEM jobs often have higher wages than their non-STEM counterparts. STEM workers with a bachelor's degree on average will make \$7 more per hour than those with the same credentials at a non-STEM occupation. Even workers with a STEM degree but

in a non-STEM job will make 13 percent more than their non-STEM colleagues. Those who study STEM fields and obtain STEM degrees will have higher wages even if they are working in a different STEM field from the degree they have or in a non-STEM job.

The nature of STEM jobs often require advanced degrees. Twenty-three percent of STEM workers have a college degree or less, and 9 percent have a high school diploma or less. But overall, the higher education level obtained, the easier it is to have a STEM job.

Unemployment is significantly reduced for those working in STEM fields or who have STEM degrees. In 2010, workers with STEM jobs had a 5.3 percent unemployment rate, while non-STEM workers had an almost 10 percent unemployment rate. A possible reason for this could be that STEM workers often need higher educational levels than non-STEM workers.

Even if workers do not go into a STEM field, those with STEM degrees will receive higher wages than those who don't. The demand for STEM jobs reduces unemployment and



HAPPY HEARTS FUND invites New York City school children and their teachers or parent(s) to join us on Nov 5, 2011 for a joyful celebration of Haiti and Haitian Culture.

Please note that space is limited and each participant must be registered in advance and confirmed.

WHAT?

CHILDREN'S DREAM HOURS: HAITI is an exciting part of Happy Hearts Fund's annual fundraising programming. There is no cost to participate, but you need to be registered/confirmed in advance through by contacting Carolyn Olivier at 917 656-7361 or carolyn@happyheartsfund.org. Attendance is limited, and you must be registered/confirmed by name to enter.

WHEN?

Saturday, November 5, 2011 from 2:00 PM to 3:30 PM

WHERE?

125 West 18th Street New York, NY 10011

WHO?

For school children up to age 15 years old (grades 1-9).

EVENT OVERVIEW:

Travel to a Haiti's Iron Market, La Citadel, a Haitian beach, Tortuga, and a Happy Hearts Fund School. Learn about Haitian history, animals and plants, arts, and food. Play games with friends, and participate in arts, dancing, and activities.

We encourage all participants to arrive at 2:00 PM to take full advantage of the 1½ hour long program. The program will end promptly at 3:30 PM to allow our staff to prepare the site for the fundraiser that will take place that evening. Dress is casual.

All children will be given "passports" which will serve as a guide to the simulated experiences and sightseeing adventures, as well as a take-home record of the event. As students explore each Haitian experience and participate in activities, they'll have their passports stamped! We will provide helpful activities, small snacks, and gift bags - and a day to remember!

HOW TO PARTICIPATE

Families, schools and organizations who wish to participate will provide supervising parent, teacher, or staff member at a recommended ratio of 6 students: 1 chaperone. All participants must be registered in advance. Please contact Carolyn Olivier at carolyn@happyheartsfund.org or 917 656-7361 to register your participants by name and receive confirmation of space.

QUESTIONS?

Contact: Carolyn Olivier, Program Director, Happy Hearts Fund
Phone: 917 656-7361 Email: carolyn@happyheartsfund.org

www.happyheartsfund.org

Hankin

continued from page 7

Explaining to your child that your doctor would like you to have some routine testing, or that you will be in bed or in the hospital for a few days, can alleviate your child's anxiety. When children know parents are including them in what's going on, they're likely to feel more confident, and are less inclined to imagine the worst. You can explain to your children, without going into detail, that these precautions will help you rest and feel better so that you can play with them again soon.

It may also be a good idea to inform your child's teacher about your health situation. When changes take place in the home, children

often have difficulty concentrating in school. Talking with teachers can provide them with the insight they need to understand if your child needs a little extra support during this time. Be sure to tell the teacher exactly what you've explained to your child, so the information your child receives doesn't conflict with what you've said or cause confusion.

There are no clear answers when it comes to talking with your children about these kinds of situations. Keeping in mind that children are often more perceptive than we realize, and that changes in routine can impact them significantly, however, can help you make the decision that is right for your family. #

Dr. Carole Hankin is the superintendent of Syosset Schools, Long Island N.Y.

this positive cycle of workers becoming educated, being paid higher wages and ensuring job stability is established. STEM jobs offer

great opportunities for young people to have a dependable career while working toward the development of our world. #

NY Senator Kirsten Gillibrand Speaks at Hunter College



Hunter President Jennifer Raab



Senator Kirsten Gillibrand



Sr. V. Chancellor Jay Hershenson



CUNY Chancellor Matthew Goldstein

The CUNY/New York Times in College Women's Leadership Conference was held recently at Hunter College in Manhattan. The event featured many distinguished speakers including United States Senator Kirsten E. Gillibrand, Hunter President Jennifer Raab, CUNY Chancellor Matthew Goldstein and Senior Vice Chancellor Jay Hershenson. The dramatic backdrop behind the podium was the iconic poster of Rosie the Riveter, symbolic of women who take their place in doing the nation's work alongside men. The poster dates from 1942, created by J. Howard Miller.

Women's issues in the corporate and political world have always been the first priority for Gillibrand. She started a national campaign called Off The Sidelines, which stresses that women can make a huge difference everywhere

if they just make sure to voice their opinions and be heard.

Twenty CUNY students, who are members of the 2011 CUNY Women's Public Leadership Internship Program, are receiving first-hand experience this semester in the offices of female legislators, including Gillibrand's.

Gillibrand believes that the first step to insuring that more women get involved is to ensure that all women have the resources necessary to get to work every day. This means options for childcare that are affordable and reliable. If women do not have a trusting environment in which to leave their children, they will never be able to climb the corporate ladder or focus on their career.

She pointed out in her speech that only 14 percent of women entering the workforce and

only 30 percent of women in the workforce think it is worth it to put in that extra effort at the office to move to a bigger chair.

"Increasing mentorship programs and leadership programs have to be our main priority," Gillibrand said, adding that women need to be trained in financial literacy and leadership to have the confidence they need to succeed.

"Self confidence is the most important quality that any young women could build — the knowledge that there is nothing you cannot do if you put your mind to it," she said.

According to Dr. Charlotte Martin, CUNY



Rosie the Riveter

faculty member, women in our society are invited to join boards, but they are only a "token of silence," she said. This conference is an attempt to ensure that students never become tokens of silence.

Kudos to Senior Vice Chancellor Hershenson and Chancellor Goldstein, both from CUNY, for arranging this conference. Hundreds of young women came to hear the speakers. While words are powerful, the most influential images were

of President Raab and Senator Gillibrand standing in front of the students as concrete evidence of the ability of women to succeed. #

MOVIE REVIEW

DICKENS – HIS CHRISTMAS CAROL AND MORE

By JAN AARON

Tiny Tim, Bob Cratchit, Ebenezer Scrooge. Dickens devotees welcome these fictional creations as old friends year-after-year. Now for a holiday treat and until February 22, 2012 you can see them and many other beloved Dickens' characters in a fascinating exhibit at the Morgan Library & Museum to honor the 200th anniversary in 2012 of Charles Dickens birth. Here you also find the entire range of Dickens's works—manuscripts, photos, letters, art work and artifacts from his diverse output.

The Morgan has one of the world's greatest collections of Dickensia, second only to the Victoria and Albert Museum in London. At the Morgan, you also meet Dickens the spiritualist, Dickens the philanthropist and Dickens, the hypnotist.

Declan Kiely, Morgan's curator of literary and historical manuscripts, is commemorating

the author's birth by focusing on less well-known facets of his life. Even if you think you know what there is to know about Dickens and wouldn't dream of saying "please, sir may I have more," like Oliver Twist, more is welcome here. The show adds considerably to the enjoyment to the author's work.

There are manuscripts of three of Dickens's Christmas stories, including the famous "A Christmas Carol". One section is entirely devoted to "Our Mutual Friend." In 1865; Dickens crawled back into a train wreck to retrieve the manuscript of an installment of his novel, on display here.

We meet many curmudgeons in his novels, but in life he was preoccupied with injustices of his era. With Angela Burdett-Coutts, who, the exhibit tells us, was the wealthiest heiress in Victorian Britain, he created a shelter for wayward women. Through letters here, we learn he purchased dresses for the women at



Fezziwig's Ball

wholesale prices and tried to make their life as cheerful as possible.

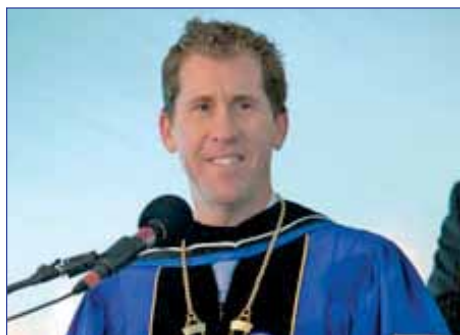
A section of the show deals with Dickens pride in his ability to hypnotize his wife and friends, in addition to others nagged by afflictions. Dickens fascination with the theater resulted in his collaborating with friend novelist Wilke Collins on a play, "The Frozen Deep." Invited to perform for the queen, Dickens replaced his family troupe (he thought it was vulgar for his daughters to appear in such a performance) with professionals. Falling in love with one of them, Ellen Lawless Ternan, he separated from his wife in 1858.

Dickens's two American visits are covered here. On his first trip, he was enthusiastic as he started out in 1842, but later changed his mind, describing Americans as ill mannered. His vengeance was to create "Martin Chuzzlewit," in which America is barbaric, diseased and filled with corruption. Looking for a gift? The Morgan published a new facsimile edition of "A Christmas Carol" to complement the exhibit. #

The Morgan Library & Museum, 225 Madison Ave at 36th St., 212-685-0008.



Dr. Peter Eden Becomes the New President of Landmark College



Dr. Peter Eden

Landmark College, a pre-eminent two-year college for students with learning disabilities and/or Attention Deficit/Hyperactivity Disorder located in Putney, Vermont, recently inaugurated New Englander Peter A. Eden as its fourth president. Prior to assuming his duties, Dr. Eden served as dean of Arts and Sciences and professor of biotechnology at Endicott College in Massachusetts, was a tenured associate professor and chair of the Science Department at Marywood University in Pennsylvania, and a research fellow at the Jackson Laboratory and a visiting professor at the College of the Atlantic, both institutions in Maine. Dr. Eden earned his undergraduate degree at the University of Massachusetts Amherst, and completed his



(L-R) Bob Lewis, New Chairman, Bd of Trustees; Pola Rosen, Trustee; Charles Manley, Outgoing Chairman



(L-R) Holly Hayes, Trustee; Carolyn Olivier, Former Admissions Director of Landmark; Jim Olivier, Former Landmark President; Pola Rosen, Trustee.

Ph.D. from the University of New Hampshire, with post-doctoral training in microbiology,

Joyce Cowin, Teachers College Trustee Steps Down After 4 Decades

By DR. POLA ROSEN

Joyce Cowin, is stepping down after four decades of dedicated service to Teachers College including the donation of the Cowin Conference Center. The Teachers College Advisory Council, comprised of distinguished alumni, recently toasted her unwavering contributions with champagne. Cowin has never missed an Advisory Council meeting over many years.

A graduate of Smith, Cowin has long been active in education circles founding the Heritage School, a charter school in Manhattan and serving on the Board of Trustees of the Folkart Museum in New York City.

November will mark the celebration of her new book dedicated to her husband, Daniel. #



molecular biology and neurobiology at the Massachusetts Institute of Technology. He also brings to the college research and management experience in the biotech and pharmaceutical industry.

Empowering students who learn differently and giving them the opportunity to achieve their academic potential is Landmark's mission.

Eden outlined his near- and long-term plans for the college, which include refining and

strengthening the educational model to serve the changing needs of the college's learning disabled students, increasing the college's offerings with four-year degree Baccalaureate programs, serving students off campus using online, web-based platforms, and developing several new Associate degree programs in science and technology -- including computer science and game design and development -- and building a new science and technology center. #

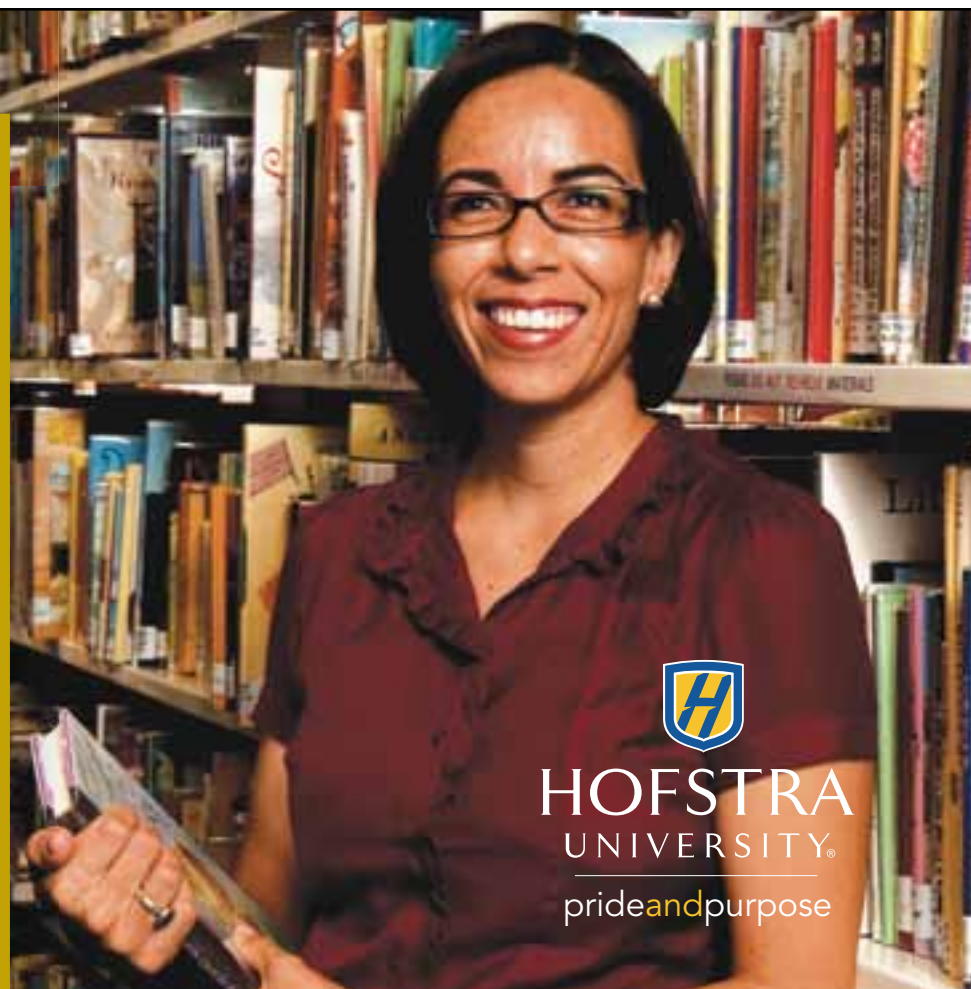
at Hofstra, I teach the write stuff

Andrea Garcia, Ph.D.
Associate Professor, Literacy Studies

Dr. Garcia complements her teaching schedule with service as director of the Reading/Writing Learning Clinic at Hofstra's Saltzman Community Services Center, where her scholarly work is dedicated to supporting language and literacy development of children and adults living in multilingual communities.

Each year, hundreds of students transfer to Hofstra, and now, transferring to Hofstra is simpler than ever. We've improved and streamlined our transfer process, requirements and orientation, specifically to help transfer students succeed. With more than 140 academic programs, state-of-the-art resources and facilities, and a network of peers and mentors, you'll discover your strengths and nurture your talents.

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Instructional Coaching: A New Trend In Supporting Students and Teachers

By RHONDA DAVIS
& BILL MCCARTHY

Two New York City speech-language pathologists traveled to “America’s Heartland” to learn about instructional coaching and discuss how to effectively integrate this approach to support students with language learning weaknesses during classroom instruction. What is instructional coaching?

Instructional coaching is a new trend in education to advance student performance through the development of an ongoing partnership between teachers and coaches. It provides an alternative to traditional professional development and attempts to identify what methods a teacher needs to use to produce more successful learning in the classroom. This approach is individualized and based on the needs of the classroom and the teacher. Coaches and teachers create a “toolbox” for learning, which can be immediately implemented in class-

room tasks. Instructional coaching provides educators with ongoing education, consistent feedback, emotional support, and professional guidance.

Dr. Jim Knight, director of the Kansas Coaching Project at the Kansas University Center for Learning, is a leading expert on instructional coaching. At KU, he conducts research on the effectiveness of instructional coaching and provides workshops for educators interested in this new trend in education.

Coaches offer choices to teachers rather than give directives on what needs to be done with their students in their classroom. By discussing goals and choices, the coach encourages self-reflection enabling educators to have their voices valued and appreciated.

The role of speech-language pathologist in the school setting is expanding rapidly. Aside from providing individual and small-group intervention, speech-language pathologists

need to consult regularly with teachers and specialists to support a child’s learning in the classroom.

The instructional coaching approach is an excellent framework for speech-language pathologists to incorporate as part of their practice in working with school-age children. This approach clearly demonstrates how to work cooperatively with teachers and related specialists by establishing an ongoing partnership. Since the concepts of modeling and reflection are essential components of the instructional coaching model, speech-language pathologists can learn to effectively observe, guide, monitor and provide valuable feedback in a way that is constructive and useful.

To learn more about instructional coaching, you can visit the Kansas Coaching Project Web site at <http://www.instructionalcoach.org/>. Feel free to contact either of us for more information. #

Rhonda Davis, M.A., CCC-SLP is a New

York City-based speech-language pathologist in private practice. She provides comprehensive assessments, consultations and ongoing support to address the needs of school-aged children with language-learning differences. In addition, she offers home-based visits for children birth to three presenting with speech and language delays. You can contact Rhonda at Rhonda@speechlanguagenyc.com

Bill McCarthy, M.S., CCC-SLP is a New York City-based speech-language pathologist who works in the Learning Resource Center at Columbia Grammar and Preparatory School in Manhattan. He consults regularly with teachers and educators regarding how to provide effective classroom instruction to students with language-based learning difficulties. Bill also maintains a private practice working with children with language and learning difficulties. You can contact Bill at bill@stepslearning.org.

Immigrant’s Journey

continued from page 19

me to choose something new. Major in accounting? No way! But she knew me too well. Not only is she an economist, she knows my personality: straightforward, obedient, precise, methodical, extremely loyal, mathematically clever, cautious and afraid to take risks — all characteristics of an accountant.

Accepting change and adapting to the U.S. culture and business environment has made me more competitive. My increased self-confidence is fueled by success in school as well as the full support and respect from family and friends. Furthermore, my horizons have grown. I am networking with people from different cultures, languages, races, religions, habits, levels of knowledge, personal interests and wealth. In this melting pot, everyone has the chance to improve.

Before embarking on my current studies, I

was expecting classes to be boring. What I found, on the contrary, is that my professors give it their all. They teach using examples from current topics to develop critical thinking skills. My previous academic experiences included learning by rote, but now I learn with a passion for solving problems by investigating their causes and searching for solutions.

I will contribute to society for many more years. I have a chance to fulfill my personal wish, to earn a degree, to gain new perspectives, to learn to be more efficient in business, to use my experience in new surroundings, and to be a better person. Most important I am learning to be an example for my children, to teach them to love what they do. If people don’t love learning and trying new things, it doesn’t matter how old they become. People won’t be able to pass that knowledge on to others. #

Zoran Savic graduated this past spring from the Technical Career Institute (TCI).

Bank Street College

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and Canada. Nearly 10,000 students from 94 schools across the country were able to participate. Previously, only a dozen or so schools did.

Perri Klass, the renowned author and professor of journalism and pediatrics at New York University, spoke movingly about the importance of books in the language and literacy development of young children, and discussed her work as medical director of Reach Out and Read, a national literacy organization which works through doctors and nurses to promote parents reading aloud to young children. “Everything is more interesting when picture books are part of the equa-

tion,” she said.

The silver seal books this year were “Children Make Terrible Pets,” by Peter Brown; “A Pig Parade is a Terrible Idea,” written by Michael Ian Black and illustrated by Kevin Hawkes; and “Dust Devil,” written by Anne Isaacs and illustrated by Paul Zelinsky.

The award was established in 1972 in honor of the late Irma Simonton Black (and later her husband as well), who was for many years director of Bank Street’s Publications Division, and a prolific children’s book author. It is given to a book that meets Irma’s own criteria for a great picture book: “a synthesis of text and art, each enhancing the other to produce a synergistic effect that makes the whole greater than its parts.” #

No Child Left Behind

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Enzi, chairman and ranking member of the Senate Health, Education, Labor and Pensions Committee, worked on a bipartisan bill for education that would prepare students for college. However, in order for students to be more diligent in school, Senators want teachers to make sure they have higher expectations for their students.

“I deeply appreciate the efforts of Senators Harkin and Enzi to build in more flexibility for states and districts, and focus on the goal of building a world-class education system that prepares all students for college and careers,” said Arne Duncan, U.S. Secretary of Education in his Ed.gov blog. “However, it is equally important that we maintain a strong commitment to accountability for the success of all

students, and I am concerned that the Senate bill does not go far enough.”

“Parents, teachers, and state leaders across the country understand that in order to prepare all of your young people to compete in the global economy, we must hold ourselves and each other accountable at every level of the education system,” Duncan said.

The National Education Association, the largest association and labor union for education, agrees with Obama’s approach to revise the No Child Left Behind Act. “Now, there is a bill that would allow educators and principals to move forward to help students, especially students with disabilities, based on the waiver plans for each state,” said Dennis Rugel, president of NEA. #

Dominique Carson is a former intern at Education Update and a student at Brooklyn College.



Photo by Herman Rosen

A NYC Moment: Pig on a leash on the sidewalks of NYC



HOW CAMPS HELP CHILDREN CARE FOR THE EARTH

Whether a child makes his home in the heart of the city or the fields of the heartland, daily life can make getting “back to nature” hard for any family. Yet experiencing the outdoors helps children gain enhanced abilities to learn, lead, and experience contentment, as well as gain a lifelong interest in caring for planet earth.

Parents who want to be sure their kids know a toad from a frog and a catfish from a crawfish don't need to go it alone. Camp programs are among the very best ways for children to get to know first-hand a very important family member — Mother Nature.

Take James, for example. Despite being included in many family travels, James and the natural world had only a passing acquaintance, and his parents were wise enough to send him into the woods for camp.

“We have a little potato patch down by the river, and the kids can catch a trout in the river and dig up potatoes and bring them back to camp, learning what it's like to live off the land,” explains Sandy Schenk, owner and director of Green River Preserve camp of Cedar Mountain, North Carolina.

Almost all camps incorporate hikes and nature activities, and some go an extra mile to immerse kids in nature and the environment. Green River Preserve is one such camp. It specializes in helping gifted children better understand the earth through daily activities with professional naturalists on a 3,400-acre

nature preserve.

“We find that getting kids into the natural world is transformational,” says Schenk. “Nature's a magnificent teacher because everyone is treated the same. Pushing yourself is something that happens naturally in the out of doors. And when you see kids helping each other over a slippery rock wall, it's amazing. We see each child come out of the program with a greater understanding of nature and better sense of self.”

Eagles' Nest Camp of Pisgah Forest, North Carolina, has been teaching kids to take care of their natural world for decades. “In our Explorer's Club class, kids are out in the woods, streams, and bushes, really getting a feel for the amazing biodiversity of the Northern Appalachians,” explains Noni Waite-Kucera, executive director of Eagle's Nest Foundation. “To have kids be able to explore and be a part of that is a real gift for them.”

Eagle's Nest also sponsors camp craft classes, helping children learn to read a map, build a fire, and leave no trace. “We teach every camper how to respect and avoid making an impact on the environment,” she says. Even an earth art class uses items found in the forest for woodland sculptures, which campers then leave behind to biodegrade and contribute to the health of the forest ecosystem.

Environmental programs don't always take place exclusively in the outdoors. The Whole

Kitchen program uses holistic ingredients, fresh foods, whole grains, and local produce. “We grind our flour from wheat berries, and the kids make the bread,” Waite-Kucera says. “It's all a way to show how nature provides for us, and why we need to return the favor.”

Sometimes, a camp's location can provide built-in environmental lessons. At Windsor Mountain (formerly Interlocken), camp life centers around a small farm and camp garden nestled in the foothills of New Hampshire on the edge of a 4,000-acre nature preserve.

“We offer kids a chance to get their feet wet in the morning dew, to feel the grass under their feet, to lie down in the field and look up at the stars. Our activities help them understand how Mother Nature is delicate and why we care about helping to protect her,” says Sarah Herman, director of the camp.

Campers harvest vegetables from the garden for the salad bar and help take care of the farm animals. Children with a special interest in



nature also can go directly into the marsh to learn about its animal habitats, into the woods to create natural art, or on a bog-wading ecological adventure. For older youth, three-day, off-campus trips can take campers backpacking, mountain climbing, rafting, and more — all with an eye to building awareness in the natural surroundings.

Regardless of which you choose, nearly all campers leave with an enhanced appreciation of the outdoors. #

Reprinted by permission of the American Camp Association

EPA ANNOUNCES THE 2011 PRESIDENTIAL INNOVATION AWARD PROGRAM FOR ENVIRONMENTAL EDUCATORS

U.S. Environmental Protection Agency deputy administrator Bob Perciasepe announced the 2011 Presidential Innovation Award for Environmental Educators program. The program, which will be implemented through a partnership between the White House Council on Environmental Quality and the EPA, recognizes outstanding K-12 teachers who employ innovative approaches to environmental education and use the environment as a context for learning for their students.

“Because the environment affects every part of our lives, environmental education should be part of everything we do and teach,” EPA deputy administrator Bob Perciasepe said. “This awards program will highlight and encourage innovative ways to better integrate environmental issues into our young people's everyday learning experiences — helping to turn environmental education into environmental action.”

“Our bright and enthusiastic students are America's future problem-solvers, environmental stewards, and economic innovators,” said Nancy Sutley, chair of the White House Council on Environmental Quality. “This award will support American schools and teachers that are doing an outstanding job of empowering students to build a clean, healthy

and prosperous future for our country.”

“The Presidential Innovation Award Program for Environmental Educators reinforces what we're doing at the U.S. Department of Education through our recently launched Green Ribbon Schools program,” said deputy secretary of education Tony Miller. “We need to reward and recognize teachers who are focusing on the environment, reinforcing scientific knowledge, developing critical thinking skills, and preparing students to participate in the green economy.”

Two teachers from each EPA region will be selected to receive the award. Recipients will receive a commemorative plaque and an award of \$2,000, to be used to further their professional development in environmental education. Additionally, the local education agency employing each teacher will receive an award of \$2,000 to further the recipient's environmental educational activities and programs. EPA and CEQ will announce the inaugural award winners in the spring of 2012.

For more information on eligibility requirements and selection criteria or to submit an online application, please visit www.epa.gov/education/teacheraward.

The application deadline is December 30, 2011. #

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UMW Federation
of Teachers



CSI Celestial Ball: Reaching for the Stars

The College of Staten Island will host the "CSI Celestial Ball: Reaching for the Stars," its third annual scholarship gala, on Saturday, December 3, 2011 at the Richmond County Country Club. The reception begins at 6:30 pm.

This year's honorees are Denis M. Hughes, President of the New York State AFL-CIO and Honorary Alumnus; Dr. Mary E. O'Donnell, Chair, Department of Nursing, College of Staten Island; and Mrs. Rose M. Volpe, Community Leader and Long-time Friend of the College.

This year's Event Chairs are Christine D. Cea, PhD '88, Donna J. Fauci '96, '03, Joseph Ricciutti '94.

Whereas CSI's annual tuition compares favorably with the national average for public higher education, approximately 75 percent of the College's student body works and raises a family while attending CSI. The sponsorship dollars raised by the Ball will allow students to focus on their academic careers and excel in the future, permitting many CSI graduates to go into highly successful careers and attend the most prestigious graduate, MD, and PhD programs in the country.

Tickets are \$250 per person or \$450 per couple. For further information, advertising and sponsorship opportunities, or if you have



Dr. Christine Cea

any questions, please contact the Office of Institutional Advancement at 718.982.2365 or foundation@csi.cuny.edu. The tax-deductible portion of each individual ticket is \$150. Visit the Celestial Ball website at www.csitoday.com/gala

Assistive Technology

continued from page 19

issues; language learners and people with poor working memory, reading comprehension or attention disorders.

Many top students around the country have trouble organizing information or focusing on specific subjects. Inspiration is an assistive technology that provides students with templates, like concept maps with shapes and texts, to help them through the writing or thought processes. There also are free versions of such planning software.

I would also note that assistive technologies include simple things everyone uses, like an alarm system on your cell phone, or Microsoft Word, which allows students to see changes as they make them, submit a draft and ask a fellow student to comment on it. I'd be lost without my Google calendar.

Technology is becoming cheaper and ubiquitous. One will be able to access the technology everywhere. Struggling students will continue to develop innovative ways to help themselves instead of it coming from the top down. There is an initiative called Raising the Floor which supports the idea that you should not need access to wealth to have the technologies needed to be successful. There are many free and inexpensive technologies available; the monetary gap is closing rapidly. There continue to be major improvements in assistive technologies, yet some schools still argue that

if you allow students access to these learning technologies, you are giving them a "crutch" or an excuse not to learn the traditional way. Is an open-book exam excusing students from learning, or enabling them to learn by using technology? I find it ironic that we live in a society where I might be required to wear corrective lenses to drive, and would be fined if I didn't: but if I need a reading system to access a textbook, it is considered cheating.

There are pitfalls. Students who use a note taker in class do not learn from the note-taking process, and such a bypass system can harm one's self-esteem and confidence. I'd much rather see these students use a Livescribe pen, or even Kurzweil along with effective learning strategies: two-column notes or the Cornell note-taking method to interact with the notes, add annotations and clarifications, and use highlighting in various colors to improve vocabulary and understanding of concepts.

The issue comes down to embracing or not embracing the concept of universal design, a set of principles for curriculum development that give all individuals equal opportunities to learn. Regardless of the college or university, those involved in education should, I believe, work in every way possible to challenge and motivate all students by providing each learner with options for acquiring information and knowledge and for demonstrating what they know. #

Melissa Wetherby is coordinator of educational technology for Landmark College, which serves students with learning disabilities or ADHD.

SPORTS

Beacon Blue Demons Ready for Repeat in Boys Soccer

By RICHARD KAGAN

The Beacon School boys soccer team certainly have the winning spirit. In the fall of 2005, the school won the boys Public School Athletic League title. Last year, the Blue Demons won again in defeating Francis Lewis High School on penalty kicks. Joe Nikic, a senior who graduated, netted the game winner and the biggest goal of the season. The Blue Demons got to the title game when they upset tournament favorite Martin L. King High School in the semi-finals.

In that championship season, Beacon lost to MLK twice during the regular season and then pulled off the big playoff win.

This season in 2011, the Blue Demons trail MLK by three points in Manhattan Division A going into the second half of the season. Beacon has a 10-2 record, having won a slew of matches after dropping the opener to MLK. The boys' coach, Alec Mahrer likes what he sees of this year's team. "We are getting better as a team," said Mahrer. This year, Beacon has key returning seniors who played in the title game last year. Goalie Maximilian Brown stopped two penalty kicks to help his team take the Finals last year. Coach Mahrer tabbed him as one of the best at his position in the city. Brown will attend Northeastern University next season and play soccer. At 6-foot-3, he is "very quick and reads the game well," according to coach Mahrer.

Beacon's scoring threat is Jeremy Hardy, a junior forward whose seven goals scored places him near the Division leaders. Gideon Rosenthal and Ryan Cupolo, both seniors, play the outside wing position and create scoring chances. Both players are savvy and can spread a team's defense, giving Hardy an opening up



the middle. Luca Quinn a senior and T.L. Guest are strong on defense. The team has good leadership from the returning players who carried Beacon to its second title in five seasons.

"The guys are coming together," said Mahrer. The players are "making adjustments throughout the year." Mahrer hopes the team continues to play well at the end of the season. "We are getting better as a team," Mahrer said. Beacon plays Martin L. King and ends the season against Stuyvesant H.S., which gave Beacon a tough game in their earlier match. Mahrer hopes these games will prepare the Blue Demons for the playoffs which start as the weather gets cooler. Martin L. King has been the soccer power in the PSAL in recent years and is within walking distance of Beacon which is located near Lincoln Center in Manhattan. Mahrer likes the make-up of his team. "We feel like we have the players who can take it again," Mahrer said. #

Harvard Prof. Dr. Howard Bleich Honored in Newton, Mass.

Dr. Howard Bleich, professor of medicine at Harvard, was honored by The Adams Street Shul in Newton, Mass. The orthodox congregation was also celebrating its centennial. Dr. Bleich pioneered a computer program to search the medical literature. Along with Dr. Warner Slack, he designed the computing systems at the Beth Israel Deaconess and Brigham and Women's hospitals. Dr. Bleich and Dr. Herman Rosen, medical editor for Education Update, trained together as nephrology fellows in Boston.



(L-R) President Benyomin Fleischmann and event chair Beri Gilfix present City of Newton proclamation to Dr. Howard Bleich

EXCLUSIVE: EDUCATION UPDATE ON LOCATION IN QATAR FOR THE 2011 WISE CONFERENCE

Winner Announced for Education's Newest Prize in Qatar



(L-R) Sheikh Hamid Bin Khalifa Al-Thani, the emir of Qatar, presents award to Dr. Abed

By VICKI COBB

REPORTING FROM DOHA, QATAR

Education, as a discipline worthy of a prestigious award akin to the Nobel Prize, has finally been recognized with the announcement on Nov. 1 of the first recipient of the WISE Prize, an honor awarded for transformative work in education. The setting was the opening session of the World Innovation Summit for Education (WISE) in the brand-new conference center in Doha, Qatar. On a stage set with creatively lit graphics, heralded by dramatic music, the first WISE Prize laureate, Dr. Fazle Hazan Abed of Bangladesh, received a specially designed gold medal and an award of \$500,000 in recognition of his 40-year career dedicated to alleviating poverty through education from the Emir of this small Arab emirate.

In his acceptance speech, Dr. Abed said, "I am guided by an ideal of a world free from all forms of exploitation and discrimination. Education is the answer to this quest."

Abed founded BRAC, formerly known as Bangladesh Rural Advancement Committee, in 1972 to address the humanitarian crisis, which followed the country's struggle for independence from Pakistan. Over the next four decades, he built the world's largest and most efficient non-government organization with 120,000 workers, based on the principle of empowering people to grow as individuals, to manage the welfare of their families and to contribute to their societies. Its learning and teaching activities now reach almost 140 million people in 10 Asian, African, and Central

American countries. Under Abed's guidance they have acquired the tools to set up their own micro-businesses, become health workers, or teach generations of children. The influence of BRAC has spread throughout the world — particularly to children and young people who are not reached by traditional educational systems.

Following an international call for nominations, a committee of 11 experts made a preliminary assessment and then a high-level jury of five eminent individuals, chaired by Dr. Abdulla bin Ali Al-Thani, Chairman of WISE, Qatar Foundation, made the final decision.

Professor Jeffrey Sachs, Director of the Earth Institute of Columbia University, was one of the final jury members. He has known Dr. Abed for many years. Bangladesh was once called "the basket-case country," by none other than Henry Kissinger in the 1970s. The idea was that this country is hopeless. But Dr. Abed did not think it was hopeless. He left London and a lucrative corporate job right after their war for independence and started up this non-governmental organization, BRAC, and it's had an amazing effect throughout Bangladesh, which nobody calls a basket case anymore.

People see it as a country that is achieving development, where women have gained empowerment through micro-finance, where children have gained literacy, and where the floods, which are common in that part of the world, no longer kill the way they used to. All of this is due to the use of knowledge that can be attributed to efforts of Dr. Abed. #

The World Innovation Summit for Education: an Oxymoron?

By VICKI COBB

REPORTING FROM DOHA, QATAR

As conferences go, the World Innovation Summit for Education, is small — only 1,200 attendees — but mighty. Powerful advocates for education from 120 countries met from Nov. 1-3 in the brand new conference center in Doha (built to accommodate 40,000 participants) to discuss the theme: Changing Societies, Changing Education. The first day was filled with the usual generalizations, no real innovations in sight.

It started with consensus — everyone agrees that technology and communication across the globe is a game changer, that people need more than a high school diploma to achieve a middle-class lifestyle and the enrollment in higher education reflect this. In the past 10 years, the number of students in college worldwide jumped from 100 million to 150 million. And despite technology, we're not innovating enough when it comes to content. The old-fashioned delivery of knowledge by the teacher as assessed by tests still rules most classrooms.

"If knowledge is now a Google search away — virtually at one's finger tip—and students are using searches on the Web to drive their own learning, we need to figure out a different form of assessment to evaluate what they know," said Professor José Mariano Gaga, former chairman of the Initiative for Science in Europe (ISE) and former Portuguese Minister of Science. One innovation that is driving this student-directed learning is the open education platform where all educational materials are

free. One can only question the quality of these materials since many commercial producers of the high-quality materials cannot afford to give away their work without some form of remuneration. This issue was not addressed.

People agree that innovation is happening at the grassroots level by individuals. But the devil is in the details. How can a program or a project that depends on a single passionate individual be scaled up? Perhaps it can't.

Finland's schools have one of the highest success rates. Professor Jorma Routti is one of the founders of Finnish venture capital and one of Europe's leading technology experts. Education is key to the economic success of Finland, which has undergone a transformation in the past 10 years from a resource-based economy (largely, the paper industry, which depends on trees) to a knowledge-based economy (driven by Nokia, the highly successful electronics giant).

What drove the change? "We dug ourselves into a very deep financial hole. It took long-range planning and an over-arching shared vision by all stakeholders to make this happen. But everyone had taken a financial hit and so we had to plan to invest." Teachers in Finland get a modest salary but teaching is an esteemed profession. There is a culture of education in the small country that is supported by parents involvement with their children's learning. "Education cannot be rushed," says Professor Routti. "There are not short cuts, no magic bullets. It takes nine months to make a baby and 33 years to make an engineer." #

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The Joy of Inflation

by David J. Kahn (Kibbe3@aol.com)

David J. Kahn has been dazzling crossword puzzle fans with his creations for many years. Almost 150 of his puzzles have appeared in the *New York Times*, with many others in the *Los Angeles Times*, the *New York Sun* and other newspapers and magazines. His books include *Baseball Crosswords*, *Sit & Solve Hard Crosswords* and *Sit & Solve Movie Crosswords*.

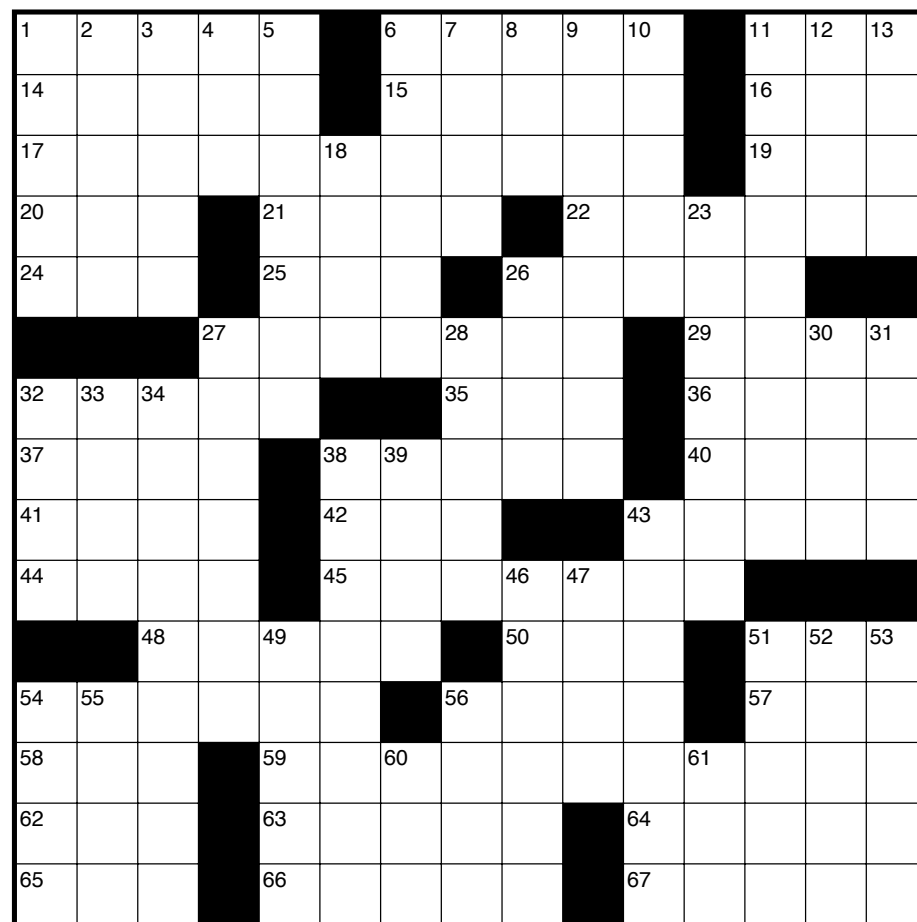
ACROSS

- 1 Light-show light
6 "The Fall" writer
11 "Thar ___ blows!"
14 Icon
15 Maine college town
16 Fotos
17 Balloon introduced at New York City's Thanksgiving Day Parade in 2010
19 Some 4-Downs
20 Inexact no.
21 Mil or mile
22 Marshall Mathers, familiarly
24 ___ change
25 When to tour Tours?
26 Fetch
27 Smoothed (over)
29 Skin: Suffix
32 Dolts
35 Red head, once
36 Construction piece
37 See 33-Down
38 Like many parade watchers
40 Veep before Cheney
41 Shorten, maybe
42 Boston Garden legend
43 Spoil
44 Baby talk
45 Movie set electricians
48 N.B.A. great Baylor
50 Year in Nero's reign
51 "Goodfellas" fellas, with "the"

- 54 Screwdrivers may go on it
56 Kauai keepsakes
57 Air Force hero
58 Branch
59 First-ever balloon at the parade, 1927
62 Drink with scones
63 Laissez-___
64 Sanctuaries
65 Solo of "Star Wars"
66 Some Art Deco art
67 Tablelands

DOWN

- 1 Takes a shine to
2 Tickle
3 Parade finale figure
4 Frittata need
5 Tanks up
6 Knockoffs
7 "I smell ___"
8 Fed. holiday, often
9 Parade balloon introduced in 1965
10 "Me too"
11 Parade balloon introduced in 2004, familiarly
12 Busy place
13 Final, e.g.
18 Golden rule preposition
23 Blue hues
26 Noggin
27 Unified whole



FIND THE CROSSWORD ANSWERS AT
www.EducationUpdate.com/puzzle

- 28 Parade balloon introduced in 2008
30 ___ avis
31 TV horse
32 Mimicked
33 With 37-Across, sugary drinks
34 Parade balloon introduced in 1987
38 Parade balloon introduced in 1983
39 Algerian port
43 "The Litigators" author, 2011
46 Flaunts, as biceps
47 ___ ramp
49 Faux pas
51 Sponsor of the parade
52 City SSW of Jacksonville
53 Test versions
54 Something you can draw
55 Vicinity
56 What Italians used to spend
60 Pie-eyed
61 Tip of Japan?

Evenbeck

continued from page 2

ciplinary and experientially based majors that prepare students for careers and baccalaureate study: Business Administration (A.A.), Health Information Technology (A.A.S.), Human Services (A.A.), Information Technology (A.A.S.), Liberal Arts & Science (A.A.), and Urban Studies (A.A.).

Community is at the center of The New Community College's mission, and students are at the center of the college. The New Community College will foster an environment of cooperation and collaboration, where students, faculty and staff respect and appreciate each other's perspectives, commonalities, differences, and contributions. Students will address compelling urban issues as they move

outward into the wider community through experiential learning and internships. Graduates will have the intellectual tools and confidence to be engaged citizens and responsible leaders.

College is a time and a place and an idea — an opportunity to cultivate the knowledge and experience required to meet intellectual, creative, and professional goals. The New Community College will support students in building the knowledge and skills necessary to interpret and evaluate ideas they encounter both in and out of the classroom and to make informed judgments. Students will learn to express their ideas and know that their voices are valued. They will graduate with a greater sense of responsibility for their academic success and personal growth, prepared to pursue additional studies, a career and lifelong learning as active citizens.

I'll close with our collaboratively developed

vision statement, which affirms our ultimate purpose and aspiration:

Founded in the CUNY tradition of access to excellence, The New Community College will support student achievement in a dynamic, inclusive and intellectually engaging environment. We will be recognized for the contributions of our students, faculty, staff and graduates to our communities and to a thriving, sustainable New York City. #

President Scott Evenbeck is the head of CUNY's newest community college, located in Manhattan.

"Education is the sine qua non for a healthy and vibrant citizenry."

—CUNY Chancellor Matthew Goldstein

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