

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XIX, No. 1 • New York City • SEP/OCT 2013
CUTTING EDGE NEWS FOR ALL THE PEOPLE

www.EDUCATIONUPDATE.com

DIGITAL AGE LEADER



DR. MATTHEW GOLDSTEIN

GUEST EDITORIALS

A Glimpse into the Future

By DR. MATTHEW GOLDSTEIN

This past June I ended my fourteen years as Chancellor of The City University of New York. In 1991, when I was appointed by the CUNY Board of Trustees, I had limited appreciation of the impact one might have on the future direction of this great university. But with the support of CUNY board chair and former Yale University President Benno Schmidt and the rest of the board, we were able to make targeted investments and enact policies that have strengthened the very fabric of the University.

Of course with the size and complexity of CUNY one needs smart and dedicated partners to push for change and to execute smartly at every stage. Fortunately we were able to appoint strong campus presidents, collaborate with faculty and students and receive support from all levels of government. These along with my talented line cabinet are the true guardians of CUNY's stature today. Not surprising there are voices of dissent for some of what we have enacted; after all this is a university and on balance this is a good thing.

With more rigorous admission and graduation standards, new professional schools, an honors college, a new community college, a decade of significant investment in the sciences, new facilities designed and constructed throughout CUNY and fundraising at an all time high,



there is much to celebrate. While all of this has given me much joy I cannot be more pleased than with the rebuilding of the full time faculty, which suffered greatly during the seventies and eighties.

This along with record student enrollment reflecting the rich diversity of NYC and our continuing to work closely with the DOE, portends good things ahead for public higher education if we stay vigilant to the changing demands of society.

I deeply believe that the future of our country will in large part be determined by how well we educate our people. As in all competition there will be winners and those that will lag behind. In the short run I see little relief from the stresses imposed especially on state universities because of demands for keeping tuition affordable and the competing demands that state and local governments have. I think it is fair to conclude that, at least on the operating side, most state governments do not see supporting their universities as their highest priority believing that these institutions have sources of revenue that few other agencies have. In part there is some truth to such a conclusion, but it is highly exaggerated given the times we live in. So what

continued on page 31

Tips for Teachers and Parents on the First Day of School

By HAROLD S. KOPLEWICZ, MD

As parents and teachers, we begin a new school year with fresh energy and enthusiasm.

Parents look forward to new teachers and new learning opportunities for our children, and we hope that they'll inspire our kids to learn and thrive. Perhaps most important, we hope that the new teachers will "get" our kids, whether they're shy first graders or jaded 15-year-olds—see and encourage their talents, appreciate their efforts, identify their strengths and strengthen their weaknesses.

Teachers look forward to meeting and working with new students, trying out new ideas, seeing kids grow and enjoying their creativity.

A big contributor to student success in the coming year is the partnership their parents and teachers are able to form. Here are some important things parents and teachers should think about to help form an effective alliance on behalf of kids, especially those who find school challenging and may need some extra help to fulfill their potential.

1. Parents need to talk to kids about school.

Study after study show that kids make healthier choices, do better in school, and have higher self-esteem if they have warm, positive



communication with their parents. To help kids succeed, parents need to ask direct questions on a regular basis and be familiar with the details of a child's school experience.

2. Parents and teachers should communicate early and often.

The fact is that children behave differently at home and at school. Teachers spend six hours a day with children, and we can count on them to have a keen sense of how children learn and behave. It's critical that parents talk to a child's teacher to find out how well she is functioning at school—academically and socially—and that teachers, in turn, are open to insights from parents about their children's strengths, vulnerabilities, and needs.

3. Parent-teacher conference should be for problem solving.

Both parents and teachers should approach conference time with questions they want to ask, concerns they want to share, issues they want to address. It's often your chance to get to know each other better, compare notes, set common goals and prioritize efforts.

4. Don't delay getting support for a child

2013: The Year of Children First

By ERNEST A. LOGAN

This should be a school year when "children first"

becomes more than a slogan but a movement that goes directly to the heart of the matter about children's health and safety. If our kids aren't healthy and safe, we can't expect them to attend school regularly and move up to the next level, to say nothing of meeting the laudable but challenging new Common Core State Standards (CCSS). We need to work with School Safety and law enforcement agencies to make our schools less vulnerable to intruders and to get guns off the streets. We must stick with last year's crusade to accelerate the DOE's timetable for removing PCB-tainted fluorescent lights from classrooms. Our efforts were somewhat successful last spring only after students and teachers were injured by exploding lights at a Harlem elementary school. We also must be as vigilant about minimizing the many health barriers to learning that are burdening our students, particularly asthma, which affects more than 140,000 of them. CSA has embarked on an asthma awareness subway campaign and is collaborating with Children's Health Fund on a variety of asthma initiatives.

By improving our children's health and safety, we're improving the conditions that slowly allow them to meet the academic standards laid out in the CCSS, which were brought to us by the bipartisan National Governors Association. At the start of this school year, we should vow to help students, parents and educators understand that the Common Core isn't about assessments but about a set of expectations around which skills kids need to succeed in life and keep their country competitive. To accomplish this, education officials are going to have to turn around the misconception they created that the standards were more about tests than content. Making amends for past missteps will be especially challenging locally as NYC tries to ease, rather than lurch, into a transition from one schools chancellor to another. In other transitions like this, the city threw the baby out with the bathwater, but let's save the baby this time around. Remember, children first.#

Ernest A. Logan is the President of the Council of School Supervisors and Administrators, AFL-CIO.

who is struggling.

If there are concerns about a child's school performance, don't wait to see if the problem will go away. Discuss measures that can be put in place in the classroom, and what you can do at home, to address problems. Agree on

continued on page 31

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.

ADVISORY COUNCIL:

Mary Brabeck, Dean, NYU Steinhardt School of Culture, Ed., and Human Dev.; **Christine Cea, Ph.D.**, NYS Board of Regents; **Shelia Evans-Tranum**, Chair, Board of Trustees, Casey Family Programs Foundation; **Charlotte K. Frank, Ph.D.**, Sr. VP, McGraw-Hill; **Joan Freilich, Ph.D.**, Trustee, Barnard College & College of New Rochelle; **Andrew Gardner**, Sr. Manager, BrainPOP Educators; **Cynthia Greenleaf, Ph.D.**, Sr. Assoc., Heidrick & Struggles; **Augusta S. Kappner, Ph.D.**, President Emerita, Bank St. College; **Harold Koplewicz, M.D.**, Pres., Child Mind Institute; **Ernest Logan**, Pres., CSA; **Cecelia McCarton, M.D.**, Dir., The McCarton Center; **Michael Mulgrew**, Pres., UFT; **Eric Nadelstern**, Prof. of Educational Leadership, Teachers College; **Anthony Polemeni, Ph.D.**, Dean, Touro College; **Alfred S. Posamentier, Ph.D.**, Dean of Education, Mercy College; **Jerrold Ross, Ph.D.**, Dean, School of Education, St. John's University; **Dr. John Russell**, Head, Windward School; **Debra Shanley, Ph.D.**, Dean, School of Education, Brooklyn College; **David Steiner**, Ph.D., Dean of Education, Hunter College; **Ronald P. Stewart**, Head, York Prep; **Adam Sugerman**, Publisher, Palmiche Press

ASSOCIATE EDITORS:

Heather Rosen, Rob Wertheimer

ASSISTANT EDITOR:

Jasmine Bager

GUEST COLUMNISTS:

Dr. Matthew Goldstein, Dr. Harold Koplewicz, Dr. Mary Brabeck, Dr. Alfred Posamentier, Ronald Stewart, Dr. Merryl Kafka, Ernest Logan, Christine O'Connell, Dr. Diane Call, Dr. Rose Reissman, Dr. Aramina Ferrer, Anita Reetz, Jaime Casap, Rachel Scheer, Joe Levine, Arthur Katz, Esq.

SENIOR REPORTERS:

Jacob Appel, M.D., J.D.; Jan Aaron; Joan Baum, Ph.D.; Vicki Cobb; Sybil Maimin; Lisa Winkler

REPORTERS:

McCarton Ackerman, Erica Anderson, Ethan Arberman, Yhuda Bayme, Danielle Bennett, Dominique Carson, Valentina Cordero, Sam Fulmer, Gillian Granoff, Richard Kagan, Jamie Landis, Lydia Liebman, Rich Monetti, Giovanni Pinto, Yuridia Peña, Julia Qian

BOOK REVIEWS:

Merri Rosenberg

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman, M.A.

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

SPORTS EDITORS:

Richard Kagan, MC Cohen

ART DIRECTOR:

Neil Schuldiner

MARKETING & ADVERTISING DIRECTOR:

Mohammad Ibrar

ROVING REPORTERS:

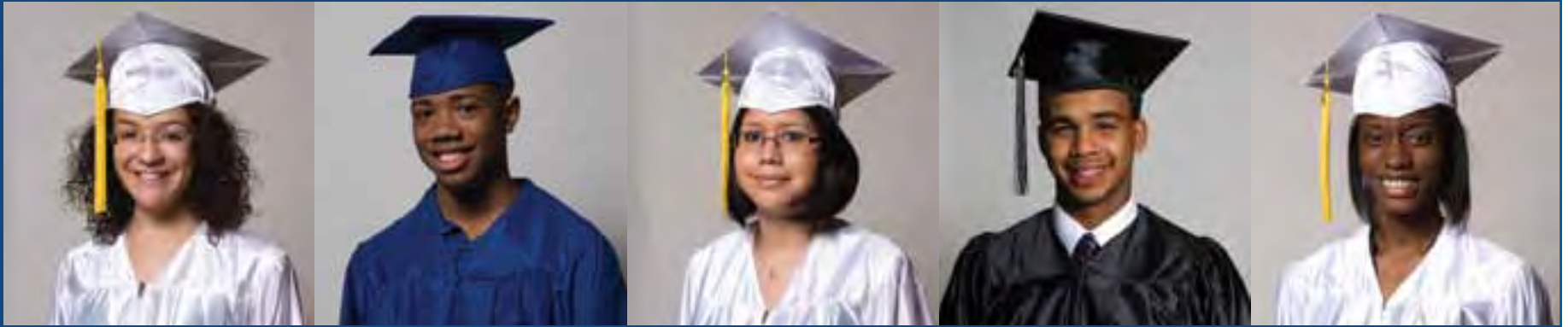
Jamie Landis, Tori Saltz

Education Update is an independent newspaper, which is published bimonthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.

POSTMASTER: Send address changes to: Education Update; 695 Park Avenue, Ste. E1509; New York, NY 10065-5024. Subscription: Annual \$30.

Copyright © 2013 Education Update

CHANGING PUBLIC EDUCATION. CHANGING LIVES.



YWLN supports two life-changing programs that empower low-income youth to break the cycle of poverty through education: The Young Women's Leadership Schools (TYWLS), a high performing network of all-girls public secondary schools, and CollegeBound Initiative (CBI), a comprehensive college guidance program for young women and men.



Through its network of high performing all-girls public schools, TYWLS empowers young women to achieve their higher education dreams and to fulfill their learning and leadership potential.

Results (2001-2012):

- More than 97% high school graduation rate
- 100% college acceptance rate with the majority accepted to four-year colleges
- \$14 million total in financial aid awards for students (grants and scholarships)
- More than \$19,000 average student aid package annually
- TYWLS alumnae achieve four-year college degrees at more than triple the rate of their peers

Features:

- 6th–12th grade model, single-sex educational choice
- College preparatory focus
- High-quality student learning opportunities in and out of school
- CBI provides college awareness and access opportunities to every student
- Open to girls of all academic abilities
- Serving predominantly low-income students; most will be first-generation college students



CBI empowers young women and men to realize their higher education potential by placing full-time college guidance experts in high need public schools. CBI counselors maximize students' college awareness, access and financial aid.

Results (2001-2012):

- CBI has helped more than 4,600 students enroll in college
- Nearly \$70 million in financial aid awards (excludes loans)
- CBI participants graduating from our partner high schools achieve four-year college degrees at more than double the rate of their peers

Features:

- Experienced, full-time college guidance counselors on-site in high-need public schools
- Longstanding relationships with more than 100 colleges and universities
- CBI counselors work with every student and their parent/ caregiver
- Personalized college application and financial aid support in the 11th and 12th grades
- Early awareness through college trips, events, and workshops in the 6th – 10th grades

Join Us (Em)Power Breakfast

STAND WITH YWLN & MALALA!

Thursday October 10, 2013

7:30-9:15 AM

Cipriani 42nd Street • New York City

HONORING

Tory Burch

Abigail Disney

Jordan Roth "The Man We Love"

SPECIAL AWARD PRESENTED TO

Malala Yousafzai

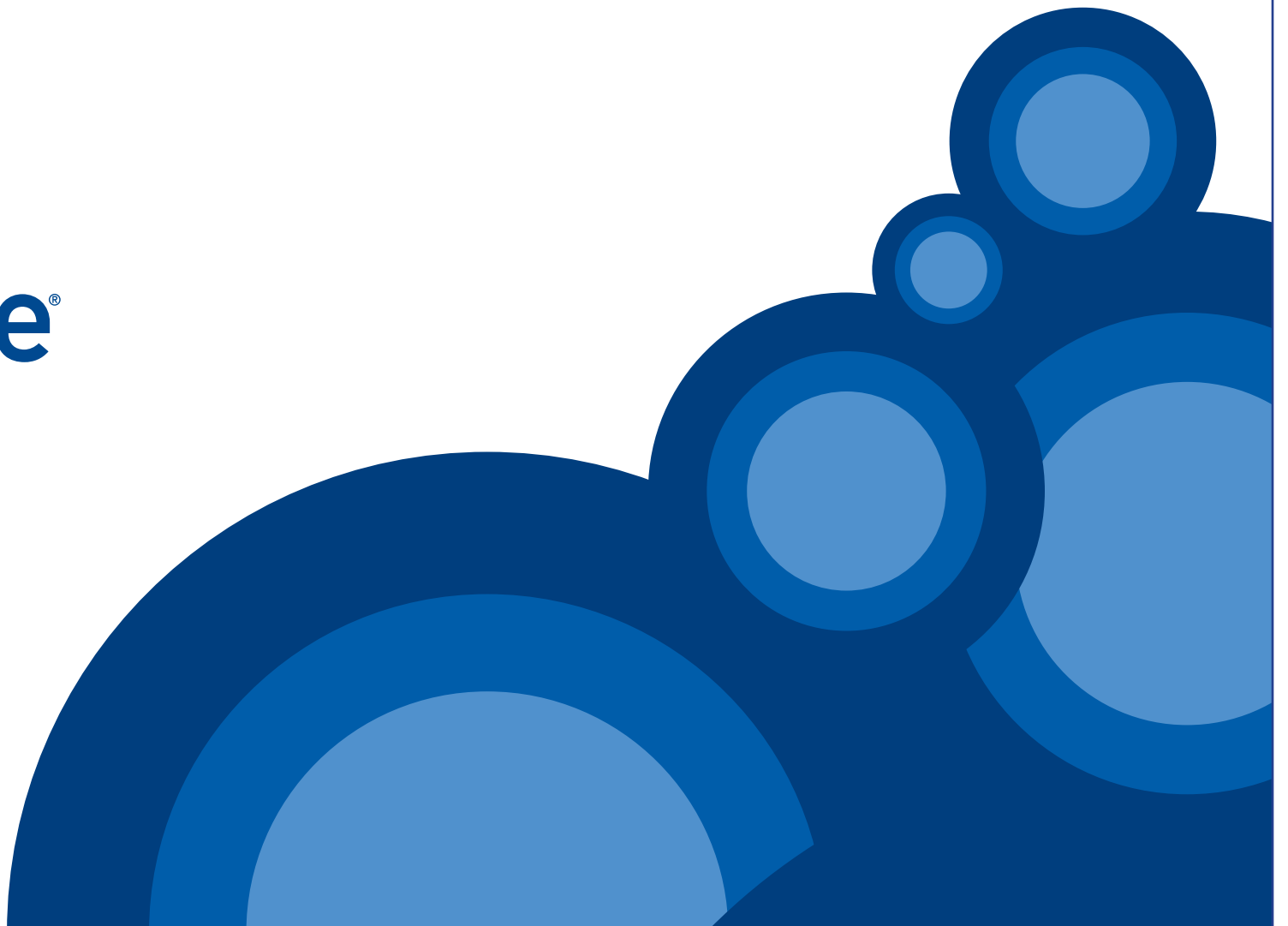
Pakistani schoolgirl and education activist



TOUCH THE SKY.

JetBlue proudly supports
Education Update.

jetBlue®





We proudly support

Education Update



conEdison

the **power** of **giving**

GUEST EDITORIALS

NEW STANDARDS TO PREPARE EDUCATORS

By MARY BRABECK, Ph.D.

The focus of many of us in schools and departments of teacher education and school leadership this fall, will be on the new accreditation standards approved August 29-30, 2013, at the first meeting of the Council for the Accreditation of Educator Preparation (CAEP) Board of Directors.

At that meeting CAEP adopted new accreditation standards for programs that prepare educators (e.g., teachers, school leaders). Under the new standards, all educator preparation programs will be judged by looking at how well their graduates' P-K-12 students learn. Programs must demonstrate through multiple measures, high quality evidence of PK-12 student learning which may (depending on the capacity in the state) include standardized test scores.

Much more research needs to be done to identify the components of programs that develop effective teachers. However, the CAEP standards are based on the best available evidence regarding a high quality preparation program. This includes evidence that graduates have deep content knowledge of the subjects they teach and can successfully teach that content. Programs will need to show they provide quality clinical experiences and that they graduate educators who are ready for the many challenges of today's schools and classrooms. They will also have to demonstrate that they recruit,



select, prepare, and graduate a diverse teaching pool for today's classrooms, and that their recruitment efforts demonstrate rigorous plans to meet areas of local need (e.g., Special Education, STEM, ELL teachers). They will need to provide data that show faculty engage in continuous improvement of their curricula, as well as summative assessments of the degree to which their programs are achieving their goals. The standards are available online and will be in effect with accreditation reports filed in 2016.

The standards are the result of the CAEP Commission on Standards and Performance Reporting. This diverse group brought together

Looking Forward in Education

By RONALD P. STEWART

The fundamentals of a great educational system will not, and have not changed. Great teachers make great schools, and the interaction between the individual teacher and student will continue to prevail as the critical factor in a young person's education. Of course technology will play an increasing role, and part of technology's attraction is that it makes it cheaper to deliver the educational message. But if I had one wish for future students, it is that they have the good fortune to have remarkable teachers who model excellence in the way they communicate. I would hope that we always cherish outstanding teachers for the invaluable resource they are, and that we encourage the most talented young graduates to enter the teaching profession. #



Ronald P. Stewart is the Head of York Prep School in NYC.

er for the first time The National Teacher Education Accreditation Council (TEAC) and the National Council for the Accreditation of Teacher Education (NCATE). The Commission included the diverse (and sometimes contentious) stakeholders: teacher educators, education deans, "reformers" critical of university-based teacher education, teacher unions, content experts, P-12 teachers, parents, school leaders, state policymakers, and representatives of education policy/advocacy organizations.

This is an historic moment, a moment when higher education joined with both critics and

advocates of teacher preparation, and created an accountability system that raises the bar significantly. It is a rare moment of the profession policing itself. As the elected chair of the Board of Directors of CAEP, I look forwards to the significant challenges that implementation of these new standards will raise. I believe that collectively we will move forward in quality preparation of teachers and school leaders for our country's K-12 schools.#

Mary Brabek, Ph.D. Gale and Ira Druker Dean of the Steinhardt School of Culture, Education, and Human Development.

When our children succeed, we all succeed.

At M&T Bank, we know how important it is to support education and to help children become lifelong learners. That's why we offer both our time and resources and encourage others to do the same.

 **M&T Bank**
Understanding what's important®

Learning should be as unique as you are.

Students are individuals, each with their own learning style. What if we could personalize instruction?

Empower educators, improve technology integration, and increase student achievement with professional development from Teq.

We'll share best practices, and assist school districts in meeting the needs of their students. By working together, we'll uncover the research, resources, knowledge, and skills needed to reach your goals.

Transform your district:

- Professional Development
- Technology Planning and Integration
- Data-Driven Innovation

Visit teq.com/unique

 Teq

It's all about learning.

877.455.9369

Kids and Parents Clean up Historic Denyse Wharf

By DR. MERRYL KAFKA

In the shadow of the majestic Verrazano Bridge, entry to the port of NY, is a little-known landing called Denyse Wharf. Historically used for military boats during the Battle of Brooklyn (1776), the Civil War and WWII, Denyse Wharf, with its robust Belgian blocks and crumpled concrete slabs, can tell stories of past victories, but also of current neglect ... until Tom Greene came along.

Dozens of schoolchildren and their parents joined forces with Thomas F. Greene and Blanca Ching, both executive board members of the N.Y.S. Marine Education Association (NYSMEA) and Co-Founders of Friends of Denyse Wharf Community Organization. Tom and Blanca, colleagues, dedicated activists and educators, have been organizing yearly cleanups of Denyse Wharf for many years, along with teaching hundreds of students how to measure oysters, use microscopes, identify plankton and conduct basic water-quality assessments. These field techniques have been a new and fun experience for the students. Not only do the activities build science content knowledge and process skills in situ rather than in school (although these activities are seldom addressed in schools) but also leave students with rewarding feelings that they can make a difference and help protect our coastlines.

This year the youngsters were introduced to kayaking and loved it! The watchful eyes of the swim team and lifeguard from the Harbor Seal Club at Ft. Hamilton HS were on-hand for safety. The Harbor Seals is a swim team that Tom Greene established, and coached by volunteers Fred and Marsha Fritsch, who also pitched in with the clean up removing pounds of styrofoam from the shore. Participants came in all sizes, and ranged from fourth grade to 12th, representing schools including Williamsburg Prep, St. Mark's, P.S. 176, Brooklyn Technical, Mark Twain JHS, Ft. Hamilton HS, and St. Edmund, among others.

Why is Denyse Wharf Padlocked and Decrepit?

The U.S. Army designated Denyse Wharf as excessed property. Thus it cannot allocate any

money on upkeep or repairs. The army would be happy to transfer this 14-acre waterfront property (above and below the water level at low tide) to a city agency for only \$1.00 per year with the objective to develop this site for public use. Tom Greene has been working with the Department of Education for over 20 years to develop a marine science laboratory for

school communities, but to no avail due to difficult logistics of the location, parking restrictions and lack of access to and from the Belt Parkway. Community Board 10 in Bay Ridge has rejected a marine lab proposal for the same reasons. Councilman Vincent Gentile provided Tom Greene with an award, and projected potential hope that maybe access can be improved in future years.

Tom Greene is the former (Ret.) Assistant Principal from Ft. Hamilton HS in Bay Ridge and currently an adjunct professor of Oceanography at Kingsborough Community College. Blanca Ching teaches Earth Science and Marine Science at Ft. Hamilton HS and is an adjunct professor at the College of Staten Island.

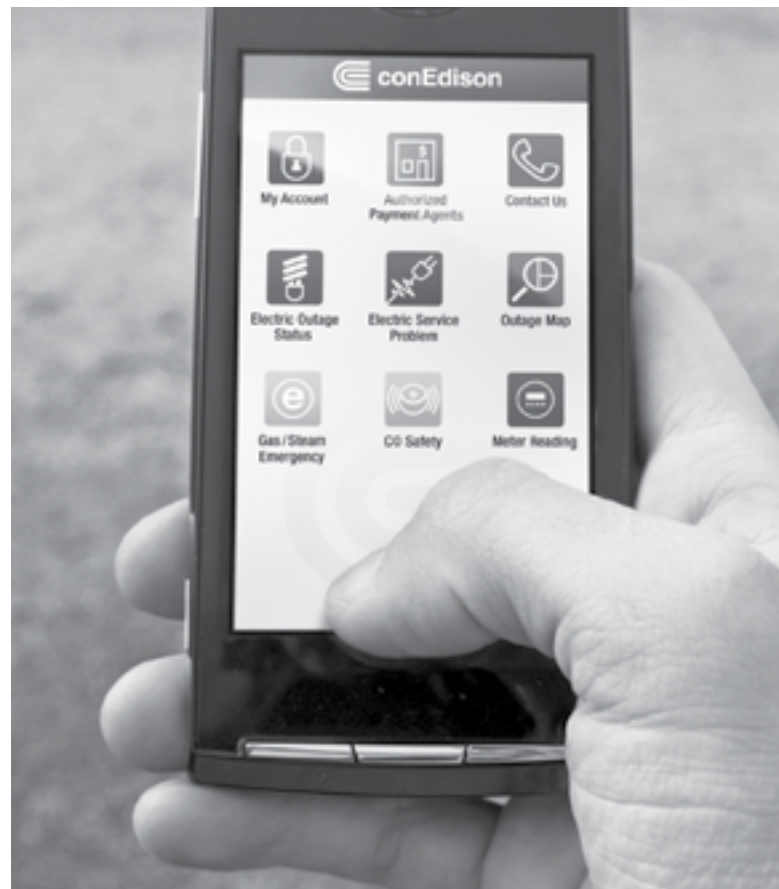
Fun Fact:

In 1741 Benjamin Franklin was the Postmaster of Brooklyn and stood on Denyse Wharf to send the mail by boat to Boston and Georgia. #

Dr. Meryll Kafka was a Curator of Education for 30 years at the New York Aquarium, Dr. Kafka has been instrumental in providing exciting, multidisciplinary marine science programming to community groups, families, school children, and teachers throughout the New York City area.



After hard work students enjoy kayaking



Some apps are great for killing time. This one's great for saving it.

To help make your life easier, we've created the My conEdison app for Android™ and iPhone®. Use it to pay your bill, view your billing and payment history, submit a meter reading, and more. It also lets you access our interactive outage map, showing you which areas are affected and providing estimated restoration times. Simply put, it's an app that's worth its weight in kilowatts. And you can download it for free at Apple's App StoreSM and the Google Play Store.SM For more information, go to conEd.com/MobileApp, or visit us on Facebook or Twitter.

 conEdison



PROFILES IN SPECIAL EDUCATION

Sara Daum: Director, Children's Academy, McCarton Center

INTERVIEWED By DR. POLA ROSEN.
TRANSCRIBED By
VALENTINA CORDERO.

Pola Rosen (PR): How old is the Children's Academy?

Sara Daum (SD): This is our fourth year.

PR: Did you found this academy?

SD: Yes. Four years ago, we had a parent whose child was actually attending the [McCarton] Center. The child had speech and language and fine motor delays. As the mother was going through the admissions process for the speech and language schools in the city, she felt that there wasn't a school that fit her child's needs. She met Dr. Cecelia McCarton and we started the Children's Academy.

PR: Your background is in speech and language pathology and disorders. What are some of the difficulties with which children have come to you?

SD: Some children have expressive language disorders accompanied by receptive language issues: these children have trouble understanding what's being said to them; they sometimes have phonological disorders, oral motor disorders, and problems with social skills (pragmatic language) and play skills.

PR: We all know that early intervention is one of the most important things in this field. At what age do you generally begin to see things that are happening, that need to be addressed?

SD: You can really see it quite early. I see children around 16, 17, 18 months of age, right before they have their well-child check at two years of age.

PR: What kinds of things do you see at that particular age?

SD: By 18 months, children should have words. Some children become frustrated or have temper tantrums or appear as if they are not paying attention when they can't express themselves or understand what is being said.

PR: How do you know that some of that frustration is not due to poor parenting?

SD: Part of the evaluation process is watching the parents and the primary caregivers interact with their child. I haven't really seen poor parenting. I've seen parents whose children are speech and language delayed and they're not quite sure how to interact with them or how to meet the child's needs. At that age there is a lot of homework given to the parents. A therapist will say, "I'm working on this, and I want you to work on this at home so that there can be carryover." And I think that can be very empowering to a parent because they want to help and they just need the direction to do so. It makes them feel so much better, because they are actively helping their child.

PR: How often do you see a young child with their parents?

SD: Usually at that age, we'll try to see them two to three times a week. I start at twice weekly but if we determine that a child needs more, we increase the number of sessions.

PR: Do you also have parent workshops where parents can come and learn what they can do on their own?

SD: Yes, we teach them how to play with their child, how to feed their child, how to interact with their child, and how to make their language grow and expand.

PR: Is it possible for a child to not speak until five or six years old and still be perfectly normal?



They especially love it if they have siblings because it's special attention given to them or if they're around two or three years of age and a new baby has come into the house, it's special time with the speech therapist and its all play. Now though, we don't wait and see if the child will develop the language skills on their own. Thirty or forty years ago, we might have waited because we didn't have an understanding and we didn't have early intervention. But now it's "Let's put the jumper cables on and get it going." We don't have to wait and see.

PR: Do you make any use of MRIs or brain scans?

SD: No, because most of the time, unless you've had a stroke, the child will have a normal brain scan or normal MRI.

PR: What are some of the most difficult challenges that you have to face?

SD: The growth of autism has really changed the profession. I think it changed the entire therapeutic world in terms of how to work with children, how to treat children with autistic delays. It is a spectrum disorder, so you cannot compare one child on the spectrum with another. They are individualized.

This article can be read in its entirety online at www.EducationUpdate.com.

SD: This is always the big question for parents when they come in. There is a wide variation in the development of language. If a child is in the six-month delay range, we could wait and see for three months because the child may develop these skills on their own, or they may not. Most parents do not want to wait and will say, "No, I want to do the more aggressive route and make sure that the skills are going to come in."

PR: Is that okay to do?

SD: It is, because the children actually love the therapy. The therapy is all through play at that age, so for them it's one-on-one playtime.

We Welcome Baby Ben With Great Joy



We are looking for institutions that would like to train teachers on our System..Orton Gillingham derived

It is a full clinically developed curriculum of systematic lesson plans honoring all of the current cutting edge research.

- Multisensory and simultaneous modality instruction
- Phonological awareness training
- Grapheme Phoneme association building to sky rocket reading as well as spelling
- Auditory Processing exercises
- Auditory discrimination solutions
- Dysgraphia treatment
- Teaching teachers analysis of reading and spelling problems with tests

The world needs these teachers!

www.remediationplus.com

Please email us at jgross@remediationplus.com if you would be interested in being a training site!



Smartphones in the Classroom? 2013 Learning Disabilities Innovation Symposium at Landmark College

How can educators use fun, popular technology—think iPhones, mobile apps and pen-casts—to teach all their students more effectively? Expert presenters will share answers to this question at the 2013 Learning Disabilities Innovation Symposium on Friday, October 4th. Hosted by Landmark College in Putney, Vermont, the Symposium is a dynamic professional development day for classroom teachers, learning specialists, college faculty, other educators, innovators and technologists. Sessions focus on immediately applicable uses of popular technological tools, with special emphasis on how these tools benefit those who learn differently.

Why is this symposium important? Technology that improves access to learning makes a difference not just in school but in occupational pursuits that come later. Consider the prescient concept of “knowledge worker” coined by management guru Peter Drucker over half a century ago. Knowledge work is done by a crucial and growing class of U.S. workers who must absorb, make sense of, and use information to do their jobs effectively. Professionals and paraprofessionals in IT, finance, health, engineering, law, and academia—as well as students—are among those counted as knowledge workers.

As the term knowledge worker suggests,



**President Peter Eden,
Landmark College**

the need to understand and use information lasts well beyond school and college. What students learn in classes is important, but knowing how to use information may be the most critical ability for success in a knowledge worker world. For those who learn differently, this ability can be challenging to develop.

“Real impediments to processing, comprehension and more exist for many students; this can prevent them from understanding core concepts in the area they are studying,” explained Dr. Peter Eden,

Landmark College President. “When technology ameliorates or even eradicates these obstacles, the student is free to absorb, assimilate, apply information—and gaps are narrowed.”

Taking Drucker’s definition of “knowledge worker” a step further is the new term “insight worker.” Referring to those who can use information wisely to create valuable, punchy ideas and innovations, insight workers are responsible for the exciting tools and applications featured at the Landmark College Learning Disabilities Innovation Symposium. Insight work led to these technological inventions, which fittingly bridge gaps for students who learn differently and open the door to membership in the insight worker class.

“Innovations in action” at this event include—

continued on page 30

WINDWARD SCHOOL HOSTS PANEL ON DYSLEXIA

By RICH MONETTI

The Windward School in White Plains hosted a dyslexia panel before an audience of parents, teachers and students and screened the HBO documentary, “The Big Picture: Rethinking Dyslexia”. Among the subjects featured were some very high-profile dyslexics such as Richard Branson and Charles Schwab, but the film more importantly demonstrated that while the condition can obviously be overcome, an ordinary constraint always remains — no matter the resulting level of success or celebrity.

“Dyslexia robs you of Time,” said David Boies, the attorney who argued to overturn California’s Proposition 8 ban on gay marriage and represented Al Gore in Bush v. Gore in 2001, among many other notable cases.

In turn, what many don’t understand is that dyslexia is a learning disability not a thinking disability and each student has to ultimately figure out what method enables him to learn. The film called it “cracking the code,” which drew a knowing applause from the audience.

Skye Lucas, age 14, appearing in the film and on the panel, verified the sentiment. Coming to Windward in 7th grade, her dyslexia had her in a near state of illiteracy. The crucial elixir that Windward provided helped her go from failing grades to straight A’s, according to Dr. Jay



**(L-R) Dr. Sally Shaywitz, Dr. Jay Russell
& Dr. Bennett Shaywitz**

Russell, head of Windward.

Unfortunately, the educational system in general lags behind in recognizing the condition and addressing it through proven interventions. “In Skye’s case,” said Ms. Lucas, “her previous school gave up on my daughter.”

One of the crucial hurdles is getting schools to understand the paradoxical nature of dyslexia. “The condition contains both strengths and weaknesses and that can be difficult to convey,” said Dr. Russell.

On the downside, dyslexics tend to jumble and misinterpret letters and symbols, but the bigger picture puts them in prime position to succeed. According to the film, which was

continued on page 30

IS YOUR CHILD **DYSLEXIC**
OR EXPERIENCING SCHOOL FAILURE?
IF SO, WE MAY BE THE SOLUTION.

WE STRIVE TO HELP CHILDREN
NOT ONLY HAVE THE SKILLS NEEDED
TO LEARN, BUT WANT TO LEARN.

The Sterling School

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH INDIVIDUALIZED ATTENTION
- ART, MUSIC, CULINARY ARTS AND COMPUTERS FOR A RICH EDUCATION

NOW ACCEPTING ADMISSIONS

CALL 718-625-3502

WWW.STERLINGSCHOOL.COM

RUTH ARBERMAN,

DIRECTOR OF THE STERLING SCHOOL

299 PACIFIC STREET, BROOKLYN, NEW YORK 11201



LINDAMOOD-BELL
Learning Centers

We teach READING, SPELLING, COMPREHENSION, and MATH.

Our research-validated instruction goes beyond traditional tutoring with:

- ~ The Right Evaluation
- ~ The Right Instruction
- ~ The Right Learning Environment



“My heart sings knowing that Chris has learned to read and is now reading to learn.”
~ Gale, a mother

Call now for information and to reserve your space:

(212) 644-0650

www.LindamoodBell.com





The Alan Alda Center for Communicating Science

By CHRISTINE O'CONNELL

The Alan Alda Center for Communicating Science (www.aldacenter.org) works to make communication an essential part of the education of scientists, not an afterthought. We help scientists, engineers and health professionals — from graduate students to senior personnel— learn to communicate about complex science in clear, vivid and engaging ways. We pioneered the use of improvisational exercises and storytelling to help scientists be more responsive and spontaneous in the way they connect with the public. We conduct workshops at universities, labs, public agencies, meetings, companies and other settings around the country, training participants in these techniques. At Stony Brook University, we offer innovative, graduate level courses in communicating science, including: Distilling Your Message, Improvisation for

Scientists, Using Digital Media, Engaging Key Audiences, Communicating Health Sciences, and Writing to be Understood. We are also working on developing a graduate certificate program in science communication. This Fall, we kick off the 3rd year of The Flame Challenge, a international science communication contest that asks scientists to communicate complex science in ways that would interest and enlighten an 11-year-old. The Flame Challenge began in 2011 with actor and science advocate Alan Alda's childhood query: What is a flame? Entries for last year's question, "What is Time," were judged by nearly 20,000 school children from around the world. Right now we are asking 4th-6th graders to send in their questions so we can pick this year's Challenge. To submit a question or sign up your school/class to vote, visit: www.flamechallenge.org/#

Dwight Hosts Education & Technology Conference

By MOHAMMAD IBRAR

'Inside-Outside' schools and classrooms was the theme of the fourth annual TEDxNYED Conference, which attracted huge numbers of educators, parents, students, tech-junkies and education advocates who have a propensity to think outside the box. The conference, held at Brooklyn Technical High School and organized by the Dwight School (<http://www.dwight.edu>) Chair of Information Services and Technology Basil Kolani, highlighted the latest innovations in education and technology as well as pressing issues that affect the education system.

"With the calls for education reform, revamping programs to engage students more, and initiatives such as badging and open courses, it is the perfect time to put together a series of speakers who can address exactly what is being done to further teaching and learning both inside and outside of the classroom," said Kolani. He and his team have organized the conference since 2009 to focus on education using the popular, established TED (Technology, Entertainment and Design) model that invites experts from different fields to share their "ideas worth spreading" in short impassioned talks and demonstrations.

Dr. Gary S. Stager, an experienced and recognized educator, advocated for more student participation in the classroom and titled his talk, "Less us, more them". To most educators that may seem ridiculous, but after numerous examples of project-based-learning techniques and positive outcomes of student ingenuity, the idea resonated with the audience as evidenced by intermittent applause. Stager stressed the importance of student innovation through minimal teacher involvement, which could be achieved by replacing guidelines and rules with broader project objectives. He advised them to

treat their students as competent learners and to focus on teaching students to be good at something, rather than concentrating on the number of teaching hours spent on a topic or reaching curricular goals.

Teachers who spoke at the event shed light on a deepening crisis. Sabrina Stevens and Maria Rivera, educators turned activists, spoke about education policies that are stifling teachers' creativity and leniency in the classrooms. Education policies are requiring teachers to give more standardized assessments and implementing rigid curriculums that are destroying the learning environment. "I want to make sure students are not being trapped beneath the same limitations that I work with [as an educator]," said Rivera. "Policy makers are not in the classrooms handing out exams and sucking the love out of learning right out of them." As a result, many experienced teachers across the nation are resigning because teachers no longer teach, but do as they are told by policy makers, according to both Stevens' and Rivera's talks.

Other presentations revolved around the inclusion of technology in classes, which educators from around the nation hail as a success — robot-learning assistants, iPads and coding classes are new trends. Kristen Swanson, an educator and EdTech guru, said, "Viral ideas should be much more than funny music videos or cat pictures. Our lessons and learning should be viral in the classroom."

For middle schoolers who are interested in learning outside the classroom, Math Munch is the answer. "A space for learning beyond the classrooms," said Paul Saloman, an educator and coauthor of Math Munch, which is a weekly online digest of mathematical news, resources and games, all of which make math "fun".#

Learning in the Digital Age: Scientific American Comes to Google Headquarters



(L-R) Michael Voss, Alan Alda and Mariette DiChristina

By RACHEL SCHEER

Leaders from academia, public policy, and the private sector gathered to discuss the future of learning at the Scientific American and Macmillan Science and Education Executive STEM Summit: Learning in the Digital Age. The goal of the summit, held at the Google offices in New York City, was to go beyond the usual conversations on the need to reinvent the ways we teach and learn, and instead focus on the emerging technologies, groundbreaking initiatives and leading programs that have the best chance of revolutionizing education.

"Until recently, classrooms have shared a familiar format for hundreds of years," said Scientific American editor in chief Mariette DiChristina. "Now that's all starting to change as the digital revolution that has swept through so many other industries makes its presence more and more felt in education."

The half-day summit featured luminaries such as Harvard University director of life sciences education Robert Lue, Science Friday host Ira Flatow, Change the Equation CEO Linda Rosen, Google global education

evangelist Jaime Casap, Knewton CEO Jose Ferreira, Lawrence Hall of Science director Elizabeth Stage, Google director of research Peter Norvig, and others.

At the close of the summit, DiChristina granted seven-time Emmy-winning actor, writer and director Alan Alda a lifetime achievement award for his dedication to supporting STEM. In 2006 Alda received the National Science Board's Public Service Award for helping to broaden the public's understanding of science. He is a visiting professor and advisory board member of the Alan Alda Center for Communicating Science at Stony Brook University and the former host of the television series *Scientific American Frontiers*.

The summit was inspired by the August 2013 issue of *Scientific American*, which features a 26-page special report, "Learning in the Digital Age." The report looks at the technologies, methods and policies that are being cultivated to help students around the world receive the best possible education.#

Rachel Scheer is the Corporate PR Manager for Nature Publishing Group.

Perspectives on the Tech Revolution

By BHARANIDHARAN RAJAKUMAR

Transitioning to the common core math standards has been challenging to everyone such as administrators, teachers, parents and most importantly students, for a variety of students. The goal posts have been moved, teachers were not adequately prepared for the changes and as result test score plummeted (by more than 30% in some cases) and student confidence was harmed.

However, most teachers still feel that the common core math standards are a move in the right direction but hope that communication between administrators and teachers will improve. Communication in the industry is getting an upgrade so that all teachers have access to the latest and greatest information with regard to their profession. To help promote the

development of online and local professional development communities, the Department of Education is putting together "[Connected Education Month](#)". LearnBop will be participating by helping organize online webinars and offline events to provide free training sessions on the common core, data driven instruction and using technology to create a response to intervention system. We look forward to supporting teachers and students as they make the transition to the common core and focus more intentionally on college and career readiness.

A lack of a sufficient technology infrastructure to all schools puts some schools at a disadvantage while other schools take advantage of the latest innovations and move ahead. The FCC conducted a survey in 2010 in which half

continued on page 31



SUNY AND MOOCs A LA CARTE

By ANITA REETZ

On May 30, 2013 State University of New York Chancellor Nancy Zimpher announced that the system would partner with Coursera, the world's leading MOOC (massive open online course) provider, to "explore MOOC based-learning and collaboration" (SUNY press release 5/30/13). Why? Just two months before in March, SUNY's Board of Trustees had announced "Open SUNY" intended to bring all online courses offered at all 64 campuses into one "shared online environment". The news release enthused about expanded online programs, faculty support for development of their own MOOCs, a research initiative to assess student learning online and the quality of instruction, and the opportunity for SUNY faculty to license (and presumably sell) their instruction content. Why would SUNY, the largest comprehensive university system in the US, two months later join with the world largest provider of MOOCs?

First, let's describe a MOOC generally. Think of thousands of persons enrolled in a single course delivered in a series of mini-video lectures (average 12 minutes) that may provide additional course material (printed or online), that definitely has discussion forums and "meet ups" (self-assembled study groups) where one and all can join, that includes comprehension tests at the end of each mini-lecture, and overall grading for the course. Meanwhile, the course provider gathers huge amounts of data on how students use and perform in the course.

Second, take a look at Coursera, which now boasts 4.3 million learners in over 400 courses, and has contracted partnerships with 84 institutions in the US and abroad. Coursera, founded by computer science professors Andrew Ng and Daphne Koller from Stanford, started in 2012 working with Stanford, Princeton, University of Michigan, and University of Pennsylvania. Twelve partners were added in July 2010, followed by 17 more in September 2012. In February 2013, the company announced another 29 partner universities. In May, 10 more U.S. universities, including SUNY, joined. Add to that international partners, as well as places like the American Museum of Natural History and the Museum of Modern Art. Coursera's stated intent is to monetize (make money on) their MOOC venture.

What is Coursera selling? Professor Koller, the enthusiastic 45 year old Co-CEO of Coursera, speaks of the "three pillars" of the students' experience: video lectures, constant practice and community. While videos are a passive student experience, video conferencing can offer interaction. There is no need for classrooms, no problems of room scheduling. Studies show that the constant "retrieval practice" improves learning outcomes, so taking quizzes repeatedly if necessary, adds to learning achievement. With computer grading, peer grading, discussion forums and meet-ups, the MOOC design is deep into "meaningful feedback". Community is generated in discussion forums and meet ups. Online, the bigger the class, the faster questions are answered. The

diversity of enrollees in a course of thousands is cited as one of the most stimulating aspects of a MOOC.

While MOOC enrollees are watching, rewinding, answering quizzes, and chatting with each other, Coursera is mining data. In her TED (Technology, Education and Design) talk on April 14 this year, Prof. Koller laughed when saying, "In Coursera, EVERYTHING is recorded". This includes the number of times a viewer pauses the tape, the number of rewinds, and number of speed-ups (indicative of boredom). "We can look at the distribution of wrong answers to questions... Where errors accumulate, the course needs tweaking... We can test what works and what doesn't... This can lead to improvement in traditional classroom instruction also." She added that MOOC professors report that they are learning from the experience of having a significantly more diverse student population. In terms of students' learning, being able to retake quizzes and resubmit homework leads of course to increased scores, but more importantly, Koller said data show that if students correct for current performance, performance on their future assignments improves.

Win-win for "unbundling" Coursera's MOOC. Coursera initially imagined its market as selling MOOCs to millions of individual subscribers. After studying their MOOC users, they found that most turned out to be degree holders who wanted to upgrade their technical skills in computer science, math and other quantitative subjects. Coursera was not charging for these courses – they were entirely free – although it did sell certificates of completion for \$40 to those who completed courses (about 7-9% of enrollees), with the caveat that the identity of the course taker and certificate holder had not been authenticated. For college credit, of course, this was meaningless. To sell a MOOC and award a meaningful certificate, Coursera felt it had to be able to establish that the person enrolled was the same person who had taken and passed the comprehension tests.

Enter the paradigm shift in spring 2013. A new market appeared. By partnering with SUNY and the like, Coursera can sell its platform (a general term for both digital hardware and software) and the responsibility for giving college credit and authenticating student IDs rests with the educational institutions themselves. Universities with open courseware, which includes most major educational institutions, can increase impact and efficiency by accessing Coursera's products and know how: the videos, how to produce video lectures and run the courses with their various assessments, homework, discussion forums, and the like. Thus, the "unbundling" of Coursera's MOOCs is a win-win for the company with a bright and expanding institutional market and for the institutions who can buy a la carte the components they want without dismantling what they already have.

Chancellor Zimpher said in her May press release that working with Coursera promises "to increase educational access, instructional

GOOGLE IN EDUCATION

By JAIME CASAP

In the last few years, the debate in education has moved from a discussion over whether technology should be used in schools, to a conversation that centers on how to use technology in education. Educational institutions around the world are starting to recognize the power and potential technology can have on enabling and supporting new learning models in education. With technology and the web, students can discover a world of information, collaborate in real-time with teachers and each other, and have access to millions of online educational resources, videos, and content.

At Google, we believe in open technology to improve learning for everyone, everywhere. As the role of technology expands in education, it has to be affordable and scalable. Schools do not have the time and resources to devote to

maintenance, upgrades, and ongoing IT support. We believe technology should be easy to use, maintain, and support. Teachers should use technology to teach, not teach technology. We want to bring innovative technology into the classroom to enhance the educational experience for students and teachers alike. That's why we have created products and tools that help teachers transform the classroom and help students always keep learning. #

Jaime Casap is the Global Education Evangelist at Google, Inc. Jaime evangelizes the power and potential of the web, technology, and Google tools in education. He helps educational organizations across the world find ways to utilize these tools in support of new learning models. You can follow Jaime on Google+ at +Jaime Casap and Twitter @jcasap.

FROM ISRAEL TO NEW YORK: TOP SCI-TECH STUDENTS PRESENT THEIR INVENTIONS

By VALENTINA CORDERO

For a day Union Square was transformed into a street lab organized by Israel Sci-Tech Schools, the largest non-governmental school system in Israel. Top high-school students from Israel demonstrated their experiments and high-tech inventions in Science, Technology, Engineering and Mathematics (STEM.) Among those who attended the event were Ido Aharoni, consul general of Israel in New York, who commended the students on their outstanding work.

"We decided to start with this program because of the crisis in science," said Joel Rothschild, director of Moshinsky & R&D Center Administration, underlining that "no kids want to study science and therefore we want to find a way to promote engineering, giving them a big motivation. The kids want to be creative. We need to find a new education program that motivates students, because in engineering and science almost nothing is impossible".

For each of the students this experience represents an important step in their future career. "My dream is to become a doctor, but studying science and being part of this event is amazing," said Sapir Cohen, age 17. She developed a special application for Smartphone that is able to scan food for allergens like milk. "I am aller-

gic to milk so I wanted to develop something in order to help other people like me," she said.

All the inventions were very surprising, such as a computer program able to summarize pages of text not only online but also handwritten. "We are students and we will need this kind of application," said Noam Gafter, age 17, who created this project with Arie Pavlov, age 18, and Mark Vaykhansky, age 17. Some of the invention needed more than one year to be realized, like the device to prevent teen drunk driving that allows parents to block the engine. According to Yehuda Nagosi, age 17, the program "is a great invention especially for parents because they can see the test's result from the breathalyzer and they can decide if the son or daughter can start the engine".

Another curious invention was a recycling basket. Hen Assur, age 18, explained that "in order to inspire kids and educate them we decided to create a sort of game for recycling". In fact, like a basketball game, children have to throw the bottle inside the basket where there are many sensors that give points like in a game.

All these young students are an important example of what young people are capable of in technology and science, creating new devices that can be significant in our everyday life. #

quality and exposure, and degree completion". In other words, more courses will be available online to SUNY students. The back-log of students waiting to take required courses will diminish when those courses are available for credit online. Feedback from the MOOC users, with the help of Coursera's ability to analyze data, can inform instructors of the strengths and weaknesses of their presentations and assessments. Furthermore, the contract includes special payoffs to faculty members in the form of help to create their own MOOCs,

and to experiment with "blended learning" that combines the best of the in class approach with the best of technical enhancements like video lectures. The press release further noted "Whether creating, modifying, or adding to their curriculums, SUNY faculty will have instructor-to-instructor interactions and discover best practices from a diverse community of education professionals." #

Anita Reetz has taught in Japan, California and Africa and brings her current expertise to Anacortes and Seattle in Washington.

BOOK REVIEW

THE BIOLOGY OF LUCK

BY JACOB M. APPEL

The Biology Of Luck

By Jacob M. Appel

Published by Elephant Rock Books. New York, October 2013. 207 pp.

REVIEWED BY MERRI ROSENBERG

Face it: summer's over. Time to tackle reading that's more demanding than a beach read. Here's something that exemplifies that autumn in New York sensibility. "The Biology of Luck" offers an engaging, entertaining re-entry into a more intellectual time of year.

In a nod to James Joyce's *Ulysses*—Leopold Bloom's epic walk through Dublin is echoed in Larry Bloom's wanderings through the five boroughs of New York City—Jacob M. Appel offers his own inventive, meta-textual version of that journey.

It's place and time specific, with New York locations and experiences that add depth and texture to the converging stories of Larry and his upcoming dinner date, Starshine Hart, a young woman about whom Larry creates his own fantasies in the novel-within-a-novel.

The city itself figures significantly in the novel, not surprising given that Larry Bloom is a tour guide. The author knows his stuff about each and every neighborhood that Larry visits, which is a pleasurable bonus for native New Yorkers who recognize the landmarks and characters

who make their appearance here. Starshine lives in Williamsburg; Larry starts his day in Harlem and then proceeds to show his busload of Dutch tourists through New York, beginning with Morningside Heights. There are adventures and misadventures, too, from an unexpected protest on Riverside Drive to a young tourist who falls into lower Manhattan waters.

Just as New York itself has long lured those whose native habitats are too narrow for their vision, Larry clings to a dreamscape of ambition, glory and fulfillment.

As the author writes, "A third possibility exists, of course, the possibility that Larry's perfectly constructed New York City day will collapse into rubble like the grandeur that was Rome, but for a moment it is a beautiful Harlem morning scented with maple blossoms and exotic fruit and he is happy, happy in the way he knows he can be if he wills away the inevitable and succors himself with the remotest of hopes."

The author is a practicing psychiatrist at Mt. Sinai Hospital as well as a licensed New York City tour guide. Appel, who holds degrees in writing, philosophy, law and medicine, displays his academic, professional and intellectual background in this carefully crafted narrative that amply displays his command of multiple discipline and fields of knowledge.

So sit back, and enjoy the ride. #

BOOK REVIEW

MISSION TO TEACH: THE LIFE AND LEGACY OF A REVOLUTIONARY EDUCATOR

Mission To Teach: The Life and Legacy of a Revolutionary EducatorBy Dipak Basu. Foreword by Jane Goodall, DBE
Published by JBF Books, 2013

REVIEWED BY MERRI ROSENBERG

The stories of dedicated, passionate young teachers are a familiar motif in educational literature. Often those stories of the idealistic young re-ignite a dormant spark in weary, discouraged veterans, who are in turn inspired to recapture that same spirit as they deal with the students in their classrooms.

When these stories involve an especially brilliant, fierce and selfless young woman who died of metastatic breast cancer at the age of 31 in 2008, the sadness and poignancy are particularly profound.

This work is a labor of love by Jhumki Basu's father to commemorate, celebrate, and inspire others to understand exactly how gifted his



(L-R) Chris Emdin, Dipak Basu & Jeremy Dodd at Teachers College talk

daughter was, and what a significant difference she made in the world during the — too short — time she was given.

Jhumki Basu was a curious, inquisitive, intellectually-driven child, who pursued science as an undergraduate at Stanford, ultimately earning both a master's and Ph.D simultaneously from Teachers College at Columbia.

BOOK REVIEW

10 Lessons From New York City Schools: What Really Works to Improve Education

10 Lessons From New York City Schools: What Really Works to Improve Education

By Eric Nadelstern

Published by Teachers College Press, New York and London. 2013. 84 pp.

REVIEWED BY MERRI ROSENBERG

Like Sisyphus rolling that boulder uphill in perpetuity, the question of how to actually fix education is a perennial one. Debates are endless, often heated, overly politicized and seemingly intractable.

Eric Nadelstern, the author of this slim book, is apparently undaunted by the challenging task he undertakes. A professor of practice in educational leadership at Teachers College, he directs the Summer Principals Academy. A veteran educator, Nadelstern is the founding principal of the International High School at La Guardia Community College, founding superintendent of New York's Autonomy Zone and former deputy chancellor of the Division of School Support and Instruction for the New York City Department of Education.

He certainly knows what he's talking about and is unhesitant about proclaiming his opinion, which is refreshing. Among his premises are these: "those closest to students and teachers in the classroom are in the best position to make the important decisions for a school ... the school district's Central Office needs to remove obstacles for principals and their schools, not create them."

Nadelstern bases the arguments in this book primarily on his work in New York City as the architect of the Autonomy Zone initiative, which now encompasses the entire city school

system. In exchange for decision-making ability close to the ground, principals agreed to be accountable for student achievement in the areas of attendance, retention, school and exam pass rates, promotion and graduation. One result? For the first time in more than 50 years, the graduation rate has increased from 50 percent to 65 percent.

Some of his suggestions, which are eminently practical and can be replicated, include: recruit the best talent you can find, and support them once they're on the job; train the most effective teachers to be principals; empower principals to actually lead (having consequences for their decisions is a key factor); restore accountability and resources to the schools; create small schools, where students feel they're known and cared about; reduce teacher workload, and never forget that the goal is always, always, always improving how students learn.

There are other elements as well that are key ingredients in Nadelstern's recipe. Learning how to partner with the private sector, keeping the Central Office in its place, and taking chances are other actions that he advocates. "Don't worry about what others think who don't share your sense of impatience, if not downright outrage."

Nadelstern wants readers to take the book to heart, and more importantly, to take action.

Clearly there's lots more work to be done. Nadelstern approaches his mission with the passion and heart of a teacher. As he writes, "I'm neither a researcher nor an academic. However, I've always been a teacher. Only my students have changed." Luckily for the students who've benefited from his vision, Nadelstern's dedication and commitment to their learning hasn't. #

Her strong sense of social justice was apparent even as an undergraduate, when she went to post-Soviet Russia to study the issue of homelessness there. Before her death, Jhumki was promoted to an associate professor at New York University, a recognition of her scholarly contributions and exceptional teaching skills. Even as she lay dying, she met with her Ph.D. advisor to extract a promise that the professor would complete Jhumki's textbook on democratic science teaching. No wonder that Jhumki Basu was awarded a posthumous Early Career Achievement Award by Teachers College.

For what mattered to Jhumki was teaching science to inner-city children in a way that would spark their own connection to the material, in a model she developed, Sci-Ed Innovators. Besides working with inner-city students in New York City, she applied her talents to neglected parts of Palo Alto, East Menlo Park, and Redwood City, in Silicon Valley—and also worked in South Africa's

black township, Soweto.

Jhumki Basu may have been a visionary, and an idealist, yet she was well aware of her students' many challenges. In speaking with one of her friends, she said, "I tell myself I cannot expect my students to listen and concentrate when they are hungry. I cannot expect them to do things when they are hurting emotionally. Or when they just have things bigger than science in their lives right then. So I will not have that expectation of them, and I will not have the expectation of myself, because it is unrealistic."

What emerges from this often painful biography/memoir is a vivid portrait of a dynamic, brave young woman who overcame a series of serious personal challenges without ever letting them defeat her, who held true to her vision of what education could be, and whose luminous spirit touched the lives of all who encountered her. Her father's tribute is a loving, brave legacy for his awesome daughter. #



MOVIE REVIEW

PLEASE BE NORMAL

By JOAN BAUM, Ph.D.



Although Haik Kocharian, the writer/director/producer, with Anette Lewis, of a 90-minute indie, *Please Be Normal*, did not consciously have in mind the 1964 Simon and Garfunkel song “The Sound of Silence,” its psychological resonance informs his beautifully photographed film, and could well serve as an epigraph: “Hello darkness, my old friend / I’ve come to talk with you again / Because a vision softly creeping / Left its seeds while I was sleeping / And the vision that was planted in my brain / Still remains / Within the sound of silence.” The film is full of silences that serve when we have nothing to say because there IS nothing to say – whether because of the paucity of words in a deeply emotional situation (“words fail”) or because silences, particularly in darkness, can invite a mystical sense of bonding, a felt “vision” of what is basic about human relationships – a sense of connectedness that the trials of ordinary life tend to obscure. Silences thus become a quiet challenge to the way we have been living, a break from convention, tradition, expectations. In *Please Be Normal*, the silences ironically tell more than the principals, Vic and Mary, do, or can. The minimalist “ambient” music in the film, original pieces by Stars of the Lid, that has been described as “divine, classical drone without the tedious intrusion of drums or vocals,” generates a kind of other-worldly disaffection, which is the way Vic feels. He loves Mary and looks forward to having a their baby but feels increasingly lost, at a distance from himself as a creative theatrical artist, son-in-law and father to be.

The opening shots of the film, however, feature not silence but noise. Victor (Louis Cancelmi) a young man of dark good looks is sandblasting on a construction site, a temporary job. Mary, though six months pregnant, is still working. The viewer hears only Vic’s labored breathing behind a protective mask. He’s a playwright, but when he goes to watch a couple of actors rehearse their lines, (at the downtown, off-Broadway Gene Frankel Theatre), he doesn’t say a word. Actually, the real opening shots of the film are devoid of people – stunningly composed scenes of trees in winter in the Connecticut woods. Still, silent, motionless, it’s only in the last shot that a wisp of branches moves, dendrites against a cold blue sky.

Mary (Elisabeth Waterston) is not Vic’s wife, though they’ve been together 10 years. She calls him a lot on her cell, wanting to tell him with apologetic girlish rush about her latest extravagance buying for their baby, and to let him know that her father (Sam Waterston) has volunteered to buy them a house. The actors are related in real-life – Sam and his daughter Elisabeth and Elisabeth’s husband, Louis. When Dad shows up, Mary is delighted, Vic morose. He barely wills himself to smile as she displays the baby clothes she’s just bought. What talk there is between them is uneasy. “Are



Haik Kocharian, writer, director & producer of *Please Be Normal*

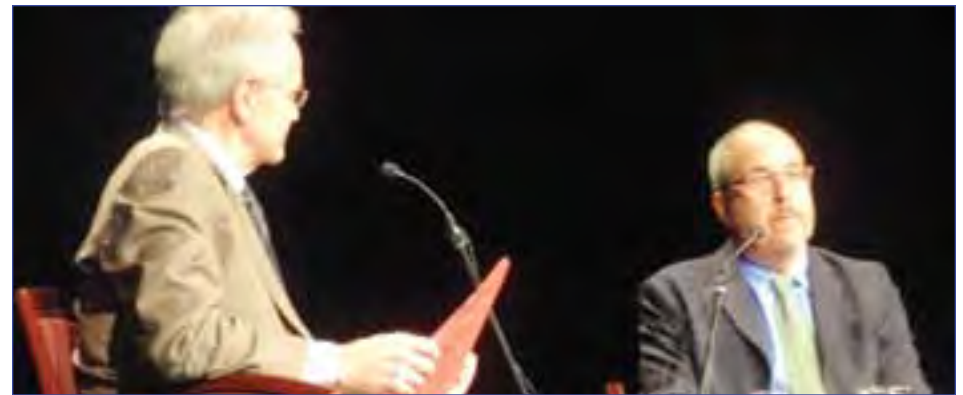
we happy?” she asks. He repeats the question rather than answer it. She says she fears something will go wrong. He caresses her stomach and says he’s sure everything will be fine. The slow-pacing of the film, the minimal dialogue and the odd music create a sense of foreboding.

Then, without transition, the scene shifts: Amy (Dana Eskelson) is visiting her mother (Charlotte Kelly) in a nursing home. The superb performances of both actresses, enhanced by close ups that also suggest silence tells all, convey the deep affection between mother and daughter. How will all the characters connect, the viewer wonders. Scene shift again: Vic has rented a U-Haul – they’re moving to suburbia, thanks to Dad, but as he drives, he comes across Amy (they vaguely know one another from the neighborhood and she has said hello to him on the 110th Street subway platform as he’s going to the theatre). She asks if he can help her. She is obviously distraught but says nothing. He acquiesces, without knowing what the problem is. Her beloved mother has died and the body needs to be identified. It’s night. She wants him, someone, to go with her. Afterward, she gets in the car and he starts to drive...where? She says nothing. He says nothing. And thus begins the unusual odyssey at the center of the film. He drives and drives away from the city, away from their lives, into the wilderness. They stop, he builds a fire and they share tea and a snack in silence -- a ritual communion. Snow falls, except for the fire, the screen is dark. And silent.

Meanwhile, Mary’s father is worried about his daughter and about her anxiety – repeated calls to Vic’s cell go unanswered. She tells her father that she thinks she knows where he might be because it’s where they met – and that earlier in a rare burst of energy he suggested they drive to the woods. She reasonably said no. But reason is not propelling Vic.

This article can be read in its entirety online at www.EducationUpdate.com.

Koch Documentary: Conversation Between Barsky & Goodwin Provide Insights



(L-R) Michael Goodwin interviews Neil Barsky

By DANIELLE M. BENNETT



unter College’s Kaye Playhouse was the recent venue for a compelling interview between Neil Barsky, director of the documentary film *Koch*, and Michael Goodwin, Pulitzer Prize-winning journalist for *New York Daily News*, *New York Times*, *New York Post* and *Fox News*. Goodwin served as City Hall Bureau Chief during Ed Koch’s administration. The conversation was of particular interest in light of the current mayoral campaigns.

Barsky explained that his decision to film the story of former New York mayor, Ed Koch, for his first movie was based on his own experiences as a New Yorker. As a high school student in the 70’s and 80’s, Barsky recalled that New York was on a downward spiral, unlike the thriving city New York is today. In searching for answers, “KOCH” was born. “I don’t think I liked Koch too much when I was in my twenties,” said Barsky. But Barsky grew to appreciate the mayor, realizing that his leadership played a major role in New York’s recovery.

“He was one of the most compelling characters this city or politics has produced,” Barsky said about Koch.

Goodwin’s questioning moved on to Koch’s death, which happened on the film’s opening day. Barsky shared that although he and the crew knew of Koch’s hospitalization a few days prior, the mayor’s death still came as a shock. While the film received a great deal of attention, Barsky said he didn’t think Koch’s death was good for the film. “Ed Koch was the best promoter,” said Barsky reverently.

Goodwin had been with Koch two days before the mayor died. Goodwin had co-authored a biography on Ed Koch in the 80’s, “I, Koch.” The two discussed how the film was well received at the premiere in October of last year. Koch told Goodwin that during the filmmaking, he had the right to veto anything in the film.

“I did not make a single complaint,” Koch said to the reporter.

“Knowing him, I’m sure it was much more complicated than that,” Goodwin joked.

Barsky told Goodwin that, although Koch was generally amenable during the process, Koch took issues with how the film portrayed his handling of race issues and Koch suggested to Barsky that he didn’t like the scenes when he was walking down the hall alone. “He’s a very proud guy and he didn’t want to seem weak or vulnerable or pitied,” said Barsky about the mayor.

Barsky’s film went boldly into Koch’s sexual orientation, which Goodwin recalled had been an issue for Koch his entire life and would have threatened Koch’s career at that time. Some of Koch’s friends thought the film harshly portrayed Koch’s sexuality, Goodwin stated to Barsky. Barsky defended the film’s coverage of Koch’s sexuality, saying that many in the gay community thought Koch was gay and, in general, Koch’s identity was a critical part to include in the film. Barsky informed Koch that the film touched on the mayor’s sexual identity.

“We’re not going to report on your sex life. We don’t care. We will go as far as you want to go,” Barsky told Koch. Barsky told Goodwin that the film’s overall goal was for people to see and make their own evaluation of Koch; i.e., his handling of issues on race, especially with the African-American community and his sexual orientation.

“Yeah, he was very reluctant to talk about that,” said Barsky about Koch’s refusal to give specifics about his military career. As Koch’s biographer, Goodwin also failed to get specifics about Koch’s military career—only that Koch was hospitalized at one point and did not return to his unit. Koch became a military translator. “He spoke enough German through Yiddish,” Goodwin said jokingly about the mayor. Barsky found Koch to be a private person and his family to be very protective.

Goodwin later discussed with Barsky the colorful and gritty images.

This article can be read in its entirety online at www.EducationUpdate.com.



PROFILES IN MEDICINE

Dr. Richard Payne: Understanding Hospice Care

By JOAN BAUM, Ph.D.

The over 35 pages of bibliography attached to the online curriculum vitae of Richard Payne, MD only hints at the rich diversity of his career as a specialist in numerous disciplines, particularly neuro-oncology and palliative care — not to mention his many related activities as a medical school professor, researcher, administrator, program director, board member and top-level federal consultant. But it is Dr. Payne's continuing work on pain relief for the terminally ill, most of them cancer patients, that is enhancing his already international reputation and putting him at the center of one of the most important medical movements and delivery approaches of our time — hospice.

A philosophical idea and procedural system that began in the UK in the mid-1950s, hospice was adapted to US standards in the 1970s, with unique American rules and regulations. Hospice involves not just medical and pharmacological treatment for the dying but provision for emotional and spiritual needs for both patients and their families — care, comfort, compassion. Despite the number of people who receive hospice care today as well as the widespread news of it during the AIDS epidemic, it is still poorly understood by many Americans, Dr. Payne points out. Data show that of all those eligible for hospice in this country, approximately two million people who have terminal or serious chronic conditions — including heart and kidney failure, lung and respiratory illness, as well as cancer — only 49-50 percent receive such care. Myths persist, Dr. Payne says, noting that many people see hospice only “as a place people go to die.” A recent survey done at Duke University, where Dr. Payne is the Esther Colliflower Professor of Medicine and Divinity in the Department of Geriatrics at the Medical Center, showed that a third of North Carolina's elderly population when asked what they knew about hospice replied “little or nothing.” He is concerned about the need to communicate better, to educate the general public. Dr. Payne also holds the John B. Francis Chair in Bioethics at the Center for Practical Bioethics in Kansas City.

“Hospice” comes from Latin word “hospes” and traces to the Middle Ages when dying crusaders were tended to in special places. Some of the old religious and charitable connotations live on as part of the hospice philosophy and informing the best delivery systems. Defined in the US by Medicare and health insurance providers, hospice can be undertaken in a patient's home or in an inpatient facility, such as hospital or special institution. Whichever, the bottom line is that the hospice medical benefit requires that two medical specialists evaluate the patient and certify that he or she will live no longer than six months. And if a patient lives beyond that? There is provision for recertification, Dr.



Dr. Richard Payne

Payne says. Periodically, the Inspector General and those involved in the Medicare investment at the state level will do checks to ensure compliance. Technically, Dr. Payne adds, a patient has to agree to enter hospice care, and all hospice agencies must have a back up provision — licensed beds in hospitals — if the patient receiving hospice at home can no longer be managed effectively. He notes — a surprising statistic — that 80 percent of hospice is now at home. Why? It's less expensive, and family and friends can more easily be involved — in fact most hospice patients prefer to be cared for in the familiar surroundings of their home.

For Dr. Payne, hospice begins with discussion. He spends time with patients and their families to determine “what they need, what they value.” His own approach is to suggest to the patient that hospice is where he or she can best be served. Of course, he knows that as with everything else, there are good hospices and bad hospices, regardless of whether the care is public or private. Both for-profit and not-for-profit hospice agencies must comply with government regulations under Medicare, but how does someone search for the good ones? It's not easy, Dr. Payne says, pointing out that neither federal nor state organizations yet have rating systems. But they both do have informative websites. He concedes, however, that some states need to update their Certification of Needs guidelines. Too few people know that hospice can be extended to patients suffering from illnesses other than cancer. Bad hospices, he says, are those whose main focus is on reimbursement. Good ones — and there are models in Florida, Washington DC and NY — (and in almost all states at this point) address the needs of both patients and families and try to integrate hospice into the surrounding community, attracting and training volunteers, providing resources for those who cannot afford them, and having on hand a team of health care aides, chaplains, social workers, in addition to doctors and nurses.

As an educator as well as medical expert, Dr. Payne cares deeply about compassionate advocacy and hopes more can be done in medical schools to encourage would-be specialists to enter this area. He understands the lure of glori-

THE ETHICS COLUMN

The Dean and the Dolphins

By JACOB M. APPEL, MD, JD

Psychiatrists from Mount Sinai's medical school provided the gravitas and Israeli dolphins the entertainment this past June as the UJA-Federation of New York's Mental Health Professionals Division honored Dennis S. Charney, the Dean of the Icahn School of Medicine, with its annual Mortimer J. Blumenthal Award. The award was presented by Wayne Goodman, chairman of Mount Sinai's psychiatry department, who previously studied under Charney at Yale. Scores of leading psychiatrist in the field attended the presentation at UJA's 59th Street headquarters. In recognition of Charney's research in the field — he is the co-author, with Steven M. Southwick of “Resilience: The Science of Mastering Life's Greatest Challenges” — the audience was treated to a private screening of “Dolphin Boy,” an Israeli documentary about the use of dolphin-based therapy to treat post-traumatic stress disorder.

In accepting the award, Charney emphasized the importance of mentorship and the relationship between mentorship and resilience. He shared the inspiring story of Jerry White, a Brown University student who



Dr. Dennis S. Charney, Dean,
Icahn School of Medicine

lost a leg to a landmine on a study abroad trip to Israel in 1984 and later went on to found the Landmine Survivors Network and to lead the International Campaign to Ban Landmines; White is currently Deputy Assistant Secretary of State. The key moment in White's recovery was an interaction with an Israeli soldier who had lost both legs, yet walked so well on prostheses that White could not tell. This mentor, who jokingly referred to White's below the knee amputation as being “like a nose cold,” provided the support that White needed to rise above his misfortune. Charney expressed gratitude to his own mentors, including Professor George Heninger at Yale, who emphasized the importance of conducting research that “makes a difference in the lives of patients.” Charney's own mentees, it was noted, now lead numerous psychiatric departments around the country. He and his wife of 46 years have five children — three health professionals and two lawyers — which, he quips, is “a good combination.”

fied and high-paying and tech-related medical disciplines but likes to take “a less cynical” view of today's prospective doctors. His sense is that most students enter medical school with “idealistic and humanistic ideals” and want to make a difference. He also believes that they like “intellectual challenge,” and, for sure,



Charney also emphasized the resilience of populations, making special note of the phoenix-like resurgence of New York City after both the 9-11 terrorist attacks and the devastation of Hurricane Sandy. “What are the key factors that lead to a resilient community?” he asked. “Is there something about the people of New York that makes us resilient?” One possibility, Charney suggested, is that New York is a city of immigrants and the descendants of immigrants. His own family, he related, came from humble roots in Eastern Europe; his grandfather ran a butcher shop on Kingsbridge Road in the Bronx. Growing up, Charney

dreamed of playing in the NBA. “I was not a particularly good student,” he conceded. Even in medical school at Penn State, his initial goal had been to become a family doctor. The right mentor changed those plans. Anthony Kales, the Chairman of the Psychiatry Department, took Charney under his wing and launched him on a career path that would

see the mentee rise to become a full professor at Yale and to run the National Institute of Mental Health's Mood and Anxiety Program. Charney came to Mount Sinai as Dean of Research in 2004 and was elevated to Dean of the Medical School in 2007. In addition to his work on resilience, Charney's cutting-edge research includes establishing clonidine as an effective treatment for opioid withdrawal and exploring the use of ketamine as a rapid-acting treatment for severe depression.

Following the screening of “Dolphin Boy,” which narrates the recovery of an Arab-Israeli teenager, Morad, through the use of both a dolphin-based therapy program in Eilat and of a non-invasive, non-pharmacological treatment known as transcranial magnetic stimulation (TMS), producer-director Judith Manassen-Ramon answered questions about the making of the film. The documentary credits the dolphin program as playing an important role in fostering human resilience. Alas, none of the dolphins were able to appear in person to receive an award. #

ministering to the terminally ill is, arguably, the most challenging of all. But the professions needs to “balance” the field to ensure that doctors who involve themselves in hospice care, as well as internal medicine, are fairly, competitively compensated. For sure, the jobs are there, “it's a growing field.” #

LAW & EDUCATION

The Supreme Court Speaks on Affirmative Action

By ARTHUR KATZ, J.D.

Affirmative action is a relatively new concept in government policy, the phrase probably being first used in U.S. policy matters in 1961 when President Kennedy, in order to correct for past discrimination, by Executive Order, mandated affirmative action to ensure equal opportunity in employment. However, the principle of affirmative action is in conflict with the Constitution's equal protection clause.

On Monday, June 24, the United States Supreme Court issued its long-awaited decision in *Fisher v University of Texas at Austin*. Although it was anticipated that this decision would rule on the continuing validity, if any, of affirmative action, in connection with college admissions, the Court did not rule on the merits of the case, but concluded that the lower court had not adequately applied the correct standard of strict scrutiny in rendering its decision, and remanded the case back to the Fifth Circuit Court of Appeals (the previous Court handling the case) for further proceedings.

The University of Texas has a two-tier admissions policy. Every student attending a Texas high school who graduates in the top ten percent of his or her class is automatically admitted to the University. The remaining slots are filled based on a holistic review of an applicant's academic record and other materials submitted with the applicant's application, in which review, and in an attempt to obtain greater diversity and increase minority enrollment, the applicant's race is used as one of a number of "plus" factors.

Abigail Fisher, a Caucasian, was rejected for admission to the University's 2008 entering class. She contended that her academic record was superior to others who were admitted and sued the University and University officials alleging that her rejection violated the "equal protection clause" of the 14th Amendment to the U.S. Constitution. The 14th Amendment, among other things, provides that "no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

The Fifth Circuit Court of Appeals, relying upon a prior Supreme Court decision (*Grutter v. Bollinger*), had upheld the University's actions. The Court of Appeals' decision was based upon its view that substantial deference needed to be afforded to the University, both in the definition of the compelling interest in diversity's benefits and in deciding whether the University's admission plan was appropriately tailored to achieve its stated goal.

In *Fisher*, the Supreme Court, instead of ruling on the merits and either allowing or eliminating



affirmative action from the admission process at the University of Texas, concluded that the lower court had not adequately applied strict scrutiny in its review. The Supreme Court then gave additional guidance on the application of strict scrutiny and remanded

the case for the lower courts to apply more fully such principles. Among other things, the Supreme Court said: "The University must prove that the means chosen by the University to attain diversity are narrowly tailored to that goal. On this point, the University receives no deference. Grutter made clear that it is for the courts, not for university administrators, to ensure that '[t]he means chosen to accomplish the [government's] asserted purpose must be specifically and narrowly framed to accomplish that purpose'. True, a court can take account of a university's experience and expertise in adopting or rejecting certain admissions processes. But, as the Court said in *Grutter*, it remains at all times the University's obligation to demonstrate, and the Judiciary's obligation to determine, that admissions processes 'ensure that each applicant is evaluated as an individual and not in a way that makes an applicant's race or ethnicity the defining feature of his other application'."

"Narrow tailoring also requires that the reviewing court verify that it is 'necessary' for a university to use race to achieve the educational benefits of diversity. This involves a careful judicial inquiry into whether a university could achieve sufficient diversity without using racial classifications. Although '[n]arrow tailoring does not require exhaustion of every conceivable race-neutral alternative', strict scrutiny does require a court to examine with care, and not defer to, a university's serious, good faith consideration of workable race-neutral alternatives. . . . The reviewing court must ultimately be satisfied that no workable race-neutral alternatives would produce the educational benefits of diversity. If a nonracial approach . . . could promote the substantial interest about as well and at tolerable administrative expense, then the university may not consider race." [citations omitted]

The Supreme Court preserved, for the present time, the use of race in college admissions decisions and mentioned that diversity of the student body can be a compelling interest for a university to pursue in its admissions process. However, race-conscious policies are allowed only if there is a demonstrated necessity for them due to the lack of other alternatives.

Arthur Katz is a corporate attorney and a member of the NYC law firm Otterbourg, Steindler, Houston & Rosen, PC.

This article can be read in its entirety online at www.EducationUpdate.com.

THIS Summer:
Usdan
Usdan Center for the Creative & Performing Arts

1,600 students, ages 6 - 18, join us each summer on Usdan's idyllic Long Island campus. Usdan offers programs in Music, Art, Theater, Dance, Writing, Nature & Ecology, Organic Gardening, Chess, Swimming, and Tennis.



Air-conditioned buses from all NY-area neighborhoods. Week-days: 3, 4, or 7 weeks. Tuition: \$2,310 - \$3,925 plus transportation and fees. Visit us at: usdan.com
212-772-6060 | 631-643-7900

UJA Federation
of New York

BE INFORMED. BE INSPIRED. TRANSFORM LIVES.

Windward Teacher Training Institute provides professional development based on scientifically validated research in child development, learning theory and pedagogy. The IMSLEC-accredited training program leads to national certification in multisensory structured language education.



Register Now for Fall 2013

National Certification in Multisensory Structured Language Education
Expository Writing Instruction • Multisensory Reading Instruction
Multisensory Reading Instruction in Specific Content Areas • Singapore Math - NEW!

Community Lecture

"A New Look at Learning Disabilities"

Wednesday, October 23, 2013 at 7:30 p.m. • G. Emerson Dickman, III



Windward
Teacher
Training
Institute



For Further Information:

914-949-6968 • wtti@thewindwardschool.org • www.thewindwardschool.org • [@WindwardTTI](https://twitter.com/WindwardTTI)

Windward Teacher Training Institute is a division of The Windward School, an independent school for students with language-based learning disabilities, located in White Plains, NY.

A BRILLIANT GATHERING OF OUTSTANDING EDUC

By DANIELLE M. BENNETT

Dr. Pola Rosen, publisher of Education Update, presided over the Outstanding Educators of the Year event held for the 11th year at the Harvard Club. Over 30 award-winning teachers and administrators shared their most effective lessons on EducationUpdate.com (see pages 16-18). In addition, three Distinguished Leaders in Education were honored: Dr. Susan H. Fuhman, president of Teachers College; Dr. Lisa S. Coico, president of City College; Dr. Mary M. Brabeck, dean of the NYU Steinhardt School of Culture, Education and Human Development.

Interesting mottos of the three great colleges were noted.

Teachers College (motto: "In thy light, shall we see light") is celebrating its 125th anniversary as a leader in education including the Cowin Financial Literacy soon to be launched in New York, Arizona, Minnesota, and North Carolina.

City College (motto: "Look to the past, present and future") was the first free public institution of higher education in the United States and a leader in the sciences and engineering.

The New York Steinhardt School of Education (motto: "To persevere and to excel") has been influential worldwide.

Dr. Rosen noted that each school had partnerships with New York public high schools.

Keynote speaker: Ernest Logan—president of the Council of School Supervisors and Administrators has been a teacher, a principal, and union president and a strong advocate for the rights of union members.

Logan has often disagreed with the negative imagery of schools and education that the media often depicted. "You'll see that there's a huge disconnect between the picture that the media presents and the picture that we see in this room this very morning." His premised his speech on his faith in the quality of NYC teachers and framed his speech around a few key topics: the culture of testing, the real role of corporate America in education, and thoughts on the kind of school governments that make sense.

Addressing the culture of testing Logan discussed the overemphasis of testing. He referred to the pressure that educators were under to prepare students to pass standardized tests as "inhuman." He referenced Long Island principals who, over a year ago, wrote letters to legislators and the public about over-testing. He mentioned that New York city principals wrote their own open letter about over-testing, and teachers and parents have continued to voice their displeasure with over-testing this year. Last week, such outcry by NYC educators moved Secretary of Education, Arne Duncan, to tell state education officials that they could



The Harvard Club celebration

delay using teacher evaluations that incorporated test results for personal determinations until 2016-17. Logan credited the educators and parents for standing up to bureaucrats about the improper way standardized tests are administered. In general, he supported diagnostic testing—testing done at the beginning and middle of the year to assess students realistically and to adjust instruction to help those students succeed.

Logan commented that corporate America was blamed for turning schools into commodities and using teachers for its agenda. He acknowledged that while it happened, not all of corporate America was to blame for certain wrongdoing in education. He used the example of the partnership between IBM, CUNY and the Department of Education that birthed a STEM (science, technology, engineering and mathematics) school, P-tech in Brooklyn, beginning with the middle school level through the second year of college and culminating in an associate's degree. These students were given first priority for IBM jobs. Logan encouraged educators to partner with corporate America—to ask what skills businesses needed from future employees so that teachers could better prepare students for those businesses (currently done with the PENCIL program in New York public

schools). He felt that the mayor should also support such partnerships.

Logan stressed that education be more about a "culture of learning that's stronger than the culture of testing." Key to accomplishing this, he said, was school governance. Logan supported mayoral control in state education, but the school chancellor should be qualified (i.e., be an educator) to make sound, education decisions and have the authority to do so. A Chancellor, he said, needed a vision for schools, visibility in schools, knowledge of good instruction when he/she sees it and the ability to foster an education community where superintendents understood the needs of their communities. He alluded that the union had discussed with him which mayoral candidate they wanted to endorse. He gave no more details.

Distinguished Leaders Award recipients:

Dr. Lisa S. Coico (introduced by Jay Hershenson, Sr. Vice-Chancellor, CUNY): "It is all about the joy of seeing students succeed." Coico is also a CUNY alum and product of NYC public schools. In her acceptance speech, she shared the stories of her grandmothers, both emigrated from Europe. One was a factory worker, just 7 years old; the other came to the U.S. at age 12; she married by 14. Coico saw first hand, at age 13, the value of an

education to her own life after she witnessed one of her grandmother's signing her own name with an X. "Without an education, where would I be? My grandmother signed her name with an X. I sign my name as Lisa S. Coico, president of the City College of New York. That's what it's all about."

Dr. Susan H. Fuhman (introduced by Jennifer Raab, president of Hunter College): Underscored that there's still work to do in the schools. "We must engage our best minds to transform our schools, address the most pressing needs of our communities, and harness the power of research and technology to support more effective learning."

Dr. Mary M. Brabeck (introduced by Dr. Charlotte Frank, Senior Advisor McGraw-Hill Education): Brabeck said there was no silver bullet to improve k-12 education; but that wanting to improve education was the right goal. To keep striving for better education system for the country required "hope." "I think hope is what this world needs in order to do the work that will enhance our k-12 education." She recognized that it's hard to keep hope alive but said that those in education must get beyond cynicism. She and the other presenters and speakers credited Dr. Rosen and Education Update for their work to promote education.#

EDUCATORS OF THE YEAR 2013 AT THE HARVARD CLUB



CSA President Ernest Logan



(L-R) NYU Dean Mary Brabeck & McGraw-Hill Ed. Sr. Adv. Charlotte Frank



CCNY Pres. Lisa S. Coico & CUNY Vice Chancellor Jay Hershenson



(L-R) Hunter Col. Pres. Jennifer Raab & Teachers Col. Pres. Susan Fuhrman



Alicia Ally



Jaya Bharne



Enandanie Bherwani



MariaElena Buckley



Rita Carstens-Hall



Shannon Curran



Aurelia Curtis



Aliou Diop



Daniel Fayerberg



Robin Finnan-Jones



Deborah Gillick



Nancy Gonzalez



Kayla Hamilton



Barbara Hanson



Abidemi Hope



Stephen Jackson



Malorie Kenny



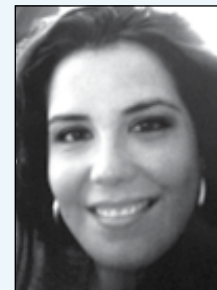
Heather Leykam



Srecko Mavrek



Wanda Mendez



Jessica Mitchell



Sana Nasser



Brian O'Connell



Elaine Ruiz-Lopez



Jorge Santos



Susan Smith



Marsha Steinberg



Elizabeth Sullivan



Kristen Techky



Claire Villard

STUDENT JOURNALISTS

A Summer Reading Connection

By TORI SALTZ

Over the summer I read many books. One of the books *The Diary of a Young Girl* by Anne Frank real-

ly stood out and was relatable to my family's history. The story takes place in the early 1940s, in Germany. A twelve-year-old girl receives a

diary for her birthday and she names it Kitty. World War II breaks out and Anne and her family are forced into hiding because of their Jewish religion. Anne tells her diary frequently about the terrible conditions they have suffered, and the fear that they might be taken away by the Nazis and put in concentration camps.

Earlier in the year I visited Berlin, Germany to learn a little about my ancestors. Most of them were also German Jews and suffered similar conditions to the Frank family. In Berlin we visited a museum that used to be a place where a Jewish family had hidden from Hitler's army. It was very small and dark, made from wood that seemed to be falling apart. Many Jewish families, including Anne's, stayed in similar hideouts for multiple years. Anne is miserable, she tells Kitty how she doesn't understand that a year ago she was going to school as a normal girl. The uncertainty whether Hitler's army would find you was in some ways the worst part. They knew that if they were found, they would not live much longer. They would be brought to a camp and be killed or worked to death.

At the Jewish Museum in Berlin, my family and I went



into a tall dark room. It was a copy of a room where Jews would be gassed, when they were no longer useful to the Nazis. The door closed and blended in with the wall. There was an opening in the ceiling, where the light peaked through, but the walls were slippery and slanted inwards, impossible to climb. It looked as if there was hope of escaping through the top, but as the Jews discovered, there was none.#

Tori Saltz is an 8th grader at the Nightingale Bamford School in New York City.



"An Intimate Place to Learn in the Heart of a Great City"



York Preparatory School

40 West 68th Street – New York, NY 10023

coeducational college preparatory school serving students from grades 6-12.

Outstanding Academics

Superb College Guidance

Championship Sports Teams

Endless Extracurricular Activities

An Oasis of Learning and Compassion

There IS something for everyone at York Prep!

For more information, contact our Admissions Office at admissions@yorkprep.org or 212-362-0400. www.yorkprep.org

INTERNATIONAL EDUCATION

From Manhattan to the Mountains of Nepal

By QIANJIN GIULIA

I went on a challenging trek to Annapurna Base Camp located at altitude of 13,500 feet in Nepal during my summer vacation. My trek team hiked an average of eight hours a day for seven days. It was during the rainy season of the Himalaya area, thus we encountered several landslides, downpours, and endured insect bites. Adapting to the trek condition was a struggle. I had to constantly adjust my breath and to coordinate every part of my body. Also, I was highly alert of the environment around me and made sure that every step was deep into the dirt, solid and strong.

I thought I would experience the pride of conquering the nature and the overwhelming satisfaction of reaching my full physical potential when I finished the trek. I was wrong. I was not proud, but humbled. I did not conquer the mountain; instead, I bowed my head and bended my back when I was climbing up. I surrendered to the nature and I became part of the mountain. I did not conquer the height, because I knew it was the moss-coated land that I rooted in lifted me up.

Apart from being humbled, I was rarefied. I thought I learned a lot during one year in Manhattan: how to shake hands properly, how to please others, and how to have a philosophical debate. Those things that I learned were too "heavy" to be carried to that altitude. Thus, I put them down and left all my make-ups behind. With only necessities, I went into the woods. For seven days, I woke up to trek. There was no other desire; there was no other expectation; there was no American dream. I realized that life can actually be simple, and a simple life can actually be happy. I will never forget how that simple counting of my heartbeat for seven days had guided me towards my own soul beat by beat. Although my body was in exhaustion,



my soul was free and light.

Henry David Thoreau wrote, "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what I had to teach, and not, when I came to die, discover that I had not lived." Now back in New York City, I am still going to "suck out all the marrow of life" as if I never left the woods. #

Qianjin Giulia is a student at Barnard College from China and an intern at Education Update.



Giving Their Regards To TC Way

By JOE LEVINE

Never mind the marching band, the double-decker bus full of VIPs, the mayoral proclamation or the converging crowds of TC students from the 2013 incoming class.

The real showstopper on the first day of the new semester was the broad, seamless expanse of gleaming black tar that stretched from Amsterdam Ave. to Broadway and from the sidewalk in front of TC's Zankel Hall to Columbia's north gate.

No potholes. No cracks. No two-inch-thick metal plates that bang up and down with each passing car.

The city had repaved the street – and permanently co-named it “Teachers College Way.”

“Today is the high point in our 125th anniversary celebration year,” TC President Susan Fuhrman said from atop the bus in front of Zankel Hall. “The new sign co-naming our street says it all: Teachers College Way. So many big thinkers and doers have walked this street, and we all walk in their footsteps. And now we're all working together with our neighbors toward a brighter future. And that really is the TC way.”

The celebration began with the sound of drumbeats in the distance as The New York Stars Twirling and Marching Band decked out in their blue-and-white uniforms burst into view at the corner of 120th and Broadway. Behind them were students from the newest TC class streaming up Broadway from orientation at Lerner Hall on the Columbia campus. As the students gathered with faculty, staff, alumni and neighbors, a red double-decker New York City tour bus cruised to a stop in front of the crowd. “Look at all our amazing students,” said



Tom Rock, Executive Director of Enrollment Services and master of ceremonies for the morning's events. “We are taking over 120th Street, and you're here to help us do it. It was exactly 125 years ago this week that we welcomed our first class, 18 members strong. Now we're welcoming our 125th class, 1,800 strong.”

Fuhrman and Rock were joined on the bus by faculty representatives as well as New York City Deputy Mayor Linda Gibbs; District 9 City Councilwoman Inez Dickens; and William Rueckert, Co-Chair of TC's Board of Trustees.

Gibbs put the legacy of TC into historical perspective. “New York City had not yet incorporated as a city of five boroughs when Teachers College was founded – so you've been leading for a long time,” she said.

Rueckert, the great-great nephew of TC's founder, Grace Hoadley Dodge, called the College's 125th anniversary “a celebration not only of TC's success, but also of the vision and generosity of its founders.”

“Grace and others recognized that education was the path to a better life for immigrant families, especially young women,” Rueckert said. “If she were here today, she'd be proud to see that her vision has been surpassed in every possible way.”#

Phyllis Kossoff Lecture: Helen Clark & Jonathan Fanton Speak

TRANSCRIBED By
VALENTINA CORDERO

Recently at Roosevelt House, the Public Policy Institute at Hunter College presented the Phyllis Kossoff 2013 lecture featuring Helen Clark, the Head of the United Nations Development Programme and the former Prime Minister of New Zealand in a conversation with Jonathan Fanton, the Interim Director and Visiting Fellow of Roosevelt House.

Fanton explained that Clark's extensive experiences in the political life of her native Australia prepared her well for global responsibility. He quoted Eleanor Roosevelt's words in 1943 in Sydney, Australia when she said, “To help people to help themselves is perhaps the basis for an economic policy which has as



(L-R) Helen Clark with Jonathan Fanton

a subject freedom from want throughout the world. The future will be safer, and perhaps even more prosperous, if we help people to help themselves.”

When asked who her childhood influences were, Clark said that she did not have a role model as a child and that the world felt like a

THE COWIN FINANCIAL LITERACY PROJECT AT TEACHERS COLLEGE EARNS KUDOS

TRANSCRIPTION By
DANIELLE BENNETT

The Cowin Financial Literacy Project is a professional development program for New York City public school teachers working with students in grades 9-12. At the inaugural Financial Literacy Summer Institute, 55 high school teachers from New York City learned about tools and resources available to help them teach their students about the basics of handling money, including budgeting, saving, investing, consumption and borrowing.

“Every person past the ninth grade should have knowledge of money – how to finance a college education, how to balance a checkbook, how to ensure that expenses don't exceed income, how to monitor a credit card and interest, how to shop for clothes and food, how much to pay for rent and what a mortgage is,” said TC Trustee and alumna Joyce B. Cowin, who generously funded the Financial Literacy Project. And yet, studies have shown that financial literacy among Americans is quite low.

A staunch supporter and advocate of the project is Teachers College alumna, Dr. Pola Rosen, who facilitated the endorsement of New York City Chancellor Dennis Walcott and New York State Education Commissioner John King.

According to researcher and Teachers College professor Anand Marri, brilliant developer of the programs in partnership with Working in Support of Education (W!se), the Summer Institute included a series of collaborative and interactive workshops on personal finance, case studies with explicit ties to standards and curricula. Participants will walk away with several ready-to-use, case study-based lessons. They will receive a TC certificate of completion, have an opportunity to take the W!se financial teaching certification test (the first to be made available in New York State), and to earn a W!se Certification in Personal Finance.

Resource materials for teachers from the Financial Literacy Program are posted on Loot, Inc.org which is hosted by EdLab at the Gottesman Libraries at Teachers College.

The Summer Institute concluded with a festive dinner celebration featuring Teachers College President Susan Fuhrman who underscored the project's use of a case study approach, an



Prof. Anand Marri and
Founder Joyce Cowin

approach that's in keeping with the legacy of Teachers College. The approach involves teaching students through experiential learning, having them face and address real dilemmas. The project's goals are for students to: learn how to solve problems that are personally relevant, understand the larger impact of poverty and become responsible citizens that will lead a more economically-just society.

In an unusual turn of events, Joyce Cowin, planning to address all the participants was suddenly hospitalized. Dr. Rosen visit her, taped her voice and had it broadcast to all the audience. In an emotional tone she said: “It's Joyce Cowin speaking to you from a hospital bed and so disappointed that I am not with you tonight because you are my children, my first class, and I love each of you dearly, with hugs and kisses. To the entire group, thank you for coming. Thank you for participating and don't forget about us. I want you to write and tell me what's good about the program. But, even more so, I want you to write down and remember and send us where there could be improvements and also what you find disappointing. I wish you good luck and Godspeed and I am so very sorry I am not there to be with you.”

Dr. Pola Rosen raised her glass in a toast to Joyce and offered all the attendees a free subscription to Education Update as a gift for supporting the Cowin Financial Literacy project. She ended with the following thoughts from John Dewey, a pioneering professor of philosophy at Columbia University and Columbia University's Teachers College: “Education is life and financial literacy doesn't just enhance your life. Financial literacy is life.” #

distant place. “I grew up before there was the television. So we didn't really have a personality outside the school and the family,” she said. Her role models were her teachers. Clark said that she became interested in politics initially due to the U.N.'s long history.

Fanton asked which of her accomplishments she found to be the most rewarding and the most challenging. Clark responded that it was always easier to think about things when they went well. She was most disappointed with the

devastation in Haiti in 2009 and 2010 when it was hit by a series of natural disasters. One of her fondest memories was speaking about Libya, which she recently visited during their elections. About thirty percent of the voters were women and she stated that it was an excellent start.

By the 2015 millennial deadline, specific goals were set involving developing countries. One of these goals is to get every child

continued on page 28



BOOK REVIEW

MAGNIFICENT MISTAKES IN MATHEMATICS

Magnificent Mistakes In Mathematics

By Alfred S. Posamentier and Ingmar Lehmann
Published by Prometheus Books, Amherst, NY. August 13,
2013. 296 pp.

REVIEWED BY MERRI ROSENBERG

Given my uncomfortable relationship with math and math classes, where the idea of “mistakes” haunted nearly every experience I had, I’ll admit that I approached this particular assignment with dread and a knot in my stomach.

If math and mistakes conjured an unpleasant memory of suffering through too many “gotcha” moments in those long-ago high school geometry and trigonometry classes—pre-calculator—I soon realized that the authors had a different intention. Posamentier, dean of the School of Education and professor of mathematics education at Mercy College and Ingmar Lehmann, who retired from the mathematics faculty at Humboldt University in Berlin, are very much about math as a delightful intellectual exercise that enhances critical thinking across all disciplines.

As they write, “our objective in this book is to entertain the reader with a collection of wrong conclusions—or fallacies—that help us to better understand important aspects of or concepts in mathematics. ... Yet it is the unique value of these mistakes—providing a better understanding of the basic concepts of mathematics—that makes these mistakes magnificent. Lest we forget, youngsters—and, we dare say, adults as well—learn quite a bit from mistakes.” In fact, many of these mistakes, and the efforts to unpack them, have led to a more nuanced understanding of math and, frequently, pro-

found new discoveries.

The reader should be able to draw consolation from some of the major whoppers made by some of the greatest mathematical minds. Consider that Galileo, examining a ball’s travel along a polygonal path, thought that the arc of a circle would be the fastest curve for a ball to travel, rather than a straight line—except that he didn’t take into account that polygon sides do not necessarily have the same length. Albert Einstein’s mistakes have inspired entire books.

Some errors in arithmetic illuminate the practical consequences of what appears to be a correct mathematical answer. Suppose that students are asked to do a rounding problem, to find out how many buses would be needed to transport 963 stranded passengers at an airport. Each bus can hold 59 people. Students who, correctly, round the answer to the nearest whole number—16, from an answer of 16.322—would end up leaving passengers stuck at the airport.

Then there’s the so-called Monty Hall problem, based on the strategy needed to select the correct door on the game show, Let’s Make a Deal; contestants’ choice of the “likely” versus “unlikely” door was often based on a mistaken understanding of probability.

By the time I got to the sections on coin tosses and dice, I was actually enjoying myself.

I’ll confess that this volume is more likely to appeal to people like my husband and his fellow Stuyvesant math teammates than unrepentant math phobics like myself. Still, it would undoubtedly be a great addition to the classroom shelves, of math teachers, who could offer particular problems and examples to some of their more gifted students, as a way to chal-

QUEENSBOROUGH ACADEMIES: EXPANDING THE MISSION OF HOLISTIC EDUCATION AT THE COMMUNITY COLLEGE LEVEL

By DR. DIANE B. CALL

At Queensborough Community College, we are dedicated to helping our students obtain their Associate degrees by offering individualized academic support, small classes, outstanding faculty and research opportunities. Students who earn an Associate degree are more likely to obtain a Baccalaureate degree, receive scholarships and pursue promising careers.

In fact, according to research conducted in August by the National Student Clearinghouse® Research Center™, over 60 percent of students transferring from a two-year college go on to

complete four-year degrees.

This underlines the importance of an engaged, enriched and intellectual experience for students throughout their academic careers at the community college level.

To that end, Queensborough Community College is launching a major academic initiative, the Queensborough Academies, beginning in the fall of 2013.

The initiative is built on our acclaimed Freshman Academies — an institution-wide program launched in 2009 for all full-time, first-time freshman to support better capabil-



Read about:

Tips and Resources for the Transition to College

by the Jed Foundation in our next issue!

ity to complete their degree for the first year, up to thirty credits. The programs’ ambitious scale and positive impact on student success led to Queensborough’s designation in 2010 as an Association of American Colleges and Universities (AAC&U) “Roadmap” campus—one of twelve community colleges nationwide recognized for their work in supporting student achievement.

We have restructured and expanded the Freshman Academies to include all full-time students, in all areas of study, for their entire academic career at Queensborough—one of the few community colleges in the country offering such a program on this scale.

Every full-time student will become part of one of Queensborough’s five Academies: Business; Liberal Arts (including Education and Criminal Justice); Health Related Sciences; Visual and Performing Arts (VAPA); and Science, Technology, Engineering and Mathematics (STEM).

Additionally, every full-time student will be assigned an Academy Adviser who will be their personal guide throughout their college career at Queensborough. Interwoven into the multifaceted initiative is an intrusive support system which acts as an early alert tool to help advisers intervene when students experience challenges in their studies. Resources, including free tutoring, counseling and supplemental advising are among the many personalized student services offered at the College. The Queensborough Academies will also provide greater social and academic integration; as well as the broadened scope of High Impact Learning Experiences, nationally recognized as best practices in higher education.

Innovations in High Impact Learning



President Diane Call

Experiences at Queensborough have received widespread acclaim. In 2011 and 2012, Queensborough was the sole community college to participate at the Association of American Colleges and Universities (AAC&U) annual “Institute on High Impact Practices and Student Success.”

The conference provided an opportunity to share what Queensborough has learned regarding activities and strategies that engage students—

particularly those from communities historically underserved by higher education—and are effective at producing measurable learning outcomes.

In January, the Freshman Academies was selected as a 2013 Bellwether finalist in three categories: Instructional Programs and Services; Planning, Governance and Finance; and Workforce Development. Queensborough was among 30 finalists from nearly 250 community college applications nationwide. The annual Bellwether awards recognize outstanding and innovative programs and practices that are leading community colleges into the future.

Indeed, the transformational Freshman Academies has paved the way for the Queensborough Academies to foster the ultimate goal of higher retention and graduation rates.

What was once a vision has grown into a robust, holistic approach to student development and the undergraduate experience that inspires our students to learn, dream and succeed.

Dr. Diane B. Call is president of Queensborough Community College, a College of The City University of New York (CUNY)



STATE-OF-THE-ART LIBRARY OPENS AT HUNTER COLLEGE

By DR. POLA ROSEN

As Hunter College President Jennifer Raab prepared for the exciting ribbon-cutting of the state of the art library at Hunter College recently, it seemed that the words of Jorge Luis Borges reverberated throughout the halls: “I have always imagined that Paradise will be a kind of library.” Indeed, the new library looks like the paradise that Borges envisioned.

President Rabb, a pragmatic innovator and visionary herself, said she was tired of hearing students say they loved Hunter but were going to study at the Baruch library on 23rd Street.

“We are ready to move on. We are going to complete a full scale \$45 million of renovation of this library. We are doing this almost entirely through private support of our friends and alumni. This is really a transformation for Hunter College to see so many people who just believe in us and made this possible.” Among the staunch believers are Toby and Leon Cooperman who pledged a record \$25 million and Klara and Larry Silverstein who donated \$5 million.

Kudos to President Raab who also, this year, has collaborated with Sloan Kettering and Cornell in a new medical research building and program in addition to engineering a new school of public health in Harlem, and moreover has one of the most outstanding programs in special education including autism and services for the blind.

This is truly a haven and a heaven for enhancing the education and lives of students.#



PROFILES IN EDUCATION

Exclusive Interview with Dean Jerrold Ross, St. John's University, School of Education

TRANSCRIBED By YEHUDA BAYME

Dr. Pola Rosen (PR): Dean Jerrold Ross, has been the dean of the School of Education at St. Johns University for nineteen years. St. John's is a school that is located in Manhattan, in Staten Island, in Queens, which is where we are located right now, and...where else?

Dean Jerrold Ross (JR): We have branch campuses in Oakdale, which is out on Long Island, and in Paris and Rome.

PR: Dean Ross, it is an honor to be here today with you. One of the things we want to talk about is what distinguishes the education school compared to others around the city and indeed around the nation?

JR: Let me separate that into two parts: the undergraduate programs and the graduate programs. At the undergraduate level, we place our students in the school setting from the day they arrive. It's not a matter of waiting until their senior year when it may be too late; when they don't like the position of being in front of the room instead of in front of the desk and it is too late for them to change. They have gained all of the experience of four years of the schools on top of their courses so that they are really prepared for the full extent of student teach-

ing. Upon having graduated they are on the lists of principals who call us regularly to send our graduates because they know they've had all this extra preparation. On the Staten Island Campus we do even more than that. We place all students, in addition to the school work, in a not for profit agency that has to do with working with children. It may be a health agency; it may be a judicial agency; it may be an agency that has to do with children with special needs. We do this so that they get the full picture, the full complement of services that are available to children over and above the schools. This way they are familiar with these agencies in order to be able sometimes to refer parents to where their children can get additional help. At the graduate level, over and above the regular programs; the regular offerings of master's degrees and doctoral degrees, we are actually very well known for our programs that certify teachers through alternate means. The last rating of the Department of Education that came out about ten days ago, placed us at the top of all of the schools of education in the city in both the content and knowledge of our students and in their retention. Ninety percent of our students entering the city schools as teachers

are still there after three years. It is an extraordinary figure.

PR: Congratulations. What do you attribute that success to? And by the way, I cannot help but notice on your desk it says “Dr. Jerrold Ross, Demon Director”. Is that why those people are so successful?

JR: The “Demon Director” has nothing to do with me recently and in fact nothing to do with education. Early in my career when I was the chairman of the music department at NYU, the chancellor asked if I would take a look at Town Hall which was owned by NYU and was doing very badly. Lincoln Center had just opened and all of the traditional concerts and recitals that had been held at Town Hall, which you had to have if you were going to be a professional, had moved up to Lincoln Center. So I arrived at a hall that was virtually empty and had to create programs and recreate the image of one of the best acoustical halls in the world all over again. When The Daily News,



in addition to The New York Times, did stories about this, the reporter from The Daily News said to me, “no one expected that you would become such a demon director” referring to Town Hall. It had nothing to do with education.

This article can be read in its entirety online at www.EducationUpdate.com.



The Middle Project Develops Leaders for Today & Tomorrow

By MOHAMMAD IBRAR

With so many social and political movements taking place in the U.S. and around the globe, we have yet to see an inspiring leader who has emerged from them that has captivated the hearts of the masses; a leader who promises equality, justice and peace and commits to their words. “The world needs leaders; not just any, but ethical, just leaders,” said Rev. Dr. Jacqueline Lewis, “who don’t teach hate and that are progressive forces of good.”

Four years ago Dr. Lewis helped establish The Middle Project, a non-profit organization based in New York City conceived to develop young moral and ethical leaders for a more tolerant and understanding society tomorrow. She was inspired to act when watching political figures indoctrinating hate on cable television. Utilizing her studies in theology, extensive experience advocating for rights for the disenfranchised and her position as Senior Minister of Middle Collegiate Church, she founded The Middle Project and became its Executive Director.

The organization conducts programs and leadership-development workshops for all ages, as well as interfaith and multicultural conferences. Workshops are dedicated to self-awareness, team building, conflict negotiation, and dynamics of change, race, culture and class. Furthermore, the organization leverages art and artistic expression to cultivate deeper communication. “Art speaks to the soul of all generations ... it’s a language that goes right to the heart,” said Dr. Lewis. “For children who don’t read well or do well in math, it’s an equalizer.” The youth program, especially, draws on stories, music, drama and dance to address



Rev. Jacqueline J. Lewis, PhD

issues afflicting young people.

Although The Middle Project is affiliated with the Middle Collegiate Church, it does not represent or propagate Christianity. The program defines itself as a “step away from the church,” but borrows the good all religions have to offer to help promote morality and justice, explained Dr. Lewis. “Many social movements came from religious groups to help create a just society ... all religions have a major equality and peace component and we stick to that to give back to the community.”

The Middle Project has continued to expand every year since its inception. Surveys conducted by the organization indicate that participants experienced pronounced improvements in confidence, communication, professional and personal growth and emotional intelligence. The majority of participants stressed that they have acquired skills that have made them more proficient in life.#

W!SE Honors Top-Performing High Schools in Financial Literacy

By DANIELLE M. BENNETT

In the heart of New York’s Financial Center, education was the main focus and in particular, those schools who’ve made teaching financial literacy a top priority.

Recently, at the New York Stock Exchange, the top 25 percent of U.S. high schools teaching personal finance were recognized by the financial literacy-certifying program, W!SE (Working in Support of Education). Top honors went to New York City’s High School for Math, Science and Engineering at City College.

“We hope it’s an incentive for more schools to teach financial literacy,” said Phyllis Frankfort, founder and president of W!SE who spoke to a crowd of fellow board members, administrators, teachers, parents and students about the history of the W!SE organization. Frankfort reflected on the humble beginnings of the W!SE, which started in 2003 in just seven city schools. Today, the W!SE program exists in 28 states, giving



(L-R) Phyllis Frankfort, CEO, W!SE & Dr. Charlotte Frank, Sr. Advisor, McGraw-Hill

many more students access to financial education and the opportunity to become certified financially literate upon passing the test for cer-

Dwight School Opens New Athletic Center, Launches Model Community Partnership



The Dwight School celebrates the opening with Board members of the 1199 Housing Corporation, NBA champion and new Head Coach of the Brooklyn Nets Jason Kidd, The Honorable Charles Rangel’s Deputy Chief of Staff Geoffrey Eaton, and members of the East Harlem community.

By SYBIL MAIMIN

A unique and inspiring partnership has been forged between the private Dwight School [www.dwight.edu] on Manhattan’s Upper West Side and the 1199 Housing Corporation, owner of the East River Landing cooperative, an affordable Mitchell Lama project in East Harlem. The unlikely pairing is a result of the great need by the nursery-12 school for expanded athletic facilities and the presence at the co-op of a wonderful sports complex that had been shuttered for 14 years due to lack of funds for maintenance. At a joyful ribbon-cutting ceremony for the new Dwight School Athletic Center at the co-op last month, the school’s Chancellor, Stephen Spahn, said he spent many years looking at all sorts of spaces and basements but “kept my eye on the prize,” culminating first in leasing the space six months ago and

now opening its doors on this momentous occasion. Speaking of William Dames, President of the 1199 Housing Corporation and his negotiating partner, Spahn explained, “Together, he and I dared to dream, had the courage to take a risk, and signed a groundbreaking community partnership — a model for transforming urban America. We envisioned a place where two diverse communities, without regard to personal circumstance, would create unique opportunities and new possibilities for all.” At the ceremony, Spahn announced that the entry to the newly refurbished facility will be called The William Dames Hall.

The very impressive, beautifully renovated 40,000-square-foot center includes a 25-yard, six-lane indoor swimming pool, two rooftop outdoor tennis courts, a regulation-size

continued on page 31



National participants celebrate

tification. Frankfort credited the growth of the program to the leadership of David Anderson, executive vice president and Andrea Campbell, program manager.

One of the event speakers, Judith Sams, shared how the personal finance instruction has become an integral part of the Virginia Commonwealth curriculum. Beginning this school year, freshmen are required to pass at least one approved career and technical credential for graduation. To support student success throughout the program, teachers receive professional development, the financial community consistently partners with the schools, and a quality assessment tool measures students’ progress. Sams led this initiative requiring high schools in the Virginia Commonwealth to teach personal finance. She currently serves as program specialist for the Virginia State Department of Education.

“The success of financial literacy instruction is ultimately measured by a change in behavior,” said Sams who hopes for continued economic growth in the next five years.#



Academic Excellence on the Upper East Side: Park East Day School

Watch the online video interview at:

EDUCATIONUPDATE.COM

TRANSCRIBED By YEHUDA BAYME

Dr. Pola Rosen (PR): Ms. Barbara Etra, is the principal of Park East Day School on the Upper East Side of Manhattan. It is a school that is well known throughout the city of New York and the outer suburban areas as well. Barbara, can you tell us a little about the founding of this school?

Barbara Etra (BE): The school was founded in 1967 by Rabbi Arthur Schneier when he began an early childhood center. It developed and merged and here we are stronger than ever now with about 360 children from “mom-and me” programs all the way up to grade eight.

We currently have a strong early childhood center and a very strong elementary school. Our middle school is a little smaller but it grows each year based on the children moving up with us. Our parents stay with us. They are happy. The continuity of the staff and the parent body makes for a strong family.

continued on page 30



CSA Celebrates New Headquarters, Historic Leaders

By VALENTINA CORDERO & ERICA ANDERSON

After 21 years in downtown Brooklyn, the Council of School Supervisors and Administrators (CSA) has moved into new headquarters in lower Manhattan.

President Ernest Logan welcomed approximately 100 guests to a festive reception that marked the dedication of Founders' Hall, a large central meeting room of the new quarters. While buzzing with the energy of the fresh, modern design of the new offices, the organization paid homage to its history. School principals, administrators, education leaders, retired educators and local politicians enjoyed hot hors d'oeuvres and circled the room reminiscing and admiring portraits of former leaders to whom the room was dedicated. A running slideshow of black and white photos also illustrated CSA's heritage and past milestones.

The new space is on the 12th floor of a 32,019-square-foot commercial condominium at 40 Rector Street. “For greater efficiency, we decided to move into a more consolidated space that would accommodate our entire team on a single floor,” said Ernest A. Logan, president of CSA.

Logan gave Education Update a special tour of the new digs, walking the sunny corridors



(L-R) CSA President Ernest Logan & former CSA President Jill Levy

and showing off the conference room, the Jill S. Levy Training Center (walking arm-in-arm with Ms. Levy herself) and his new office with its expansive lower-Manhattan view.

“Our regular staff, our Retiree Chapter staff, our Welfare Fund staff and the employees of the Executive Leadership Institute (ELI) will have much easier access to each other,” Logan added. It was under Levy's leadership from 2000-2007 that both the ELI — CSA's professional development component — and the Retiree Chapter were established.

The celebration was initially planned for October, but was postponed for several months because of Hurricane Sandy.

continued on page 31

Dwight students
will dive into the **new** school year
at our **new** 40,000-square-foot
Athletic Center.

Swimming *or* science. Tennis *or* technology. Basketball *or* Beethoven ... At Dwight, students are encouraged to explore their passions and to become their most knowledgeable, confident, best self. We call this “igniting the spark of genius” in every child. It's personal. It's *your* child.

What will your child's “*spark of genius*” be?



DWIGHT SCHOOL

Igniting the spark of genius in every child

PERSONALIZED LEARNING • COMMUNITY • GLOBAL VISION

Sign up today to attend an open house at dwright.edu/admissions

Nursery–Grade 12 | admissions@dwright.edu | 212.724.7524 | dwright.edu

DWIGHT GLOBAL CAMPUSES AND PROGRAMS: NEW YORK | LONDON | CANADA | SEOUL | BEIJING



Interview with Peace Garden Project Founders Scott Massarsky & Jennifer Levine



(L-R) Jennifer Levine & students



Scott Massarsky & students

By DR. POLA ROSEN
& VALENTINA CORDERO

Dr. Pola Rosen (PR): We are with the founders of a wonderful project launched in New Jersey. Tell us a little bit about the motivation behind the Peace Garden Song and Mural Project, as well as your own background.

Scott Massarsky (SM): Six years ago, Jennifer and I met at a children's book conference and shared our work with each other. We were drawn to each other's artistic style and began a collaboration that has grown tremendously. One of our projects developed from the fact that Jennifer loves to paint to my music. To date, she's created 12 large scale paintings - each one to one of my original compositions.

Jennifer Levine (JL): Another one of our successful projects is our artist in residency program in schools. We both have a background in education and felt our skills and experience would be suited for a residency program.

SM: What makes The Peace Garden Song and Mural Project unique is that it is a residency driven by the students' ideas. They brainstorm images for the song and then turn the song into a mural by painting images and ideas from the song directly on the wall. We provide a structure for the song and a container for the mural, but the hand of the child is completely in the work.

JL: Peace Making is an issue we are passionate about. As long time meditators and peace activists, we see our residency as a process to help children be in peace on the inside and in relation to others.

PR: So you tailor each residency to meet the needs of a specific school.

JL: Absolutely. We meet with the school team - often the PTA president, Principal, Art Teacher and plan together.

PR: What does your residency cost?

JL: We charge \$4,000 for a 5-day residency. We generally can work with up to six classes in 30 minute sessions and create one song and one

4 feet x 8 feet mural during that time.

PR: What is your goal? Where would you like to be in five years?

JL: We'd like to link school communities together. For example, in Montclair where I live, we are planning a town wide peace celebration on World Peace Day September 21, 2013. All the participating schools will be involved and the community will tour the school peace murals, ending with a concert of our original peace songs.

SM: We are planning to cut an album which includes a booklet of the murals and of course all of the songs the kids have written.

PR: How does this program help our kids?

JL: There are so many goals schools are striving to achieve that we are aligned with. Our project encourages complex thinking, collaboration and multi-step planning. It allows everyone to succeed - and the process is stress free.

PR: What is your training?

SM: I went to the School of Visual Arts.

JL: I have a BA from UMASS/AMHERST and I am a self-taught artist.

PR: You have a great love of what you are doing. What are some of your challenges?

JL: Scott and I do love working together. We model collaboration and treat each other with kindness. Our challenge now is managing our residencies and making sure we do each one with total attention and care. #

**Best Lessons from
Our Award Winning
Teachers at
www.EducationUpdate.com**

USDAN PRESENTS ANNUAL GALA CONCERT



Students perform at Grand Finale Cello Concert

Usdan Center for the Creative and Performing Arts, the renowned summer arts day camp now in its 46th season, presented its annual Gala Concert recently on the Center's 200-acre woodland campus.

The 2013 Concert featured the World Premiere of two new pieces by Usdan Dance Chair/Broadway choreographer Maurice Brandon Curry, including one set to the songs of Judy Garland. They were performed by students from Usdan's advanced dance pro-

grams, the Ballet and Jazz Intensive and the Ballet Interns. Last year's new Gala work by the chair, "An American In Paris", set to the George Gershwin music and videotaped in performance, was chosen as Dance Spirit Magazine's "Video of the Month"; and performances by the Usdan Jazz Ensemble, Senior Concert Band and Senior Chorus. The conductors was be Adam Glaser (Conductor of the Pre-College Orchestra at The Juilliard School).

Usdan Center Presents Vibrant Tool For Music Educators

Usdan Center for the Creative and Performing Arts (www.usdan.com), the nationally renowned summer arts day camp, has long presented unique summer workshops on the latest techniques for arts educators. This summer, Usdan presented "Finale: A Vibrant Tool For Today's Music Educators" at the Center's 200-acre Long Island campus. Certified Finale clinician David Dolgon taught the workshops, which covered the notation and composition program that is the industry standard in music notation software, enabling composers, arrangers, musicians, teachers, students and publishers to create, edit, audition, print and publish musical scores.

Dolgon is a clinician for MakeMusic!, the creators of Finale. He has presented staff development workshops for the NY State Council of Administrators of Music Education, school districts and county organizations, in addition to teaching both graduate courses and music theory to high school students.

Usdan Center has introduced the arts, nature and ecology, and chess to more than 60,000 students ages 6 to 18 in its 46-year history. It presented the first New York State-wide Music Educator Technology Conference on

Long Island and originated Long Island's first Canadian Brass summer workshops, attended by music educators from across the country. Other workshops have covered "Differentiated Instruction and Rubrics" and "Choral Conducting: Connecting Music and Literacy," taught by distinguished vocal music educators. The Center has also offered workshops for dance teachers in ballet and jazz techniques.

Usdan Center for the Creative and Performing Arts is open to all young people ages 6-18. No audition is needed for most programs - rather, admission is based on an expression of interest in the arts. Each summer, 1,500 students are transported to the Center in air-conditioned buses each day. One-third of Usdan's students attend on scholarship. Although the mission of the Center is for every child to establish a relationship with the arts, the unique stimulation of the Center has caused many to go on to arts careers. Alumni include members of musicians, singers, actors and dancers that have achieved worldwide renown. #

For more information, write to info@usdan.com. Call (212) 772-6060 or (631) 643-7900, or visit www.usdan.com.



MERCY COLLEGE CREATES BRONX PARENT CENTER

By **DR. ARAMINA VEGA FERRER**

Associate Professor and Mercy College Bronx Parent Center Director

The School of Education faculty at Mercy College has undertaken an exciting initiative, the creation of a new paradigm for parent engagement—the Bronx Parent Center located on the College' Bronx campus. As a community of teachers and learners the faculty recognizes that parent and family partnerships with schools are linked to student academic performance. We are taking the lead in reaching out to our surrounding communities and joining the efforts of schools in engaging parents in the education of their children. We believe strongly in the mission of the new Bronx Parent Center at Mercy which provides consistent, coherent, and comprehensive parent engagement and leadership opportunities for parents throughout the Bronx to positively impact student achievement from Kindergarten through high school.

Dr. Alfred S. Posamentier, the Dean of the School of Education, prompted the faculty to create the Parent Center as part of his vision for the faculty's role in parent education and teacher preparation. "The vibrant faculty of the Mercy College School of Education is delighted to be offering their professional expertise pro bono to support our Parent Center—this will be a paradigm for the rest of the region to follow, since we strongly believe that parents are the most neglected part of the education equation," said Dean Posamentier at the grand opening of the Center this fall.

In 2012, Bronx Borough President Ruben Diaz, Jr., Dr. Kimberly Cline President of Mercy College, and Dean Posamentier inaugurated the Bronx Parent Center, with its beautiful dedicated space designed to empower parents throughout the Bronx to support their children's education through workshops, resources and leadership development. We were joined by over 200 enthusiastic district and school parent leaders and coordinators, parents, community superintendents, faculty of the School of Education and invited guests.

Bronx Borough President Ruben Diaz, Jr., who partnered with Mercy College on this project and provided capital funding to equip the Bronx Parent Center and two Bronx pilot schools with computers, SmartBoards, and video conferencing, said in an interview, "This new program will help empower parents and provide them with the knowledge and the skills to support their children's educational experience. A parent's active role in the education of their child plays an important role in their child's academic achievements and success. Education remains an important focus of my administration and my office will continue to support innovative ways to increase parent engagement so that all Bronx students can succeed."

The Bronx Parent Center is a new paradigm that delivers a broad platform of services where parents, teachers, school leaders, and Mercy College faculty come together and intercon-



**Dr. Aramina
Vega Ferrer**

nect on common ground. Through workshops and seminars at the Center and in the schools, Mercy faculty provide parents with better tools to help their children at home to improve student achievement, and take on the responsibility and leadership for helping to improve their children's school. The Center also gives teachers and teacher candidates more tools to work with parents and continue the work of the classroom at home. The Mercy faculty benefits from these learning opportunities by observing, recording, and analyzing best practices to share them with the educational community and the public, adding substantially to the body of knowledge. It should be noted that the Mercy College faculty provides their expertise to the Parent Center pro bono.

In her welcoming comments, President Cline said, "Mercy College was founded on a vision dedicated to student success, innovative spirit and giving back to the community. Today, over sixty years later, we carry on these traditions with the opening of the Bronx Parent Center. The School of Education Parent Center is a faculty initiative developed by faculty across all departments chaired by Dr. JungKang Miller. The faculty includes recognized experts in early childhood and childhood education, special education, second language learning and bilingual education, literacy Pre-K to grade 12, and mathematics and science.

As the Center's director, I enthusiastically joined my colleagues in recognizing the need to create and lead a first-of-its-kind platform of school reform that will allow parents, educators and school leaders to empower each other to improve student success in every classroom. We know that families have to move from being school clients and volunteers to being leaders in educational improvement efforts in their schools. As I said recently to a group of parents from two Bronx schools in District 9 who invited me as the keynote speaker to their weekend retreat, "Research shows that schools that create school-family partnerships help raise student achievement and improve local communities." It was clear from the parents' responses to my comments that morning that they understood, perhaps for the first time, the power that parents have in improving education not only for their own children, but for all children in schools.

The Bronx Parent Center began offering monthly workshops at no cost to parents following the opening in September on such topics as managing problem behaviors, strategies to support special needs children, helping with math, read-aloud strategies, preparing children at home for the New York State tests, hands-on technology, and parent leadership development. More than 350 parents have already benefitted from the Center's workshops. We regularly meet with community and high school superintendents for planning sessions, and continue to go out into the

CAREERS

Careers for the 21st Century

By **DR. POLA ROSEN**

Given the expense of an education and that it is necessary economically as well as for emotional and intellectual fulfillment, what are the choices after graduation? So many individuals of all ages are having trouble finding work. Education Update thought it would be helpful to have an ongoing column interviewing people about their work, how they prepared for it, how one goal was transformed into another and in short, to show career choices available. So, here we go!



**Joseph Gama, Gondolier
Central Park, NYC**

If you attended college, which did you attend and what was your major? I am attending Baruch College, majoring in International Business.

What is your career goal now and has it changed? Currently, I have an interest in pursuing a career in Imports & Exports. However, I'm open to changing this if a great opportunity appears in a related area.

Who was your mentor/inspiration? Indra Nooyi is one of the leaders I admire. She is a very determined woman who came to America with nothing and made a fortune. Her story is very inspirational.

Do you have any words of advice that you would give to others? One of my clients gave me networking advice that I would like to share. He said two things: First, is that I should try to meet at least one person in my area of interest every month. Second, that I should do something nice for someone in my network every week. I now apply these two rules.

What is your current job? I work at two places. I founded a web design company called NYC Vibrations with my partner Rodrigo Zyon and I work as a gondolier at Central Park. #

Jayne Milgrim

Inventory Manager, The Children's Place

Which college did you attend, and what was your major? I attended the Pennsylvania

field, working directly with parents, principals, and teachers in schools. We will soon be expanding services directly to parents in the schools by teleconferencing, and bringing our workshops into Bronx homes through Mercy's unique partnership with BronxNet (Bronx Community Cable Programming Corporation).

For more information on the Mercy College

State University, Smeal College of Business: Supply Chain & Information Systems.

What year did you graduate?

2010.

Did your major relate to your current career? If so, how?

As an Inventory Planning Manager, at The Children's Place, I work directly with the Supply Chain and Logistics Team, as well as the company's Distribution Center. Although I am not in the Supply Chain Department, I play a significant role in the movement of the goods through the chain and have the ability to use my knowledge in an effective manner. My background allows me to communicate seamlessly with my cross-functional team.

Was the career guidance office at your college helpful in your job search?

Yes, we have a great career guidance office with Bi-Annual career fairs that provide students and alumni with access to many large companies across the country. I was offered my first position from this process, and have since moved on.

Did you have volunteer experiences, internships and/or work experiences? Were they helpful?

Yes, I feel both internship programs (TMP Worldwide & Saks Fifth Avenue) I participated in during my college summers played a significant part in building my resume and providing me with experiences to relate to during the interview process.

How did the economic situation in the country influence your career decisions?

Because of the economic situation in the country, I was attracted to larger companies with a strong foundation and history to start my career. I knew that any work experience in my field of retail, I would be able to use to build upon later in my career.

What motivated you to pick your current career?

My experience during a summer internship solidified my love for retail. My current career is full of opportunity and growth potential. Each day presents new challenges, which keeps it exciting!

Describe any mentors who helped you achieve your goals?

My family has always been there to support me through college, job interviews & offers, and any advice necessary along the way!

What advice would you give to others?

Always put yourself out there and never give up; finding a career you love may not come immediately, but each experience will lead to you finding your own strengths and interests. #

Bronx Parent Center and its services or to register for workshops, parents of children in Bronx public schools in grades Pre-K through high school can call 718-678-8895 or email parentcenter@mercy.edu.#

Dr. Aramina Vega Ferrer is an Associate Professor at Mercy College and Director of the Mercy College Bronx Parent Center



MERCY COLLEGE – THE DEAN’S COLUMN

EXTRACTING A SQUARE ROOT – SIMPLY DONE!

By **ALFRED POSAMENTIER, Ph.D.**

Why would anyone want to find the square root of a number without using a calculator? Surely, no one would do such a thing, except a teacher trying to demonstrate what the square root of a number really is. Introducing the notion of the extraction of a square root through a manual method, which relies on the notion of what a square root is, the concept will be better understood. Experience has shown that students will have a much better appreciation of what the square root of a number represents after this discussion than they have before it. It ought to be stressed at the outset that you are in no way implying that this procedure ought to be used in place of a calculator.

This method was first published in 1690 by the English mathematician Joseph Raphson (or Ralpson) in his book, *Analysis aequationum universalis*, attributing it to Newton, and therefore the algorithm bears both names, the NewtonRaphson method. It is perhaps best to see the method used in a specific example: Suppose we wish to find $\sqrt{27}$. Obviously, the calculator would be used here. However, you might like to introduce the task by having students guess at what this value might be. Certainly it is between $\sqrt{25}$ and $\sqrt{36}$, or between 5 and 6, but closer to 5.

Suppose we guess at 5.2. If this were the correct square root, then if we were to divide 27 by 5.2, we would get 5.2. But this is not the case here, since $\sqrt{27} \neq 5.2$.

We seek a closer approximation. To do that, we find $(27/5.2) = 5.192$. Since $27 \approx 5.2 \times 5.192$, one of the factors (5.2 in this case) must be bigger than $\sqrt{27}$ and the other factor (5.192 in



this case) must be less than $\sqrt{27}$. Hence, $\sqrt{27}$ is sandwiched between the two numbers 5.2 and 5.192, that is, $5.192 < \sqrt{27} < 5.2$, so that it is plausible to infer that the average (5.196) is a better approximation for $\sqrt{27}$ than either 5.2 or 5.192.

This process continues, each time with additional decimal places, so that an allowance is made for a closer approximation. That is, $((5.192+5.196)/2) = 5.194$, then $(27/5.194) = 5.19831$. This continuous process provides insight into the finding of the square root of a number which is not a perfect square.

As cumbersome as the method may be, it surely gives some insight into what a square root represents. It is, after all, rather nice when students know why and what they are doing – even when extracting a square root! #

Alfred Posamentier, Ph.D. is the Dean of Education at Mercy College and the author of numerous books and articles on mathematics.

STUDENT POETS IN NYC SCHOOLS SHARE CREATIVITY

By **DR. ROSE REISSMAN**

Instead of heading off to the beach, a circle of student poets from NYC high schools (Midwood, Medgar Evers, Art and Design, YCA, Bklyn Tech), middle school (Ditmas 62) and elementary schools (Centennial School, Roosevelt LI) gathered in an actual Hempstead garden with a babbling brook, a pond, and a flower walk. They shared published poems posted on www.lindamichellebaron.com.

Beyond publishing and producing her own poetry, Lindamichellebaron (also known as Dr. Baron, Chair of York Teacher Education) has a mission to foster and to nurture the upcoming generation of young poets.

Ditmas 7th grader Hanifah Johnson, who has kept a poetry journal on her own since 5th grade, sat in the garden with her license and read her poem “Achieve” aloud to the audience



Dr. Rose Reissman & Writing Institute Licensed Poets off to Poet Tea

REPORT RANKS TOURO SCHOOL OF EDUCATION FIRST IN HIGH-NEED SPECIAL ED.

The Touro College Graduate School of Education ranked first in two categories of teacher preparation and rated highly overall, a New York City Department of Education (DOE) survey found. The DOE analyzed new hires at 12 teacher-education programs supplying new teachers to the New York City school system. Touro ranked first in the

percentage of its graduates who earned licenses in “high-needs” fields, and first in the proportion of its teachers earning special education licenses.

Among teachers hired between the 2009-10 and 2011-12 school years, Touro led all programs with 92 percent of its graduates earning licenses in high-needs subject areas, which primarily include special education, English as a second language, math and science.

Eighty-six percent of Touro graduates received special education licenses, a proportion that far exceeds that of any other school, and is double the overall average of 43 percent for this “high-needs” subject area. Touro officials

pointed out that the school’s graduate program was expressly structured to enable students to gain certification in both general and special education by earning a single degree.

“The results confirm what we have always known: that our Graduate School of Education is among the very best in preparing teachers for a career in a New York City classroom,” said Dr. Alan Kadish, president and CEO of Touro College and University System. “We are proud that we have supplied thousands upon thousands of teachers to New York City schools, and that they rank very highly among their peers.”

The DOE survey of local colleges, including Columbia University, St. John’s, NYU and CUNY, also ranked Touro’s Graduate School of Education third in retention, which measures the percentage of teachers who stay on the job after three years. This retention analysis covers teachers hired during the 2008-09 and 2009-10 school years.

of peers and adults. She noted: “I am proud to have come this far with my poetry and thank Dr. Reissman and Dr. Baron for this.”

Poet Kristin Blake, going to Medgar Evers High School in the Fall, noted that the Long Island lush garden was so different from her school interior and was so excited and engaged to be there.” Poet Sean Tsyganovsky, Ditmas student president and Fall 2013 Art and Design freshman, composed a new poem on the spot and recited it aloud to finger snapping. Dr. Reissman, Ditmas Writing Institute Director, read her poem inspired by the students. A parent announced how proud he was of his daughter and thrilled to hear her poetry. Melisa Rousseau, assistant professor

The survey also ranked Touro among the top four schools supplying qualified teachers overall. Among teachers hired between the 2008-09 and 2011-12 school years, ninety-seven percent of their graduates—the same ratio as that of Queens College—were ranked “highly effective,” “effective” or “developing.” Only City College and Hunter College, at 98 percent, did slightly better.

“This is a very positive report in terms of what we are doing,” said Dr. Arnold Spinner, associate dean of Touro’s Graduate School of Education. “It shows that not only are we on the right track, but in many ways we are leading the way.”

Touro’s Graduate School of Education—which also supplies teachers to a small number of private schools—graduates more than 1,100 new teachers a year. City officials said the survey was designed to see if the colleges and universities providing the city with the most teachers were successfully preparing them for a career in education, and to determine which schools were doing the most to meet the school system’s most-critical educational needs.

Established in 1993, Touro’s Graduate School of Education currently enrolls approximately 3,600 students, most of whom are in the Master of Science programs in Education and Special Education. Other M.S. programs are offered in Teaching Literacy, Teaching English to Speakers of Other Languages (TESOL), Mathematics Education, Instructional Technology and School Leadership. In addition to its degree programs, the school conducts significant research

through its Lander Center for Educational Research, a federally-funded operation that helps public schools address problems that impact student achievement and equality of educational opportunity. This year, the school also received a \$1.9 million grant from the federal government to operate one of 10 “Equity Assistance Centers” in the U.S. to help public schools address issues of race, gender and national origin that impact on student achievement and opportunity.#

at Nassau Community College read a poem of her self pride which inspired all the female poets to assert pride in themselves. Dr. Barbara Solomon, Principal of Roosevelt’s Centennial School, sang about achieving. As the celebration concluded with the poets having brought their own sun of creativity, Dr. Baron distributed Poetic Licenses to be fully used by the student and adult poets in the service of literacy, poetry, and creativity. These licenses were to be exercised, as the poets left pens, laptops, and journals in hand, to bring the sun of poetry expression back to their peers, schools, and communities. #

Dr. Rose Reissman is the Director of the Ditmas IS 62 Writing Institute.

ROCKEFELLER UNIVERSITY: SCIENCE OUTREACH SESSIONS

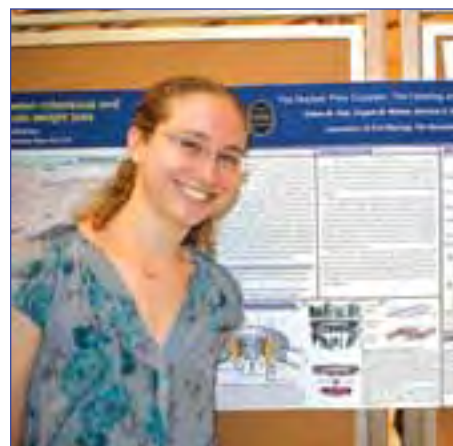
PREPARE STUDENTS FOR A LOVE OF SCIENCE



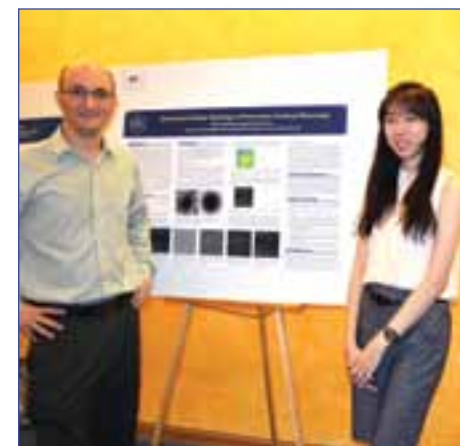
Science summer students



(L-R) Emily Harms & Jeanne Garbarino



Elaine Katz



Daniel Gareau & Monica Ting

TRANSCRIBED By YEHUDA BAYME

Jeanne Garbarino Ph.D (JG), Director of Science Outreach

I am currently the director of science outreach here at the Rockefeller University. I have recently taken on this position after serving as a post-doc here for approximately five years. The science outreach program involves a seven-week research program for high school students in the tri-state area. In this program students are paired in a one-on-one fashion with a scientist mentor who then takes them through an independent project and helps to foster their intellectual curiosities. Students can get into the program through our application system. We have about 400 students apply per year and we can take in about thirty-five students so it is highly competitive. The application process involves writing a personal essay, deconstructing one of our science papers on Newswire which is our bulletin for telling the communities around us about the science research happening here, and we get transcripts, and grades and a CV and we have a big committee that basically decides which students might be best suited to work in the labs here.

Dr. Pola Rosen (PR): Dr. Garbarino, can you tell us about how many students choose science as a career, perhaps as a result of this program?

JG: We are in the process of developing a tracking system where we can have a longitudinal follow-up of how many students end up going into science or any other discipline for that matter. My suspicion is that many of them are turned on to the process of scientific inquiry through this program and might actually pursue either a medical degree or a PHD degree to further enhance their scientific curiosities.

Joseph Varitooky (JV), JP Stevens, Edison NJ. I studied *Drosophila* fruit flies. With the platform created here at Rockefeller I was allowed to see complex behavior such as the flies ability to count steps, lay eggs, and other decisions. The program allowed for diverse experiments.

Emily Harms (EH), Assoc. Dean for Graduate Studies

I am the associate dean here at the Rockefeller University, and I am the director of the Summer Undergraduate Research Fellowship program (SURF). Today we are at the poster session for the summer science research program students; we have seventy three posters of students celebrating the work that they have accomplished this summer in different labs here at Rockefeller. The program is really one of the gems at Rockefeller. We think it is very important to support students in science at a young age. That is why we bring in high school students, K-12 teachers, and college students and teach them what it is like to conduct research in a lab, how scientists approach questions, how to think like a scientist, and also give them skills that they might need going forward if they want to pursue a career in science. So it is a terrific time for us to have these young people on campus and to mentor them, and to be involved with them. They are so smart and so creative and so dedicated. It's a great experience for them to get some skills that they will need moving forward. The students come from a wide range of interests. The majority of the high school students come from the tri-state area, although some come from further afar if they have friends or family members they can stay with, in the area. The college students really come from all over the country and even internationally. We have a student from the UK here this summer. We have a student from Thailand. The college students are really a diverse group.

PR: What about the camaraderie that is probably established during their summer program? Do they get an opportunity to socialize with each other, because each one is working in a separate lab which can be isolating. Do they get to see each other during the summer?

EH: They do get to see each other. Both programs have organized social activities and then both programs also have organized activities every week that bring students together that are academic in nature. In addition to that, a lot of labs have more than one student. Because many of the students help each other out, an

environment of peer mentoring has become prevalent in the labs.

And now, a word from the students.

Chris Lastihenos (CL), Half Hollow Hills: I was studying a gene called FAN1, which is involved in DNA repair. When this gene is mutated it causes a rare degenerative kidney disease. So we were trying to build the system to help us understand this gene. To achieve this, we copied the gene and we inserted it into the bacterial plasmid, which was then cloned and used to make a retrovirus.

Monica Ting (MT), High Technology School and Daniel Gareau (DG), mentor.

DG: I had the pleasure to mentor Monica Ting over the summer. Together we created an algorithm to automatically identify cells in non-invasive images of skin, which could be very helpful for the detection of skin cancer.

MT: Hi, I I am Monica Ting and I will be a senior next year. This summer I worked with Dan to create this computer algorithm that is able to identify skin cells by imaging the tissue with a confocal microscope. I found a frequency of cells' spaces and created a masse. I then matched the masse with the image as close as possible.

PR: Can you give us an idea of what you feel was the value of this experience? Would you recommend it to other students?

MT: Definitely. I learned a lot of new skills. There are great facilities and mentors that enriched the entire experience.

Andrew Sherlock (AS), Yale University. I worked in bacteriology this summer. Particularly I studied bacteria groups whose spatial layout is the source for its immune system qualities.

PR: What are your feelings about the program?

AS: This program has been an incredible experience. I have benefited from it immensely.

Carolyn Rachofsky (CR), Chapin School. I studied how immunofluorescence can be used to identify the movement of many cellular receptors come to and leave the surface of the cells.

PR: Carolyn, would you recommend this

program to other students?

CR: This is my second summer here at Rockefeller, and I learned so much. I definitely recommend this program.

Samantha Lish, HAFTR High School, (SL). I spent the summer researching epithelial cell activity in response to different probiotics.

PR: Would you recommend this program to other students?

SL: Definitely, I was exposed to equipment that I have never seen before and I learned a lot. I fully recommend this program.

Elaine Katz, Ramaz High School (EK). This summer I studied nuclear pore complex, the transport channel and the adapter layer. I learned about the transport of macromolecules.

PR: Would you recommend this program to other students?

EK: This program was amazing. Not only did I learn so much about biochemistry, but I also learned a lot about myself, what I love, and what makes me happy. I had the opportunity to interface with many different people here.

Keston McMillan, Brown University (KM). This summer, we worked with mice and rats and tried to understand the neural activity that goes behind their olfactory senses.

PR: Can you tell us whether you'd recommend this program to other students?

KM: Yes, absolutely. This program teaches us much more than one can get in a school classroom. It definitely gives us a head start when entering higher education and the real world.

Anastasija Bonner, St. John's Prep. School (AB). Hello, I am a summer outreach student and my project was about anxiety and depression as it correlates with the ratio of BDNF, a chemical in our brains, and estrogen.

PR: Would you recommend this program to other students?

AB: Absolutely, I really enjoyed my summer here. I wish everyone could have the chance to come here and work on their science projects. #

See the video of this program and hear the students demonstrate and explain their inspirational projects online at www.educationupdate.com

SUMMER FUN IN MONTAUK



David Mercado used squid to catch this 20 pound wreckfish.



**Teachers College, Columbia University
understands your desire
to make a difference.**

For 125 years, we have prepared some of education's finest leaders. We enable our students to realize their leadership potential in teaching, shaping policy, conducting research and as entrepreneurs in many fields. Discover what our more than 90 cutting-edge degree programs can do for you.

Apply Today
www.tc.edu/admissions



TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Corporate Contributors to Education Update's Outstanding Educators of the Year 2013

CUNY School of Law is the nation's premier public interest law school. We train lawyers to serve the underprivileged and to make a difference in their communities.

Landmark College, a global leader of integrated teaching methods for students with learning disabilities (like dyslexia), ADHD, and ASD, offers two and four-year degree options and summer programs for high school and visiting college students. Students, faculty, and other professionals are drawn to Landmark College for its innovative educational model designed to help students who

learn differently become confident, self-empowered, and independently successful learners.

The New York Times in School provides teaching resources, classroom subscriptions and discounted print and digital subscription rates to teachers and schools. Visit: nytimes.com/nie

NYU Steinhardt prepares students for careers in the arts, education, media, health, and psychology. It is committed to public service, global collaboration, research, scholarship, and practice.

Best Lessons

continued from page 31

ENANDANIE BHERWANI

Instructional Coach/Testing Coordinator, The Rosa Parks School (PS 254), Queens

A favorite lesson I used was a mathematics lesson on creating and displaying information on bar graphs. The children were divided into differentiated groups for their diverse needs. Directions and instructions were taught step by step to explain each component of the bar graph. Students were encouraged to compare and analyze the bar graph, using the data they collected. Multiple open-ended higher-order thinking questions were posed to challenge and inculcate good teaching and to prevent any misconceptions. Conclusions and inferences were drawn and discussed, based on the information gathered.

The students were able to connect simple bar graphs to concepts in their lives and in their world that would require them to read information on a bar graph. For example, my students learned about the climates of different countries and displayed this information on the bar graph, which permits them multiple entry points in mathematics and in social studies.

Learning styles are of paramount concern and I focus on promoting and providing multiple opportunities for my classroom to utilize their various learning modalities. Manipulatives, videos, charts, songs, stories and even poems on bar graphs were used to build and instill schema into this lesson. The Common Core Learning Standards in Math is my guideline to provide my students with multiple opportunities to critically think, question, wonder, and solve problems. This helps to build a solid mathematical foundation for students' success in a classroom and in the real world.

MARIAELENA BUCKLEY

Public School 11, Staten Island

When thinking of a favorite lesson, what stands out in my mind is a unit I like to do

with my students in the beginning of the year to bring forth a sense of family within our class community. I call it "Our Class Motto". The students have an opportunity to read prior class mottos and eventually discover that this is something that the students from past years selected, believed in and followed. Next, the current students research exactly what a motto is and begin their journey to either create one on their own or choose one from a prior leader while having to prove to the others why it's perfect for "our class family". Eventually, the class vote which two are the closest fit and why. We have a debate with reasons why this particular motto is the best fit for our class. Finally, there's a final vote and a pledge to uphold it not just for the year but throughout their lives.

The purpose is to really instill a sense of family, loyalty and respect for themselves, their teammates and those around all of us. The children really enjoy it and learn from the beginning of the year that there are expectations that they have created for themselves. We are depending on one another, not just this year but always. Luckily, after this unit, they are fired up and ready to soar for the stars!

**All the lessons can
be read online at
www.EducationUpdate.com**

Phyllis Kossoff

continued from page 19

in school, and that has been quite a success, she said. Eradicating poverty is another goal and conflict can disable achieving such goals. Women and girls are a critical fact in development. Reducing maternal mortality is very important, especially among adolescents. For women to enjoy equality, changes have to be made in laws, policy, regulations, customs, and education. Advocating for a greater understanding of what the issues are and what the answers are, is of supreme importance. We must also provide the results of the proposed solutions, according to Clark. #



More than 20 outstanding CUNY students in 2013 won National Science Foundation awards of \$126,000 each for graduate study in the sciences. No other University system in the Northeast won more.

1-800-CUNY-YES cuny.edu/allstars



Park East Day School

continued from page 23

PR: I had a wonderful tour of the school. If I had to pick a school in Manhattan, I would pick this school, because you have incredible science labs, an expansive outdoor area for younger children to play, and this beautiful library that we are sitting in now. Tell us some of the other things that are special about this school?

BE: The facility is great. The gym... the library... the art studio is magnificent. The computer lab is state of the art... the classrooms themselves are big and airy. What really makes this school special though, is the children. And when we took a tour you saw some of our little ones in our early childhood summer program.

It's like Grandma's heaven over here. It is very special. They are just beyond adorable. And during the school year, when you see the growth from the very little child all the way up till my eighth graders, they're equally as delightful. And each one is really our jewel. There is a huge appreciation of the individuals that we have here.

PR: How would you say that Park East differs from other choices that parents have in New York?

BE: In New York there are so many wonderful schools. Park East is unique for many reasons. One, it is an oasis in New York. New York is a very frenetic, fast-paced city. Park East is calm, it's quiet, it's home, it's a family, and everyone knows your name. Everybody cares about you, everybody is warm, everybody smiles, everybody is gracious from the time you walk in to the time you leave. It's a happy school, it's a joyful school and there are also top, top, top notch academics. I push. It's a very competitive world out there and our children must have strong academics so that they get into and succeed in high schools and colleges. They need a firm background and that academic excellence is very strong in this school. We also give a very strong sense of Jewish identity. A person has to know his roots: who you are, identity, tradition, culture. Park East is an interesting school. We're a modern orthodox school, as an affiliate of Park East Synagogue which is modern orthodox. Our population is diverse. We have orthodox, conservative, reform, traditional; everybody with a common denominator.

PR: And they do learn Hebrew as well as English?

BE: In early childhood, it's fully integrated. The entire curriculum revolves around the calendar, the Jewish calendar. Math and science and reading and writing are all fully integrated, and yes, there is also language immersion in Hebrew. We start with them in the beginning with our nursery.

PR: What age are the youngest children who attend?

BE: We have "taste of school"; we have toddlers; we have three year olds; we have four years olds; we have five years olds; we go all the way up. When we are in kindergar-

ten it is still a fully integrated model. When we are in the day school proper, which is first grade, there are Judaic studies and general studies. There are also all the specialties; our kids have art and music and gym and library and computer and dance and drama.

PR: Tell us something about the art and the music, because those programs were terrific and the rooms were fabulous.

BE: People in the school sometimes tell us that it is the "Jewish School for Performing Arts." We put on many shows, programs, activities which integrate art and music and dance with the main disciplines of reading and writing and science and social studies. Last year we put on (it was amazing) "The Sound of Music." The year before that, "1776." We've put on "Annie."

PR: You did that in English right?

BE: English, of course.

PR: Who made the costumes?

BE: The kids.

PR: Was the script original?

BE: The script is always abridged, because it is very long.

We've done originals; "Blast from the Past" when we wanted to teach our children about humor. This year we're working on "Guys and Dolls". We're making a musical "Dracula" this year that should be very cool.

PR: Oh, invite us, we'll come!

BE: The kids have many opportunities. For Thanksgiving we run Native American projects. Everything is research based. The children learn to research, especially with technology. They have to learn to separate out what's good and what's not good; what you throw out. Not everything you get on the computer is the meat and potatoes of what you want.

PR: Absolutely. Tell us something about that fabulous computer room that I saw. There is a computer for every single child that comes into that room. It's amazing.

BE: It's wonderful.

PR: What are some of the things that they do in there?

BE: Technology is a tool, so we use technology in all of our programs. Let's start in early childhood: we start with technology with our youngest children. We have in nursery three IBM computers through Little Tyke furniture. We are already doing math programs and reading programs with them. For four year olds and five year old program there is Waterford, which is a Pearson program. It starts beginning pre-reading, pre-math, pre-science. Then they move into Successmaker, with Pearson also, in our main computer labs through grade three. It's a supplemental reading and math program to the main curriculum of the school.

PR: No wonder the ten year olds know more than I do. Look what you are doing at the age of three!

**This article can be read
in its entirety online at
www.EducationUpdate.com**

Smartphones

continued from page 9

Small screens to enhance reading for individuals with dyslexia. Come see keynote speaker Dr. Matthew Schneps, Director of the Laboratory for Visual Learning, Harvard-Smithsonian Center for Astrophysics, discuss cutting-edge research comparing how people with dyslexia read on paper versus a small screen, such as that of an iPod or smartphone.

TinkerPlots breaks barriers to statistical thinking. Learn about TinkerPlots, the interactive software designed at the University of Massachusetts to teach statistical reasoning. Dr. Ibrahim Dahlstrom-Hakki, Research and Education Specialist at the Landmark College Institute for Research and Training (LCIRT), will demonstrate practical uses of TinkerPlots.

The promise of pencasts. Used by students and instructors alike, pencasts are the first note-taking capability that seamlessly connects the sounds and sights of a lecture into a handy, shareable file. Find out how to make a pencast with Dr. Anita Long, Assistant Professor of Mathematics and Computer Science at Landmark College.

Adobe for note-taking. Want to get the most out of your PDF's and save paper? Dr. Manju Banerjee, Vice President and Director of LCIRT, will demonstrate the easy-to-use, flexible note-taking capabilities of Adobe.

Creating easy mobile apps. Learn how to make simple mobile apps so students can see and interact with your course from their smartphones and hand-held devices. Presenter Caleb

Clark is the Program Director of the Educational Technology Program at the Marlboro College Graduate School.

From solutions to help individuals with dyslexia read better—and more comfortably—to advances like Tinkerplots, pencasts, Adobe note-taking, and other technology, the Learning Disabilities Innovation Symposium highlights practical uses of new tools.

Speaking prudently about the promise of innovations like those featured at the symposium, Dr. Eden said, "Technology itself does not automatically enhance education; it advances and augments the process of and approaches to education if skillfully utilized by instructors to open up windows and avenues of learning." Take part in this dynamic day to learn more about what's available to make your practice better—and more fun.

Landmark College was the first institution of higher learning to pioneer college-level studies for students with dyslexia. Today Landmark College, offering two and four-year degree options, a graduate level certificate in universal design with technology integration, and summer programs for students who learn differently, is a global leader in integrated teaching methods for students with dyslexia and other learning disabilities, ADHD, and ASD. Students, faculty, and other professionals from all over the world are drawn to Landmark College for its innovative educational model—designed through research and practice to help all students who learn differently become confident, self-empowered, and independently successful learners. #

Windward

continued from page 9

directed by James Redford — the son of Robert Redford, an elevated level of creativity and imagination means they just don't think in the same box as everyone else.

It then becomes a matter of giving the student the chance to express it. Cracking the code aside, schools need but don't always take into account the added time factor alluded to by David Boies above — especially in terms of taking tests. Dylan Redford, grandson of Robert Redford expressed on film the difficulty that reading creates. "There's so much performance anxiety during tests that I couldn't understand anything," he said.

In turn, a parent from the audience voiced frustration as to why consideration is lacking from those who should know best. "Why don't these top educators understand that extra time does not create an advantage for my son," she said, but rather enables him to succeed.

Dr. Sally Shaywitz of the Center for Dyslexia and Creativity at Yale and author of "Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level", acknowledged the pervading problem and the importance of raising awareness. "We all have to get headmasters to understand that dyslexics are diamonds in the rough," she said to the audience.

Even so, given that chance, Dylan still ran

into problems when trying to get into colleges. "They were concerned that the services received in high school — no matter the good grades — meant he would not be able to survive on his own," he lamented in the film.

He eventually did get into the college of his choice, but David Boies discounted the traditional machinations students go through to arrive at the place where colleges consider them a success. "Tests let educators know how good you are at memorizing, but employers want to know how well you can think and problem solve," said the acclaimed attorney.

Cracking one's code implies that inherently and all the extra work dyslexics put in to keep pace becomes second nature. Richard Branson, Charles Schwab and David Boies prove that. Skye is not timid in admitting the part her condition played in the success she's turned her young life into. "Dyslexia made me who I am and I would not be as brave as I am without it," she concluded. #

**Get the latest
updates in
education news at:
www.EducationUpdate.com**

Outstanding Educators of the Year Share Best Lessons & Gold Medals

By DR. POLA ROSEN

The Harvard Club was the venue for the 11th year of Education Update's celebration of the Outstanding Educators of the Year. Amidst the rich, wood paneling of Harvard Hall on the main floor, with impressive paintings of former presidents looking down with seeming approval, teachers and principals garnered medals and

Harold Koplewicz

continued from page 2

follow-up communication, and initiate an evaluation if services may be warranted.

5. Monitor a child's moods as well as his performance.

Teachers and parents should both be alert to changes in a child's mood or behavior, especially children who have learning issues. Emotional well-being is a major contributor to school success, and kids who are challenged by learning can become easily demoralized. It's important to pay attention to changes in personality and mood in the same way you would track homework assignments and performance on tests. Teenagers are especially vulnerable to anxiety and depression, and the earlier a psychiatric issue is addressed, the better the outcome. #

Harold S. Koplewicz is the president of the Child Mind Institute, dedicated to transforming mental health care for children everywhere. Childmind.org provides tools and resources for parents and educators, including the Parents Guide to Getting Good Care.

Dwight School

continued from page 22

high school gym with bleachers that seat 200, multi-purpose exercise rooms, male and female locker rooms, and more. Dwight pays rent and assumes expenses and the responsibility for running the center, but shares use of the facilities with the 6,500 residents of the co-op; hours of use generally break down to weekends and weekday mornings and evenings for residents, with the time during and after school for Dwight students. Shuttle buses transport students between the Upper West Side and East Harlem. In the fall, Dwight looks forward to using the center for Junior Varsity and Varsity training and games; expanded physical education classes, including swimming instruction; and extracurricular programs. A summer day camp using the site has been inaugurated this year. In addition, scholarships to Dwight for eligible building residents will be awarded annually, and opportunities for program sharing between the two communities are being explored.

Reaction to the new center is enthusiastic. Lawrence Edelstein, Captain of the Dwight basketball team, explained that the group had "gone to an assortment of places to practice and always played games away ... Now we have everything — a beautiful court, video

awards for their work over the years.

Three Distinguished Leaders in Education received awards as well for their tireless efforts to improve the lives of students everywhere. Susan Fuhrman, President of Teachers College; Lisa Coico, President of The City College of New York; Mary Brabeck, Dean of the Steinhardt School of Education, NYU all received a standing ovation. Keynote speaker, CSA President Ernest Logan delivered a stirring message: "Look at all of you and what you do and have done . . . then think about the reasons why you're being recognized today. So,

Matthew Goldstein

continued from page 2

are universities to do given these realities? An answer that I subscribe to, is the utilization of digital platforms for delivering content.

This issue of Education Update is largely devoted to the questions that will need to be understood as we educators embrace new approaches to learning. There are deep cognitive questions that need investigation, better understanding of the technology involved, new financial systems that need development as well as engagement with faculty governance and unions. If I were still CUNY's Chancellor I would spend much time thinking about these next big ideas, but alas it will wait for my successor. #

Matthew Goldstein is the former chancellor of The City University of New York.

room, weight room, and training room. We can finally play Varsity games on our own court in front of a supportive crowd. This will absolutely improve morale." Eve Valenzuela, a member of the co-op board and its community relations committee, glowed as she anticipated using the swimming pool. The association with Dwight will "open many doors for shareholders," she exclaimed. Board member Carmen Vasquez, "a very happy resident," explained, "the community is changing rapidly. Some call it 'gentrification,' but the rejuvenation happening around us means more culture, health services and now, with our exposure to Dwight, education." Spahn, who believes the partnership is part of "an urban renaissance" and that "the future is what we're doing," sees numerous benefits outside of athletics for both the Dwight and the East Harlem communities. He mentioned exploring projects such as involving students in an oral history focusing on East Harlem and working with the Ruben Museum to bring an exhibit of Cuban art from that institution's large collection to the center. Speaking at the ribbon-cutting ceremony, Geoffrey Eaton, Deputy Chief of Staff to Congressman Charles B. Rangel, echoed Spahn's and Dames' vision when he said, "We need to build partnerships and to cooperate. We need to understand that by building a cultural balance of diversity and working together, we benefit our children and our community." #

when you read all the "Doom & Gloom" stories about public education in NYC and the quality of America's teachers and school leaders, you'll see there's a huge disconnect between the picture that the media paints and the picture that we see in this room this morning. Thank you, Pola Rosen, friends and colleagues, and congratulations to all of the school leaders and teachers who are honored here today."

JAYA BHARNE

Gregorio Luperon High School, Manhattan

I teach Senior year English, so finding ways to keep my students involved up until the last day of classes is always a challenge. Ours is a non-traditional school in that we serve a 100% ELL population. During the 9th-11th grades, students spend time in language classes building foundational vocabulary and practicing the basics of academic language. The 12th grade is the first time that the kids are far along in their development to begin reading literature traditionally taught in high school. I structure my year around primarily American texts, with our class theme revolving around the feasibility and evolution of the American Dream in modern society. Our texts challenge the students to see the ways in which the American Dream is essentially linked to American identity, but how it can be an idealization of life that often works to one's disadvantage.



During our final weeks, I flip this idea on its head by showing my seniors films depicting dystopias - horrible visions of what our future may become if certain trends continue to escalate. One of my favorite lessons involves the movie GATTACA - I start by asking students whether or not they would ever want full control over the traits/characteristics of their child. Most answer no, until I start having them consider things like controlling for athleticism, intelligence or the absence of life-threatening diseases. This is usually when they start to reconsider possibly intervening in the natural order of things. I then have them imagine a future in which half of the population has chosen to select or "design" their children and half has chosen to abstain. The group is divided into Valids and Invalids. I play up the kinds of discrimination that these Invalids would face in this new society and the burden of perfection that would descend upon the Valids. Then, after the simulation, I ask the kids to consider whether the hiring practices are legal and/or ethical, and what structures would need to be in place to protect against the likely discrimination that would occur. Then, I ask them to consider whether discrimination is ever a good thing - wouldn't they want a doctor or teacher who had been "designed" to be of superior intelligence? I love to watch them struggle with these difficult questions and they are always passionate about the kind of future they want to live in and they want for their kids. It helps us see the works of American Literature we read within the ever-changing context of the American experience.

continued on page 28

Tech Revolution

continued from page 10

the respondents reported slower connection speeds than the average American home. This of course makes it impossible for these schools to take advantage of cutting edge learning technologies that can be easily accessed online. Our personal experience illustrates the need in low income homes as well. One parent called me to thank me for our program to prevent summer learning loss for 6th-9th grade mathematics but said that she said the program didn't work for her daughter since the page would freeze. During our conversation we realized that the issue may be her internet connection since she is lives on the 4th floor but the router in her building is in the lobby. I asked her if she wouldn't mind trying to access our program in the lobby or at a library. She called me back a day later and said that the program worked perfectly in the library. For many of us, accessing the internet at home is a given but in education, teachers are unable to provide all students with the latest technologies due to a lack of infrastructure at school and a lack of access at many of their homes making the chalkboard and whiteboard the go-to technologies. Schools who have the technology as you

CSA

continued from page 23

The CSA was founded in 1962 to negotiate benefits, working conditions and salaries concerning the administration of New York public schools. Born of collaboration between 11 supervisory associations that recognized they would be stronger when united, the growth and flourishing of the union is attributed to the early visionaries named in Founders' Hall, and those who have followed in their footsteps.

The Council of School Supervisors and Administrators now serves over 6,250 Supervisors, Principals, Assistant Principals, Education Administrators and Directors that work in New York City public schools and city-subsidized Centers for Early Childhood Education. More than 10,000 additional members are retired school or ECE center supervisors and their spouses and domestic partners. It is part of the American Federation of School Administrators and a member of the American Federation of Labor and Congress of Industrial Organizations. #

can imagine have an advantage. #

Bharanidharan Rajakumar is the CEO of LearnBop.



FOR STUDENTS

We offer a **transformative learning experience** for students with language-based learning disabilities (such as dyslexia), ADHD, and ASD.

Saturday Open Houses October 26 & November 16

Experience the Landmark College difference for yourself!

- Learn about our B.A., A.S., and A.A. degree options
- Meet and speak with Landmark College faculty and students

FOR PROFESSIONALS

We offer educators extensive **professional development and training, research, and support** for their students who learn differently.

- **Learning Disabilities Innovation Symposium
October 4, 2013**

Keynote Address: "Thinking Differently in an Age of Technology"
by Dr. Matthew Schneps of Harvard University

- **Professional Visit Days for Educators**
(Features travel and lodging subsidies)

- **Certificate Program in Universal Design:
Technology Integration** (First course begins Sept. 23)



LANDMARK
COLLEGE

The College of Choice for Students Who Learn Differently

Connect with us on Facebook,
YouTube, and Twitter.



www.landmark.edu
802-387-6718

Scan to explore
Landmark College's
opportunities
for students and
professionals.

