

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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GUEST EDITORIALS

Programs for Learning Disabled Students at Landmark College

By **PRESIDENT PETER EDEN,**
LANDMARK COLLEGE



Many colleges and universities offer programs and resources to support students with disabilities, including students with learning disabilities and difficulties (LD). These programs are typically embedded within or positioned next to “conventional” academic and student life programs on campus. Usually, some accommodations are provided, and many students with LD experience success in such models.

However, many others struggle in ways that suggest that they need more robust and focused programs and resources aimed at their LD—or that they need an all-encompassing and dedicated model that better integrates such resources into every aspect of their lives. Unfortunately, few colleges and universities are able to do either of these things, as most institutions are almost terminally differentiated (to use a science term) and therefore cannot or will not adapt to such a change to their program and identity. At Landmark College in Putney, Vermont, though, we serve only students with LD, and we serve them through abundant resources that are present in every aspect of campus life.

Since its start 30 years ago, our dedicated model has provided integrated resources and

approaches carefully engineered within an overall academic and student life program that supports students who learn and often operate differently. For example, we offer specific support for students with a language-based LD, as well as highly effective support services for students with ASD to help them navigate the social aspects of life on a college campus (in and out of the classroom). Yet we also serve students with ADHD and those with gifted LD (aka “twice exceptional” or “2e” students who have both a high IQ and an LD). For all of these bright students, simply being in this unique college environment ensures that they have the best of both worlds. From its founding, Landmark College has created a universal approach that suits all students yet is enhanced by specific resource platforms that help certain LD profiles.

Very few colleges (only two, in fact) have a dedicated model for students with LD. At Landmark College, we combine this omnipresent and comprehensive system with targeted and highly deliberate support resources for specific learners, if and when they need them. You cannot find a more personalized approach in higher education—one which is as complex and adaptable as the students themselves. #

Telling the Story

By **PRESIDENT**
SCOTT EVENBECK,
GUTTMAN COMMUNITY
COLLEGE, CUNY



Telling the story of Stella and Charles Guttman Community College is sharing the story of our students. We first welcomed students on August 20, 2012, gathering in the New York Public Library to launch the college and to celebrate the opening of our first Summer Bridge program, funded by the Robin Hood Foundation. This last year we celebrated our first two commencements: one for those who started in that first class in 2012 and the second for the students who entered in 2012 and finished in three years, along with those who entered in 2013 and finished in two years.

The college was launched after years of careful study, driven by a concept paper outlining how to do college differently, and particularly how to structure a college committed to the low income, first generation, and diverse students coming to community college in New York City. The planners did a great job, incorporating many of the features highlighted in the recent book *Redesigning Community Colleges* by Tom Bailey and his colleagues at the Community College Research Center at Columbia University’s Teacher’s College. Our

students follow what is described as a guided pathway: all in cohort groups, all taking the same city-centric and “hands-on” courses in the first years of study and then moving to one of five majors in the second year.

In their aspirations, however, the planners underestimated the model’s potential for student success. They set out to achieve a three-year graduation rate of 35%. The rate for our first class is 49%. This is in part because the students are engaged in their learning. Faculty and staff—working with a corps of peer mentors and collaborating in instructional teams—have done a terrific job of fostering the students’ innate curiosity and inquisitiveness.

The campus has many visitors wanting to learn about the model of education here at 50 West 40th Street. We do our best to share the story. When I bid farewell to visitors at the end of the day, I ask what was best about the day. The answer is nearly always “the students.” Students thrive in an environment that builds on their strengths and where high expectations are articulated and supported. This is as apparent to our guests as it is to us.

Some of my favorite days at CUNY are the Board meetings when distinguished faculty are

continued on page 28

A PRIORITY WITHOUT BORDERS: EMPOWERING STUDENTS WITH DISABILITIES

By **PRESIDENT GEORGE J. HAGERTY,**
BEACON COLLEGE



Among the manifold benefits of a long life fairly lived are the strokes of good fortune that can be enjoyed. Over the past decade, two such opportunities have been granted me: the privilege of living and working as an educator on four continents and the advantage and honor of returning to a career path that has drawn me back to the service of students with disabilities.

After over four years of full-time work and life overseas, I returned to the States after being selected as the President of Beacon College in Florida, the first accredited baccalaureate institution exclusively devoted to the undergraduate preparation of students who learn differently. It is in this role that I have been gratefully invited to make my way abroad again in the last year to keynote two international conferences on disabilities, one in the Middle East and another in sub-Saharan Africa.

These occasions afforded me, as well, the much-desired time to visit schools, and engage with parents, educators, and advocates. It is understatement to suggest that this exposure propels one to gain a deeper appreciation of the issues surrounding the arena of special education globally. It takes little time wherever one travels to recognize that the conditions and environments that define the delivery of education and services to students with disabilities are matters of concern that transcend borders

continued on page 30

EDUCATION UPDATE

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Shael Polakow-Suransky Inaugurated as Bank Street's Eighth President



President Shael Polakow-Suransky

By LYDIA LIEBMAN

Recently, Shael Polakow-Suransky was inaugurated as the eighth president of Bank Street College of Education. The beautiful and touching ceremony took place at the stately Cathedral of Saint John The Divine in New York City and commemorated its 100th anniversary.

Yolanda Ferrell-Brown, Chair of the Board of Trustees at Bank Street led the ceremony and introduced a plethora of notable guests. Greetings were extended from New York City Councilman Brad Lander, Deputy Chancellor for Teaching and Learning Phil Weinberg, Deputy Commissioner, Office of P-12 Instructional Support Angelica Infante-Green



Augusta Kappner, President Emerita, Bank Street College of Education

and The Honorable Carl Heastie of the 83rd Assembly District. Each distinguished greater spoke highly of Polakow-Suransky with all of them mentioning his passions and fervor for education. "He empowered his staff, teachers, and the city at large about what instruction should look like for students in the city of New York," said Infante-Green to thunderous applause.

Following the greetings, three members of the Bank Street community offered various stories from Bank Street. First to speak was Fouad Dakward, a 2014 graduate of the School for Children, who particularly praised the diver-



Dr. Maritza McDonald, Head of Education, AMNH



Dean Michael Sampson, St. John's School of Education



Fern Khan, Dean Emerita, Bank Street

sity of Bank Street. Following was Alison McKersie, a faculty member at the School for Children and a Bank Street alum who praised the college for its general open mindedness and value in perspective taking. Finally, faculty



Carol Saltz, President, TC Press

member of the Graduate School of Education Cathleen Wiggins spoke of the bright future in store for Bank Street. "As we stand here, our 100 year mark in sight, I, and many others, are *continued on page 28*

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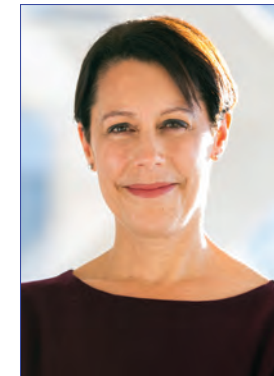
Putney, Vermont

Generous scholarships and financial aid available. Register for an Open House at: www.landmark.edu

All Eyes on the Whitney Museum and Laurie Tisch



Laurie M. Tisch, Founder, Education Center, Whitney Museum



Kathryn Potts, Head of Education

By JOAN BAUM, Ph.D.

It's understandable that when The Whitney Museum of [Modern and Contemporary] American Art re-opened May 1, 2015, all eyes were on the spectacular glass design inside and out. Designed by the celebrated architect Renzo Piano and situated between the High Line and the Hudson River, the new building, with its dramatic expanse and vast new exhibition spaces, caused jaws to drop, pens to flow and nonstop crowds to fly downtown. Now it's the turn of the new and expanded Whitney education programs to garner attention, and what an extraordinary number of programs

there are for all ages, with primary focus on the newly opened Laurie M. Tisch Education Center, arguably the crown jewel in the already well established gem of the Whitney Education Department.

According to Kathryn Potts, the Helena Rubinstein Chair of Education at the Whitney, a position she's held with joy for seven years though she's been at the Museum for 18, the Center is not just beautifully imaginative and incredibly responsive to its diverse urban community, but unique. It is the first such dedicated museum education space at the Whitney itself and in the New York City art world. Typically,

areas for education in museums are set in different wings, in a separate building or in a basement. The Tisch Center, however, is in the center of things: a prominent third-floor location with glass that removes a sense of barriers carries through the museum's mission to be an open, accessible and welcoming place. The center in effect says to visitors – especially those coming to the museum for the first time – this is for you, you are at V.I.P., we have set aside special gallery areas for you, and visiting times, when you will can see and participate, away from the general public. And free admission for those under 18 (who are also given

free passes to come back with their families) is intended to encourage return visits and learning continuity. Special outreach events, such as Senior Open Access Day and programs given over to welcome low-income neighborhood residents and speakers of ESL also form an essential part of Whitney education. For Ms. Potts, who comes from a long line of teachers, offering not just traditional tours and their accompanying activities but innovative programs that turn on interactive activity is critical to realizing the museum's goals.

Integral to the design of new space and new *continued on page 12*

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INSPIRATION EMBODIED: CHARLEY'S FUND

By KISA SCHELL

It's every parent's worst nightmare to learn that their child is facing an insurmountable disease. Yet for Tracy and Benjamin Seckler, the Duchenne muscular dystrophy that afflicted their son Charley was but a challenge. A genetic disorder, Duchenne's is characterized by progressive muscle degeneration and weakness, with the expected lifespan of the patient being only 25 years at most. Relentlessly, the Seckler family has worked towards finding a cure for this 100 percent fatal disease after Charley's diagnosis in 2004, at the tender age of 3.

Now, in 2015, Charley is a freshman at Monument Mountain High School in the Berkshires where he is regarded as the best dressed in his class. Vivacious and forward-thinking, Tracy regards her son as the biggest support and inspiration she has for pursuing a cure for Duchenne's. In the last 10 years, Charley's Fund has directly funded more than \$14 million dollars in medical research and leveraged an additional \$17 million from organizations that consult with the Secklers for leadership decisions. Thanks to the efforts of Charley's Fund, the FDA is scheduled to approve treatments for the disease in the next 3 months.



Dr. Duchenne



Tracy Seckler
& Charley

Ever hopeful and pragmatic, Tracy advises parents in similar situations to adjust to their new normal and remain optimistic. "Don't accept the illness," she states. Focusing on the positive aspects of family and support is most important when dealing with such contretemps.

Named after the French neurologist Guillaume Duchenne who first described the disease in the 1860s and used electrical currents, as shown above, to stimulate different facial expressions in people. It affects 1 in 3,600 boys.

With a successful online store and three events annually, Charley's Fund is at the forefront of Duchenne's muscular dystrophy research and education. To find out more, visit charleysfund.org. #

Child Mind Institute Honors Rising Scientists

- What was your inspiration to go into the field of science?
- Who were your mentors?
- How did you decide on the topic?
- What is your ultimate goal?

EMILY RYEOM, The Chapin School 2016



Inspiration

I've always been interested in science because of the endless possibilities contained within in the field I'm constantly asking "why." Why does this phenomenon happen or why does this approach work? Science provides a space in which I can explore these queries in a way that not only allows me to exercise my curiosity about the world but also possibly find information I could help other people too.

Mentor

My primary mentor for this project was Dr. Sam Yoon, a gastric cancer surgeon and researcher at Memorial Sloan-Kettering Cancer Center in New York City.

Topic

I initially decided to investigate gastric cancer due to the fact that members of my family and close friends have had the disease. After I began researching, I learned that Korean such as myself have the highest rate of occurrence of gastric cancer as compared to every other population in the world. Additionally, I've always loved cooking and food science and as a cancer of the stomach, food is an important environmental factor. Researching how Korean food affected the proliferation and survival of gastric cancer was a perfect way to unite my passions for family, food, and science.

Goal

My ultimate goal would be to fully understand how environmental factors work with genetics to cause cancer particularly gastric cancer. I think that learning more about the relationship between outside factors and genetic predisposition's to the disease is crucial to understanding the causes, and thus cures, for cancer.

ANNA VAYNRUB, Plainview Old Bethpage JFK High School

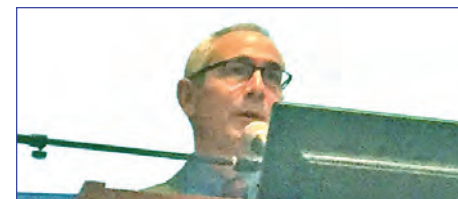
Inspiration

As I entered high school, I pursued research under the guidance of my research teacher Mrs. O'Donnell, driven by an innate curiosity about the intricate processes that allow for distinct human function. As I continued research the past several summers, I further built upon my penchant for

Dr. Thomas R. Insel and Future Scientists Honored at Child Mind Institute Symposium



Dr. Harold Koplewicz



Dr. Thomas R. Insel

By LYDIA LIEBMAN

The Child Mind Institute presented *On the Shoulders of Giants* at the New York Academy of Medicine this fall. The annual symposium honored Dr. Thomas R. Insel of the National Institute of Mental Health as the recipient of the 2015 Child Mind Institute Distinguished Scientist Award. The event celebrated his influential and boldly progressive leadership, which has contributed to a revolution in understanding the brain and its function in health and disease. Insel, who began with the National Institute of Mental Health in 2002, recently announced he will be resigning from his position and joining the Google Life Sciences team at Alphabet.

"As a research scientist, Dr. Insel has deepened our knowledge of neurochemistry and behavior, both broadly and in his study of scientific disorders," said Founding President of Child Mind Institute Dr. Harold Koplewicz. "At NIMH, he helped shape scientific policy, laying the foundation for neurobiological research and transforming how we approach the diagnosis and treatment for mental disorders," he said. When he accepted his award, Insel presented *Transforming Services Through Sciences*, a presentation that highlighted recent advances that can transform how diagnosis and treatment of mental disorders is approached.

To further celebrate Insel, two researchers who were heavily influenced by his work made presentations. Dr. Conor Liston, an assistant professor of neuroscience and psychiatry at the Feil Family Brain and Mind Research Institute and the Department of Psychiatry at Weill Cornell Medical College, presented *Biomarkers for Diagnosing Depression*. The thorough lecture discussed how large neuroimaging datasets can be used to identify types of depression and provide new frame-

works for diagnosing mental illness. Following Liston, Dr. Nim Tottenham presented *The Impact of Care Giving on Early Brain Development* which explored how the amygdala-prefrontal cortex develops throughout childhood and adolescence and how deprivation of care giving early in life is associated with increased risk of atypical development of this circuitry.

It was also a special day for five outstanding high school students who were selected as this year's Child Mind Institute Rising Scientists. The recipients, all young women from the New York metro area, were awarded \$1000 each in college scholarship. Their names are Remi Golden, George W. Hewlett High School, Rachel Marshal, John F. Kennedy High School (Bellmore, NY), Morgan Robins, Hewitt School, Emily Ryeom, The Chapin School and Anna Vaynrub, Plainview Old Bethpage JFK High School (Plainview, NY). "Everything derives from science," said Morgan Robbins when asked why she loves science. A multi-talented athlete, Robbins said much of her interest in science is rooted in athletics, "...I like observing the psychological aspects and how they correspond with the physical components of activity."

The lecture topics carried to the reception, where doctors and clinicians conversed further about the earlier presentations. "*On the Shoulders of Giants* celebrates two things. It celebrates scientific achievement and more importantly generative behavior- the generosity scientists show to other scientists," said Dr. Koplewicz, "the speakers we had to today were not only extraordinary in their presentations, but extraordinary in their optimism for what the future holds for the understanding of brain science and hopefully that will translate into better diagnosis, better treatment, and hopefully prevention." #



exploring and synthesizing ideas and theoretical connections beyond the classroom curriculum.

Mentor

Mrs. O'Donnell was also my mentor in identifying research opportunities and cultivating essen-

tial research skills. This past summer, I worked with Dr. Iwao Ojima at Stony Brook University.

Topic

With Dr. Ojima's guidance, I narrowed down my research focus to the exploration of a cancer drug his research group was developing, as the mechanisms of cancer's tenacity and the means with which scientists combat the disease has always intrigued me.

Goal

Ultimately, I hope to combine my passion for medicine and biomedical research in pursuing a career as a researcher in drug development and biotechnology as well as a physician (obtaining an M.D./PhD). #

Does Your Child Have ADHD – Does It Matter?

By Learning Efficiency

At Learning Efficiency we know that most people tend to measure student success by their academic output in subjects like Math, English and Science. We have found this to greatly UNDERESTIMATE the capabilities and talents of students with ADHD, dyslexia and other learning differences. Instead, we agree with Albert Einstein when he said:

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

A big part of our success at Learning Efficiency is that we recognize that even though two students may have the same academic challenges (the “symptoms”) or the same clinical diagnoses, these challenges may be driven by different CAUSES. Instead of asking whether a student has ADHD we have been able to help our students by looking at the underlying systems that support their learning and using this information to target our support. Here are the questions we ask to identify what is truly preventing our students from being as successful as we know they can be.

What are the underlying systems that support student success?

Whereas most educational assessments, outputs and interventions are judged at the “tree-top” level of learning, most academic CHALLENGES originate in the underlying systems, skills and processes which SUPPORT learning.

For MOST learning challenges, the CAUSE is under-developed Executive Functioning skills (such as time management, organization, task initiation and task completion) or gaps in optimization at the core (physical) and/or processing (cognitive) levels which are required for sustained attention, focus and information acquisition. Rather than addressing the SYMPTOMS at the top of the tree, students with learning challenges will find TRANSFORMATIVE impact from focusing on the core skills at the trunk and roots of the learning tree. Key skills and systems include Executive Function, Selective Attention, Working Memory, Logic & Reasoning, Processing Speed, Visual Processing and Auditory Processing.

How do I know if my child's systems are well optimized?

Often students whose supporting systems are not fully developed or are partially blocked will exhibit behavior communicating this. Your child may appear anxious, distracted, impulsive or seem to fatigue easily due to his mind being taxed from supporting several sub-optimal systems that are working hard to keep his body upright and still and his eyes focused on the teacher. This places the individual in an extended state of “fight or flight” mode within her autonomic nervous system, leaving little room for paying attention in class. It is also why she may seem impulsive or sometimes disconnected when stress levels are high. Children who experience such challenges have to devote considerable cognitive capacity to just managing their bodies, and thus they may appear anxious, distracted or fatigued in class. All of this extra pressure can overtax a student's system and leave precious little room for learning.

Why does my child take so long with their schoolwork?

Executive Functioning skills provide the foundation for efficient organization that allows us to do everything from getting dressed in the morning to writing a paper for school. We've found that such organizational challenges often arise because students don't begin developing these habits in elementary school. This is often because their strong cognitive capacity allows them to remember everything and they don't develop the ability to prioritize information. As students get older, there is more to remember and they struggle to keep up without the skills to manage the constant influx of assignments, due dates and instructions.

Imagine a silverware drawer in your kitchen that has a tray with slots for each kind of utensil — it keeps everything properly organized, so when you need a certain utensil you can find the right one without much thought.

Now imagine a drawer without a tray where the silverware is in a messy pile—finding what you need will take a lot longer, and you may not ever be able to find what you're looking for if it's hidden somewhere at the bottom of the pile. With the endless schoolwork and extracurricular demands that today's students face, it is essential to develop these organizational skills as optimal performance requires close attention to detail and exceptional time management skills.

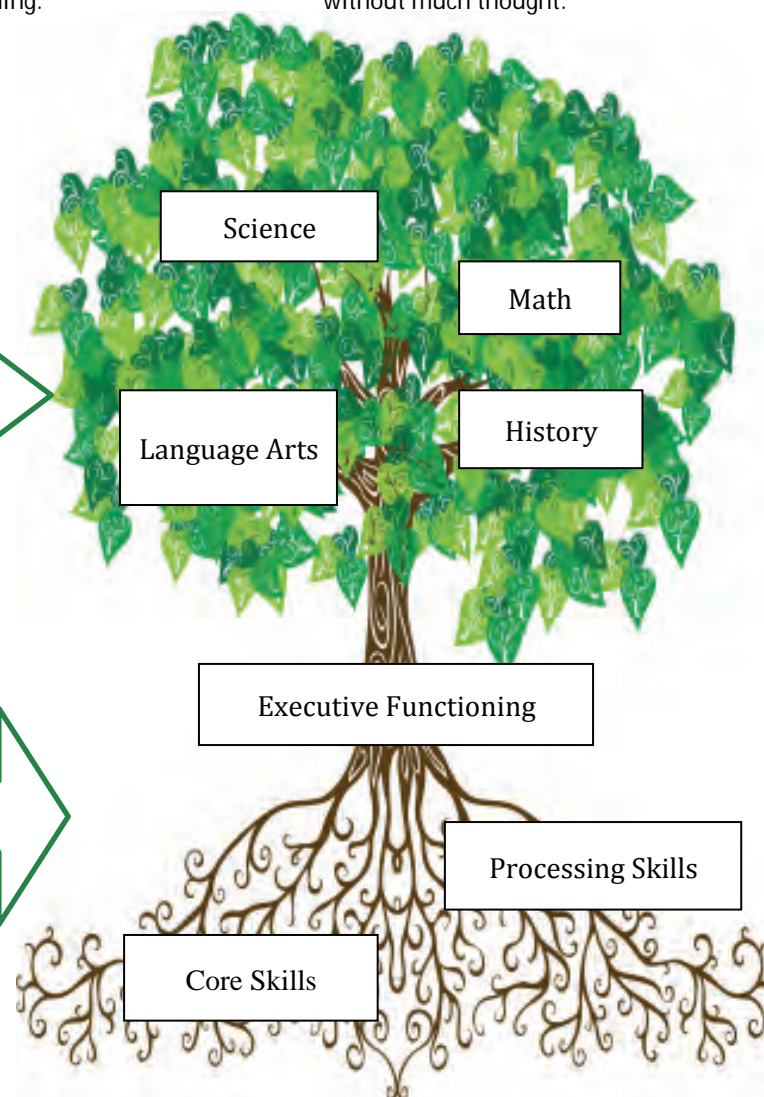
Why does my child procrastinate?

Many people believe that procrastination is an engrained personality trait that cannot be altered or avoided. In fact, the key to tackling procrastination is unpacking the reasons why kids procrastinate in the first place and attacking the problem at its root.

A common scenario plays out like this: your child gets a big assignment and is overwhelmed at the prospect of taking it all on; they don't know where to start, don't have a good idea of how long things will take, and put it all off until later to feel better—until later comes. The assignment is “suddenly” due the next day, and they try to complete everything in a giant rush of stress and hastiness. That's a common recipe for disaster, but it's an outcome that can be easily avoided with explicit preparation from the outset of any big assignment.

At Learning Efficiency, we find the best way to help a student who struggles with procrastination is by focusing their attention on the initial planning stages that they don't usually think about. By examining the assignment requirements, students can visualize the finished product and work backwards to figure out every step necessary for creating the final product. We then work with students to make accurate time estimations for each step and help them determine the best order for getting everything done. We find that once students have broken down a large assignment into small steps, they are no longer intimidated by something that seemed impossible and are able to get started in a timely manner.

To learn how we can help your child set up a pathway to success call us at 212-722-4800 or 1-800-565-5817 or email info@LearningEfficiency.com. You can also visit us online at LearningEfficiency.com.



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Erika Soderlund

B.S. in Behavioral Science '16
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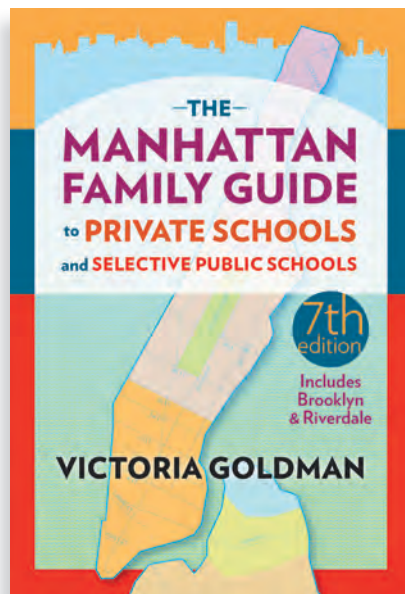
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Victoria Goldman is an educational consultant and an expert on school admissions. Her firm, Education First, provides private consultations, workshops, and corporate seminars.

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Lin-Manuel and Hunter College High School

By JENNIFER RAAB
PRESIDENT, HUNTER COLLEGE

How do you encourage genius?

It helps if someone recognizes it early. Lin-Manuel Miranda was in third grade at Hunter College Elementary School when a book report somehow morphed into a video starring his family. It wasn't the assignment, but it charmed his teacher—and pointed to the creative career that has made him and *Hamilton* the toast of Broadway.

By sixth grade, Miranda was starring in *Bye, Bye, Birdie*, and in high school graduated to roles like Judas in *Godspell*. As a senior at Hunter College High School, he directed *West Side Story*—which merited a visit from Stephen Sondheim to the awe-struck cast. Imagine how exciting that kind of experience must be for a high school student with dreams of show business success.

We love that Lin-Manuel has become a Broadway star (he also picked up a MacArthur Foundation Genius Award this year), and we're proud of the part that Hunter College Elementary School and Hunter College High School played in his development as an artist. Of course, Hunter High School, among its many distinguished graduates in every field, seems to excel in producing red-carpet stars. *Sex and the City's* Cynthia Nixon '84 has two Emmys and a Tony, and songwriter Robert Lopez '93, whose credits include *Book of Mormon* and Disney's *Frozen*, is the youngest person ever to garner an Oscar, an Emmy, a Tony, and a Grammy.

What's the secret to all this creative talent coming from a public high school in New York City? Miranda '98 has been generous in attributing his success to the encouragement recognition he received in school. And for the students who go on to Hunter College, our acclaimed theatre and music programs are waiting to take them to greater heights.

Miranda, who returned to HCHS after col-



lege to take a job as a seventh-grade substitute teacher, has another reason to be grateful to his old high school. Catching up with old classmates on the school's Facebook page, he reconnected with Vanessa Nadal, a classmate he had admired from afar. Now, they're married and the parents of a one-year-old son.

And Miranda, who received HCHS's Distinguished Alumni Award in 2008 (he brought along an a capella group to liven up the ceremony), hasn't forgotten where he came from. Funded by the Rockefeller Foundation, *Hamilton* will offer \$10 tickets to student matinees to allow 20,000 New York City 11th-graders from schools with large populations of low-income students to see the show.

Bravo, Lin-Manuel! We're very proud of you. #



Happy Birthday
to Joyce Cowin,
a dear friend who
supports the Folk Art Museum,
Teachers College, NY Historical
Society, Hunter College
and
is the founder of The Cowin
Financial Literacy Project

YOUNG WOMEN'S LEADERSHIP NETWORK CELEBRATES STUDENTS, LEADERS AT ANNUAL (EM)POWER BREAKFAST



Rick Gilbert at Skyhook Entertainment

By LYDIA LIEBMAN

Girl power reigned supreme at this year's Young Women's Leadership Network's (YWLN) (Em) Power Breakfast held at Cipriani recently. The annual event celebrates a stellar line-up of distinguished individuals that are making a difference and acting as role models for young women.

This year's honorees included actress Yara Shahidi, known for her portrayal of "Zoey" on ABC's "Black-ish"; Fabrizio Freda, President and CEO of The Estée Lauder Companies; Kimberley Hatchett, Executive Director of Morgan Stanley and among *Barron's* Top 100 Financial Advisors; and Sherrie Westin, Executive Vice President of Global Impact and Philanthropy at Sesame Workshop. "We are thrilled to celebrate such distinguished honorees and applaud their commitment to educational access and young women's leadership development," said Ann Tisch, founder, YWLN.

Each recipient had words of wisdom to impart on the audience of over 700. Finance guru Kimberley Hatchett, who has placed on a myriad of distinguished VIP lists over her 15-year career with Morgan Stanley was the first up. "I'm here to tell you girls that it's okay to be fearless," said Ms. Hatchett to applause. Fabrizio Freda, who was honored as this year's *The Man We Love*, spoke on the importance of self-confidence and how essential it is to keep YWLN girls supported so they can continue to grow in confidence. *Black-ish* star Yara Shahidi spoke to her peers about the importance of community. "The key to growth is community, like the community fostered by Ann Tisch." Finally, Sherrie Westin received the last honor. Ms. Westin noted that she brought her 13-year-old son to the day's event. "I'm so happy he's here because I think it is as important for young men to understand the value of young women's leadership as it is for young girls," she said to thunderous applause. She also praised Ann Tisch for her phenomenal work. "The real reason I'm here today is because of

Ann Tisch," she said, "I think everyone at this event should be honoring Ann... if it were not for her none of us would be here today cheering on these incredible girls who are going to change the world."

Following the presentations and acceptance speeches, a beautiful short film was shown that demonstrated the impact YWLN has had on so many lives. "YWLN is always there for you," said one student. "This is a real shot to change the economic balance of their lives," said one teacher during the film.

The statistics for YWLN are overwhelmingly positive. More than 95 percent of students graduate and nearly 100 percent are accepted to college each year with the vast majority attending 4-year colleges. Presently, over 2,200 girls in New York City are educated at YWLN high schools in East Harlem, Queens, Astoria, the Bronx and Brooklyn. National affiliates include schools in Chicago, Baltimore, St. Louis, Rochester and various locations across Texas including Austin, Dallas, Lubbock, San Antonio, Fort Worth, Grand Prairie and Houston. "I am so proud of these girls and what they accomplish year in and year out," said YWLN Founder Ann Tisch. "It is just overwhelming."#

Welcome Education Leader & New Executive Director!

Young Women's Leadership Network (YWLN) is very pleased to share that Jemina Bernard, who led major initiatives for the New York City Department of Education, Teach For America and most recently was CEO of ROADS Charter High Schools, will join us as Executive Director on November 2, 2015.

Bernard, is a graduate of Yale University and Columbia Business School.



An Interview with Lin-Manuel Miranda, Author of Hamilton

What was your inspiration for a focus on Hamilton?

Before I picked up Ron Chernow's amazing biography, *Alexander Hamilton*, all I knew about him was that he was on the \$10 bill and he died in a duel. But once I started reading about him, I realized that his was an immigrant story, a truly American story and his ability to write his way out of really desperate circumstances struck me as a true hip hop story. All those things combined to inspire me, and led me to tell this story this way.

Were there any mentors while you were at Hunter College High School who encouraged and honed your skills along the way?

My 8th Grade English teacher, Dr. Rembert Herbert, encouraged me to write plays. His general philosophy was to say "yes" to the ideas of his students, as long as they weren't hurting each other. He co-signed countless creative extracurricular projects for me, and I'm forever in his debt.

Did Wesleyan University help and encourage you in writing and composing?

Definitely. We had a very strong student run theater community called Second Stage based out of the '92 Theater and a supportive, dynamic theater department in the Center For The Arts. I wrote and performed in both arenas throughout my Wesleyan career. I learned an exceptional amount about myself and the pro-

cess of creating theater, film and music from both my professors and my classmates while I was there. Go Wes!

Congratulations on the prestigious MacArthur "Genius" Award. Do you plan to teach or advise other young people in composition, acting or writing?

Thanks, I always want to connect with young artists and work with them and share my experiences and also learn from them. The methods of how that interaction plays out will change and grow as time goes on, but I always want it to be a two way street. Watching young artists develop their own voices is incredibly inspiring. Artists of all ages should be learning from each other all the time.

Do you have any plans for your next steps?

Enjoying all the time I get with my son who's just turning a year old. The best step to focus on is the one right in front of you. If I don't trip and fall on my face right now, I'm feeling pretty good!

If you could meet anyone from history, whom would you choose?

Historical Jesus, Joan Of Arc, Jim Henson.

What musical training do you plan for your baby son?

Well, he has been surrounded by music his whole life. If he wants to head in that direction, more power to him. #

EXCITING NEW DIRECTIONS AT HUNTER COLLEGE

Eva Kastan Grove '58 and her family have made a \$9 million gift to Hunter College. The gift, made in honor of Eva's 80th birthday, will support student activities and programming in public policy and human rights at the Roosevelt House Public Policy Institute, as well as scholarship and internship support for students.

Recently, Hunter welcomed its second cohort of TheDream.US Scholars to the college. TheDream.US is a scholarship fund dedicated to providing a low-cost, high quality education to immigrant youth students who want to give back to their communities. With 21 new Dream Scholars, Hunter doubles its cohort of Dreamers; Hunter is proud to host one of the largest contingents of Dream Scholars in the country. Christopher Gilbert, Assistant Professor of

Anthropology, was the lead author on an article entitled *Papio Cranium from the Hominin-Bearing Site of Malapa: Implications for the Evolution of Modern Baboon Cranial Morphology and South African Plio-Pleistocene Biochronology*. The study details findings surrounding the discovery in South Africa of a fossil monkey specimen representing the earliest baboon ever found, dating back more than 2 million years. The study, which received international attention, including in the *Daily Mail*, illustrates that humans and baboons co-existed prior to taking different evolutionary paths.

The dynamic presidency of Jennifer Raab is encompassing many different directions. The "road not taken" does not exist at Hunter for all roads are taken!!#

A Significant Year 2015

Dr. Pola Rosen has been asked to join the Board of Trustees of Beacon College for learning disabled students in Florida. "What a wonderful opportunity to help students in another part of our country," said Rosen. I am on the Board of Trustees of the Kennedy Child Study Center in NYC and have rotated off the Board of Landmark College. I will always have a special place in my heart for students who are

different learners and plan to contribute in any way that I can."

Rosen is also on the Advisory Council of Teachers College, of the Education Department of the City College of NY, of Mercy College and is an intrepid advocate of the rights of those who learn differently.

She is also celebrating the 20th year of publication of *Education Update!*

Whitney Museum

continued from page 5

programming is that the museum is integral to the area. “We didn’t want to be a giant grey spaceship downtown,” Ms. Potts says. She congratulates the vision of the museum’s administrators and advisory board in anticipating needs and effecting a variety of programs to carry them out and make the museum a true resource, especially in the neighborhood. She laughs, recalling how, when it was announced that the Whitney was going downtown, arts people on the Upper East Side assumed that there would be lament among Whitney staff in moving away. “But the Whitney never was on Museum Miracle Mile,” Ms. Potts points out. They were on Madison and were hardly special in being the only arts institution around. She includes in this designation of being special the fact that the Whitney is an “American” museum and reflects the considerations of planners to encourage visitors to reflect on what makes art American and what in American culture encourages and engages artists to do what they do. Thus, the new Whitney education programs have a cultural as well as aesthetic purpose. As its website indicates, Whitney education programs, taking their philosophical prompt from the American philosopher and educator, John Dewey’s classic innovative 1934 text about learning by doing, *Art as Experience*, “are designed to ‘integrate perception and knowledge in profound and lasting ways,’ by urging visitors ‘to slow down, look closely, and engage directly with works of art.’” The hope is “to better understand the world around us.” Three “Rs” inform all the programs: research, responsiveness and reflection.

Readers of a certain age may remember, none too fondly, school trips to museums – boring, obligatory, glazing-over tours that pressed unprepared and uninterested kids and teens through room after room of pictures and arti-

facts they merely looked at. The Whitney programs are 180 degrees from such inert, uncreative and uncritical experience. An impressive amount of planning ensures that all students feel themselves welcome – students from public, private and underperforming schools -- starting with four-to-five year olds, “Whitney Wees,” and focusing on teens (“they think hanging out on the terraces is really cool”). The demographic also includes seniors, low-income folks, the blind and vision impaired, recent immigrants and refugees, as well as those who identify as LGBT. Participation, for those who want it, covers drop-in activities and studios for interactive hands-on experiences.

Of course, some of Whitney’s educational initiatives have been around for a while, and in fact, as Ms. Potts points out, teens from years ago, now in their 30s, with whom the Museum keeps up, can serve as evaluators, informing personnel how education programs from years ago proved formative. “Whitney Ambassadors,” a teacher exchange program that meets every Monday also encourages creative pre-and post-activities for classroom and online, imaginative ways to enrich curricula and enhance Common Core skills. It’s all about “relationships” Ms. Potts says. #

This article is the first in a series on the new and expanded Whitney Museum of American Art.

The Math Column

continued from page 20

not be accepted casually.

There are lots of such conundrums that – when presented properly – can truly help develop a student’s logical thinking. A book that can provide more examples that show the pitfalls in mathematics work is “Magnificent Mistakes in Mathematics” by A. S. Posamentier and I. Lehmann (Prometheus Books, 2013). #

BOOK REVIEW

Fear of Dying by Erica Jong

By MERRI ROSENBERG

I was in high school when Steven Sondheim’s musical “Follies” opened. When I asked my parents if I could go with them, to my surprise they said no. However smart or theater savvy I was, they explained, the themes of “Follies” wouldn’t mean anything to me. Years later, when I was middle-aged, “Follies” broke my heart –and realized how right my parents were not to have taken me when I was 14.

Erica Jong’s latest novel, “Fear of Dying,” occupies much the same space. Jong has a distinct talent for tapping into the zeitgeist. Her sharply observed, fearless “Fear of Flying,” which appeared in 1973, reflected the less sober side of feminism in its uncompromising portrayal of bold female sexuality and sensuality.

In “Fear of Dying,” Jong confronts the issues that baby boomers can’t escape: aging and dying parents, diminished spouses and partners, the death of our beloved dogs, accepting the mistakes we’ve made as parents and the urgency to do a better job with our children’s children, if we’re fortunate enough to reach that stage, and what it means to remain vibrant within the confines of our own aging bodies.

As she writes in one of her many poignant, wise passages, “...I think about how impossible it is to explain to the young what happens when you know you’re not immune from death...All you long for is to go back and do it all over, correct the mistakes, make everything right.”

On many levels, “Fear of Dying” reflects Jong’s effort to share her insights and wisdom, acknowledge her mistakes, professional and personal, and make amends. I can’t imagine my daughter, a millennial, responding to this novel—but it’s one that resonates for my peers.

Her heroine, Vanessa Wonderman, is a former actress who –despite her happy marriage to Asher, who’s 20 years older than she— longs to rekindle a sexual combustibility that has languished on the back burner. Her best friend is Isadora Wing, the heroine of “Fear of Flying”—and “a writer who got famous way too young and then had to save herself from the



Erica Jong

brink of destruction.” Wonderman’s adventures (well, more like misadventures) with Internet dating offer humorous interludes, but there’s no mistaking that her essential theme is dying, and how to live with that knowledge.

Jong captures perfectly the scents, sounds and emotional claustrophobia of a dying parent’s sick room, and the torture of desperately wanting to hold onto one’s parent even as one desperately wants their—and your—suffering to end. She knows exactly what siblings fight about when it’s time to settle the estate, and how numbing the post-death process actually is.

Yet it’s not a grim read. Vanessa Wonderman and her husband, Asher, attain clarity about their lives and relationship during a magical trip to India. She embraces the thrill of becoming a grandparent, with ferocity and love. As Jong writes in her heroine’s powerful voice, “And now, when I am surrounded by death—yet still, somehow, dancing—I know that I was born to give life as well as art and that both are equally important.” # *Published by St. Martin’s Press, New York. September 2015: 273 pp.*



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Poetry Forum Reading at NYU

By KISA SCHELL

Recently, the Academy of American Poets kicked off their annual Poets Forum with a reading by the Academy of American Poets Chancellors. Held at the Skirball Center for the Performing Arts at NYU, the evening attracted many tasteful and artistically inclined New Yorkers, reminiscent of a West Village past. The nearly full venue made it clear that poetry is alive and well, with hundreds of enthusiasts eagerly awaiting readings by award-winning poets from across the United States.

Out of the 14 poets, 10 were women. With the topics of poetry ranging from police brutality to an old woman, a tulip and a dog, each and every poet had a unique and evocative perspective on life. Some of the highlights included a powerful reading by Mark Doty of his poem about the Cleveland shooting of a 12-year old boy with a toy gun and a reading by prominent beat poet Anne Waldman, whose performance was nearly as beautiful as her poetry.

Patricia Grodd, accomplished poet, namesake of the Patricia Grodd Poetry Prize for Young Writers and active contributor to the American Academy of Poets spoke with Education Update about the significance of poetry. Describing poetry as a "vital language and the ultimate form of communication through which spirituality is embodied," she eloquently articulated the magic behind poetry. As an incredibly inclusive and free form of expression, poetry provides a new understanding of topics which may otherwise go unnoticed or easily forgotten. In this day and age, poetry is incredibly essential to respond to not only society but the world.

The inspiring evening ended with a reading by U.S. Poet Laureate, Juan Felipe Herrera. Combining his words with his harmonica, his performance left the crowd abuzz with the creative possibilities of poetry. In a world where genuine human interaction and compassion becomes scarcer and scarcer, poetry serves as a creative link to unite. #

POEM

In Two Seconds

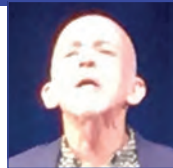
By MARK DOTY

Tamir Rice, 2002 - 2014

the boy's face
climbed back down the twelve-year tunnel
of its becoming, a charcoal sunflower
swallowing itself. Who has eyes to see,
or ears to hear? If you could see
what happens fastest, unmaking
the human irreplaceable, a star
falling into complete gravitational
darkness from all points of itself, all this:
the held loved body into which entered
milk and music, honeying the cells of him:
who sang to him, stroked the nap
of the scalp, kissed the flesh-knot

after the cord completed
its work
of fueling into him the
long history
of those whose suffering
was made more bearable
by the as-yet-unknown of him,
playing alone in some unthinkable
future city, a Cleveland,
whatever that might be.
Two seconds. To elapse:
the arc of joy in the conception bed,
the labor of hands repeated until
the hands no longer required attention,

continued on page 30



CAREERS



Pedro Garcia, Veterinary and Clinic Assistant

Current Job:

Currently I have been working as a veterinary and clinic assistant at Animal Medical Center on the Upper East Side

College:

I attended college in Puerto Rico with a degree in Surgical Technology. I'm currently a student at Penn Foster Degree School getting a degree in Veterinary Technology. I've been working in my field since I was 17 years old and I've been working in animal hospitals for the past five years.

Challenges:

You never know what's going to be next! There's also a lot of competition in this field among staff.

Salary:

The salary to start is not the best but with

continued education and a strong work ethic your income will grow. We don't do this for the money- we do it because we love animals and have a passion for helping pets.

Proudest Moment:

It's hard to pick a particular moment because it's very satisfactory to be part of the whole healing process. If I had to choose one thing I would say I enjoy the vaccinations because then the pet is no longer sick and instead, happy and full of joy.

Advice to others:

Do it because you love animals and have compassion for them... but be ready to feel frustrated too. This job can be sad and you will cry but you'll also laugh because there's great satisfaction in seeing a dog or cat become healthier and happier. #

Mark Doty has been recognized
as one of the most accomplished
poets in America.

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Jazz pianist Henry Butler from New Orleans, now from Brooklyn, honored at Town Hall

The honorees this year were Henry Butler, Paul Libin and KT Sullivan.

Henry Butler is a ten-time Pinetop Perkins Best Blues Instrumentalist Award nominee. A rich amalgam of jazz, Caribbean, classical, pop, blues, and R&B, his music is as excitingly eclectic as that of his New Orleans birthplace. He has played almost every major club and festival in the United States, as well as venues across four other continents. For over forty years, he has

conducted workshops, clinics, and master classes throughout the country; he has also developed a camp for blind and visually-impaired teen musicians. Blinded by glaucoma at birth, Butler has been playing the piano since he was six years old and arranging, composing, and performing professionally since he was twelve.

Paul Libin serves as the executive Vice President of Jujamcyn Theaters, which he joined *continued on page 24*

MARGARET MEAD FILM FESTIVAL TRADITION MEETS 21ST CENTURY IN NEW ZEALAND

By SYBIL MAIMIN

This year marks the 39th anniversary of the annual Margaret Mead Film Festival, and crowds are still flocking to the American Museum of Natural History to be amazed and informed by filmed anthropological excursions around the world. The 2015 theme, "Thresholds," illustrates that borders and boundaries provide security and identity but may also create barriers between peoples and cultures. One fascinating film, "Ever the Land," documents the planning and construction in 2014 by the Maori Ngai Tuhoe tribe in New Zealand of a "Living Building" that is 21st century cutting edge in technology and concept, but respectful of Tuhoe values, relationship to the land, and history of self-sufficiency--Commitment to Mother Earth, Father Sky, and the Environment. The building, "Te Wharehou o Tuhoe," one of the few structures of its type in the world, meets the very strict standards of the International Living Building Challenge (LBC) for sustainability certification. The edifice, which is constructed from local materials, serves as tribal headquarters with a large assembly-chamber and includes a cafeteria, library, tribal archive room, art and performance spaces, and meeting rooms. It is fronted by a large wooden arch, representing the moment the sun reaches its zenith. Symbolizing hope for the future, its greenstone door is said to "look to the past and close it, and look to the future and open it."

The film is often very beautiful with shots of the mists and thick forests of Te Urewera

National Park in New Zealand's northern island, the traditional land of the Tuhoe. Confrontation with colonial history is part of the story. The construction of the building is set against scenes of local meetings and negotiations between the government (Crown) and the Tuhoe, who seek redress for 150 years of land confiscations, violence, and injustices. In a 2014 treaty (Tuhoe-Crown Settlement), the government "strips away the wrongs," and apologizes for "its unjust and excessive behavior." Te Urewera National Park is given its own legal identity and returned to the Tuhoe for management (the Tuhoe do not believe in land ownership), and the tribe receives compensation of \$128,000,000.

Filmmaker Sarah Grohnert went to New Zealand as a German exchange student and, enchanted with the land, returned to live and work there after graduation. She explains the Tuhoe "Living Building" is seen as the infrastructure needed to strengthen and grow the community. It is bringing together a people fractured by history. It has created jobs and started a cycle of repair and renewal. It has created a blueprint for other communities. The film has given the Tuhoe pride and allowed white New Zealanders to see them in a new light. Grohnert reports Tribal leaders are proceeding slowly and carefully as they plan for the future. Preserving their land, culture, and community is a priority. They believe "The land is the blood of the people, the people are the face of the land." #

BIG APPLE CIRCUS SERVES THE COMMUNITY



By SYBIL MAIMIN

Recognized and beloved for its magical, intimately scaled, one-ring themed shows, the nonprofit Big Apple Circus (BAC) is perhaps less well-known for its community service programs. Believing that joy and laughter can soothe and heal, it sends dedicated performers with special skills to schools, hospitals, and nursing homes. Dina Paul-Parks, Harvard grad and BAC Vice President of Community Programs, explains that the circus serves 300,000 children, families, and seniors each year. Best known of its five main community programs is "Clown Care," which brings the circus to children in 50 hospitals around the country, including Memorial Sloan Kettering, Harlem Hospital, and Bronx Lebanon in New York City. In collaboration with doctors and other staff, the performers do "clown rounds," that might include juggling, music, and humor. Paul-Parks relates what she learned while accompanying a team on "clown rounds." "I was blown away by how much more it was, how valuable, how magical. They know what they're doing. They personalize each interaction, from sharing a loud belly laugh where appropriate to offering quiet company when peace and comfort are needed." Another initiative, "Circus After School" (CAS), is a 12-week free program for at-risk students. Held at PS 442 in Brooklyn, PS 43 in the Bronx, and Union Settlement in Harlem, the program teaches circus skills culminating in a student show for friends and family. The structured program is designed to develop trust, teamwork, commitment, and responsible risk-taking. Tanya Turgeon, a seasoned performer and circus arts teacher, is Coordinator of CAS. She explains a low student-teacher ratio allows adjustments to the needs of each child. By the culminating performance, she reports, "the kids are comfortable on stage and, most important,

they're having fun." Paul-Parks takes pride in the new confidence of a friendless, quiet kid on stage, saying, "See what I can do."

"Circus of the Senses," enables children and adults with vision or hearing impairments to enjoy the circus. The 75 minute version of the regular two hour show includes American Sign Language (ASL) translation and headsets with audio descriptions of the action. Two such performances will be offered this season. A recent initiative, "Big Apple Circus Embraces Autism," a 75 minute adaption for families on the spectrum, is quieter and less stimulating. Calming centers are available and staff and volunteers are specially trained for this one-time performance. A program for seniors, "Vaudeville Caravan," brings performers into nursing homes for individualized interactions. Working in pairs, actors representing familiar iconic characters, such as Elvis, a bride, or an opera diva, interact with residents, hoping to counter loneliness and isolation with humor and laughter. Finally, "Circus for All" partners with other non-profits who distribute free tickets to those without means to attend the circus.

Noting what makes Big Apple Circus "special," Paul-Parks explains, "We strive to be very personal, whether ringside or bedside. . . Our programs are unique because we meet people where they are. We can tailor our programs, understanding what is going on and what is needed."

This season's Big Apple Circus, "The Grand Tour," will be in Lincoln Center's Damrosch Park from October 21 through January 10. Set in the 1920's with a backdrop of ships, trains, autos, and airplanes, it will delight an audience of 1700 in the Big Top with highly skilled clowns, jugglers, acrobats, and aerialists, as well as an assortment of animals, both exotic and domestic. Sounds like fun!#

FAIRLEIGH DICKINSON UNIVERSITY

Study Smart, Study Independently: The Importance of Metacognitive Skills for College Students with LD

By JOSEPHINE VONARBURG, Ed.M.

One of the biggest differences between high school and college is the amount of time students are required to work independently. In college, a great deal of learning takes place outside of class through independent and unguided study and practice. This can be particularly challenging for students with Learning Disabilities (LD). Students with LD are accustomed to receiving constant guidance, attention and support outside of class by school staff and parents. In high school, students with LD are often told when to do their homework, what to study and what tools and strategies to use. In college, these same students are required, without guidance, to decide when to study, what to study, how to study. To be able to meet this new challenge, students need to develop new skills that will allow them to study independently.

Metacognition is the ability to think about one's own thinking and to make smart choices when studying independently. Students with strong metacognition have self-awareness, understanding of the task, and knowledge of a variety of strategies. These students are aware of their disabilities, and their learning strengths and

weaknesses. They understand what they need to know and what the professor's expectations are. Finally, these students will be familiar with a variety of learning strategies and tools and know which ones are best suited to their own specific learning ability and the requirements of the task. A student with strong metacognition will think and plan carefully before he or she begins a learning task.

Because students with LD have had support and guidance throughout middle school and high school, they may not have been able to develop strong metacognitive skills. As a result, when these students are required to study alone, they do not plan, study the wrong material, overestimate their knowledge, and do not monitor and modify their strategies. The most significant problem for students with poor metacognitive skills is that they do not know when it is appropriate to seek help. Although students with LD can find programs in college that provide support and guidance for their academic work, it is still essential that these students strengthen their metacognitive skills.

Helping students improve their metacognitive skills should begin as early as possible. To do

this, teachers and parents will need to find a balance between providing the support that students need to succeed academically and helping them develop the ability to think on their own. By simply stepping back and allowing the students to lead, we can give them time to think before they begin an assignment. In addition, helping students build self-awareness and knowledge of different learning strategies is essential. Here are some tips for helping students improve their metacognitive skills:

Build Self-Awareness. It is important that students know and understand their learning disability, and how it can affect their learning. Include students in meetings with counselors and school support staff. Talk to them about their diagnoses and give them the opportunity to ask questions and do research about their disability. Also point out and continually remind them of their learning strengths.

Ask, Don't Tell. Don't tell them what to do. Rather, ask them what their plan is. Asking the right questions is essential: "What's your plan?", "What do you need to know for the test?", "How are you going to learn this?" Of course you can help them modify their plan to fit the task, but

the student should be the primary driver of the process.

Present a Variety of Learning Strategies and Tools. Flash cards are not the only tool available to students with LD. Introduce as many learning strategies and tools as possible for different learning situations. Allow the students to choose and experiment with new ways of studying, memorizing and learning. Include digital and electronic tools as well as traditional tools such as flash cards and graphic organizers.

Use Think-Alouds. Model what good metacognition looks like. As you help students with their work, explain your own thinking process. Share what you are thinking and why you are choosing to do what you do at every stage of the process.

Prepare Them for the Transition. Make sure high school students are aware of the differences between high school and college. Interview current college students with Learning Disabilities, search the topic on the internet, and ask specific questions about academic expectations when visiting colleges. # Josephine Vonarburg, Ed.M. is a learning specialist at the Regional Center for Learning Disabilities at Fairleigh Dickinson University.

MEDICAL UPDATE

Dr. Rita Charon: Innovative Pioneer in Narrative Medicine

By SHAHAR SADEH, VISITING
SCHOLAR, NYU; DIRECTOR, FACULTY
ENGAGEMENT INITIATIVE

Approximately 50 years ago the English physicist and novelist C.P. Snow coined the catchy phrase "the two cultures," describing what he saw as an intellectual divide and challenging professionals in the Humanities and Sciences to understand each other's areas in order to solve the world's problems. What followed in universities and colleges were often fragmented and superficial attempts at interdisciplinary and multidisciplinary studies which largely turned out to be watered-down attempts to bring together diverse disciplines and subject matter rather than integrated and reciprocal study of cognitive thinking in the sciences and the liberal arts. Snow himself was aware of the imbalance and inadequacy of the challenge: there were more professionals in the sciences able to appreciate Shakespeare than there were specialists in the humanities able to describe the Second Law of Thermodynamics or understand its mathematical underpinnings. Long since modified, the idea of bridging the gap between the two cultures nonetheless informed curricula, especially with the growth of technol-

ogy which has become a common ground of academic life. Still, it's relatively rare to find scholars and researchers who move with confidence and expertise across the divide.

Dr. Rita Charon, Professor of Medicine and Director of the Program in Narrative Medicine at the Columbia University College of Physicians and Surgeons, is that rare individual, a medical doctor and a Ph.D. who not only conceived and instituted a communications program that brings together literature and medicine but crossed the divide herself. She earned a doctorate in English from Columbia (with a thesis on Henry James, "my beloved author") at the same time she continued and continues to be an internist with a primary care practice at Presbyterian Hospital. She is also someone who has recently embarked on assessing and enhancing her nine-year-old program by heading up a team of specialists to provide theory for further qualitative research and to ensure that Standards of Practice are established so that schools adapting her program do so as she and her team describe it.

**THIS ARTICLE CONTINUES
ONLINE AT
www.EducationUpdate.com**

TECHNOLOGY FORGES AHEAD: FLATIRON SCHOOL

By GRACE MOONEY

Vocational schools all over the country are making strides in the technology world. These small institutions are training young people to be web developers, software engineers, and more.

One such school is the Flatiron School in lower Manhattan. Having only been around for a few years, The Flatiron School focuses on training a diverse population of students to be top-class software developers. They offer immersive courses for young adults and pre-college programs for high school students. The school has an incredible success rate when it comes to post-graduation job connections. 94 percent of graduates were placed in high-paying jobs within 120 days of graduation in 2014. Graduates have been hired by prominent companies, many of which you've probably heard of. Kickstarter, Google, The New York Times, Etsy, Boeing, CBS, Condé Nast Digital, and many, many more.

The school has also played a large part in benefiting the lives of minorities in the five boroughs. They see and understand the need for women and people of color in a white male dominated field. In partnership with Mayor Bill de Blasio's NYC Tech Talent Pipeline, they run a program called the NYC Web Development



Fellowship. In 2013, half of the students were minorities, and over half were women. The program offers an intensive 22-week course, which includes a paid internship and incredible job opportunities. Some of the requirements for application were to have had no experience as a web developer, earn less than \$50,000 a year, and to have not yet earned a 4-year college degree.

Many students have had their lives drastically changed by the Flatiron School. Even Mayor de Blasio spotlighted one of their graduates in his speech at the Ford Foundation's Netgain Conference. The story was about George Taveras, a young man of color from the Bronx who couldn't go to college due to his unfortunate financial situation. Taveras got to join the Fellowship through a selective application process and is now making over \$75,000 a year with the XO Group. De Blasio went on to say, "... George's story shows us this is about everything we value. This is about, of course, freedom of expression, this is about access to information, this is about equality. It's also about an economy that's actually inclusive, regardless of who you are, where you come from..."#

Grace Mooney is a senior at a NYC high school.

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INTERNATIONAL STUDIES

The China Institute Welcomes Educators at New Downtown Space

By LYDIA LIEBMAN

The China Institute celebrated its new downtown location at 100 Washington Street with a special open house for educators recently. Kicking off the event was Chancellor Carmen Farina, who delivered opening remarks that spoke of the importance of understanding other cultures. "I think every child in New York City should have the ability to learn about other cultures," said Chancellor Farina as she continued to praise the China Institute for their part in educating young people about Chinese Culture.

Professor Lixing (Frank) Tang spoke next with an enlightening presentation about the growth of Chinese language in the United States. Tang, who is a Clinical Professor and Director of TESOL/Bilingual Education/Foreign Language Education Programs at Steinhardt, NYU and frequent collaborator of the China Institute, often referenced a recent study published by The Washington Post that states that out of 2.7 billion people on earth, 1.39 billion speak Chinese. "If you talk to a man in the a language he understands that goes



**Shen-zhan
Liao, China
Institute**

**President
James
Heimowitz**

**Chien
Chung Pei,
Architect,**

to his head... if you talk to a man in a language that is his own it goes to his heart," said Tang, quoting Nelson Mandela. When referencing the recent announcement made by President Obama about his desire to have 1 million American students learning Chinese by 2020, Tang stated that "we have a job to do," and thanked the China Institute for its role in this important mission.

The China Institute announced some forthcoming programs and initiatives including film series, lectures, Chinese language courses and an expanded art program that now includes contemporary Chinese art. #

AMERICAN FARM SCHOOL CELEBRATES 111 YEARS OF EDUCATING GREECE'S YOUTH

School's NY Gala to help harvest support for educational opportunities in Greece

The American Farm School of Thessaloniki celebrated 111 years of educating Greece's youth with a Gala at the Grand Hyatt New York on Thursday evening, October 22, 2015. The event honored Mrs. Aliko Perroti for her magnanimous contributions towards establishing and supporting Perrotis College, a division of the American Farm School. American Farm School Trustee Mrs. Theodora Valentis accepted the award on her grandmother's behalf. Also recognized were Peter Schube, President & COO of The Jim Henson Company and alumnus of the School's community service and travel program for U.S. teens, "Greek Summer," as well as AFS graduate Christos Zafeirakis, and Perrotis College alumnus Alexandros Chatziioannou, who received the School's Young Entrepreneur Alumni Awards. The event was chaired by American Farm School Trustee Joannie C. Danielides.

President Panos Kanellis announced the new Aliko Perroti Educational Center that will be constructed on campus and supported by Mrs. Perroti's pledge. In his remarks, Dr. Kanellis



**American Farm School Trustee
Joannie C. Danielides**

noted that the School cultivates "drive, entrepreneurial thinking and perseverance" in its students. "When these meet ingenuity and a passion for learning, anything is possible."

In attendance were AFS and Perrotis College graduate, Ms. Olga Alagiozidou, who came to the podium to urge donors to support scholarships. Alongside her were Vasilios Prassas, 2010 AFS graduate, St. Lawrence University alumnus, currently engaged at Morgan Stanley Bank, and Theodosios Dimitrasopoulos, AFS Class of 2013 now in his third year at Princeton University.

The fundraiser supports quality educational opportunities in Greece. Guests enjoyed an evening of dancing to The Alex Donner Orchestra, as well as a spirited raffle and

SUNY WOMEN IN INTERNATIONAL RELATIONS

By KISA SCHELL

Recently, SUNY and the Women's Foreign Policy Group held an event titled "Elevating the Voices of Women: NYC Building Global Partnerships" at the beautiful SUNY Global Center. This remarkable event brought together dynamic women in foreign policy to discuss the future of global engagement in New York City. Organized by the Jewish Foundation for Education of Women (JFEW) SUNY International Relations and Global Affairs program, this event introduced young female scholars interested in international affairs with established women from the field from prestigious institutions like the UN and the Women's Foreign Policy group.

The keynote speaker, Commissioner Penny Abeywardena of the NYC Mayor's Office for International Affairs, discussed the De Blasio administration's efforts to improve international relations. Graduate of the University of Southern California and Columbia University's School of International and Public Affairs, Ms. Abeywardena was the previous Director of Girls and Women Integration at the Clinton Global Initiative. As Commissioner of NYC's Office for International Affairs, Ms. Abeywardena serves as the primary liaison between the City of New York and the diplomatic community, the UN, the Department of State, and foreign governments.

In her discussion, moderated by JFEW SUNY Scholar Anika Michel, Ms. Abeywardena spoke about her position as Commissioner and the policies put in place by Mayor Bill de Blasio's administration to promote equity and share policies and best practices globally. One such discussion was about the NYC ID that was put in place to help undocumented immigrants obtain a municipal ID in order to afford more opportunities, especially in instances of domestic abuse. Ms. Abeywardena was also asked about the most recent General Assembly and Pope Francis's visit. She commended the efforts of numerous NYC departments for their seamless execution of security precautions and ability

auction. Proceeds from the event will benefit STEM education and scholarships at Perrotis College that give deserving students from across Greece and beyond the opportunity to pursue their academic and professional goals.

The American Farm School is a non-profit educational institution operating in Thessaloniki, Greece since 1904 and specializing in experiential education and applied research in the agricultural, environmental and life sciences. The School's campus and diversified educational farm serve as living laboratories for students of all ages, from Pre-K to High School, College and Continuing Education, and is widely recognized for its contribution to entrepreneurship and innovation in the agro-food sectors in Greece and the surrounding regions. #



Commissioner Penny Abeywardena

to deal with the infamous diplomatic parking immunities.

One interesting question that was asked of Ms. Abeywardena was about whether it was possible to make a living from participating in non-profit work or whether the private sector was the only viable option for a sizable income. Ms. Abeywardena suggested that working in the private sector was acceptable as long as one tried to make a difference for the better and that it was always possible to return to non-profit work after establishing oneself.

Mr. William Gold, Program Officer of the Bureau of Educational and Cultural Affairs of the US Department of State, followed Ms. Abeywardena with a presentation of the Maxine Gold Scholarship Award, in honor of his late sister. The award was presented to JFEW Scholar Rachel Colombar for her academic achievements.

Other notable speakers included Ms. Sally Crimmins Villela, Assistant Vice Chancellor for Global Affairs SUNY, Ms. Patricia Ellis, President and Co-Founder of the Women's Foreign Policy Group, and Dr. Maryalice Mazzara, Director of Educational Programs of the Office of Global Affairs. The event ended on a joyous note as students of the JFEW SUNY Program were recognized for their efforts as the future of women in international relations. #

Congratulations to two new members of Education Update's Advisory Council

As international education expands and our business horizons grow, we welcome Jeffrey Miller, Head of Education from the Japan Society and Senzhen Liao, Head of Education at the China Institute. To quote Mark Twain in *Innocents Abroad*, "travel is fatal to prejudice, bigotry and narrow-mindedness."



NY Film Festival

By GILLIAN GRANOFF

When I sat down with the directors of the (Dis)honesty project for a screening at the New York Film Festival I didn't know what to expect. The staff of Salty Features greeted me warmly, coaxing me to confess my biggest lie in a small photo booth, aptly named the honesty booth. Nerves rattling, I tried to conjure an interesting story for my unknown audience, crafting, self editing and trying to appear cool and earnest and credible. My own moment couldn't have been more contrived.

After my failure at this simple task, I watched as one person after another wandered in with hesitation, nervously fumbling for reasons to avoid the harrowing fate behind the orange curtain. What, I wondered would motivate anyone to share their most shameful secret on camera for thousands of strangers? Why was being honest about something, a trigger of such anxiety and dread in others. Would a public admission of one's dishonesty force he or she to be reflective and behave more honestly in the future?

This question is precisely what the (Dis) honesty project is attempting to demonstrate.

Inspired by the book, *The Honest Truth about Dishonesty* by Dan Ariely and Yael Melamed, *The Honesty Project* is a compilation of interviews with people confessing the biggest lie they ever told on screen.

Melamed challenges her audience members to confront the darker part of themselves, in a non threatening space where subjects can safely reflect on the reasons they chose to lie, how it had impacted their lives and the lives of others.

She hopes that by example her audiences will be inspired to take these examples and implement the practice into their own lives. In keeping with this goal, the filmmakers expanded their ambitious project. They have already

enjoyed successful screenings in Israel, New York and throughout the country.

Melamed (whose name originates from the Hebrew word for to teach) hopes to use the film as a tool to educate.

She enlisted the talents of Marissa Jahn , a teacher, activist and artist to design a curriculum that will translate theory to practice. The curriculum uses teachable moments in the film as a catalyst for dialogue and trainings used by primary schools, universities and businesses. Their goal is to create a forum for teachers, students and professionals to discuss ethical issues of cheating, fraud and to cultivate a more honest climate in academic and corporate settings. Melamed and Ms. Jahn hope the slippery slopes curriculum will inspire critical dialogues on issues from academic cheating to dishonesty in social settings, and create a safe space for students, coworkers and teachers to discuss these issues in a non judgmental forum.

Their hope for the project is that it become a catalyst to help "individuals be their better selves." The curriculum has already been implemented in several schools throughout the country including the University of Philadelphia where it has helped students and professors to confront the sensitive issue of academic and professional cheating in and out of the classroom.

Next step is to bring ethics training to help corporations address larger issues of fraud and ethics in mandatory workshops and trainings.#

*"The Test of a Civilization
is in the Way that
it Cares for its
Helpless Members."*

—PEARL S. BUCK

New York Times Conference

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ways that are necessary. Moderator Joe Nocera of the Times remained neutral as he posed interesting questions towards both parties. In one particularly lively exchange, Lopiano argued that college athletes are valued above honor students, which seems backwards in an institution for higher education. Schwarz rebutted with the idea that perhaps honor students "are not worth it" as they don't bring in as much revenue for schools as sports do. This spoke volumes about what universities valued, especially considering that the athletes who make the school millions are not paid like NBA players.

In a change of pace following the discussion on sports, Kevin Carey, director of the education policy program at the New America Foundation spoke about how little traditional higher education mattered as more and more adults are studying at alternative schools. These schools have short programs that certify people in specific skill sets, which helps individuals who may not have otherwise received a degree from an undergraduate university to advance in

New York Botanical Garden

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As the programs at the Botanical Gardens expand, students (age 14 and up) are invited to volunteer through various programs that highlight garden and nutrition based education.

In the years to come, it is clear that the Botanical Garden's efforts to educate New Yorkers about sustainability and nutrition will become increasingly important as we look towards creating a greener NYC. #

their workplace.

The rest of the program featured sessions titled "The New New Education Thing," "Mental Health: A Critical Metric on Campus," and a discussion by David Coleman, president and CEO of The College Board on how schools can provide students with more opportunities than every before. The conference ended with closing remarks and summaries by NY Times staff Emily Bazelon, Charles Duhigg and David Leonhardt with a feeling of hope for the future of education. #

FILM REVIEW

BROOKLYN

By JAN AARON



A young woman torn between life of few possibilities in her native Ireland or uncertainties of life in New York as in Calm Toibin's popular novel, *Brooklyn* now is a lovely movie, directed by John Crowley and script writer Nick Hornby.

Superbly acted, this romantic film, is set in the 1950's, when New York might seem a foreign world to a young Irish woman like Eilis (Saoirse Ronan). Although it is a love story, there's plenty here to make it a tale about the many immigrants who come here to full fill dreams and add their skills and interests to our marvelous cultural hodgepodge.

Sailing steerge and scared silly, Eilis takes a night class in accounting, and eases in guided by priest, who helped bring her over. It's at a dance that she meets Tony, (Emory Cohen), a plumber, there because he likes Irish girls. This being the 50's, their courtship is quite reserved: they see "The Quiet Man," take walks, talk, take weekend dates, with scant physical contact. One hilarious scene involves Eilis being taught how with proper twisting to fork wrap pasta to impress Tony's family, dominated by fresh kid who tells how the family hates the Irish.

She works in an upscale department store and lives at a boarding house taking advice from the women living there.

Then, bad news, Eilis' sister has died. Eilis and Tony share one night of passion and run to city hall and get married. In Ireland, welcomed by all, she learns her best friend is getting married, and her old boyfriend still adores her. They walk on a deserted beach, which is a contrast with Coney Island.



Matured now, though she must leave her mother alone in Ireland, she returns to New York. Every role in this film is superbly acted, even the cameos. The costumes are spot-on as is the cinematography. Shot briefly in New York and mainly in Ireland. This a movie that will cross boundaries when it comes to film-goers. #

The Cloak of Competence

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were even wider in math. However, black and Hispanic students made progress in math over 2014, exceeding the gains of white and Asian students. English language learners scored very low on both tests — just 4.4 percent passed the ELA and 14.6 percent passed the math — but they showed the greatest improvement of any subgroup. Students with disabilities improved only slightly in ELA, edging up to a 6.9 percent passing rate, and declined fractionally in math, with 11.3 percent of students passing the test."

Is this what we intended to find almost 40 yrs after 94 -142? After three reauthorizations of IDEA? More than 15 years after Campaign for Fiscal Equity? Almost 15 years after No Child Left Behind? And, more than three decades of Jose P. litigation that forced the NYC Department of Education to obey federal laws that require appropriate evaluation, placement and services be provided to all students with disabilities?#

Mark Alter is a professor at the NYU School of Education.

AMNH Autism Film

continued from page 23

a peak behind the curtain of being and raising a teenager on the spectrum. Most importantly, Shiva let's the participants speak for themselves—there are no talking heads or analysis; this is their film.

The film is compelling enough to leave the viewer with a head of questions. What happens when they are out in the workforce? A scene with Jessica and her boss puts into context the worries of her parents and demonstrates that these are actual, real concerns. Marideth's unhappiness before the dance raises a more philosophical question: is making them take part in a formal dance for us or is it for them?

With 3.5 million Americans living with an autism spectrum disorder, "How To Dance In Ohio" should be required viewing. If more filmmakers and members of media covering autism had the integrity and clarity of Alexandra Shiva, this very prevalent disorder would be closer to the understanding and acceptance it deserves.#

"How To Dance in Ohio" is currently showing on HBO.



President William Fritz at the Helm of College of Staten Island

By JOAN BAUM, Ph.D.

The theme at the heart of William J. Fritz's initiatives for the last four years, three of which have been as interim president of the College of Staten Island (CSI), the last year as president, has been "changing perceptions." He means by this not only enhancing the image of the college but also of the borough. Even for many Staten Island residents the "island" lives in the shadow of Manhattan. President Fritz takes great "pride" in believing that he's already made a big difference by way of branding and marketing. New colors and a Verrazano Bridge logo are giving the college mainstream identity around the borough, on the website and on college materials. A native of Montana who spent 27 years at Georgia State University (GSU) on the faculty and then in top administrative posts, Dr. Fritz feels he has brought to CSI wide experience especially in benchmarks and best practices, but he has also brought a long-time love for the city. For years he and his wife travelled four times a year to New York, and so he has come to know the area well. Another strength he brought to CSI was his experience at GSU, a Division I school. He is dedicated to athletics as an important way to setting the tone of an institution, especially

at this time of compliance issues in sports. Certainly, the fact that CSI is the home of the winning Dolphins has made basketball its "signature game," another reason to attract competitive students. Athletics, he points out, as adjunct to academic study, is a way to hone leadership skills and provide entertainment, which increases attendance at games and thus awareness of the college.

Being given a "mandate" as interim president to make important appointments and advance academic offerings has allowed Dr. Fritz to effect changes that have already "increased excitement" about the college. Not incidentally, he refers to himself as the 7th president of CSI because he wants to include the time when CUNY's presence in the borough was separated into Richmond College and Staten Island Community College. He is proud of that history. He is just as proud of the new directions he has charted. For the first time CSI now has residence halls, at 98% capacity. Though housing only 450 students (many from The Bronx, looking for an affordable campus experience) out of a campus total of 14,000, their presence has affected the entire college because the dorm students help define CSI as a place to live, work, study – to "really use the campus."



Thus, the president looks to partnerships between the public and private sector to advance this initiative.

Of course, it's in the academic area that President Fritz seeks to make the most enduring changes, curricular emphases that can offer job opportunities and enhance the quality of life. Under his leadership CSI has created three new schools in Business, Education and Health Sciences. He notes that the college can boast having sophisticated programs in general-degree engineering, including now a specialized B.S. in Electrical Engineering. Big data analytics also play an important part in the new CSI, as faculty expertise, high-performance computing and allied technologies make the college an important resource for the city, mapping and forecasting in areas that affect transportation, the environment and the economy. To this end, CSI will soon be opening a branch in St. George, on the northeastern tip of Staten Island, near the ferry, so that college graduates who work in the Wall Street area can have an opportunity to do Masters work.

All in all, President Fritz has created ten new academic departments and is pushing ahead with others that he feels will put CSI well on the way to being, as he puts it, "a national campus, attracting students from all over the metropolitan area, the state and the country. #

Diverse Learners

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designed with high level of instructor social presence within a digital learning community. Discussions and group problem-solving can often be effective tools in a traditional classroom, but require significant effort to orchestrate for the adaptive learning platform. Given multiple options to engage, such as visual with or without audio overlay, video streams and so on, students noted that multiple options to engage led to information overload. Content in video format was preferred over other modalities. Also, many students are simply unaware of their learning preferences and may struggle to work independently towards a learning goal. This raises the question – How can we fulfill the potential of personalized learning while addressing the inherent challenges faced by diverse learners in online courses? National Science Foundation sponsored research at Landmark College is leading the way on practices for online learning for students who learn differently. # See <http://www.landmark.edu/institute>

Manju Banerjee is the Vice President, Educational Research and Innovation and Director, Landmark College Institute for Research and Training.

Dr. Dahlstrom-Hakki earned his Ph.D. in Cognitive Psychology from the University of Massachusetts Amherst. His research has primarily focused on two areas: new methods for teaching STEM to students with disabilities; and using eye-tracking technology to study the cognitive underpinnings of information processing.

Landmark College Research

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The advantages of such a close and mutualistic working relationship include the tremendous benefit of having our researchers both inform and learn from our educators, while our educators learn from but also inform our researchers. For example, the LCIRT webinar series are often co-presented with faculty, and almost all research endeavors (such as our recent three NSF grants) involve STEM faculty, advisors and coaches as partners.

Another new initiative through LCIRT seeks to engage our students as research apprentices, working side by side with LCIRT researchers; a grant from the NSF's Research Experiences for Undergraduates provides stipends for two Landmark College students to work as research assistants on NSF-awarded projects to LCIRT. Other examples of research collaborations with faculty include: A "Changing Students' Mindsets" intervention with at-risk high school students; a "neuro-gaming" project to study how video games can positively impact a student's brain; "Stress Management and Resiliency Training" for first-year students; and "Therapy Dogs and Exam Anxiety," to mention a few. LCIRT also offers regularly scheduled workshops and one-on-one faculty consultations on research topics.

As Landmark College moves to investigate best practices for students with LD not only in the traditional classroom but also in the online space, our embedded research division is identifying how to apply breakthroughs regarding the science and technology behind online teaching and learning efficacies. LCIRT's dis-

Robotics at Vaughn College

By REX WONG

Robots can serve human society in many ways. As the society is aging and the manpower of workforce is diminishing, the request for domestic service robots to help the elderlies live independently becomes more and more imminent. On the other hand, due to the concern of growing insecurity in many aspects of modern day life, home security surveillance is the one of most important issues. Therefore using robot to check house conditions when we are not home also gains more and more attention these days. In view of this situation, we propose an educational module which utilizes the basic need of our daily life to motivate the learning of engineering and technology for students either in STEM related programs or non-STEM curricula. Through this endeavor, students can gain an insight to engineering systems and see how the scientific knowledge and technology can be blended together to provide a meaningful application to enhance our life. To further manifest the close relationship between knowledge used in real situation, we use a robotic project to show the

coveries will continue to inform and inspire our on-campus and online offerings. In the end, the students benefit the most, and that is why we hope that other institutions will start to look to apply more of their discoveries right on their own campuses.

Peter Eden, Ph.D., is president of Landmark College in Putney, Vermont.



President Sharon DeVivo with students in technology department

multi-disciplinary nature of robotics, mechatronics, or any practical application. The robot students will build can attend the household, or patrol to search for any anomaly condition, for example, we might have left the lights on while we are out and the robot can tell us by sending a message to our cell-phone about the condition. This scenario is typical example of robotic application and will motivate anyone wishing to learn how mobile robot works. In order to alleviate the inertia of difficulty which might hinder the learning process, we adapt LEGO MindStorms kit as the basic platform to build the robot and use its built-in programming environment, NXT-G as initial algorithm development tool. Once students grasp the entire process, they are encouraged to move on to open-source platforms or ingredients to build their own robots. # For more, please visit us online at vaughn.edu

SUPPORTING DIVERSE LEARNERS: THE PROS AND CONS OF PERSONALIZED LEARNING

By MANJU BANERJEE, Ph.D. &
IBRAHIM DAHLSTROM-HAKKI, Ph.D.

Today's college students are unrecognizable from just a decade ago in their use and adoption of technology. Technology permeates every aspect of college life and has changed the very fabric of how we teach and learn. A recent posting by Inside Higher Education reports that 70% of college students say that they cannot do research without technology. In 2009, students spent \$13 billion on electronics. The increased adoption of technology by college students is matched only by the exponential growth in the number of online and blended courses offered by colleges and universities around the country. Over half a million more students enrolled in at least one online course in fall 2010 compared to fall 2009, representing a year-to-year growth rate of 10.1%. The ramifications of this "technology phenomenon" are still evolving. The stakeholders are numerous here, and the stakes are high. Of particular significance is the lack of understanding of the implications of technological innovations and eLearning on students who learn differently, such as students with Learning Disabilities (LD), including Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) and Autism

Spectrum Disorder (ASD). The opportunities and potential for gain from technological innovations for students with LD are too high to ignore.

In recent years, the idea of personalized or customized learning based on technological affordances has garnered much attention from educators and education foundations alike. One such framework is adaptive learning. Adaptive learning promises to deliver personalized learning that meets the unique needs of individual students. This promise, if fulfilled, will address a major issue of accessibility for a growing number of students for whom traditional online education has been less than effective. The most common approach to adaptive learning is the use of knowledge tracing algorithms to link responses on multiple choice assessments to specific content areas thereby allowing remediation to focus solely on those areas that the student had not yet mastered.

A pilot study conducted in 2014 at Landmark College in Putney, VT, using an adaptive learning platform for college-level statistics for students with LD, was both informative and revealing. The most effective and popular element of the course was the use of video content
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Middle School Issues

By DR. ANN MULVEY

The Middle School years are very demanding for parents and educators alike. The junior high period are the years when curiosity, social awareness and emotionality of adolescences develop. For some students, especially girls, these years can be a trial for them to fit into the social milieu. Seemingly simple inclusions such as invitations to birthday parties may mean everything to many of these students. I have seen rejection by girls to birthday parties develop into deep depression for that teenager.

For both boys and girls maturity may compete with body image and self-concept (Wolman, 1998). For girls, it is a period of intense sensitivity and adjustment. For boys, it may be a time of teasing and limited self-concept. Boys want to excel academically and athletically to maintain self-concept. It is really a time for "students to figure out who they are."

During these years, to get attention, bullying can be a serious problem for parents and educators. The bully often has issues that need to be addressed. In my experience, the bully feels lonely with "no one who cares." On the other-hand, the victim must be given time to discuss the situation and be part of the action plan. The most difficult times for the victim are usually the less structured periods of the school day. This situation occurs because students are given more freedom of choice during recess, hall movement, lunch and perhaps specials. The aftermath of childhood bullying can stay with an individual for a devastatingly long time. Jose Bolton underscores that because of shame and embarrassment, bully victims feel overwhelmed and debilitated and many never forget the physical and emotional pain of being abused.

As educators, a definite course of action must be followed to assist the bullying victim.
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IN MEMORIAM



We mourn the loss of
YEHUDA BAYME, a talented reporter
for EDUCATION UPDATE who died in an
automobile accident recently. He was
intelligent, thoughtful and gentle.

We will always remember him.

—The Staff of EDUCATION UPDATE

THE MATH COLUMN

Logical Thinking – An Important Goal, Especially in Mathematics

By DR. ALFRED POSAMENTIER



One of the responsibilities of teachers – in particular math teachers – is to teach students to think logically. Sometimes this can be done in a very entertaining (or perhaps a bit frustrating) fashion. Here are two examples that will bring students to think logically and perhaps help their mental training!

Try to find the mistake here – a paradox
A customer walks into a bookshop and buys a book for \$10. The next day he returns to the bookshop and returns the book he bought the previous day. He then selected a book costing \$20 and simply walks out with it. His reasoning is that he paid for the \$10 book on the first day, and then returned the \$10 book, thereby leaving \$10.00 cash plus the \$10.00 book behind. With this \$20.00 credit, he then took a \$20.00 book and considered it an even trade. Is this correct? If not where is the error? There is obviously a subtle mistake made for the reader to discover. (Hint: Try doing this by replacing "a \$10 book" with "two \$5 bills." The mistake should then become clear.)

The Paradox of the Missing Dollar

Three men plan to spend one night in a hotel room. They pay \$60.00 for the hotel room. Just as they were about to leave their room, the

receptionist noticed that the cost for the room was \$55.00 per night. The receptionist sends the bellhop to the room to return the \$5.00 of overpayment. However, the bellhop decides to give each of the three guests \$1.00, and keeps the remaining \$2.00 for himself. Therefore, each of the three guests has paid only \$19.00 for the room. The sum of these three payments is therefore $3 \times \$19 = \57 . This plus the \$2.00 that the bellhop kept only totals to \$59.00. Where is the missing dollar? Is there some mistake?

After a somewhat bewildered reaction to this transaction, we offer the following explanation of the mistake: It is totally meaningless to add the \$2.00 that the bellhop took to the \$57.00 paid by the three men. The correct calculation is as follows: three men paid \$57.00 for the room, of which \$55.00 went to the receptionist and \$2.00 went to the bellhop.

Another way of looking at this (unmistakenly), is to note that the three guests got a refund of \$3.00 which when added to the \$55.00 they originally paid for the room and the \$2.00 the bellhop took, use a total of \$60.00. Such calculating mistakes are not uncommon, yet should
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Landmark College President Shares Research

By PETER EDEN, PH.D.

I have worked at several colleges and universities, and in each case, scholarship, service, and teaching were main criteria by which faculty were assessed when it came to rank promotion or tenure consideration. Scholarship often takes the form of research, such as a laboratory-based research project, ideally involving student participation. Do the discovery, inquiry, and experiences lead to student development and knowledge, both about content and about their own abilities and future paths? Yes. Does this lead to a broad impact that improves teaching (in and out of the classroom) across the institution? Not often.

Research programs at these institutions and many institutions are also often undertaken by a research arm, institute, or graduate division made up of faculty and staff with a sole or primary focus on research. These research institutes are typically funded by federal and state grants and do often involve undergraduate and graduate students. Involvement of students is wonderful, and it can be incredibly powerful in terms of student growth and preparation for post-college opportunities. However, too rarely does one see a college or university's often arcane research directly informing and improving that institution's fundamental teaching and

learning.

Yes, the merits of discovery research extend well beyond the "business" of teaching and learning, and advances in research bring us closer to, for example, curing diseases. However, a direct and fully mutualistic relationship between heavy-duty research and the process of learning by the student body is difficult to find. At Landmark College, we are fortunate to have the Landmark College Institute for Research and Training (LCIRT), which conducts research and development every day, funded by the National Science Foundation (NSF) and other funders. LCIRT's efforts and foci are not merely conveniently located within a college environment with about 500 full-time students with learning disabilities and difficulties (LD). LCIRT's discovery programs deliberately involve our faculty and staff on many levels.

Rarely does one find a globally recognized, academically situated research outfit that from the outset of any pursuit asks about the application of likely findings in a learning environment. Even when LCIRT is conducting seemingly esoteric research steeped in technology, they have an intentional link to the teaching and learning efforts going on within our campus.
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Enric Sala's Pristine Seas: Journeys to the Ocean's Last Wild Places

By DR. MERRYL KAFKA, NYS MARINE EDUCATION ASSOCIATION

John Muir and Teddy Roosevelt, considered the "Fathers of National Parks" helped to establish and protect U.S. natural resources for posterity to preserve its unique scientific qualities: its wildlife and geomorphological significance, and its educational and recreational values.

Enric Sala, a National Geographic Explorer, has the same deep commitment to enhance our understanding of wild places, and to ensure their protection and status as "parks". It just happens to be under the sea. Sala and his team of National Geographic marine scientists in the Pristine Seas Project (PSP) has explored the world in search of precious ocean areas that seem to have been untouched by human activity. In his quest to identify remote islands with few or no inhabitants, he introduces us to what the oceans were like, before we started "obliterating these sacred grounds". The team's mission is not only to photograph and collect biological data and understand how pristine ecological systems operate, but just as important, the team advances conservation initiatives by working with many governments to establish protected areas. Thanks to the Pristine Seas Project within ten years, over two million square kilometers of ocean are now designated as no-fishing marine reserves. Most recently, the PSP helped to create an underwater national park in the Coral Sea, between New Caledonia and Australia.

In the U.S., NOAA (National Oceanic and Atmospheric Administration) designates, classifies, and maintains the database of Marine Protected Areas (MPAs) consisting of 1800 sites, in addition to at least 12 National Marine Sanctuaries such as Stellwagon Bank, off of Cape Cod, The Florida Keys, and Monterey Bay, just to name a few. Approximately 2% of the world's oceans are under some type of protection.

The Pristine Seas world-wide expeditions traveled to such areas as the Franz Josef Islands, a network of 192 islands in the Russian Arctic, to the Seychelles Islands in the Indian Ocean off of Mozambique, to the Coral Sea off of New Caledonia, to the Northern and Southern Line Islands by the equator in the Pacific Ocean, near Palau and studied the atolls near Costa Rica, Chile, Gabon in Africa. Every continent on the map has been investigated. One of the more notable and historic sites explored were the Pitcairn Islands in the south Pacific, which was the hideaway of Fletcher Christian and his fellow British mutineers, who fled from their Majesty's service onboard the H.M.S. Bounty in 1790. Pitcairn Island, with a population of descendants from the mutineers, one reached about 200, now has only about 50 inhabitants. Despite this very small human population, Sala indicated that there is a disproportionate impact on the local fishing stocks there, when compared to three nearby islands that are uninhabited. There were significantly



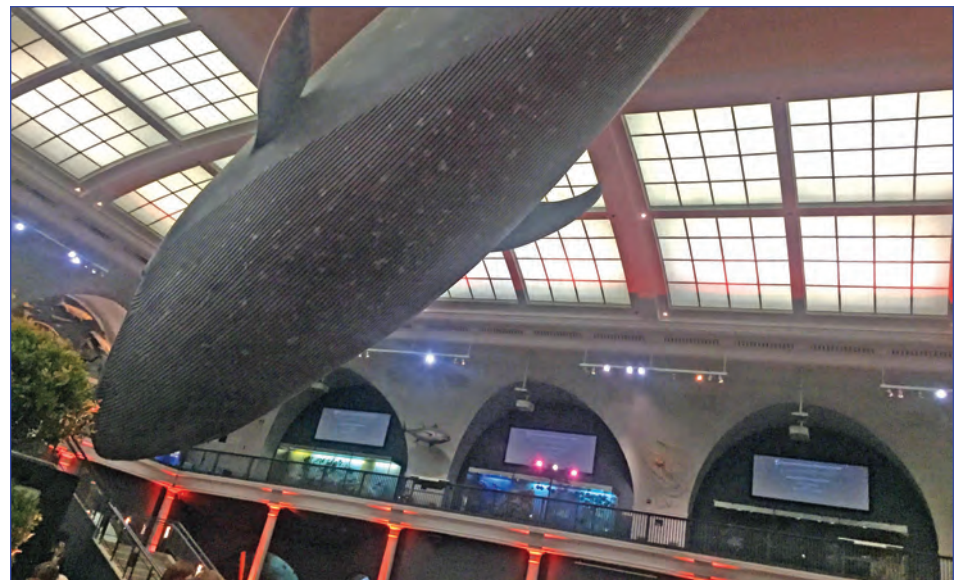
fewer fish, sharks, and red snapper on Pitcairn Island. This archipelago forms one of the most remote island systems, created from volcanoes that are 8 million years old. Sala, who captivates his audience with humorous as well as death-defying adventures, tells us that the Apollo astronauts made it to the moon faster that it took the National Geographic team to travel from Washington D.C. to Pitcairn Island!

Human activity continues to add to the list of well-documented ocean threats: pollution, overfishing, excessive by-catch, warming trends, and ocean acidification. All of these stressors take their collective toll on wildlife and habitats, but fragile systems can and do restore themselves when there are management interventions and protected zones that allow for stocks to replenish themselves, whether they are depleted fish stocks or compromised coral reef systems. A case study by Dr. Sala revealed a 446% increase in biomass following a 20-year protection plan in the Medes Islands in Spain, Dr. Sala's home country.

The oceans provide us with oxygen, nourish us with protein, are harvested for energy, minerals, medicines, and controls our climate. We pay tribute to scientists like Enric Sala and others who have made their life's work so vital to saving our life-giving bodies of water.

The book, *Pristine Seas*, published by National Geographic, is filled with stunning full-page photographs of marine life, documenting the exploration of remote places from the arctic to the tropics. Whether snorkeling or in SCUBA gear, or operating a ROV (Remotely Operated Vehicle) or riding in submersibles, Sala opens a window into this water world of mystery and marvel. #

Third Graduation at the American Museum of Natural History



By KISA SCHELL

It's hard to imagine graduating underneath the giant blue whale at the American Museum of Natural History but for 18 accomplished graduate students, this scene was a reality. The commencement of the Richard Gilder Graduate School was held in the Irma and Paul Milstein Family Hall of Ocean Life where four students received a Doctor of Philosophy in Comparative Biology and fourteen students received their Masters of Arts in Teaching with a specialization in Earth Science.

The first of its kind in the Western Hemisphere to grant Ph.Ds., the American Museum of Natural History specializes in the preparation of students to bring a greater understanding of science to the community at large. Enabled by a generous benefactor, Richard Gilder, the museum provided doctoral

degrees to students interested in a myriad of subjects, from the evolution of ants to topics focused on birds, lizards, and wasps.

The ceremony also conferred an Honorary Doctorate of Science degree to established paleontologist, geologist and evolutionary biologist, Dr. Mee-Mann Chang. Research Professor at the Institute of Paleontology and Paleoanthropology and Professor at Peking University, Dr. Chang is a preeminent figure in the field of paleontology. Dr. Chang urged students as they looked towards their futures: "I encourage you to go places where the devil fears to tread, and to make great discoveries there."

The leadership of President Ellen Futter at the American Museum of Natural History has enabled the degree programs to flourish, a first in academia and a tradition to influence other museums. #

EDUCATION BROUGHT TO THE FOREFRONT AT NEW YORK TIMES CONFERENCE



(L-R) David Leonhardt and Rahm Emanuel

By LYDIA LIEBMAN AND KISA SCHELL

The fifth annual New York Times Schools for Tomorrow conference, held at the Times Center in Midtown Manhattan, brought together over 400 educators, government officials, technology innovators, investors and other distinguished guests to explore some of today's most profound questions regarding higher education. In debates and discussions, hot-button topics such as sexual assault on campus, the impact of big-time sports, the effect of race and class on the classroom and the stress associated with the college application process were addressed at length by leaders in education and journalism.

The keynote conversation included David Leonhardt, editor of *The Upshot* of the New York Times and Rahm Emanuel, mayor of the City of Chicago. The engaging conversation covered several key points including the importance of community college and Emanuel's opinions on school reform; a term Emanuel does not particularly like. "School reform is an elite discussion," he declared, "I believe in quality. I owe parents quality." He shared three elements that create a quality school: the principal, the teacher, and an involved parent. "The first door of education is the one at home. Home is where they learn the importance of education," he said.

Emanuel also spoke about Chicago's successful dual enrollment program that allows high school students to earn college credits. The program has grown from 300 kids to 3800. If a student maintains a B average, they will automatically be enrolled in the program and be eligible to receive \$2500 off of their tuition in a Chicago community college. This plan, says Emanuel, creates continuum and acts as a ticket for the next two years.

David Leonhardt remained on stage for another

discussion centered on state schools. The panelists included Nicholas B. Dirks, chancellor, University of California, Berkeley, Michael A. McRobbie, president, Indiana University and Nancy Zimpher, chancellor, State University of New York. Much of the discussion focused on funding, which for many schools has been significantly cut, as well as changing student bodies and the effect of technology.

Following the poignant discussion on state universities, president and C.E.O. of the Center for American Progress, Neera Tanden, took the stage to give a brief overview of how education is playing into the 2016 presidential race. An audience favorite was a visual presentation of the education platforms candidates such as Hilary Clinton ("debt free tuition"), Bernie Sanders ("free tuition"), Chris Christie ("streamline bureaucracy"), and Jeb Bush ("students must finish faster"), among others. The following "Visions for Change" presentation, as these brief talks were called, focused on the stress many high school students face when applying to college. New York Times Op-Ed columnist Frank Burni spoke of the startling suicide rates and instances of binge drinking due to application stress. "The admissions race reinforces the idea that life is a hierarchy," he said, "and that the package matters more than the substance."

Following a networking break, the conversations turned heavy with discussions regarding sexual assault and affirmative action. The first session, "Sexual Assault: How Colleges Can Fight Back," featured panelists Alexandra Brodsky who is the founder of Know Your Title IX and editor of *Feministing.com* as well as a student at Yale Law School along with Sharyn J. Potter, Ph.D., M.P.H., co-director of Prevention Innovations Research Center and associate pro-

An Anniversary Blooms at New York Botanical Gardens

By KISA SCHELL

As the New York Botanical Gardens (NYBG) look forward to two very important milestones—the 30th anniversary of the Gardens in their current location and the 60th anniversary of the Children's Gardening Program—many exciting programs are being introduced to the public for this fall and beyond.

A new teaching pavilion was unveiled where the new Edible Academy program will be able to host classes year-round, as opposed to only the growing season, which fleetingly lasts between April and early October. Students will now be able to visit the Botanical Gardens throughout the school year, where they can learn about nutrition and organic farming. The vegetable garden, will not only teach students about gardening, but allow them to enjoy fresh, nutritional meals as well. The Botanical Gardens seek to align classroom curriculums with hands-on learning, doing so through themed programs like Native American gardening, which takes place in the Native American gardens. Because 4th grad-



Gregory Long, CEO,
NYBG

ers learn about New York State history, they will be able to take a trip to the Native American gardens during their pre-colonial history unit to experience firsthand how the natives used the Three-Sisters system to have successful crops.

Additionally, two new interactive classrooms feature a demonstration kitchen and a green roof. A new 6-week, camp-style program will explore sustainable building practices and gardening practices, such as solar power, geothermal technology, and com-

post toilets, all of which are features of the new buildings.

The New York Botanical Gardens are pioneering such education programs and teaching others how to do so. In April, NYBG was asked by Michelle Obama to help plant her vegetable garden. Members of the education department, along with some lucky very fourth graders, visited the First Lady and helped her plant a garden that accented the nutrition portion of her "Let's Move" program.

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fessor at University of New Hampshire and David Rudovsky, founding partner of Kairys, Rudovsky, Messing & Feinberg, LLP and senior fellow of University of Pennsylvania Law School. New York Times Magazine staff writer Emily Bazelon moderated the discussion. While all the panelists agreed it's "great sexual assault issues have surfaced", they recognized that there was still a long way to go. Specifically, Sharyn Potter said the fact that so many sexual assaults go unreported makes it very difficult to progress.

The discussion on affirmative action and the influence of race and class on admissions decisions was particularly fascinating. Professor and author John McWhorter of Columbia University with Vice President for Enrollment and Student Success Angel B. Perez Ph.D of Trinity College, moderated by New York Times reporter Motoko Rich, led a spirited discussion about race and socioeconomic diversity and the acceptance of diverse students for the sake of being diverse. "Diversity is important when all the qualifications are the same," said McWhorter regarding the admission process. The panelists also spoke on the importance of diversity in schools in order to help students learn about new cultures and to become more accepting and open minded.

This discussion was followed by a networking lunch, where Norman Atkins, co-founder and president of Relay Graduate School of Education, Patrick Dohard, superintendent of the Louisiana Recovery School District, and Kate Walsh, president of the National Council on Teacher Quality debated what needed to be done to properly prepare teachers for the classroom. The consensus was that those studying to become teachers needed hands-on experience

in order to fully understand whether the job was right for them. Oftentimes, teachers are ill equipped and unprepared for a job that they only learn in theory.

After lunch, Dan Huttenlocher, dean and vice provost of Cornell Tech and Ned Staebler, vice president for economic development at Wayne State University and president and C.E.O. of TechTown discussed how higher education prepares students for startups in a session entitled: "Incubators: The New Face of Universities." Moderated by Times reporter David Segal, this conversation focused on universities and technology programs. For many who are disinterested in their current careers, studying skills such as coding can help transition them into more lucrative and fulfilling options. It was mentioned that technology based start up companies are very geographically distinct, with New York City being one of the biggest cities for small businesses to get their start.

This was followed by a session called "The Big Problem of Big-Time Sports." In this discussion, the focus was on how college sports are big business for higher education. This emphasis on the athletic component of higher education creates an issue, as sports are often overly dominant, as opposed to the value of education. Donna A. Lopiano, president of Sports Management Resources, argued on the side of reform as she believes that education for athletes is equally as important as their respective involvement in sports. Andy Schwarz, partner of OSKR, argued on behalf of market, stating that sports are an integral part of college business and that they shape the culture of the school in

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The McCarton Foundation

With a new child diagnosed every 20 minutes, Autism Spectrum Disorder (ASD) is the fastest-growing developmental disorder in our country. The Centers for Disease Control and Prevention reports that currently one in every 68 children in the U.S. has some form of autism, and the numbers continue to rise. Sadly, many children lack access to crucial services, especially those from low-income families.

At the McCarton Foundation—led by Founder & Executive Director, Cecelia McCarton, M.D.—they believe in the ability that exists within every child with ASD, and that all children deserve the opportunity to reach their full potential. Their mission is to provide children on the autism spectrum with the treatment and education they need to meet their potential.

Since 2002 the McCarton Foundation has transformed the lives of hundreds of children with ASD through exemplary medical, educational, and therapeutic programs at the McCarton Center and the McCarton School. Now they are committed to bringing their exceptional methodology to children in underserved communities.

With empirical evidence illustrating that early intervention services are the most effective means of treating children with ASD, the McCarton Foundation plans to open an early intervention center in New York City's most underserved community in the Bronx.

The McCarton Foundation's center in the Bronx will provide the highest-quality treatment and services at no cost to children with ASD.



Dr. Cecelia McCarton

The center will offer developmental screenings and evaluations, along with a specialized center-and-home-based therapeutic program strategically developed for children with ASD utilizing the McCarton Integrated Model. Dr. McCarton's unique methodology integrates aspects of applied behavior analysis (ABA) therapy, speech and language therapy, fine and

gross motor therapy, sensory integration therapy, developmental play skills, and socialization with typically-developing peers.

Currently the McCarton Foundation team is working to build close relationships with organizations that have strong ties to the community (religious institutions, community centers, housing projects, health clinics, day care centers, etc.), that will help the foundation connect with the underserved population in the community through channels they trust. The foundation's goal is to gain the confidence of local families who may have concerns about their child's development, and to educate these families about the necessity of early evaluations and the different services available to them and their children.

At capacity, the McCarton Foundation's new center is projected to be able to serve up to 160 children with autism in the Bronx every day. Over the next several years they plan to build their program to reach that capacity, and have future plans to launch an associated preschool program, and other early intervention centers in similar underserved communities. #

FILM REVIEW

AUTISM HIGHLIGHTED IN FILM AT AMNH

By LYDIA LIEBMAN

Poignant, eye-opening, and triumphant, "How To Dance In Ohio" uses a spring formal as the vehicle to explore the lives of teenagers with autism in Columbus, Ohio. Film maker Alexandra Shiva, who has two other films under her belt ("Bombay Eunuch" and "Stagedoor"), paints an immersive and detailed picture of what it's like to be a person on the spectrum while engaging in the typical coming of age rituals of American teenage life. The film celebrated its New York premiere at the Margaret Mead Film Festival at the American Museum of Natural History.

Embedded in the social-skills therapy programs of clinical psychologist Dr. Emilio Amigo, Shiva is granted astounding access to the participants and specifically, three young women



and their families. Marideth, 16, Caroline, 19, and Jessica, 22, are each relatively high functioning with distinctively different personalities and characteristics; Marideth is a methodical researcher with deep knowledge of the endocrine system to marsupials, Caroline speaks Japanese and Jessica is an avid lover of anime and cartoons. The young women, and the rest

of Dr. Amigo's social-skills groups are preparing for a Spring Formal, which will be, in the words of Dr. Amigo, "a recipe for disaster." Amigo and his team cover the whole gamut from how to ask a date to how to dance the "wobble".

Where "How To Dance in Ohio" excels most is in its nuance. While the film certainly has the "feel good ending" that seems to permeate all types of special-needs related media, it offers

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The Cloak of Competence!

By MARK ALTER, PhD

The history of special education is grounded in labels, stigmas, isolation, segregation and institutionalization. We labeled a student, placed a student in a specific class or school for the specific disability, designed curriculum for the disability, developed assessment instruments for the disability & certified teachers by disability category. This process was to change in 1975 with PL 94 142, Education for all Handicapped Children. Seven major principles guided the spirit and mandate of the law: (1) Zero reject-No child shall be refused an appropriate education by public schools; (2)Nondiscriminatory evaluation-Evaluations must be conducted in the child's native language; (3) Least restrictive environment-Each child must be educated as much as possible with students without disabilities; (4) Due process-Fourteenth Amendment rights of the Constitution. which guarantee privacy, confidentiality of information, and protection of personal rights. are extended to those identified as having a disability ;(5)Individualized education program (IEP)-Educators must plan individually tailored educational programs for each student with a disability;(6) Preschool programs-Early intervention programs for children from birth through age 3 must be developed and operational; and (7)Individualized transition program (ITP)-Educators must plan individually tailored transition programs from school to employment and adult life.

Has legislation, litigation, school reform, standardized testing, teacher quality and politics become our cloak of competence?

Here we are almost 45 years later and what are our findings reported by NYC DOE in 2014 : (1) Of the approximately 185,000 students with IEP's in NYC 4 out of 5 are either Hispanic or black (79.9%) and 2 out of 3 are male (66.6%) and slightly more than 1 out of 6 is an English Language Learner. (2) Approximately 1 out of 5 students in NYC Schools has an IEP; and of all students with IEP's approximately 1 out of 8 attend District 75;(3) For students attending Districts 1-32, approximately 4 out of 5 are classified as having a speech impairment or a learning disability (79.8%) and, for students attending District 75 almost 2 out of 5 are classified as being on the Autism Spectrum (37.3%).. Perhaps the most troublesome findings reported have to do with the performance of students with IEPs at or above proficiency (Levels 3 and 4) on NYS Grade 3-8 ELA Assessments.. in 2013, 5.7% and in 2014 6.7 % of the students scored at Levels 3 or 4 and in Math, 2013 8.4 % and 2014 11.4% scored at Level 3 or 4. Finally, in 2013 the a 4 year graduation rate was 37.5% year and with a 17.6 % drop out rate . With regard to students graduating with diplomas in 2013; 1.1 % received an Advanced Regents Diploma; 16.8% received a Regents Diploma and 19.6 received a Local Diploma.

Maisie Meadoo reported in 2015 that the "Performance gaps in New York City remained large, in some cases even larger than in the past. More than half of white and Asian students met standards in ELA while less than 20 percent of black and Hispanic students did. The gaps

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Stuttering: Unraveling the Mystery

By LORI MELNITSKY, MA CCC-SLP

Imagine not being able to say your own name? Imagine being scared to order a cup of coffee? Imagine having a panic attack when the phone rings? Approximately one percent of the population stutters. These tasks sound so simple to most but to three million people talking is a challenge. However these potential obstacles can hopefully be avoided when stuttering is treated early.

Stuttering is a speech disorder consisting of disruptions in the normal flow of speech. These disruptions or dysfluencies are known as repeating whole (I I I want) or parts of words, prolonging sounds (ex: ssssand), displaying silent blocks, using filler words (um,like) and hesitations.

Too often many parents are told to "wait" and not seek help when a child begins to stutter. Pediatricians, family members, and teachers often tell parents of their children's stuttering "it is a phase", "they will outgrow it" or "ignore it". The truth is we do not know who will outgrow stuttering and leaving children struggling can significantly impact their lives.

School aged children who stutter, might begin to develop negative feelings about stuttering and are at risk of being bullied. They often need help improving fluency, feeling empowered and

advocating for themselves. Schools often are unable to provide the specialties that these children require and outside intervention is needed.

People who stutter need to be heard. They require the listener to not interrupt, listen to the message and maintain eye contact. Their message is important and deserves to be heard. Contrary to popular belief finishing someone's sentence encourages rushing, which increases speaking anxiety and stuttering.

Many people stutter have successful careers. For teens and adults we now know of several intensive fluency courses that can significantly decrease stuttering and help preparing for college and job interviews more manageable. It takes hard work and intensive practice to achieve these goals but the outcome is life changing for many. Stuttering should not stop anyone from achieving their aspirations and goals. #

Lori Melnitsky, MA CCC-SLP is a licensed speech/language pathologist specializing in stuttering therapy on Long Island and NYC. She directs All Island Speech and Stuttering Therapy and can be reached at 516-776-0184 or Lori@allislandspeech.com. Lori overcame a severe stuttering disorder herself and her daughter recovered from stuttering. www.allislandspeech.com

STATE OF THE COLLEGE 2015, TEACHERS COLLEGE

Recently, Teachers College President Susan Fuhrman delivered her State of the College address in Cowin Auditorium, declaring that “TC is better positioned both academically and operationally to flourish for decades to come as a leader in shaping programs and fields that contribute to a smarter, healthier and more equitable world.”

TC is a community of scholars advancing game-changing ideas on so many fronts. During the past year alone, we launched the world’s first education school degree program in Learning Analytics; we designed a certificate program in Sexuality Women and Gender; introduced Latina/Latino Mental Health Services program to prepare psychologists to play a role in integrating mental and physical healthcare; and developed a Creative Technologies concentration in arts education centered on a newly re-outfitted fabrication laboratory – our very own “fab lab.”

This fall, our Department of Curriculum and Teaching announced a new Doctoral Specialization for Teacher Educators with courses designed to bring greater resources and attention to professional preparation of professors of education.

Since 2007, we have recruited 71 new tenure-track professors, which represents more than one-third of our faculty. They are among the nation’s top scholars in education, health, psychology and leadership. The strength and range of their talent and expertise are unparalleled.

This fall alone, we welcomed ten new faculty members, representing a great cross section of fields – from multilingual curriculum development to understanding psychological risk factors for suicide; from adolescent literacy among marginalized populations to collective creativity mediated by digital technologies.

We also continue to enjoy strong funding support for faculty research. In Fiscal Year 14, TC received \$41.25 million in sponsored research and training funds, increasing from \$34.4 million in Fiscal Year 07. And though the books officially close on Friday, preliminary Fiscal Year 15 figures indicate funding levels could



TC President Susan Fuhrman

exceed \$44 million.

All of that research culminates in spectacular published work. Among the signature books this year are *The Spiritual Child: The New Science of Parenting for Health and Lifelong Thriving* by Lisa Miller, Professor of Psychology & Education, focusing on the culturally neglected but important need to support spiritual development – a connection to a larger universe beyond the self—in children and adolescents.

And in *Redesigning America’s Community Colleges: A Clearer Path to Student Success*, Thomas Bailey and co-authors from TC’s Community College Research Center argue that to increase student completion, community colleges must engage in fundamental redesign.

Faculty work is so multifaceted—thoughtful teaching and advisement of students, innovative and groundbreaking research, service to the academic community both here at TC and beyond. Each year, members of our faculty are honored for their work with membership into the highest levels of national professional societies related to their fields. This year, for example, four of our faculty joined seventeen of their peers as Fellows of the American Educational Research Association; Amy Stuart Wells joined ten of her colleagues as a member of the National Academy of Education; Carol Garber was recently elected to the National Academy of Kinesiology, bringing our total of active fellows there to three. We also boast over a dozen fellows of the American Psychology Association.

Let me turn to our amazing students, who inspire us to continually improve their TC experience. Last month we welcomed more than 1840 immensely talented new students, ready to start on their TC journey.

Our geographic reach continues to impress – we enrolled students from 45 states, DC and Puerto Rico. We’re missing Wyoming, West Virginia, South Dakota, Montana and Idaho so let’s get on that for next year!

More and more students from around the globe are choosing TC. From 2006 to 2015, international student enrollment has risen from 12.7 percent to 19.5 percent.

**THIS ARTICLE CONTINUES
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Town Hall Gala

continued from page 14

in 1990. Mr. Libin began his professional career in the theatre as an actor. Since then, he has worked as a director, stage manager, company manager, general manager, managing director, and producing director. He produced his first play in New York in 1958 and, to date, more than 250 productions on Broadway, Off-Broadway, and on tour. Mr. Libin is the owner of The Circle in the Square Theatre, President of the Circle in the Square Theatre School, and has been on the Board of Governors at the Broadway League since 1976. He is also a member of the Broadway League’s Executive committee, the Tony Award Management Committee, President of Broadway Cares/Equity Fights AIDS, a trustee of The Actors Fund, Actors’ Equity Pension Fund, Treasurers’ Pension Fund, and an Adjunct Professor of Theatre Arts at Columbia University. Mr. Libin was the Producing Director of Circle in the Square Theatre and served as President of the League of Off-Broadway Theatres for 30 years. The recipient of many

awards including nine Tony Awards, in 2003 he was awarded the Eugene O’Neill Medallion, in 2004 he received the Eugene O’Neill Foundation Tao House Award, and in 2013 the Tony Award for Lifetime Achievement in the Theatre.

KT Sullivan was named artistic director of the Mabel Mercer Foundation, the presenter of the annual Cabaret Convention, in 2012. She starred in the Broadway revival *Gentlemen Prefer Blondes*, and headlined for almost two decades in The Oak Room at The Algonquin Hotel. One of the shows she created there, *Rhyme, Women and Song*, was presented this season in a one-hour presentation on PBS’ WNET 13. Besides regular appearances in such New York venues as The Laurie Beechman Theatre and 54 Below, she annually stars at The Crazy Cogs in London, and has been showcased at Lincoln Center, Carnegie Hall, The Kennedy Center, The Spoleto Festival, La Nouvelle Eve in Paris, and the Adelaide Festival in Australia. She was the star vocalist of two tours of China with The Manhattan Symphonie, and was twice named one of The Top 100 Irish Americans by Irish America Magazine. #



**Andrew Gottlieb's
team won a
tournament in a
rookie baseball
league!
Congratulations
to all!!**

NEW YORK CITY MARATHON



50,000 people came to New York City from all over the world to participate in the marathon. Among the greatest heroes were those people in wheelchairs who participated and completed the race. They were cheered by the crowds lining the route. #

AFTER SCHOOL INSTRUCTORS WANTED

Instructors wanted for an after school program, K-8, in Harlem. Must have strong academic record and solid teaching experience in math and/or ELA.

\$55 per day, for 2:45 - 5:00.

Send resume and cover letter, indicating available days and preferred grades, to info@allivyututors.com.

Attention Must Be Paid! “Death of a Salesman” Breaks New Ground

By BECK LEE

When New Yiddish Rep accomplished the seemingly unthinkable and made sense out of Samuel Beckett’s famously cryptic masterpiece “Waiting for Godot” by performing it in Yiddish, people asked the company’s artistic director, David Mandelbaum, how do you top this? Well the answer is now on stage in a breathtakingly well-acted production of “Death of a Salesman” at the Castillo Theatre, which is where “Godot” played two seasons ago in 2013.

Why does the play work so well in Yiddish? Though he scrupulously deflected questions about the Jewishness of the Loman family and certainly didn’t attach any specific ethnic markers to his characters, keeping them “universally” American, Arthur Miller’s own background as a Brooklyn Jew would have likely informed his approach to the play. Perhaps Miller rightly believed that framing the family as American rather than Jewish would make the play more relatable to general audiences.

At the same time, since this play about the limitations of pursuing the American dream can easily be recast as a case-study of the hazards of assimilation in the fiercely competitive culture we all know, it doesn’t seem far-fetched at all to give the characters a more precise ethnic and cultural cast. After all the syntax and speech patterns of the Lomans are not New England WASP.

This miraculous production, featuring Avi Hoffman as Willy Loman, is not the first time the play was performed in Yiddish. It is, however the first time a Yiddish production is being geared to a non-Yiddish-speaking audience. If you don’t speak or read Yiddish, attention still must be paid!

Under the flawless direction of the internationally acclaimed director Moshe Yassur, “Death of a Salesman” in Yiddish uses the translation created by the celebrated Yiddish



Avi Hoffman

star Joseph Buloff soon after “Salesman” opened on Broadway in 1949. The unauthorized production opened in Argentina during the play’s Broadway run. Quite surprisingly, given Miller’s tight controls on his plays, Buloff was granted wide staging rights by Miller.

While Miller never discussed the implicit “rightness” of the Yiddish production, it is unclear if he granted Buloff permission to stage his version (it also traveled to Israel) because he thought it would have limited impact or precisely because he relished the fact that the production spoke a truth that he, as an American Jewish writer after World War II, was not fully at liberty to speak.

When “Toyt fun a Seylsman” played before a predominantly Yiddish-speaking audience at the Parkway Theatre in Brooklyn (the limited run in 1951 occurred just four months after the Broadway production closed), George Ross, writing in Commentary, marveled that Yiddish must be the original language of the play and that Miller secretly translated it into English.

So you be the judge! Is this play best served by the Yiddish language -- which is still deeply engrained in our popular American cultural psyche despite the fact that it is hardly spoken or read anymore? We think it is. #

“Death of a Salesman” at Castillo runs through November 22. For tickets visit www.castillo.org

Tips for Teachers to Help Sleepy Teens Stay Awake During Class

By JENNY FRANCIS, MD, MPH

Fatigue is a common complaint among teens that come to my office. As an adolescent medicine specialist, I often find myself uncovering “hidden” diagnoses underneath the complaint of fatigue. Fatigue, or feeling tired, often represents much more than being sleepy – it could be the presenting sign of a mental health concern, such as stress and anxiety. Or it could be something more physiologic, such as anemia or residual effects of a viral infection. Either way, when it affects the classroom, teachers need tips for encouraging their students to stay engaged. Below are some suggestions that I often use with teenagers and young adults that are basic enough for any teacher (or parent) to

offer to his or her developing adolescent:

a) Sleep - teenagers need 9-10 hours of solid sleep each night. Practice ‘sleep hygiene’ before going to bed: take a bath before sleep, make sure the room is dark, no electronics in the room - including phone, tablets, computers, TV, or florescent lights. Use a noise machine or have a fan running in the background to minimize distractions and set the stage for a good night’s sleep. If you’re sleep deprived, then it’s more difficult to remain focused and engaged during school hours. Often teenagers will only get 4-5hrs of sleep each night and then catch up on the weekend to make up for the hours of sleep deprivation accrued over the week.

b) Hydrate - drink up to 8 glasses of water

History, Literacy, and the Arts— A Great Combination at the New-York Historical Society!



Lin-Manuel Miranda, Creator, *Hamilton*
& President Louise Mirrer, New-York
Historical Society



A new exhibit

and now, and consider what this tells us about changing social values.

The learning opportunities can continue right in your classroom. The New-York Historical Society offers an array of **outreach programming** that will engage your students in the study of history.

The *Art of History* is a five-session residency that introduces elementary and middle school students to history, art history, and art making, with the students creating works of art for a classroom exhibition that documents their history learning by the series end.

History on Broadway, a five-session residency for middle school students, uses American musical classics such as *Annie* and *West Side Story* to engage students in topics in American history, and then guides them through creating their own plays based on primary sources from the New-York Historical Society Library.

Social Studies Enrichment is a nine-session residency in which a history educator visits the classroom monthly over the course of the school year. Available for grades PK-8 and 11, each session tracks with the New York City Social Studies Scope and Sequence and provides students with a hands-on investigative experience that brings their social studies curriculum to life.

And to whet your appetite further, there is a 20 percent discount for schools that book programs before October 1, 2015. For more information, please visit the Historical Society’s website at www.nyhistory.org/education. Happy learning! #

The fall season brings a host of exciting educational opportunities at the New-York Historical Society, both inside and out!

The museum offers an outstanding roster of **field trips**, which engage students in hands-on historical investigations in the galleries. Permanent collection program topics span New Amsterdam through Industrialization.

Three fantastic temporary exhibitions open this fall as well. *Superheroes in Gotham* (October 9, 2015-February 21, 2016) offers visiting students the opportunity to explore the New York origins of our favorite caped crusaders, and the many ways they continue to delight, entertain, and inspire today.

The New-York Historical Society is proud to announce field trips to *Silicon City: Computer History Made in New York* (November 13, 2015-April 17, 2016), which traces the development of computer technology from the late 19th century right up to the present, an unknown story that took place in our own backyard. Visiting students will also participate in an hour long coding workshop, preparing them to take their own place in the history of computing. The cost is underwritten by Google!!

For K-2 visitors, *Playing in the Past* will take students through the dazzling second annual *Holiday Express: Toys and Trains from the Jerni Collection* (October 30, 2015-February 28, 2016). Students will compare and contrast the ways children played then

a day. Dehydration can cause you to lose focus. You won’t perform your best at school if under-hydrated, so carry a water bottle with you to track how much water you’re consuming throughout the day.

c) Eat regular meals - a teen should be eating a small meal or snack every 4 hours to keep metabolism up and to give your brain enough nutrition to stay focused. A snack of 100 calories (like a handful of nuts, or an apple) can help boost your energy in between classes.

d) Get interested - if you’re falling asleep in class, try sitting in the front and putting away your phone. Sometimes it’s a matter of removing distractions so you can focus on staying

focused.

e) Exercise - get 20-30 minutes of activity a day. The endorphins released with brisk exercise keeps the mind focused and drops stress levels. It doesn’t have to be consecutive – take the stairs, get off the bus one stop earlier (or park in the back of the parking lot) so that over the course of the day your “activities” to increase your heart rate add up to a total of 30 minutes. These measures will maximize your body’s energy supply.

Most of these tips are simple and easy enough to implement. Encouraging a healthy diet and lifestyle can help “sleepy” teens stay awake. #

Accomplishments in the STEM Field Supported by Con Edison

What has your program accomplished in the sphere of digital learning and STEM education? Additionally, what directions do you feel we need to explore in the future?

GIRLS WHO CODE

By Reshma Saujani,
Founder, Girls Who Code

What has your program accomplished in the sphere of digital learning and STEM education? Additionally, what directions do you feel we need to explore in the future?

By 2020, there will be 1.4 million jobs available in the computing related fields, but women educated in the US are only at pace to fill 3% of them. While the unemployment rate remains a national problem, tech companies are struggling to fill open positions – and are desperate to hire more women. Girls Who Code is a national nonprofit organization working to close the gender gap in technology. We train computer science professionals, undergraduate and graduate CS students and employees of leading companies in classroom management and curriculum delivery to teach girls ages 11-18 computer science in a collaborative and supportive environment. Our curriculum is taught in a liberal arts context that emphasizes problem solving and project-based learning over specific platforms and our classrooms are as diverse as the communities in which we work.

What started as one classroom teaching 20 girls in 2012, Girls Who Code will have taught more than 10,000 girls to code by the end of this year between our Clubs and Summer Immersion Program. 90% of our alumni plan to major or minor in computer science or a closely-related field, and 77% or alumni computer science majors had a different or undecided educational path before Girls Who Code. Our recent #HireMe campaign has proved today's top tech companies are unwavering in their commitment to offering internship and job opportunities to our alumni. The future looks bright, but there's still plenty to be done. Technology is at the core of our future economy and we need better ways to fully integrate STEM programs into the curriculum, give underserved communities access to tech and prepare our teachers to teach students the skills they'll need to pursue 21st century opportunities. #

INTREPID SEA, AIR & SPACE MUSEUM: Technology and Digital Learning at the Intrepid Museum

By Jeanne Houck,

Director of Foundation Relations

The mission of the Intrepid Sea, Air & Space Museum is to promote the awareness and understanding of science, history and service in order to honor our heroes, educate the public and inspire our youth. Centered on the historic aircraft carrier Intrepid, a National Historic Landmark, the Museum's unique collection spans a half century of technological innovation. Highlights of the collection are 27 aircraft, including the A-12 Blackbird and the British Airways Concorde, the Cold War-

era submarine Growler and the space shuttle Enterprise. As home to NASA's largest artifact in the Northeast, the Museum is a focal point for interpreting the importance of NASA to the history and future of American aviation and international spaceflight. Education programs at the museum present the intersection of scientific innovations with history, placing advances within the historical context that drove the need for creative problem solving. Programs covering STEM themes with an emphasis on innovations in engineering are delivered by Museum education staff to more than 30,000 participants each year. Programs often include a design challenge, making use of computer assisted design and our 3 D printing lab. The Museum serves as a site for the STEM Matters initiative of the NYC Department of Education, providing free summer STEM-rich programming for middle school students from underserved schools. For seven consecutive years the Museum's six-week free summer program Greater Opportunities Advancing Leadership and Science (GOALS) for teen girls has provided an intensive introduction to STEM subjects, STEM careers and mentors from STEM fields. In addition, the Museum provides support to hundreds of in-service teachers each year, exposing them to new resources and approaches for teaching STEM subjects. This year, as a partner in the STEM Academy, the Museum joined with Expanded Schools, the NY Hall of Science and the Institute of Play to deliver professional development in STEM subjects and teaching approaches to teams of in-school teachers and out-of-school-time educators, working towards a more coherent, extended, connected approach to a STEM education experience for students. For the future, collaborations such as this one across in-and-out of school time, between schools and the science-rich cultural institutions can go a long way to engaging students and their teachers with STEM content and help develop the curious, problem solving mindset needed for innovation. #

For more information on education programs and to schedule a program for your school or group visit intrepidmuseum.org.

ACE MENTOR PROGRAM

ACE is a free after-school program for high school students who want to learn about and prepare for careers in Architecture, Construction, and/or Engineering.

Leading architects, construction managers and engineers mentor ACE students at team meetings held at their offices on a weekly basis throughout the school year.

ACE teams are organized like a real life project design team and include mentors from a development company/owner, an architectural firm, a construction management firm, and various engineering firms.

At meetings students learn what it is like to work in the design and construction industry and develop a design project during the program season. Sessions also include hands-

on, skill-building activities, office tours and behind-the-scenes field trips to construction sites and project site tours. Students learn to use the latest design software and build models.

ST. JOHNS UNIVERSITY

They present their projects at the end of the year as part of a formal presentation in front of parents, school officials, and design/construction industry leaders. The benefits of the ACE program include STEM field preparation, skill enhancement, career advice, college readiness and scholarship opportunities. The fields of science and technology intersect in the design and construction industry which ACE students can witness and experience for themselves as they design structures built to withstand our environment and develop skills that will allow themselves to more easily adapt to changing and new technologies. Problem solving is a skill set that can be developed and engineering teaches students to use problem solving techniques which in turn make students more adaptable in our rapidly developing society technologically speaking. Through ACE students can master the latest design software technologies but they also develop skills to be proactive and adaptable to our changing world.

Between the dates of March 14 and April 25, 2015, the St. John's University GEAR UP program hosted several Saturday Science events,

aimed to encourage our scholars to explore and achieve excellence in the STEM fields of study. Over 65 GEAR UP and NY GEAR UP students from IS 145, IS 126, and IS 204 gave up their free time in order to participate in multiple science-based events and programs. The Saturday Science program exposed GEAR UP's student scholars to a multitude of aspects and subspecialties within science careers. Topics of exploration included animals, living environment, aviation, paleontology forensics, engineering, and rocketry.

Students took part in project-based learning activities held at the Center for Science Teaching and Learning (CSTL) at Tanglewood Preserve in Rockville Centre, NY, and visited the Cradle of Aviation, where they learned about possible careers in STEM fields involving aviation science. During the final week of the program, students and their parents participated in a "Family Science Day" in which they built and launched rockets. Certificates for participation and outstanding performance were distributed to participants after a delightful picnic. Thanks to CSTL director and coordinator, RayAnn Havasy, Ph.D., and David Moscato for providing the opportunity for our scholars and families to explore and enjoy science in ways they could never imagine. The project-based learning helped them gain an understanding of teamwork and creativity. #

STEM EDUCATION FOSTERED BY CON EDISON

Getting kids excited about science, technology, engineer and math, commonly known as the STEM subjects, matters to us. That's why we're strengthening our commitment to STEM education this fall with two new programs for middle school-age children.

Con Edison's STEM Classroom is a partnership with DonorsChoose.org. Through the organization, teachers ask the public to help fund classroom projects. Those could be anything from 3D doodler pens for engineering projects to subscriptions for physics magazines.

With our program, public middle school teachers throughout New York City and Westchester can submit STEM proposals to DonorsChoose.org and when 50 percent of the project's request is funded through citizen donations, we'll contribute the remaining 50 percent.

"This is a chance for us to support teachers and students in our local schools," said Hilary Ayala, Strategic Partnerships department manager. "Parents can help by spreading the word."

Our second project, Con Edison's STEM Days Out, gives \$25,000 grants to cultural institutions in the five boroughs and Westchester to host middle-school classes and offer them museum educator-lead STEM lessons.

Schools will apply for the grants and the cultural institutions will manage the selection process. Preference will be given to schools

who otherwise couldn't afford the trips. On every first Wednesday of the month, from October through May, middle school classes will visit: Wave Hill and the New York Botanical Garden in the Bronx; The Brooklyn Children's Museum; The American Museum of Natural History, MoMath, and the Intrepid in Manhattan; The New York Hall of Science in Queens; The Staten Island Museum, and The Hudson River Museum in Westchester.

During a lesson at the Staten Island Museum, children will conduct a group skeletal investigation, comparing and contrasting animal skulls such as beavers, possums, and snakes.

At the Hudson River Museum, students will do a workshop on map-making in a state-of-the-art teaching lab with live fish, scenic design, and a 3-D topographic model of the river and its surroundings.

Our new STEM Days Out and STEM Classroom are in addition to other STEM educational efforts we support. The company provides more than \$1 million in financial and in-kind contributions to students and nonprofits in New York City and Westchester that enhance STEM education. Funding includes support for scholarships to students majoring in STEM fields, as well as program support for summer internships and year-round programs benefiting underprivileged and minority students. #

THE ETHICS COLUMN

Malpractice: A Tale of Two States

By JACOB M. APPEL, M.D., J.D.

Obscure legal controversies may have broad social implications—often unintended ones—and rarely has this been more the case than in the ongoing matter of Montaña vs. Frezza. Kimberley Montaña is a New Mexico resident who travelled to Lubbock, Texas, for bariatric surgery. For her surgeon, she chose Dr. Eldo Frezza at the Texas Tech University Health Sciences Center, a public hospital, because he was the only suitable provider covered by her insurer. Six years later, Ms. Montaña suffered a gastric bleed; alleging this bleed was the fault of an “eroding permanent suture” and thus Dr. Frezza’s fault, she sued for malpractice in her home state.

Dr. Frezza claimed immunity under the Texas Tort Claims Act (TTCA), which shields public employees from such lawsuits, while placing “caps” of \$100,000 to \$500,000 on government liability. A state district court in Albuquerque disagreed. The New Mexico court applied the principle that the applicable law should be that of the state where “the last necessary act to complete the injury occurred”; since the suture had eroded in New Mexico, that state’s laws—which do not grant immunity—applied. Puzzled? Wondering why this matters? Dr. Juan Escobar, former president of the El Paso County Medical Society, summed up the likely consequences in the El Paso Times: “Physicians and hospitals [in Texas] may be discouraged from performing high-risk procedures or provide high liability risk patient care to New Mexico residents.” If other state courts adopt this troubling principle, one might witness a rapid balkanization of health care delivery. Rather



than merely asking what insurance you have, physicians might also start to ask your state of residence.

Both the TTCA and Texas’s broader approach to malpractice law are problematic. Since 2003, Texas has capped damages for pain and suffering at \$250,000. While this may lower insurance rates and healthcare costs, it likely also allocates damages

illogically. The countless profiteers who sue and settle frivolous lawsuits for low amounts still milk the system, while victims of truly horrific negligence (such as an amputation of the wrong leg) are stymied. Similarly, the immunity and caps of the TTCA may lower taxes and reduce frivolous litigation, but at the expense of those few victims truly deserving of a seven digit payout. None of these flaws in Texas law justify circumventing its policies to favor Ms. Montaña.

The practice of medicine, which was once a local endeavor, is rapidly becoming a far more complex enterprise that transcends local, state and even national boundaries. We live in a world of tele-psychiatry, robotic surgery and remote radiological diagnosis. Patients often seek care at the best hospital, not the closest. Clear, consistent rules of practice are essential for such a system to function well. Among these is a rule that doctors and patients are both governed by the law of the location where care was actually delivered—no matter what the tangible outcome of such an approach might be. Dr. Frezza has appealed his case to the New Mexico Supreme Court. For the sake of sick New Mexicans who live near Texas, let us hope he wins. #

LAW & EDUCATION

“Enough is Enough” –New York’s New Law to Limit Sexual Violence on College Campuses

By ARTHUR KATZ, J.D.

This past July, Governor Cuomo signed into law Article 129-B to the New York State Education Law. This far-reaching legislation requires implementation by all colleges having a presence in New York State of specific policies and procedures dealing with sexual assault and violence, whether the event occurs on-campus, off-campus or when studying abroad. Moreover, implementation was required almost immediately (by October 5, 2015) with certain reporting obligations not becoming effective until July 2016.

Colleges in New York now are required to adopt and disseminate codes of conduct setting forth, among other things, that student sexual activity requires continuous affirmative consent, that such consent can be withdrawn at any time, that consent is required regardless of whether the person is or may be deemed to be incapacitated including when under the influence of drugs or alcohol or being asleep or involuntarily restrained, that consent can not be given when it results from intimidation, coercion, force or threat of any harm, and that consent may not be construed from prior sexual activity.

Affirmative consent is defined as “a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as



those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.”

Every NY college now is required to adopt and implement a “Student’s Bill of Rights”

which must be distributed annually to all students, made available on the school’s website and posted in campus residence halls and student centers. The Bill of Rights must contain the definition of affirmative consent and include information (or links to information) on filing a report of sexual assault as well as options for maintaining the confidentiality of any disclosures being made.

The law requires that the reporting individual (i) must be presented with a written uniform statement of his or her rights to report (or not report) the incident, (ii) is required to be protected by the college from retaliation, and (iii) must be afforded assistance and support by the college including access to the college’s Title IX coordinator and access to mental and physical health resources.

**THIS ARTICLE CONTINUES
ONLINE AT
www.EducationUpdate.com**

TEACHERS COLLEGE, COLUMBIA LAW SCHOOL INSTITUTE

By DR. PATRICK MCGUIRE

Earlier this summer, approximately 75 student and educator professionals, interested in becoming more informed on the law in education settings, attended the 27th annual week-long School Law Institute sponsored by Teachers College, Columbia at Columbia Law School.

Institute co-chairs Jay P. Heubert, J.D., Ed.D., a professor of law and education at Teachers College, Columbia and Rhoda Schneider, J.D., general counsel and senior associate commissioner of the Massachusetts Department of Elementary and Secondary Education, have partnered the leadership of the School Law Institute, by inviting scholars and scholar-practitioners, experts in the filed of law and education, to provide its participants with foundational and cutting-edge readings, case study dilemmas, and engaging discussions. The goal



Team of students at Columbia Law School (Patrick McGuire on right)

of the Institute, Schneider explained, is to “help students, participants, understand and apply the (ever-changing) law and to become legally liter-

ate.” Furthermore, the purpose is “to help participants become better informed decision-makers.”

Education legal experts presenting seminars included: Perry Zirkel, Dennis Parker, Michael Rebell, John B. King, Maree Sneed, Richard Casagrande, Jay Lefkowitz, Gary Orfield, and Patricia Gandara. Each scholar provided a rich selection of readings for students that provided a foundation of the legal issues and set the stage for their presentations. However, it was not only the scholarly

presentations, but the provided challenging case studies and discussions that guided students in their critical thinking of the law and education.

The makeup of the students and professionals attending the School Law Institute included: graduate students, teachers, school administrators, district superintendents, school board members, higher education professionals, future lawyers, and a former corporate lawyer. Highlighted interests in attending the Institute included: the use of the law to protect both students and institutions; to better understand the rights students and families have; law and public policy; and “the intersection between policing, punishment, exclusion and the education system.”

Education legal issues addressed included: student free speech; search and seizure; drug testing; Section 504 - ADA; issues of race, poverty, and education; immigrants and English learners; internet use and cyberbullying; gender; faculty tenure and teaching

responsibilities; child abuse reporting and prevention; teacher free speech; First Amendment issues in school settings; and important, often landmark, court decisions. Participants received a wealth of distributed handouts, however, one of the most important handouts distributed was “School Law: A List of Free Online Resources” compiled by Institute co-chair Rhoda E. Schneider, J.D. This is an excellent tool for future student reference.

Each year students leave the School Law Institute with a more informed understanding of the law and its application to school settings and are better equipped with the tools to lead and assist colleagues in making more sound decisions. The week-long Institute concluded with a graduation ceremony where participants received a School Law Institute Certificate of Attendance.#

Readers interested in attending the 2016 School Law Institute can direct their inquiries to sli@tc.columbia.edu or by calling 212.678.8331.



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ONLINE PROGRAMS: Our graduate program in education was rated fifth highest out of 166 graduate online programs evaluated by *U.S. News & World Report*

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For more information, contact us at 212-277-5122 or neiers@stjohns.edu, or visit stjohns.edu/education.

Shael Polakow-Suransky

continued from page 4

filled with a renewed sense of hope, connectiveness and possibility," she said.

After an introduction by Co-Founder and Co-Director of Community Roots Charter School Allison Keil, Dr. Linda Darling-Hammond delivered a keynote address that praised Bank Street for its teacher preparedness. "Bank Street graduates, in comparison to a random sample of teachers in New York State, are extremely well-prepared and better prepared in virtually every area," she said. She went on to say that she can always identify a Bank Street-trained teacher when she observes a classroom.

A riveting rendition of "Seasons of Love" from the hit musical *Rent* performed by the Bank Street for Children 13/14s Chorus was enjoyed next. Former Deputy Mayor and Chancellor of the New York City Department of Education, Dennis Walcott, took the podium to present Shael Polakow-Suransky. He described Polakow-Suransky as a person that he has tremendous respect for due to his "keen intellect, desire to do well and his perseverance to make sure he raises the standard for all of us." Walcott recounted a meeting between himself, Polakow-Suransky and the former Mayor Michael Bloomberg that left him incredibly impressed with Polakow-Suransky's unwavering answers to the mayor's "relentless ques-

tioning." He said, "he blew the mayor away by his mind and his understanding of the issues and ability to break down the facts." Already a believer in Polakow-Suransky, Walcott said this moment made him a "true believer" in the educator.

Finally, Shael Polakow-Suransky was given the opportunity to speak for himself. During his speech, he recounted his humble beginnings in his homeland of South Africa and his journey to where he currently stood. He described his path in education: in 1994, he was a 6th grade math teacher but eventually worked his way up to high school principal, Deputy Chancellor of the New York City Department of Education and now, to the position of President of Bank Street. Throughout his career, he said he came across teachers that were educated at Bank Street and found "a different kind of practice where they built learning communities; teachers' voices were at the heart of decision making." Polakow-Suransky outlined five guiding principles that he believes are central for reform: 1. Children need to be known well, 2. Educators need to be engaged in authentic learning communities, 3. Evidence must be gathered to support growth. 4. Planning must be purposeful and detailed and 5. Educators must be trusted to make decisions. While he noted that positive changes are indeed occurring (the graduation rate in 1994 was around 44 percent and presently it is 70 percent), in order for change to continue these principles must be adhered to. "We need to

Scott Evenbeck

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introduced and offer remarks. This world-class faculty nearly always talk about how much they treasure teaching CUNY students. Their heartfelt commitment to students is in the CUNY tradition combining access and excellence. It is such a gift for us at CUNY's newest college to build on that tradition. The story of this new college is the story of its students. We make a big deal of our Guttman Learning Outcomes, calling them our GLOs. Faculty and staff talk about how our students "glo." We will keep listening to and learning from them, letting them light the path forward. #

build on our strengths," he said. Toward the end of his speech, he echoed the words of the late and revered Professor Maxine Greene: "I want to awaken people not only to see, not only to feel, but to hold somebody's hand and to act." He implored: "join me in imagining a different future as Bank Street founders did 100 years ago and as my friends in South Africa did 25 years ago. We have a responsibility to make sure that teachers and students don't give up and aren't given up on."

With Polakow-Suransky's dedication and passion behind it, Bank Street is poised to enter its next century with a robust foundation and a future that is bold and bright. #

Ann Mulvey

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At lunch, when a group isolates the student, it might be well for the administrator to have her/his lunch with the group including the victim. Food time may work miracles! The adult may steer the conversation and diffuse some of the anti-social behavior. The risk behavior of adolescents is often a consequence of adolescent's personal search for identity, according to Brown.

Research supports the belief that students must feel the sense of belonging and excitement in order to reach academic potential. Kevorkian points out that peer-rejection may have serious side effects such as low self-esteem and depression. Peer-rejection may lead to dropping out of school, juvenile delinquency and/or mental health issues.

Middle school students need parental help to choose friends with similar interest. Praise and encouragement by parents and educators will help to develop the best assets for each child. This developmental period may be an exciting time for adults and students. It does not have to be the age of strife, "drama" and negativity". Adults need to be role models and always willing to listen to youngsters. Adults must remember they once had the same concerns, issues and possible "drama outburst". Adults survived this stage and so will our students.#

Ann Mulvey is a professor at Touro College.



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George Hagerty

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and are, as in the U.S., enormously consequential for affected children, youth, and families.

For most of the world, the elements of the past civil rights battles for access and empowerment that were waged in New York and the United States in general over forty years ago (with the passage of P.L. 94-142 at the Federal level and its associated State statutes) are now being contested in both developed and developing countries. Our own present challenges in the arena of special education in this country are tangible, including issues of effective assessment, access to and the availability of services equal to our own legislated mandates, and the opportunities offered students as they transition from our schools.

It is my observation, however, that as America continues to strain with the very real issues of access, accommodation, and equity, our struggles pale in comparison to the issues confronting many of those beyond our borders. In many countries, the testimony of parents, consumers, and activist educators is that sustained and broad-based national progress in the arena of special education is stifled in the face of scarce resources, underdeveloped structures, well-intentioned but ambiguous priorities, and, sometimes, intervening cultural norms and taboos.

Most nations recognize that there is much to gain for their own country in examining the history, motivation, programming, and structures that define America's special education system. It is clear to me that, internationally, educators and parents draw inspiration, hope, and ideas from the U.S. model. They are quick, nonetheless, to point out that any reforms in their own country must be culturally attuned adaptations of our model rather than a replication of "what we do and how we do it in America."

This position represents clear-eyed, from-the-ground-up, policymaking as one weighs the circumstances posed by just three of many questions: How does a nation reconcile millennia of cultural norms and taboos in establishing an effective countrywide Child Find system? How can students with disabilities be served in the least restrictive (and integrated) environment in countries and regions of the world in which class sizes in the "regular education" venues average 60-100 students? Where will sufficient numbers of teachers and related service personnel be trained in the wake of necessary government action and reform? In asking these questions alone, we can understand the daunting challenges confronting governments and educators as they seek to advance internationally what is now a nascent special education agenda.

U.S. lawmakers and the advocates who galvanized them forty years ago enacted special education legislation for one overarching purpose: that, for students with disabilities, "their 'island of challenge' would not become the defining landscape of their lives." It is this focus, as well, that motivates literally tens of millions of students and family members worldwide.

All this said, there is hope that the international community is beginning to coalesce around the human rights and educational imperatives of at least one-tenth of their school-age population:

DIFFERENT LEARNERS: CHAPEL HAVEN

By CATHERINE SULLIVAN-DECARLO,
VP OF ADMISSIONS, CHAPEL HAVEN

Kudos to Dr. Pola Rosen and Education Update for your theme of "different learners."

Since 1972, Chapel Haven has been guiding adults with a variety of abilities to happy, empowered and independent lives. As a nationally accredited transitional program and special education school for adults ages 18 and up, we have a long and stellar track record of working with adults with profiles including autism, intellectual disabilities, Down Syndrome and Asperger Syndrome.

And we have found that the best teaching happens individually and experientially. We know, through experience, that when our "students" can see the goal in sight – in this case, their own apartment, a job, success in college, a circle of adult friends – and when they have enough tools in the "tool belt" to negotiate adult living – they will be motivated to succeed.

So what do those tools look like?

When you visit our New Haven, CT and Tucson, AZ campuses, the first thing you will notice is that our residential students live in fully furnished supervised apartments where they can practice real life in an authentic setting. Our community setting is truly our classroom. Our adults learn how to take public transportation, do their banking down the street and their shopping a bus ride away. They worship in local synagogues and churches and recreate with the rest of the community. Best of all, our graduating residential students can stay on and meld into our supported living community for a lifetime, if they choose.

A key part of our curriculum revolves around the teaching of life skills. Learning to cook in their apartments, budgeting money for weekly grocery shopping, going to the Laundromat,

children, youth, and young adults with disabilities. Although the United States has not yet ratified the Treaty, the U.N.'s Convention on the Rights of Persons with Disabilities (2008) offers its 160 signatory nations a sound foundation and starting point in the arenas of education, rehabilitation, employment, and other equally compelling issues of human rights.

As in the America of the 1960s and 1970s, when court cases and legislation began to frame a system of special education, it is the world's parents (and, especially, the mothers) whose advocacy, tenacity, and passion are moving systems ever so slowly forward. They are on the front lines persuading their governments to listen and act. They are regular visitors to local schools, often volunteering, but, sadly, frequently attempting to gain entry or services for their son or daughter. As in the early advocacy days for the educational rights of all students with disabilities in the U.S., parents are the driving force and, to my mind, the heroes behind change globally.

Internationally, the demands of students and parents seeking the benefits of sound special education programming are, for the most part, of a fundamentally different nature and intensity than that of the United States. In America and

putting money aside for the weekend's social calendar – all of these things are necessary to begin building an independent life.

Social Communication

Another key ingredient to learning how to live on your own is understanding and navigating the social landscape. For many of our students, particularly those with autism spectrum disorders, it's hard to imagine the many communication challenges that crop up in simple, everyday interactions.

For this reason, Chapel Haven puts a premium on the teaching of social communication competency in all of our programs. Through instruction in social cognition and social communication, students learn how to appreciate another person's point of view, how to recognize and read nonverbal cues, how to problem solve and how to deal with "Netiquette" (i.e. the hidden rules of electronic communication). These competencies are practiced everywhere, from the laundromat to the college classroom.

Vocational Readiness and College Supports

Those lessons in social communication also provide a foundation for vocational readiness and college supports. Through classroom instruction and worksite internships, students gain confidence in the soft skills needed to succeed in a job. Similarly, our college-town setting makes it ideal for Chapel Haven to help our students register for and begin attending local colleges, with supports that include executive functioning, time management and navigating the typical college experience.

Respect

Finally, Chapel Haven is dedicated to treating every individual as an adult. Says Allison Haines, a Chapel Haven community member who has her own apartment, boyfriend and job at Barnes and Noble at Yale, "Chapel Haven

the leading countries of the EU, there is the need to reform systems that have been in place for decades. In the majority of developing nations worldwide, however, the policy task is largely foundational: the creation of sustainable structures and systems, the addressing of cultural issues, and, certainly, the organization and direction of scarce financial resources. All of this, at its bottom-line, is consequential for students and families... and the keeping of faith and purpose with the U.N. Convention:

... to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity (Article 1) #

Dr. Hagerty is the President of Beacon College in Leesburg, Florida. From 1979 through 1985, he was an officer in the Office of Special Education Programs in the U.S. Department of Education. After a fourteen-year tenure as the President of Franklin Pierce University in New Hampshire, he spent the next four-and-a-half years prior to his Beacon appointment living and working in Europe, Asia, and Africa. In 2004, he chose to spend his mid-term presidential sabbatical of five months in South America. His 'bucket-list' includes visits to all seven continents.

has taught me everything I need to know about living independently. I love the location and the whole Chapel Haven experience. They don't treat me like a kid, they treat me like a young adult."

For more information about Chapel Haven, call the Office of Admissions at (203) 397-1714, ext. 185 or send an email to admission@chapelhaven.org.

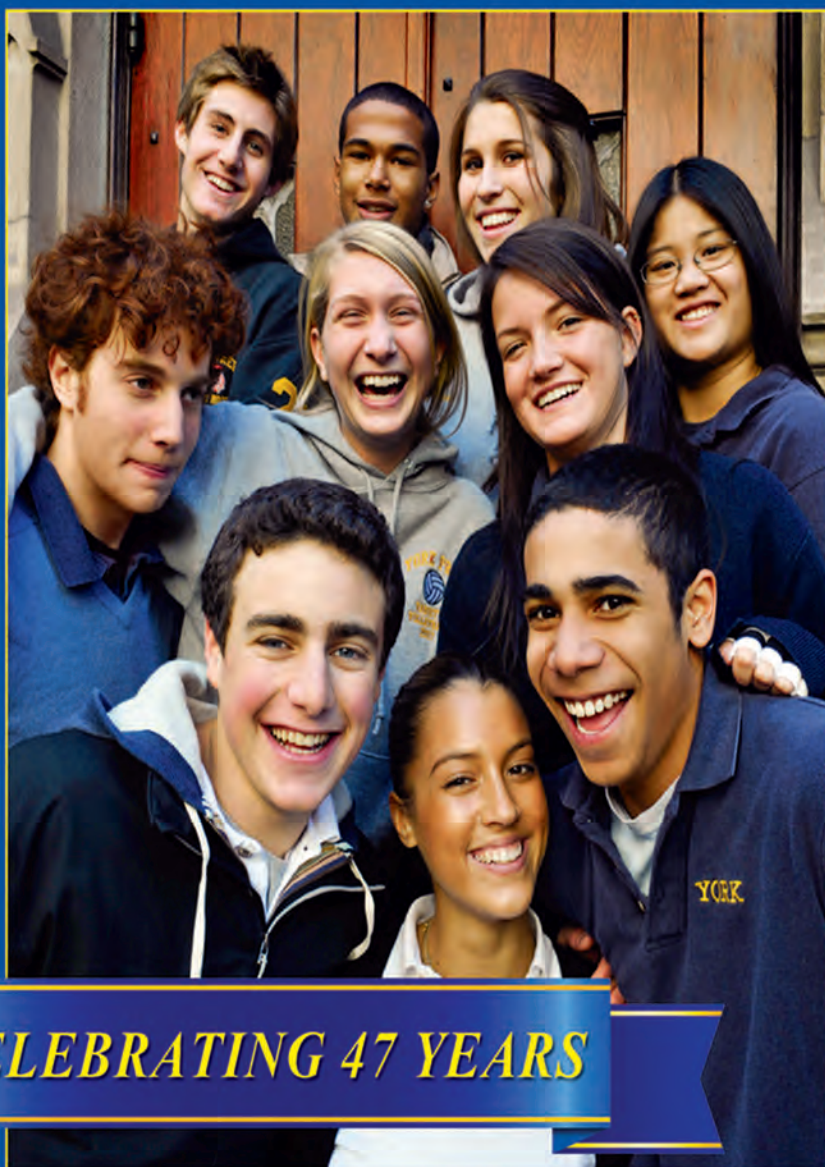
Chapel Haven is a nationally accredited transitional living program and approved private special education school founded in 1972 in New Haven, Connecticut, with a mission of teaching adults with cognitive disabilities and social disabilities to live independent and productive lives. Chapel Haven has grown to serve more than 250 adults (18 years of age and older) in the residence and the community with three distinct programs; REACH, Asperger's Syndrome Adult Transition (ASAT), and Chapel Haven West (Tucson, AZ). For more information, log onto www.chapelhaven.org, or email us at admission@chapelhaven.org.

Mark Doty

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so that as the woman folded
her hopes for him sank into the fabric
of his shirts and underpants. Down
they go, swirling down into the maw
of a greater dark. Treasure box,
comic books, pocket knife, bell from a lost
cat's collar,
why even begin to enumerate them
when behind every tributary
poured into him comes rushing backward
all he hasn't been yet. Everything
that boy could have thought or made,
sung or theorized, built on the quivering
but continuous structure
that had preceded him sank into
an absence in the shape of a boy
playing with a plastic gun in a city park
in Ohio, in the middle of the afternoon.
When I say two seconds, I don't mean the time
it took him to die. I mean the lapse between
the instant the cruiser braked to a halt
on the grass, between that moment
and the one in which the officer fired his
weapon.

The two seconds taken to assess the situation.
I believe it is part of the work
of poetry to try on at least
the moment and skin of another,
for this hour I respectfully decline.
I refuse it. May that officer
be visited every night of his life
by an enormity collapsing in front of him
into an incomprehensible bloom,
and the voice that howls out of it.
If this is no poem then...
But that voice — erased boy,
beloved of time, who did nothing
to no one and became
nothing because of it — I know that voice
is one of the things we call poetry.
It isn't only to his killer he's speaking. #



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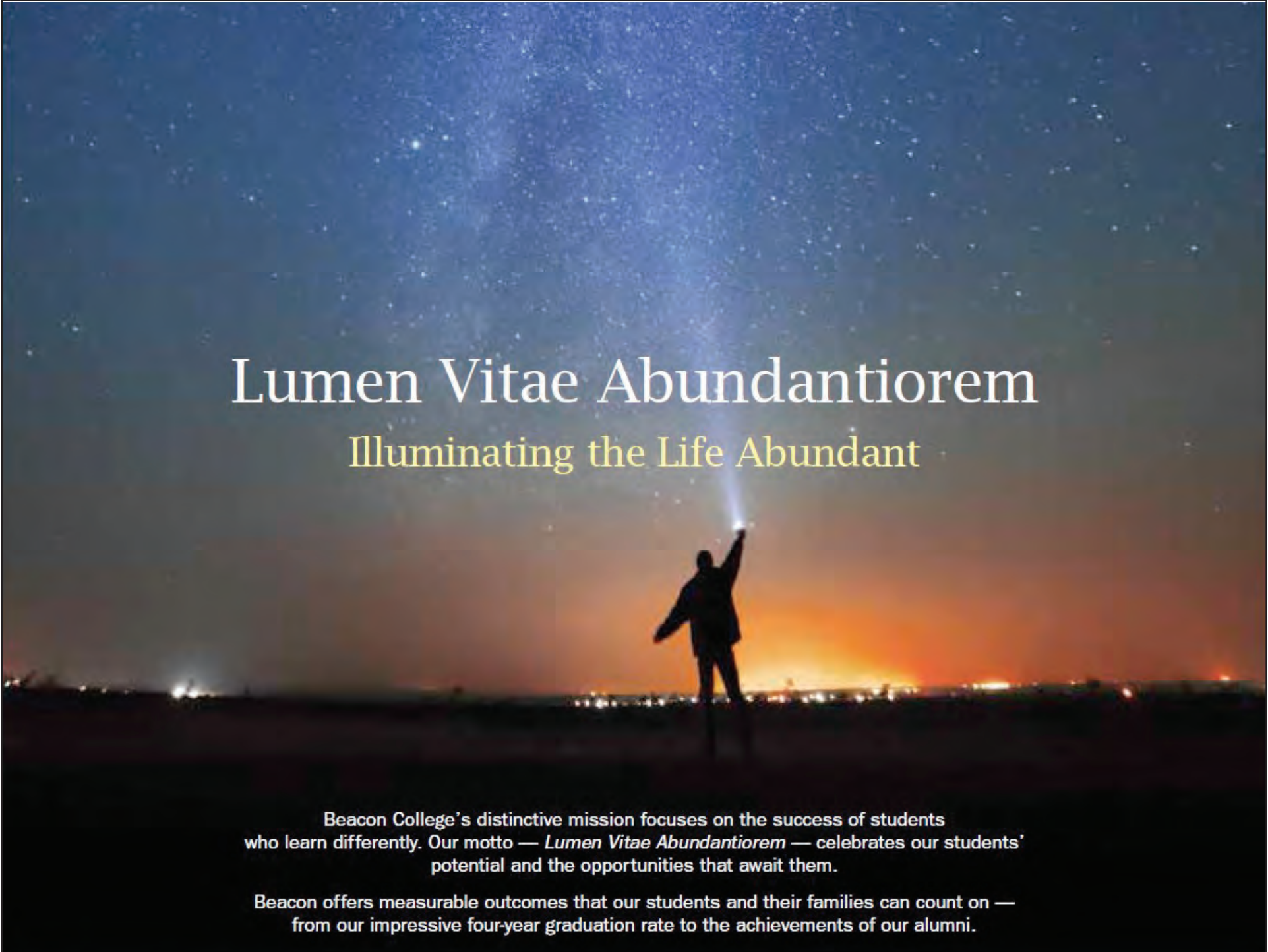
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