OUTSTANDING EDUCATORS OF THE YEAR 2006

PRESIDENT AUGUSTA KAPPNER, BANK STREET COLLEGE & PRINCIPAL ROBIN SUNDICK, PS84
Dear Friends:

It is a great pleasure to welcome all those attending the Annual Awards Program of Education Update.

On behalf of the residents of New York City, I congratulate the teachers and administrators being honored this morning as “Outstanding Educators of the Year.” These individuals are exemplary leaders, going above and beyond the call of duty to ensure that our public school children receive a high-quality education. I would also like to congratulate Laurie Tisch upon receiving the “Distinguished Leader in Education 2006” award for her tremendous work with the Center for the Arts Education. With such talented and dedicated educators working in the Big Apple, the future of public education in our City looks brighter than ever!

In addition, I commend Dr. Rosen and the team at Education Update for hosting this event. Their award-winning newspaper and website, has enlightened countless teachers, principals, college presidents and parents in today’s most important education issues. Please accept my best wishes for an enjoyable program and continued success. Sincerely, Michael R. Bloomberg Mayor

From Mayor Michael Bloomberg

Dear Friends:

I want to thank these outstanding educators for the work that you do. Together, we can improve the quality of education for all of our children. I also want to thank all of you supporting our educators. Among you are college presidents, deans, foundation heads, directors of nonprofits, and trustees of universities. The support you provide to New York City Schools is critical to us continuing on a path of improvement towards educating all of our children.

Though I cannot be with you this morning, know that I am grateful for all of the outstanding work that you do. Together, we can improve the lives of our children every day.

Sincerely,
Joel I. Klein
Chancellor
New York City Department of Education

From Chancellor Joel I. Klein

Dear Senator:

Congratulations on being honored as “outstanding educator of the Year” in New York City. I join my voice with yours in honoring the 14 outstanding teachers and 7 outstanding principals as well as the distinguished leader in education 2006 recipient, Laurie Tisch, for this year’s award celebration.

From all five boroughs of New York City, these leaders dedicate themselves daily to ensuring that each individual student obtains every opportunity to fully realize his or her talents and gifts. From arts to the sciences, these leaders have embarked upon one of this nation’s most important pursuits — educating our children. This excellence in education affects not just those individual students, but also the entire community. I commend the honorees for their achievements and the effect they have had in improving our city’s community and educational system over the years.

I send my congratulations to each of the outstanding educators and my best wishes to everyone for a wonderful event.

Sincerely yours,
Hillary Rodham Clinton
United States Senator

From Senator Hillary Rodham Clinton

Dear Senator:

Please accept my warmest greetings as you gather for the Education Update’s Annual Awards program honoring “Outstanding Educators of the Year.” I am pleased to recognize the fine work of Education Update and tonight’s honoree, Laurie Tisch.

Over the years, Education Update has shown tremendous growth and a strong commitment to New York’s youth. I applaud the leadership of the organization for their dedication to serving those in need and to providing students with the knowledge and values necessary to be effective leaders within their communities. These young people are the future of our great city and they will make important contributions for years to come.

Further, I would like to take this opportunity to congratulate tonight’s honoree. On behalf of all New Yorkers, I am honored to join in this show of support for Laurie Tisch for receiving the Distinguished Leader in Education 2006 Award.

Education Update is a success because of the will and strong commitment to New York’s youth. I applaud the leadership of the organization for their dedication to serving those in need and to providing students with the knowledge and values necessary to be effective leaders within their communities. These young people are the future of our great city and they will make important contributions for years to come.

Sincerely,
Charles E. Schumer
United States Senator

From Senator Charles E. Schumer

Education Update congratulates the honorees of the “Outstanding Educators of the Year Award” for the 2005-2006 school year. The award ceremony was held at the Harvard Club on June 22nd. The following politicians sent their congratulatory letters which follow below.

Dear Friends:

I want to thank these outstanding educators for their commitment to education; they have had in improving our city’s community and educational system for years to come.

I send my congratulations to each of the outstanding educators and my best wishes to everyone for a wonderful event.

Sincerely yours,
Steve M. Scher
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Inquiries: 646-872-4018

EDITORIAL INTERN:
Victoria Flemming

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THE DEAN’S COLUMN

Getting into a Factorial Loop

By ALFRED S. POSAMENTIER, Ph.D.

This charming little process will show an unusual relationship for certain numbers. It will again show some of the beautiful relationships embedded in mathematics.

Before beginning, review with your class the definition of n!

n! = 1 · 2 · 3 · 4 ··· · (n - 1) · n.

Now that they have an understanding for the factorial concept, have them find the sum of the factorials of the digits of 145.

1! + 4! + 5! = 1 + 24 + 120 = 145.

Surprise! We’re back to 145.

Only for certain numbers, will the sum of the factorials of the digits equal the number itself.

Have your students try this again with the number 40,585.

That is, 4! + 0! + 5! + 8! + 5! = 24 + 1 + 120 + 40320 + 120 = 40585.

At this point students will expect to this to be true for just about any number. Well, just let them try another number. Chances are that it will not work.

Now have them try this scheme with the number 871.

They will get: 8! + 7! + 1! = 40320 + 5040 + 1 = 45361, at which point they will feel that they have failed again. Not so fast. Have them try this procedure again with 45361.

This will give: 4! + 5! + 3! + 6! + 1! = 24 + 120 + 6 + 720 + 1 = 871. Isn’t this the very number we started with? Again we formed a loop.

If they repeat this with the number 872, they will get 8! + 7! + 2! = 40320 + 5040 + 2 = 45362. Then repeating the process will give them: 4! + 5! + 3! + 6! + 2! = 24 + 120 + 6 + 720 + 2 = 872. Again we’re in a loop.

Students are usually quick to form generalizations, so they might conclude that if the scheme of summing factorials of the digits of a number doesn’t get you back to the original number then try it again and it ought to work. Of course you can “stack the deck” by giving them the number 169 to try. Two cycles do not seem to present a new trend. So have them proceed through one more cycle. And sure enough, the third cycle leads them back to the original number.

The factorial loops shown in this charming little number oddity can be fun, but students must be cautioned that there are no other such number less than 2,000,000 for which this works. So let them not waste their time. Just appreciate some little beauties!


Dr. Alfred S. Posamentier is Dean of the School of Education at City College of New York and author of over 40 books on mathematics for students, teachers and the general readership.

Starting number

<table>
<thead>
<tr>
<th>Number</th>
<th>Sum of the factorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>169</td>
<td>1! + 6! + 9! = 363,601</td>
</tr>
<tr>
<td>363,601</td>
<td>3! + 6! + 3! + 6! + 0! + 1! = 4,032 + 720 + 6 + 720 + 1 + 1 = 1,454</td>
</tr>
<tr>
<td>1,454</td>
<td>1! + 4! + 5! + 4! = 1 + 24 + 120 + 24 = 169</td>
</tr>
</tbody>
</table>

Be careful about having students draw conclusions. These factorial oddities are not so pervasive that you should tell students to find others. There are “within reach” three groups of such loops. We can organize them according to the number of times you have to repeat the process to reach the original number. We will call these repetitions, “cycles.”

Here is a summary of the way our numbers behave in this factorial loop.

1 cycle 1, 2, 145, 40585
2 cycle 871, 45361 and 872, 45362
3 cycle 169, 363601, 1454

The Baruch College & Merrill Lynch IPO Challenge for high school entrepreneurs recently had its grand climactic moment when the winners of the competition are announced. Teams of students from a dozen New York City public high schools, representing every borough, were on hand to hear the judges’ verdict. New York 1 News reporter Ruscell Boone will host the event.

Over the course of five months, students developed concept plans for businesses ranging from Leftys Do It Right, an emporium and web site for the left-handed, to Picture Perfect Salon & Spa, an upscale full-service pampering parlor, to Modern Intergrade Inc., video entertainment and exercise game designed to fight obesity. With the help of mentors at Baruch’s Field Center, students developed marketing strategies, operations, and finance.

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Lesson 1

Instructional Objective: Students will analyze the rotation of a washer suspended by a string, and explain the path of the washer using Newton’s first law of motion.

Bloom level: analysis

Mini Lesson: Jet propulsion

Connect:

A jet throws compressed air gases backward, just as the balloon threw air back. Backward thrust moved the balloon forward, and it moved the jet forward as well. As long as there is a stream of burnt gas coming out of the back of a jet, there is enough force to push it forward. The burnt gas is called a jet.

Title: What makes a plane travel quickly?

Purpose: To prove that forces in one direction are equal to forces in the opposite direction.

Materials: String, straw, balloon, tape, procedure:

Run the thread through the straw. Tie the end of the thread to a chair placed 12 feet apart from another chair.

Measure four inches of adhesive tape and place it on top of the straw in the middle with two inches of tapes hanging on each side of the straw. Blow your balloon and hold it. Fasten the balloon on top of the straw in the middle with two inches of the thread to a chair placed 12 feet apart from another chair.

Blow your balloon and hold it. Fasten the balloon on top of the straw in the middle with two inches of the thread to a chair placed 12 feet apart from another chair.

Procedure:

Take some clay, roll it and push it inside of a straw, leaving a lump at the bottom. Dip the clay end in melted wax to water proof and seal it.

- Float your hydrometer in rubbing alcohol, corn oil, water and baby oil.
- Make a scale indicating the floating level of each liquid.

Conclusion:

- How does your hydrometer indicate relative density of each liquid?
- Predict what will happen if you dip your hydrometer in a mixture of water, alcohol and corn oil?
- The acid of a fresh car battery has a density of 1.3g/ml, this density decreases to 1.1g/ml as the battery discharges. At what level should your hydrometer float a) in the acid of a good battery, b) in the acid of a bad battery?

Make a graph of density vs Floating level.

<table>
<thead>
<tr>
<th>Substance</th>
<th>Floating level</th>
<th>Density g/ml</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Corn oil</td>
<td>0.92</td>
<td></td>
</tr>
<tr>
<td>Rubbing alcohol</td>
<td>0.86</td>
<td></td>
</tr>
<tr>
<td>Baby oil</td>
<td>0.83</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 2

Instructional Objective: Students will analyze density

Bloom Level 4

Title: Making a hydrometer

Materials: Straw, test tube, test tube rack, candle, triple beam balance, alcohol, water, corn oil, baby oil

Procedure:

Take some clay, roll it and push it inside of a straw, leaving a lump at the bottom. Dip the clay end in melted wax to water proof and seal it.

- Float your hydrometer in rubbing alcohol, corn oil, water and baby oil.
- Make a scale indicating the floating level of each liquid.

Conclusion:

- How does your hydrometer indicate relative density of each liquid?
- Predict what will happen if you dip your hydrometer in a mixture of water, alcohol and corn oil?
- The acid of a fresh car battery has a density of 1.3g/ml, this density decreases to 1.1g/ml as the battery discharges. At what level should your hydrometer float a) in the acid of a good battery, b) in the acid of a bad battery?

Make a graph of density vs Floating level. The hydrometer sinks deeper in liquids as the density decreases.

Q: Is air traffic increasing or decreasing?
- A: Increasing
- Q: What does gravity do to a plane?
- A: Pull it down
- Q: What holds a plane up?
- A: Air
- Q: Why are planes streamlined?
- A: So there will be less drag

Lesson 3

Bloom Level: Analysis

Standard: S4d Science as a human endeavor

Mini Lesson: Expanding your thinking

Instructional objective: Student will focus about sequence, comparing, contrasting and cause and effect as they create various maps.


Procedure: (modeled activity)

Each heterogeneous group will develop a map.

Group A: flow chart map: skill of operational analysis

Group B: Bridge map: Skill of seeing analogies

Group C: Brace map: skill of organization

Group D: Circle map: skills of think making

Group E: Bubble map: skill of qualification

Group F: Tree map: skill of classification

Conclusion: A way to show things have a similar relationship or connection.

Each group will explain to the class how they use graphic organizers and what thinking skills they are tackling.

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Leila Hadley Luce: Mother & Daughter Relationships

By Joan Baum, Ph.D.

Although this award-winning memoir was published almost a decade ago, it bears revisiting, not least of all because its prolific and indefatigable author has at the age of 80 and in spite of emphysema just seen her recently published landscape journal book, A Garden By the Sea win a silver medal in a highly competitive category for its elegant text and striking photography. The pictures in A Journey with Elsa Cloud, however, are all in the mind’s eye, which is as it should be, for Leila Hadley’s A Journey With Elsa Cloud exemplifies an almost lost art—put the emphasis on the word “art”—not just telling a compelling story but writing about it with a fullness of detail and elegance of style that recall the best of 19th century travel literature.

Not incidentally, Hadley invokes James Boswell, an ancestor and the author of the remarkable Journal of a Tour to the Hebrides with Dr. Johnson, for one of her two epigraphs. The other, from “Gift” by Rabindranath Tagore, about being surprised by joy, is, in retrospect, particularly apt, for Elsa Cloud is a present—from the author to her daughter and from the writer to her readers, particularly those who appreciate wry, punning, word lore and etymology, and distinctive style.

Memoirs have become the In genre, attracting those who would exclusively proffer confessional or corrective advertisements for themselves rather than also use their first-person lens to tell a story with consciousness and significance. The psychological complexity and cultural richness behind the hard-won honesty in Elsa Cloud attract from the opening line: “My daughter has been lost to me in a world I do not understand.” Here will be a book about a journey on a road less traveled by—in more senses than one. It is the ’70s and Leila Hadley has not seen her 25-year-old hippie daughter, living in India and studying Tibetan and Sanskrit, in over two years, though they have corresponded. Unexpectedly, a cell arrives inviting her to join Verónica on a journey through India and Tibet. “Mummy” is both excited and fearful—not of traveling to remote regions—she has been to India and indeed all over the world (the much more impressive) to India and Tibet, and still, that quibble aside, I wish that the authors had included stories about aids, Viagra, the treatment of substance addiction, depression, in-vitro fertilization, and even stem-cell advances.

I believe this work would be of great interest to pre-med students, whose courses rarely have time to communicate very much about the history of medicine, as well as the general reader who would enjoy a one-stop resource about medicine’s roots and its on-going progress.

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100 Greatest Advances In Medicine

By Merri Rosenberg

Medical Marvels: The 100 Greatest Advances In Medicine

by Eugene W. Straus, M.D., and Alex Straus.

Forget, for a minute, the somewhat gimmicky approach of coming up with “the 100 greatest” medical advances.

What works successfully in this comprehensive book that examines (no pun intended) significant medical breakthroughs in human history is precisely the authors’ focus on achievements like understanding how the heart works, the invention of the microscope, or organ transplants, to name just a few, that moved health care forward.

Written by a father and son team—the father, Eugene W. Straus, is an emeritus professor of medicine at the State University of New York Health Science Center at Brooklyn, and the son, Alex Straus, is a journalist—the book provides more than a bird’s-eye view of the scientific achievements that enabled doctors to offer patients treatment and care, as well as hope.

Although I come from a medical family (my late father and uncle were Brooklyn pediatricians (general practitioners, and my husband is a medical professor), much of the material covered in these pages had never been explained to me in such a lucid way before. There were the famous stories that I had grown up on, like Austrian Ignaz Semmelweiss’s frustrating campaign during the 19th century, long before Louis Pasteur, to reduce maternal mortality during childbirth by having doctors wash their hands between deliveries. Or Sir Alexander Fleming’s somewhat serendipitous discovery that petri dishes containing staphylococcus bacteria grew mold when he went on vacation, and that the mold killed the bacteria.

Particularly fascinating were the chapters about early medicine, as practiced by Hippocrates and Galen; early surgery, as developed in India, as well as the origins of medieval and modern hospitals. Modern medicine is accounted for, too, with chapters about AIDS, Viagra, the treatment of substance addiction, depression, in-vitro fertilization, and even stem-cell advances.

I wish that the authors had opted for an historical progression, rather than a list of their own devising. It’s sometimes confusing to read about Pasteur’s germ theory of disease, and then move into a chapter that discusses writing about Edward Jenner’s work with the smallpox vaccination a century before.

Still, that quibble aside, I believe this work would be of great interest to pre-med students, whose courses rarely have time to communicate very much about the history of medicine, as well as the general reader who would enjoy a one-stop resource about medicine’s roots and its on-going progress.
JOE KLEIN SPEAKS AT OXONIAN SOCIETY ON DEMOCRACY

By GILLIAN GRANOFF

Recently, Joe Klein, the prolific writer of Time Magazine and acclaimed author of numerous works of political commentary, including, most notably, Primary Colors, addressed a packed audience at the Cornell Club. The event was sponsored by the Oxonian society, a not for profit organization founded after 9/11 by a group of liberal-minded politicians, with the expressed goal of “changing the political discourse and stimulating meaningful and crucial dialogue.”

Each year the organization provides a unique platform for leaders in different fields to speak on something they are passionate about, and creates a new dialogue in the United States. Founded after September 11, 2001 by her Royal Highness Princess Badiya of Jordan, Louise Bagshawe (famous best-selling author), and Joe Pascal, the Oxonian Society makes leaders accessible to the public.

Among the crowd who came to hear Klein speak was Shelia Flazman, an active democrat, former candidate for public advocate in New York City and speech pathologist with the Department of Education. In addition to regular Oxonians, the audience was a mix of teachers, young professionals, and Cornell alumni.

As he opened his talk, Klein, who has been covering politics for over 37 years, joked that the book took him just as long to write. He refers to the opening scene of Politics Lost, in which he describes the assassination of Martin Luther King Jr. and the moment when Robert F. Kennedy, delivered the news in Indianapolis. Discarding the prepared notes of a speechwriter, Kennedy referred to the influence of advisors and consultants.

Klein points to the last of the last authentic moments before politics was hijacked by the television age. We live in an age, Klein argues, where the messages and policies of politicians are defined entirely by consultants, pollsters and fabricated sound bites. The carefully crafted messages of leaders have been pre-screened by “quantifiable” tests to ensure that they will impact and reach the appropriate demographic. As a result politics today has become more concerned with style over substance. He attributes this trend to the moment when politicians figured out “that anything they said would be held against them.”

As technology expanded the reach of communication, politicians began to use the media as a tool to weaken the campaign of one’s opponent. Politicians and presidents yielded their authority to the influence of advisors and consultants. Historically, Klein traces this pattern back to Pat Caddell, Jimmy Carter’s 26-year-old pollster, who was the first to write a sophisticated memo advising Carter on how to govern. Caddell’s 10,000 word memo transformed the role of the presidency from a platform of leadership into a continuing political campaign.

Klein points to Karl Rove as the latest consultant in this trend, whose preoccupation with image and style over substance, has refocused the political agenda of the presidency on winning the news cycle, and formulating the “message of the week.” The consequences have been policies that concerned themselves less with long-term and substantive effects and more with style of delivery and the short-term impact these policies have on the polls.

He refers to President Bush’s statement “you may not agree with me but you will always know where I stand,” as an example of the most perfectly crafted focus group-driven political message. His deceptively simple language was reassuring to Americans and taught them that the clarity of the President’s message was more important than its substance.

Now Klein urges Americans to choose leaders who confront rather than comfort them; leaders who demand sacrifice and challenge and who are unafraid to give honest realistic policies. Klein states that the responsibility for recovering politics and restoring democracy is in the hands of every American citizen. In the words of John F. Kennedy “ask not what your country can do for you, but what you can do for your country.”

First High School Graduation at “47,” American Sign Language & English School

By LIZA YOUNG

Graduation marks a milestone not just for students, but for the administration and history of the school—this was the theme at the recent first high school graduation at “47,” American Sign Language and English School.

Originally a Junior H.S. created at the start of the twentieth century, the school evolved with time, especially under the direction for the last ten years of Dr. Martin Florsheim, the first deaf principal of the school. Through his unique vision and persistence in plowing through challenges, the school was transformed from a school exclusively for the deaf, to one where deaf and hearing children learn side by side. A dual language program where students study English and American Sign Language—which was officially recognized by the board of regents as a language—was begun five years ago, with the high school opening a year later. The newly named “American Sign Language and English School” burgeoned from three teachers to a fully operational high school program.

At the recent first graduation, Florsheim helped launch students on their way to the “real world,” highlighting the importance of using knowledge to navigate life’s challenges. He introduced a special guest, Dr. Larry Taub, a graduate of Hebrew Union College, and today serving as Superintendent of the Governor Baxter School for the Deaf in Mackworth Island, Maine.

Graduating students of “47” are on the road to success; awards for excellence in math, science and social studies were presented to deserving seniors as well as the “Albert Einstein Award for the Best Scientific Mind.” The personal journeys of Florsheim and Taub are a model of triumph in the face of any challenges that cross one’s path.

Joe Klein

By YORK TIMES

Dr. Martin Florsheim

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By JOAN BAUM, Ph.D.

For four years Education Update has been honoring outstanding public school teachers at much-anticipated and well-attended award breakfasts at the Harvard Club. On June 22 the celebration continued, including for the first time recognition as well of the contributions of outstanding administrators. It was quite a morning, as an overflow crowd of teachers and supervisors from schools all over the city were joined by representatives from Metropolitan area colleges and Landmark College in Vermont and universities and from major TV and print media, leading cultural institutions, businesses and major publishing houses. They came to help sing the praises of those who, in the words of Dr. Pola Rosen, the organizer of the event, helped “inspire and shape the lives of young people.” Once again, Roberta Guaspari’s Opus 118 Harlem Center for Strings (and one piano)—a group of 8 girls and 4 boys—put on a dazzling performance of what could easily be called Mad Hot Violinists, proving anew that elementary school children with no previous artistic training can become disciplined amateur musicians—and focused students. Their selections, beginning with “Danny Boy” and moving on to tango, country, blues and classical, clearly showed that in the words of their teacher/conductor “they don’t get any better.” When Ms. Guaspari concluded with a short plea for supporting arts education at the earliest possible stage, the room broke into spontaneous applause.

Outstanding Educators of the Year 2006 was hosted by Education Update (EU) whose publisher and editor-in-chief Dr. Pola Rosen noted in opening remarks that letters of congratulations sent by Senators Hillary Clinton and Charles Schumer, Mayor Michael Bloomberg and Schools Chancellor Joel Klein would appear in the July issue of the paper. Lou Young, senior reporter for CBS-TV, introduced Laurie Tisch, Chair of the Board of Directors for The Center of Arts Education who was this year’s recipient of the Distinguished Leader in Education Award. A long-time ardent friend of education (“it’s the family business”), she noted with pride that the Center, constantly growing over its ten-year history and now serving over 400 houses. They came to help sing the praises of those who, in the words of their teacher / conductor “they don’t get any better.” When Ms. Guaspari concluded with a short plea for supporting arts education at the earliest possible stage, the room broke into spontaneous applause.

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Outstanding Educators of the Year 2006 was hosted by (EU) whose publisher and editor-in-chief Dr. —100 in just one province! –100 in just one province! —100 in just one province! —100 in just one province! built. Did we hear that number? —100 in just one province! going to China. Did we hear that number? —100 in just one province! —100 in just one province! going to China. Did we hear that number? —100 in just one province! —100 in just one province! —100 in just one province! —100 in just one province! The World is Flat.

More extensive information on recipients can be found online at www.EducationUpdate.com Further information on the nominating process can be found on www.EducationUpdate.com/awards

Notable guests included Presidents Jennifer Raab, Hunter College; Judson Shaver, Marymount Manhattan College; Jeremy Travis, John Jay College; Lynda Katz, Landmark College; Jill Levy, CSA and Dr. Lorraine Monroe; Dr. Joyce Coppin; Rhonda Novick, Manager, Daily News (NIE); Margaret Browne, The New York Times; Kelli Doss, New Leaders for New Schools; Bel Kaufman who personally autographed her book, Up the Down Staircase for each honoree; Mira Van Doren, documentary filmmaker; from Bank Street College of Education Dr. Alice Belgray, Enid Goldberg and Karen Arthur; from Landmark College in Vermont Dr. Brent Betit and Steven Muller; Dr. David Gomez, Kingsborough Community College; NYS Commissioner Sheila Evans-Truman; Harris Healy; Muril Siebert and Lou Young. Dr. Pola Rosen gives special thanks for the loyal sup- port, throughout the years, of CUNY Chancellor Matthew Goldstein, Dean Alfred Posamentier and Dr. Charlotte Frank.

All Photos Courtesy of André Beckles, CUNY
An Agenda for Excellence
By Randi Weingarten

As students celebrate the end of another school year and embark on well-deserved summer vacations, those of us who teach in New York City’s public schools like to reflect for a moment on where we’ve been and where we’re going with respect to education.

We’re proud of the many things we have accomplished this school year, but it has been both a difficult and rewarding one with a mixed bag of results and many challenges still ahead of us.

For example, with the backdrop of test scores rising, we negotiated a new contract agreement with the city last fall after nearly three years of bitter struggle. It gave educators a 15% pay increase—a total of 33 percent since 2002. But, like many labor agreements, it included hard-fought compromises, including teachers devoting more instructional time to their students.

The United Federation of Teachers, which represents New York City’s 100,000 public school educators, took particular pride in opening a charter school in Brooklyn; we will open a secondary charter school in September. It’s not the fact that it is a charter that makes it different; it’s that we listen to and support those closest to the kids: the parents and educators.

We continued to fight to reduce class size, but the city again opposed our efforts to let voters decide if funds from a settlement of the Campaign for Fiscal Equity case—a 13-year legal battle to get the city its fair share of state education aid—can be used for that purpose. We have one more court battle left in the CFE case, and we’ll continue to fight to give voters a voice in how that money is used.

Despite that setback, our push to reduce class size helped the mayor with the $6.5 billion capital construction plan that will add 107 schools and 66,000 new classroom seats—meaning lack of space should no longer be an issue in the class size debate. We also believe the City Council and mayor’s agreement to budget $7 million for 2,000 new full-day pre-kindergarten seats will open the door to universal pre-k for all city kids.

Our most significant accomplishment this year was the mayor’s agreement to $7 million for 2,000 new full-day pre-kindergarten seats. We will press school officials to take steps to improve student discipline and school safety. No school can focus on academic achievement if students and staff are distracted by having to worry about classroom disruption or other safety issues. We must create safe classroom environments so the overwhelming majority of children who want to learn can.

Improving teacher retention is a huge issue. We lose about half of our new teachers every five years as they take teaching jobs elsewhere or become frustrated and leave the profession.

For more information about Goddard’s new master’s program in business, visit www.goddard.edu or call (718) 468-4888.

These new standards are currently in effect for new students and will have 150 credits completed, raised from 120. These new standards are developed by the college’s biology and business administration track of the master’s degree program.

The College of Staten Island (CSI) launches a new master’s in business management program this fall. Enrollment is still open for its first class.

Students in this dynamic new program will benefit from its focus on strategic management skills in business and government organizations, according to Laura Nowak, chair of the business department at CSI.

Students will use advanced analytical methods and theory in the program’s capstone course, Managerial Decision-Making and Applications. The course involves a comprehensive and integrative approach to managing an organization over time through computer simulation. There is also a significant quantitative aspect to the course which will be complemented by a qualitative analysis of business policy and strategy, according to Nowak.

Additionally, students at CSI enrolled in the administrative track of the master’s degree program in Urban Health Sciences, which was co-developed by the college’s biology and business departments, will have the option of taking select courses in the new business master’s curriculum.

The launch of this new Master’s in Business Management program brings CSI into early compliance with New York State accountability licensure standards to take effect in 2009. These new state standards require that students wishing to take the Certified Public Accountant (CPA) exam have 150 credits completed, raised from 120. These new standards are currently in effect for the state of New Jersey.

For more information about CSI’s new master’s program in business management, visit www.csi.cuny.edu or call (718) 982-2010.
DOES MY CHILD HAVE A LEARNING DISORDER (LD)?

By GLENN S. HIRSCH, M.D.

One of the major barriers to a child’s achieve-
ment in school is the presence of a learning disor-
der. Early identification of a learning disorder is ex-
tremely important since it can lead to early inter-
vention, which can make a crucial difference in a
child’s success.

Between 10-25 percent of children have some
form of a learning disorder. A diagnosis is made if
a child’s level of achievement in reading, writing, or
math is significantly below what it should be
based on age, intelligence and schooling. The most
common learning disorders are different ones with
reading. Some signs that may indicate that a
child has or may develop a reading disability include:

- Delays in learning to speak; Trouble learning
  the alphabet and making connections between
  written letters and the sounds they make; Makes
  frequent mistakes when reading, such as skip-
  ping words, reading words backwards or getting
  letters out of sequence; poor understanding of
  what is read.

Other signs of difficulty that are suggestive of
a LD include: trouble learning numbers, colors
or shapes; difficulty learning about time and
directional concepts such as left/right; fine motor
deficiencies including manipulating a pencil.

One form of a LD called Nonverbal Learning
Disorder (NVLD) can affect not only a young-
some’s academic performance, but also his abil-
ity to acquire social skills. Children with this
disorder often misread social situations, are poor
at picking up facial cues and expressions, have
difficulty with judging their physical space and
have difficulty with cause and effect relation-
ships. Because of their often-marked social dif-
ficulties these children may be diagnosed with
nonverbal processing disorder.

Children are expected to reach certain mile-
stones in their development. There is an average
age for acquiring language, walking and develop-
ing socially, but a child who is developing at
a later time schedule than his peers is not always
cause for anxiety. Although most children are
first formally diagnosed in the early grades, par-
ents who note delays in a child’s early develop-
ment are encouraged to have an evaluation before
that time. While some children may ‘outgrow’
their delays, many do not, and a ‘wait and see’
attitude is inadvisable.

The first step in assessing a youngster who may
have a learning disorder is to obtain an evaluation
with a learning specialist and neuropsychologist.
A neuropsychological evaluation not only exam-
ines a youngster’s potential and current achieve-
ment, but also evaluates memory, ability to learn,
language, executive functioning, processing skills
and attention. The neuropsychologist should not
only explain a child’s areas of weakness but also
his areas of strength. A key component of any
evaluation is practical information for parents
and teachers that provide clear advice on how to
 teach such youngsters to insure school success.

This column provides educators, parents and
families important information on child and ado-
lescent mental health issues. If you have a question
or would like to suggest a topic for an upcoming
article, contact Glenn S. Hirsch, M.D., Medical
Director at the NYU Child Study Center at glenn.
hirsch@med.nyu.edu. The NYU Child Study
Center is dedicated to advancing the field of mental
health for children and their families through evi-
dence-based practice, science and education. Our
internationally renowned clinical faculty of board
certified child and adolescent psychiatrists and
child psychologists have expertise in many areas includ-
ing: ADHD, anxiety disorders, childhood and
adolescent depression, Tourette’s, PTSD and learn-
ing differences and treatments including pediatric
psychopharmacology and cognitive behavioral
therapy. For more information on the NYU Child
Study Center, visit www.AboutOurKids.org.

No Child Left Behind: Says Who?

By LYNN K. ROBBINS, Ph.D.

What impact does the policy created by the
No Child Left Behind Act (NCLB) have on the
achievement of students? What changes might be
necessary to make it work? These questions have
intrigued and troubled me since the inception of
the act and the implementations of its sanctions.
With its passage, sweeping changes in the way
schools are run need to be addressed. It is no
longer business as usual given the stringent sanc-
tions that are applied to states, districts, schools,
teachers, and students when they don’t meet the
federal accountability guidelines of the NCLB.

No reasonable person would argue against
accountability that would guide communities to
better prepare its youth to understand their role
in the future of society. However, the NCLB
does not permit accountability to be a shared
responsibility of the school community but plac-
es it squarely on the shoulders of administra-
tors, teachers and students. I am suggesting
that although the NCLB requirements show an
underinvestment in capacity building and an over
reliance on standardized test scores for account-
ability purposes, individual school communities
may become proactive in compliance by changing
the way they participate in the educational pro-
cess. Although the NCLB does make reference to
the wider community when it discusses account-
ability, it defines its responsibility as simply
“tracking the performance of every school in the
nation…to ensure that no child—regardless of
his or her background—is left behind.” I suggest
that the parameters surrounding the responsibil-
ity of the larger community needs to change, to
take on a more responsive rather than judgmental
role in the attainment or adaptation of the NCLB
goals by exercising their rights to communicate
with policy makers. Furman and Shields argue,
“the concepts of social justice and democratic
community are integrally interconnected and
must not be considered apart from the concepts
of student learning.”

If the purpose of the NCLB is to promote
student learning in this country then I would
suggest that those most closely affected by its
policies should ask such questions as “Where is
the social justice and equity in retaining 8 year
olds or preventing students from graduating high
school who have already been accepted to
colleges or universities? How will our society
profit by expecting children with diverse learn-
ing styles and handicapping conditions to attain
the same score on a single standardized test or be
retained? I would also ask where is the social
justice in offering parents, on the give of choice,
to take money from the public school to pay for
their child’s entry into a charter or private school
where there is no accountability for the quality
and credentialing of teachers that is so much a
part of the NCLB for public schools?

It is reasonable to expect the true test of an edu-
cational accountability policy be in its capacity
to measure educational success in terms of how
it provides individual and societal growth. It is
questionable that NCLB has adequately met this
test. Any educational accountability policy that
is not able to demonstrate how the diverse skills
and interests of our youth forwards the ideals of
our democratic society rather than “marking”
them based on a simplistic singular test score that
disproportionately damages the poor and
creative amongst them, either to be redesigned,
or if not, abolished. Children aren’t widgets that
fit into a singular mold; each is unique with iden-
tifiable strengths that go unidentified and tossed
into a singular box.

Dr. Lynn K. Robbins has her doctorate from
Florida Atlantic University in educational leader-
ship and a Master’s degree from Brooklyn College
in sports psychology and one from City College
of New York in Educational Administration. She
is a member and past Vice President of Phi Delta
Kappa at Columbia University in New York and
has been an educator and an educational admin-
istrator for over 25 years.

THE STERLING SCHOOL class of ’06
PREPARES FOR GRADUATION

The Sterling School students are busy planning an end
of the year celebration of learning and achievement. This party cel-
brates the hard work, growth and learning that our students have
achieved along with the formal graduation of our 6th
grades. Our students are hard

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JULY 2006 • EDUCATION UPDATE • SPECIAL EDUCATION

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President Donald Harrington of St. John’s University Achieves a Coup

By JOAN BAUM, Ph.D.

Asked to say something personal about how he spends time when he’s not tending to his academic flock, The Rev. Donald J. Harrington, C.M. [Congregatio Missionum], President of St. John’s University, laughed and said there was nothing to mention, “I’m a boring person.” For sure, his sense of humor had not changed since Education Update first caught up with this quiet but dynamic leader two and a half years ago. Since then, however, there has been quite a lot of change at the university, due largely to an extraordinarily successful capital campaign, launched a few years ago. It met its expectations and then some, with “then some” extending beyond $250 million and the latest revised upward goal of $250 million. Alumni and friends have been incredibly generous, the Rev. Father notes. Why? Because the university has been “faithful to its mission.” As for his own continuing role as St. John’s 15th president, a position he has held for 17 years, President Harrington says, “It’s in God’s hands.” True enough, but it doesn’t hurt to have someone of great faith, ability and focus help shape and stay the course.

The results made possible by the capital campaign include an impressive array of initiatives: recently constructed buildings, new and enhanced academic programs, including an expanded honors program and a newly founded writing institute, endowed chairs, student scholarships, improvements in the university libraries, technology updates (St. John’s is now in the top ten of wireless networks), new and enhanced academic facilities and a new academic complex. Surely, such progress is not unrelated to the number of applications the university received for its September 2006 freshman class: 25,000 for only 3,100 seats!

The very day Education Update once again caught up with President Harrington, he was getting ready for a campus tour and for a reception and gala to celebrate the capital campaign. Loath to cite individual donors, the president does note that the number has noticeably increased, as has the amount of individual donations: 47 gifts made to the university were of $1 million or more, and three alumni gave over $10 million each. If such largesse may strike some as at variance with the raison d’etre of the university to carry out the eleemosynary philosophy of St. Vincent De Paul, who inspired the founding of the Vincentian order to help the poor, Fr. Harrington notes that in two significant ways that mission is alive—and well—at St. John’s. The alums and friends who donate are giving back, out of love and thanks, and a good part of the campaign funds go directly to students who most need them the most.

The Rev. Father’s sense of need, however, extends beyond finances and embraces a belief in a personal approach to learning. That means, for example, that where other institutions move aggressively to expand online learning, St. John’s chooses to maintain a low student-faculty classroom ratio. Of course, distance learning, Fr. Harrington points out, is a great way to attract graduate and professional school students who live truly at a distance from the university—in other states, in other countries. Need also describes renewed academic emphases, as determined by faculty, alums and administrators, such as placing more emphasis on writing, within subject disciplines, across curricula and at all levels (law school, graduate degree programs). For this purpose the new Institute for Writing Studies has hired 15 full-time specialists. Will all these initiatives work? “We don’t create programs we can’t assess,” says Fr. Harrington with confidence and good cheer.

Despite Loss in PSAL Finals, Francis Lewis’ Hill Is Tops

By RICHARD KAGAN

Recently, the Francis Lewis High School girls’ basketball team played for the Public School Athletic League (PSAL) title for the fifth time. In the last 6 years, the Patriots fell 81-66 to Murry Bergtraum High School at Madison Square Garden, which won the crown for the eighth straight year.

Education Update focused on Francis Lewis High School’s D’Aistrea Hill, a senior, in the January 2006 issue (“A Senior Guard Helps Make Francis Lewis A Winner”). Francis Lewis had another highly successful basketball season making it all the way to the finals once again. And, Education Update wanted to find out how Hill was faring as she was putting a close on her great high school career. This is what we found:

The Patriots of Fresh Meadows, Queens (23-5) had a late season surge and knocked off the No. 2 seed Grand Street Campus High School team, 69-61, to reach the PSAL finals. Francis Lewis had lost earlier to Grand Street in February and settled the score with the key victory. Hill had 20 points, 10 rebounds, and 8 assists and Vionca Murray scored 24 points to lead the Patriots. Coach Mike Eisenberg has seen Hill grow and emerge to be one of the best players in Francis Lewis history. Hill was ending her outstanding four year playing career first in assists, steals, and three-point field goals at the school. She also currently ranks second in all-time scoring. “She’s a great player; she does everything well,” said Eisenberg. Hill scored 17 points in the loss. The Patriots were led by Sylvia Davis’ 18 points.

“We played really hard,” said Hill. Indeed, the Patriots closed to within 3 points, trailing 47-44, on a basket and made foul shot by the senior guard. But, Bergtraum then took off and scored 12 straight points on one of their patented runs, to take a 59-46 at the end of the third quarter. That put them in charge the rest of the way. A day after the game, Hill was a bit philosophical about her high school career and playing her last game for the city title at the Garden. “I think that it’s the best way to finish it,” said Hill. “Even though we did lose, at least we made it back there.”

Calling her “the perfect teammate” Eisenberg had nothing but praise for Hill. “She’s been great on and off the court,” said Eisenberg. “She’s a top, top kid.”
The Birth of a New School, Bronx, NY: Ken Baum, Principal Extraordinaire

By POLA ROSEN, E.D.D.

Ken Baum, principal extraordinaire, started a new public school in September 2004, The Urban Assembly for Applied Math and Science. The school, with 155 uniformed students currently in grades 6 and 7, will be adding a grade 12th grade) is reached. Trained at the NYC Leadership Academy, Baum, learned about leadership, school schedules and school structure, and then shadowed a principal in the Bronx for one year. Support, provided by Urban Assembly, the umbrella organization that runs 16 other schools, includes shared practices, writing a budget, and staffing needs. Baum credits Richard Kahn, president of Urban Assembly for his vision and partnering found this school.

For a school whose central theme is math, Baum is the perfect administrator, having completed an MA in math and all of the doctoral work as well. Cautiously talented teachers such as Jennifer Applebaum, Barnard College ’05, expertly deliver math and science skills to the 6th graders. One of the best features of this school, she stated, was the small class size of 19-20 students as compared with the usual 28-33 elsewhere.

Other unique features of the Urban Assembly for Applied Math and Science: In mid-summer, the teachers visit the students in music class, 20 students sit at individual keyboards all playing silently with earphones on. In an English class I visited, students were reading and annotating a poem and sharing their own compositions with great enthusiasm.

There is a structured advisory program three times per week beginning in 6th grade focusing on team building, issues that children face, how to have a friend. The 7th graders go on field trips to colleges; in 8th grade students go to colleges overnight, then come back and discuss their experiences with other students. Baum started the Bronx borough-wide math competition.

How do you teach the concept of a pulley? That’s easy. Go to the principal’s office and hammer it out with him and the math coach. The salient feature in this school is the teamwork and high spirits among the teachers (Derick Spalding-math and science, Cheryl Tournoux-Ralsaan Romain-advisement, Marissa Blondi-school newspaper) all led by a principal who is knowledgeable and cares. His school boasts an attendance rate of 96.6 percent.

“My goal is to have a 95 percent college graduation rate. We want to make our students successes. Before they fall out, they don’t drop out,” says Baum. Math Tournaments, math fairs, making strong columns in architecture class, playing a Yamaha keyboard are all part of a wonderful environment for the fortunate children attending.

How does your child get into this academic mecca? In District 9, there is a kids’ fair: children list their first and second choices. In District 10, students complete an application. There is no academic screening. English Language Learners (ELL) and special education students are accepted.

“I will never be satisfied until a child that grows up on Gun Hill Road [Bronx] has the same opportunity as a child who grows up in Scarsdale,” stated Baum. If anyone can do it, it will be Baum.

By Freddie Gershon

continued from page 3

Participating high schools were: Automotive High School, Brooklyn; Flushing High School, Queens; Fort Hamilton High School, Brooklyn; Grace Dodge High School, Bronx; High School for Arts and Business, Queens; High School for International Business and Finance, Brooklyn; New Dorp High School, Staten Island; Norman Thomas High School, Manhattan; Paul Robeson High School, Brooklyn; Port Richmond High School, Staten Island; Queens Vocational High School, Queens; and Walton High School, Bronx. First prize winners received $2000.

Kevin Albert, retired Merrill Lynch Managing Director and currently managing director of Elevation Partners, discussed the IPO initiative, its purpose and evolution over the past two years.

Junior” show kit which includes producer/director guidelines for every rehearsal and performance, in addition to curriculum guides connecting show themes to classroom instruction. Arts Connection provided year round production advisors to schools. Deeper than belting out melodies and critics who share diverse perspectives with our audiences.

Ken Baum, retired Merrill Lynch Managing Director and currently managing director of Elevation Partners, discussed the IPO initiative, its purpose and evolution over the past two years.

Principal Ken Baum

continued from page 14

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Entertainment

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PUBLISHED SECOND EDITION OF AFTER SCHOOL AND MORE Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs a structured, independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs a structured, independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs a structured, independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs a structured, independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs a structured, independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs a structured, independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking to provide children with special needs.

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that offers a Teaching Guide, follow up on the
ily to people who work with adolescents; after
hour of the footage for its acclaimed
asked to fill out a post-viewing questionnaire,
and sound fully balanced. The audience was then
that the audience was about to view the
CUNY, and introduced the evening by explaining
approach."
are somehow shutting students down rather than
film, during a discussion moderated by Bank
with the students and the Coach featured in the
Center. An audience of over 100 educators, artists
E. Segal Theatre Center at CUNY's Graduate

Dr. Frank Hentschker curates the Series for CUNY, and introduced the evening by explaining that the audience was about to view the "In the Mix" series, which will run the week of July 22 and the week of September 17 (check local listings for "In the Mix"). The program is geared primarily to people who work with adolescents; after the broadcast they will be directed to a website that offers a Teaching Guide, follow up on the students featured in the film, and other activities. At the conclusion of the talk-back, Gail Noppe-Brandon acknowledged the generosity of the two underwriters of the film: The Petersmeyer Family Foundation and the Bernice and Milton Stern Foundation. She also underscored the courage and generosity of the ten students who took the journey with her and allowed themselves to be filmed. Her hope is that after doing this work, every teacher will be encouraged to become something of a “communication coach”, and every young person will then feel comfortable enough at school to share their thoughts and ideas on paper, and out loud.

Audience Reviews:

“All of the students left me speechless and crying...BRAVO!”

“I fell in love with all the kids. It was moving without being saccharine, sweet or manipulat-
very authentic.”

“This film should be distributed throughout the
HighSchools.”

“For more information, check out the March

Stay tuned for future opportunities to see the
film at Festivals... or elsewhere!

MTI Chairman Freddie Gershon and Diane
Diaz, Principal of PS241 the Family Academy
in Manhattan.

By LIZA YOUNG

The Department of Education’s Blueprint for
Teaching and Learning in the Arts, Music Theatre
International (MTI), under the leadership of
Freddie Gershon, and the NYC Department of
Education through the direction of Dr. Sharon
Dunn, Senior Instructional Manager for Arts
Education, have teamed up to create the Inaugural
Arts Educational Program.

Recently, a powerful product of this collabo-
ration was presented at the Broadway Imperial
Theatre with students from all five boroughs in
NYC middle and intermediate public schools mak-
ing their Broadway debut. Participating schools were: IS 89 and PS 29 of the Bronx; IS 10 and IS
233, Queens; PS 241 from Manhattan; MS 88
and IS 68, Brooklyn; and IS 72, Staten Island.

Dunn described the program as a “carefully
planned program with one goal: help students,
parents, principals and assistant principals under-
stand the value of arts education.”

With great enthusiasm and teamwork students performed the scenes “It’s a Hard Knock Life” and “Together at Last,” from Annie Jr. and “We Dance” from Once on This Island Jr. The shows are called “junior” because they are adaptations of the originals.

A generous grant of $75,000 from the Schubert Foundation, was donated to the program in recognition of, as stated by Chairman Gerald Schoenfeld, the “vital role the arts can play in children’s lives.”

Work on the productions began in August of 2005 when teachers from the eight schools par-
ticipated in a two-day training program in devel-
opment of MTI’s Educational Branch.

At the start of the school year in the fall, teachers chose a show from MTI’s Education Division’s collection of musicals adapted by authors for middle schools and received continual guidance from MTI Education through its “Broadway continued on page 13”
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Mitchell Levine, Education Update

“We are completely sold on PhonicsTutor. We have seen nothing better in 28 years in education!”

Jack O’Brien, Isanti Elem., MN

“PhonicsTutor brought our children from reading on a second grade level to 7th & 8th grade levels in six short months.”

Roxanne & Michael, Dallas, TX

Undergraduate Program for Homeschoolers

Stay on the Goddard Campus: September 8-10, 2006

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The Undergraduate Program for Homeschoolers at Goddard College provides young people, ages 14-19, who have learned independently outside of schools, an opportunity to begin earning college credit while continuing to learn in a self-directed style.

The program offers options for part-time study, enabling students to engage in the equivalent of one or two 3-credit courses per semester, and features brief (3 day) residencies at which students interact with other homeschoolers as well as Goddard faculty who guide and evaluate their independent study when they return home.

For information contact Dr. Ron Miller at millerr@goddard.edu.

website: www.goddard.edu/academic/Homeschool.html
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“Echoes & Reflections” of the Holocaust: A New Curriculum

By LIZA YOUNG

While the Department of Education currently requires that the Holocaust be taught as part of the social studies curriculum, neither the nature of the curriculum nor the amount of time to be spent on it are specified. The lessons to be learned from the horrific events of the Holocaust are invaluable to the preservation of humanity. But such a topic needs to be taught with care and sensitivity.

The Anti-Defamation League (ADL), Survivors of the Shoah Visual Foundation, and Yad Vashem have recently partnered to create a powerful, multimedia curriculum for teaching the Holocaust, entitled, “Echoes and Reflections.” This triumvirate group has a legacy rooted in preserving Jewish rights, traditions, video-recordings and history and is an effective team in teaching about the Holocaust.

The program includes the use of primary source documents, including poems written by persecuted Jews, Nazi footage, extensive photographs, and testimonials of survivors. The program stands out from other Holocaust teachings in its inclusion of life before the Holocaust, after liberation, as well as providing connections with other genocide occurrences.

Throughout the curriculum, students are taken step by step towards understanding the history of the Holocaust, beginning in the definition of a ghetto and moving towards an understanding of the perspectives of the victims, through analysis of primary sources such as poems and video testimonials. In response to viewing a survivor’s detailed description of Kristallnacht—the massive pogrom against Jews across Germany and Austria—students are asked to indicate what they felt the subject was thinking as he was relaying his experience.

The curriculum affords the opportunity to expand reading comprehension, geography, and listening comprehension skills, in addition to the invaluable lessons of empathy and understanding.

Recently teachers gathered from New York public and private schools and organizations from around the city, including Midwood High School, New Dorp High School and the Board of Jewish Education (BJE) of New York for a full-day symposium of learning about the curriculum. Attendees, 15 teachers—most of whom teach history—and two administrators, had the opportunity to explore concepts such as what the word “ghetto” really means, given that today the term has multiple meanings. Feedback was welcome and will be used to adapt the curriculum as necessary. The majority of respondents present provided immediate feedback on the high quality and value of the symposium based on questions about sample lessons, visual history testimony and brainstorming sessions.

A representative from Murrow HS said that he “highly valued the opportunity to examine the curriculum. Feedback from colleagues spurred new ideas. I will use the handouts and materials to supplement my curriculum on the Holocaust.”

Using such materials will bolster not only the Holocaust curriculum, but the impact of historical events to prevent future atrocities.

For more information visit www.echoesandrefections.org/
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