Distinguished Leader in Education 2006

Laurie Tisch
Reflections on Outstanding Educators

By POLA ROSEN, E.D.D.

June is a time of passage. It’s a time to leave college and enter the world of work or graduate school. It’s also a time to reminisce and reflect. When I taught at the College of Staten Island in New York years ago, I always felt nostalgic in June. Students had left, corridors were quiet and another academic year had gone. Memories of outstanding students, interesting conversations, controversial issues and brilliant books lingered. What had I learned this year from the students? What had they learned from me? How had we all grown?

To me, the mark of a great teacher is one who transmits passion, emotion, commitment, belief and knowledge. I remember Mrs. Levy in the third grade at P.S.67 in the Bronx. She taught me to become an excellent reader, to understand and digest what I read. I remember Mr. Strom and Mr. Bernstein in middle school; they loved science and social studies respectively and conveyed it to their students. I remember Mrs. Levy in the sixth grade at the New York Academy of Sciences, an honor society for students with 90 and above GPA’s. I’ll never forget his compassion for me as I found my grades slipping just a bit when my mother died in the 11th grade. Marienhoff put his arm around me and reassured me that I could continue to succeed. I made it, and I did. I remember all this so many years later.

Education Update decided four years ago to honor outstanding teachers in New York City, those who inspire and shape the lives of young people. We organized an awards breakfast at the Harvard Club and received such an outpouring of appreciation and humility that we have continued the tradition. This year, Jill Levy, President of the Board of Directors and Administrators, suggested I include administrators in our recognition ceremony. Thus, 2006 marks the first time that we are including administrators as well as teachers who have taught, loved and shared their inspiration with students throughout the city.

The photos and stories that appear in our centerfold reflect the hard work of 21 individuals who were nominated by their supervisors and voted on by Education Update’s Advisory Council. We asked these educators to share their best practices so that we can all benefit from their success. Their pragmatic advice appears on page 6.

What a wonderful culmination of a school year to the 21 educators we call “Outstanding Educators of the Year 2006.” Kudos to you all and may you bask in your success this summer knowing that you will always be remembered by your students the way I remember my teachers of a half century ago.

EDITORIAL

LETTERS TO THE EDITOR

Barbara Corcoran Speaks at the NYU Child Study Center
To the Editor:
Wow! Article was helpful and hopeful. How did you not get destroyed by the Ld? Did you finish col...

Sir Edmund Hillary Brings Schools to His Beloved Himalayas
To the Editor:
This is a very good article. I am 10, and I’m doing a project on it, and it has lots of interesting facts, but I think it needs more pics!! Well cya...

Malachy McCourt: From School Dropout to Bestselling Author
To the Editor:
I think you did a great job on your article and I have to do a research paper and it really helped. Thanks!

Prison College Programs Unlock the Keys to Human Potential
To the Editor:
This is an issue that should be pressed and the investment would be beneficial to everyone.

IN THIS ISSUE

Editorial & Letters
Spotlight on Schools
COVER STORY
Special Education
Colleges & Grad Schools
OUTSTANDING EDUCATORS
Music, Art & Dance
Books
Homeschooling

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Distinguished Leader in Education 2006: Laurie Tisch

Compiled by Liza Young

Laurie M. Tisch has an unparalleled record of devotion to the arts and education. As the Founding Chairperson of the Center for Arts Education (CAE) since its inception in 1996, Tisch has overseen the donation of over $30 million to support collaborative relationships between public schools and cultural and community organizations. At Tisch’s helm, CAE has become a leader in arts education, developing and maintaining comprehensive arts education programs for public school students, raising public awareness for the arts education and supporting school-to-work programs in the arts industry.

As early as college, Tisch’s idealistic vision for the world was evident as she had the lofty goal of bringing an end to the ongoing war. Graduating with honors with a degree in education from the University of Michigan, Tisch has taught as a substitute teacher as well as a full-time Spanish teacher.

When she was a new mother, Tisch re-entered the workforce, joining the Manhattan Laboratory Museum, which blossomed, through Tisch’s tutelage as Chairperson, into what is today the Children’s Museum of Manhattan (CMOM), bringing cultural educational resources to children, and reaching out to communities in need.

Tisch’s dedication to the arts and education extends through serving as president of The Laurie M. Tisch Foundation, of which Tisch serves as president, supports the arts (especially American art), Educational Reform, Jewish Life, and increasing the quality of life in the city.

Her latest endeavor is chairing the Board for the Teachers College Campaign for Educational Equity, created to achieve the mission of equal educational opportunities for all students, using the intellectual resources of Teachers College to have a resounding impact on educational policy and practice. Tisch’s efforts to support the welfare of youth have been recognized through an award from the National Child Labor Committee.

Both of Tisch’s daughters are pursuing lofty goals in education; the eldest Emily is a student at Cardozo Law school and Carolyn is an undergraduate at Yale University.

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COMMON SENSE ON CLASS SIZE

By RANDI WEINGARTEN

Sad to say, foresight is an attribute seldom displayed these days. Just about everything seems to be geared toward the short term, the quick fix, the windfall profit. Unfortunately, that holds true in our public schools with budgetary choices that often reflect a failure to think long term. Year after year, we fail to make critical investments that would provide permanent benefits to students, parents and educators.

That is certainly the case with class size, which is 10 to 60 percent higher in New York City than in the rest of the state, depending on grade and subject. Education reforms come and go as different mayors and chancellors try new or not-so-new initiatives without addressing that key issue.

The repeated failure to reduce class size condemns us to fall short of our education goals, which shouldn’t surprise anyone. Until we have smaller classes taught by qualified teachers we will not fundamentally advance teaching and learning for our children. It’s common sense.

Critics say reducing class size by hiring more educators is simply a teacher union ploy to get more members and more dues. That attitude ignores research that shows that smaller classes allow teachers to give students more individual attention, reduce discipline problems, increase achievement and provide permanent benefits to students, parents and educators.

That’s why parents and educators are launching this campaign to convince the public and our elected officials that reducing class sizes is a long-term investment that must be made. Pulitzer Prize-winning author—and former New York City high school teacher—Frank McCourt has graciously volunteered to be honorary chairman of our class size coalition. Details on the campaign can be found on the coalition Web site, www.newyorkersforsmallerclasses.org.

Recently, educators and coalition members conducted informational picketing in the morning at key transportation hubs. An immediate Internet ad and a major TV ad in coming weeks will be part of the campaign. We need everyone’s support in this campaign because it will take more than just educators and parents.

The UFT is supporting a massive campaign to address this problem once and for all, and the timing is right. The city recently secured its largest school building campaign ever with more than $11 billion in new capital construction funds that could result in at least 107 new schools containing 68,000 new classroom seats. So lack of space will no longer be an excuse. With a new governor coming into office and only one more court battle to go in the Campaign for Fiscal Equity case—a 13-year battle to get New York City its fair share of state education aid—now is the time to fight for and plan for the investments we know will help our children succeed.

That’s why parents and educators are launching this campaign to convince the public and our elected officials that reducing class sizes is a long-term investment that must be made. Pulitzer Prize-winning author—and former New York City high school teacher—Frank McCourt has graciously volunteered to be honorary chairman of our class size coalition. Details on the campaign can be found on the coalition Web site, www.newyorkersforsmallerclasses.org.

Recently, educators and coalition members conducted informational picketing in the morning and/or afternoon at public schools across the city. They also conducted a citywide leafleting cam-
**Children First?**

By JILL LEVY

I am not certain, but I think we are still in the stage of form over substance. It is clever of this administration to keep “going in the right direction.” After removing every obstacle and the checks and balances in the system, and with the creation of so many new schools and support for the proliferation of charter schools, students are certainly moving from place to place. It’s hard to hit a moving target! And now that the administration seems to have accomplished its first set of goals — to break up old alliances, micromanage curriculum and the day-to-day operations of schools, build new dependencies and fears, and restructure the delivery of services to schools, it is moving on to a reorganization of the reorganization. After all, it’s hard to hit a moving target!

This next iteration of the agenda, Empowerment Schools, is fascinating when you focus on Joel Klein’s original and, I presume, his ongoing plan, which is fascinating when you focus on Joel Klein’s original and, I presume, his ongoing plan. His original and, I presume, his ongoing plan.

It becomes clearer with each move that the agenda is to “corporate” the public school system. If we follow the road map, we will ultimately see 1,400-plus individual schools, with 1,400 excellent leaders, but what did that statement actually mean?

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So, far, management has been less than forthcoming about their plans. I also wonder why something so potentially great as the Empowerment Zone would be laced with bribery, coercion and secrecy. Reports from the field tell of telephone calls from corporate funders asking Principals why they haven’t signed up. We’ve heard other things as well. Our charge is to protect the contractual and legal rights of CSEA members. It is difficult to do that without information and credible dialogue.

Indeed, we supported the precursor to empowerment schools, the Autonomy Zone, and our members who chose to be part of it. So, too, we will continue to support our members who choose to try something new and perhaps better, but we are mindful of our primary function as a union of professionals.

So, as we move on to the next iteration, what happened to “Children First?”

**E2Classroom: Delivering Cutting Edge Science to Schools**

By MICHAEL J. PASSOW, Ed.D.

How can classroom educators learn about cutting-edge investigations not yet in textbooks? How can researchers share their discoveries with teachers and their students? For nine years, one answer has been the “Earth2Class Workshops for Teachers” at the Lamont-Doherty Earth Observatory of Columbia University in Palisades, N.Y.

Each month during the academic year, E2C teachers have the opportunity to interact with LDEO scientists, learning about a wide range of inquiries in the geosciences, and then developing classroom applications. Climate changes, earthquakes and other natural hazards, deep-sea drilling, vast lakes hidden beneath Antarctic ice sheets, and harmful algal blooms are among topics shared in the current series.

E2C was originated in 1998 by Dr. Michael J. Passow, an 8th grade Earth Science educator at White Plains (NY) Middle School who also has adjunct appointments as Associate Research Scientist at LDEO and Professor of Science Education at Teachers College, Columbia University. Begun as a format to share American Meteorological Society Education Program teacher-training materials, for two years, Passow and LDEO scientists met with a small number of teachers from the New York area. But in 2000, E2C joined with the TC North Hudson Electronic Education Empowerment Project, and workshops held at the LDEO campus were telecast live to participants two hundred miles away at Adirondack Community College in Glens Falls.

NHEEP brought in the other two key members of the E2C Team, Dr. Cristiana Assumpcao and Frederico Baggio. Dr. Assumpcao earned her doctorate in Educational Technologies utilizing the E2C program, Baggio, an Information Technologies consultant, created the ever-expanding web site, www.earth2class.org. They continue to co-direct the E2C activities with Passow from their home base in Sao Paulo, Brazil, using a variety of electronic communication technologies.

E2C expanded further in 2004 when Passow and LDEO research scientist Dr. Gerardo Iurriaga were awarded a grant from the National Science Foundation Geoscience Education Program. This funding has enabled more teachers and scientists to participate, as well as providing support for summer conferences and curriculum development workshops.

Key to the program has been cooperation of LDEO research scientists. Their willingness to meet with teachers on Saturday mornings, develop presentations for an audience different from the scientific peers with whom they usually interact, and provide feedback about curriculum materials developed about their work are vital to the success of this program.

Each Workshop opens with an introductory presentation by Passow that gives participants a general overview of the theme. Then the scientist(s) describe how researchable questions arise, methods used in the field or lab, significance of their discoveries, and future plans. Teachers often ask questions that not only assist them in responding to their students’ questions, but also occasionally give the scientists new areas for inquiry.

The final portion of each session involves opportunities to model classroom applications. Watching colleagues describe how to teach about the topic or participating in development of curricular materials enhance participants’ confidence that they can successfully incorporate the information and activities into their teaching.

Some workshops include special guided tours of LDEO facilities. For example, Dr. Dallas Abbott, in conjunction with her talk about identifying impact craters on the sea floor, discussed how she uses cores as she and the E2C teachers studied in the LDEO Deep Sea Sample Repository situated more than seventy miles of ocean bottom materials collected during the past half century and available to researchers.

For the vast numbers of teachers and students who cannot attend the live sessions, a wide range of resources are provided through www.earth2class.org. These include archived versions of the Workshops, links to online science education websites, publications and news stories about the program, and images. One of the most accessed sections of the site is the “Earth Science Curriculum Units,” a collection of online resources that include key concepts, vocabulary terms, selected student investigations, and additional web sites.

The Earth2Class will continue to provide live and online support for educators and students, and always seeks new opportunities to expand what it offers to a wider audience.

New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in Math and Science. In this spirit, Polytechnic University is pleased to remind you of our Scholarship for Education Professionals.

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**JUNE 2006 • EDUCATION UPDATE • SPOTLIGHT ON SCHOOLS**
PS 91, Queens
By GERDA RADSEK, TEACHER
Sometimes the best lessons learned are those that come from teachable moments not found in the curriculum. When we teach children kindness, respect and responsibility we are also helping to build their character. We need to take advantage of those moments when a child looks at us with eager eyes and asks, “What now?”

More than half my life has been spent in front of those eager eyes and at the end of every school year I question whether I have given enough. Has every teachable moment been explored? As educators, it is not enough to just assess how much our students have progressed; it is equally important to assess ourselves.

Following the curriculum is expected but when an educator can turn an ordinary day into an exciting journey of discovery and learning, that’s an accomplishment! If we teach by example using kindness and understanding we can motivate any child to be an enthusiastic learner. If our lessons are modeled using actual experiences that children can relate to then we become the role models that they so desperately need.

As Educators, we have been given the task to perform miracles. Our reward is not monetary but instead it is the knowledge that we gave our all to those who so fervently come to us. It is the satisfaction that comes from knowing that you are a role model who inspired them to be all they can be. Make learning an exciting journey and your students will be grateful for your inspiration and motivation.##

PS/MS 43
By JOHN QUATTROCCHI, PRINCIPAL
A Professional Learning Community (PLC) is characterized by staff members engaging in collaborative, continuous and collective examination of their teaching practice, professional growth, student learning and how these activities relate to the school’s priorities for improvement. In our Professional Learning Community staff work together to view the whole school as a place where educators teach skillfully in separate classrooms yet are able to find solutions, to various challenges, together.

The PS/MS 43 staff is divided into 12 Professional Learning Teams. The teams meet and focus on developing a shared mission, collective inquiry, collaboration, action/experimentation, continuous improvement and group planning. The Professional Learning Teams analyze qualitative and quantitative data in three ways:
1. What do we expect our students to learn? How do we respond when students do not learn?
2. Based on the answers to these questions each learning team, under the guidance of a lead teacher, plans activities to address the identified needs.

Learning activities can take a variety of forms: book study, reviews of student work/data, assessment activities, reviewing and transforming theory/research into practice and writing/sharing curriculum and lesson plans.

Our Professional Learning Team initiative has fostered professional reflection and introspection which has in turn resulted in consistent and sustainable improvement in student performance.##

PS 66, Queens
By PHYLLIS LESWAND, PRINCIPAL
The Sterling School students are busy planning an end of the year celebration of learning and achievement. This year’s grand celebration will be the commencement party that celebrates the hard work, growth and learning that our students have achieved during the formal graduation of our 6th graders. Our students are excited and proud of their accomplishments. Our multi-sensory Otten-Gillingham curriculum shows how the student’s learning of basic skills and hands-on learning experience engages our students in the study of science and history. One-to-one instruction builds competence, fluency and self-esteem. The Sterling School is a school for children with Languages Based Learning Disabilities or Dyslexia. We strive to produce independent readers/writers who can navigate a variety of genres. The teachers model for the students how to prepare a well-developed essay using semantic maps as a tool.

PS 66 provides this professional development for classroom teachers by a team of highly skilled professionals. These intervention specialists assist the classroom teachers throughout the literacy prototype. At PS 66 we take pride in our reputation for maintaining a nurturing environment while still producing outstanding test results. We aspire to continue our commitment of best practices in the area of improving student literacy.

It is the goal of the PS 66 community that the words of Mrs. Kennedy are always inherent in all that we do. To the parents, educators, friends, neighbors: you can express yourself you can tell the world what you want from it... All changes in the world, for good or evil, were first brought about by words.##

East Side Middle School, Manhattan
By JAY LYONS, TEACHER
Learning requires occasions for discovery, learning opportunities for students. Discover is inherent to effective teaching. Whether it is the condition of point of view, or how the eyes of hero evolved, the power of an author, playwright and poet crafts a story, or how language and media are used to manipulate thinking, each discovery allows for a greater capacity to interpret, question and navigate through a complex world. Developing effective questions to guide that discovery is critical, as is offering students multiple sources such as: narrative film, documentary, rich interactive text, special speakers, museums, the world outside the school building and the internet. Ultimately the goal is to immerse students in the material in order to develop strong habits of mind and, as Grant Wiggins says, “enduring understandings.”

The Sterling School Class of ’06 Prepares for Graduation
By MAURO BRESSI, ASSISTANT PRINCIPAL
In leading and supervising my teachers, I employ three basic principles: model excellence, I support excellence, and I reward excellence. This triad is my foundation for promoting instruction and learning that translate into high achievement among students in my school.

I take being the lead teacher of my department very seriously. It is of primary importance that I exhibit all of the good qualities of teaching that I expect from my teachers. I am passionate, scholarly, committed, and hardworking. I believe my devotion to scholastic and pedagogic excellence inspires my students to do their best. There is no substitute for leading by example.

To help teachers do their best, I make sure they have all the tools, materials, and resources they need to do their job effectively. I know the standards and curriculum and anticipate what teachers require for instruction. I ask them what else they desire and procure it for them. I discover where their interests lie, what excites them, and encourage them to pursue these interests with their students. I am sympathetic and caring, not just demanding. I believe a teacher cannot be excellent without essential support.

Although excellence is its own reward, it should nevertheless be recognized, even celebrated. At the appropriate opportunity, I bestow high-performing teachers with a gift or other sign of appreciation. And I let my teachers know how important they are, that their individual and team efforts are meaningful and valued. In this way I build morale and reinforce excellence. I believe in rewarding a teacher for a job well done.

I don’t see how an administrator can do other than model, support, and reward excellence in teaching. It’s fundamental, and it works.##

Brooklyn High School of the Arts
By ROBIN SUNDICK, PRINCIPAL
A core belief of mine, which I included into my school vision, describes a school as a collaborative learning community, where, ‘all teachers can teach, and all students can learn.’ Teaching and learning are not mutually exclusive. Explicit, focused and targeted teaching usually ensures high quality learning. A successful school needs both for real instruction to occur.

Staff and professional development are one of the most important components of a forward moving school community. They provide the vital link between, ‘learning and learning how’, between, ‘understanding and implementation,’ and between, ‘knowing and knowing why.’

Research indicates that most teachers know what they need to learn and will seek it out because it is relevant to their well-being and success. They will take away what they need. With that in mind, and to ensure value-added outcomes, professional development should be created with a two-fold purpose; to provide the skills and techniques educators need to do their jobs well, and second, to empower them to become life-long learners and part of a larger school community where professional practice is valued and encouraged through study, collaboration, shared planning and reflective practice. It is in this way that teachers can become responsible for their craft, resulting in higher expectations and greater student achievement.##

The Sterling School 06′ Prepares for Graduation
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South Mountain School in Millburn,
New Jersey Scores With Outstanding Science Fair

By POLA ROSEN, Ed.D.

South Mountain Elementary School’s students displayed amazing talent in a wide array of science projects that were clearly made completely by them. A command of the subject matter was in evidence by second to fifth graders as visitors strolled around the gym, getting articulate explanations whenever they paused to see a project. In one experiment, Emily Wertheimer and her classmates, Julia Kelly and Hannah Boland displayed their knowledge of volcanoes while demonstrating an impressive, frothy eruption by mixing baking soda with vinegar. Other experiments dealt with tornadoes and how they operate, comparing horse and automobile pollution and explaining the solar system.

All participants were awarded certificates by Principal Ted Lindenberg. Clearly, South Mountain is a school with excellent leadership and committed teachers. We will visit them again soon.

Los Angeles Airport Has Summer Aviation Program

Los Angeles International Airport (LAX) and its business and community partners have joined forces to host two free, week-long educational programs for middle and high school students to provide an introduction to careers in aviation. The Junior Aviation Careers Education (ACE) Academy is scheduled throughout July. The program provides participants with a basic understanding of career opportunities within the aviation industry, as well as general knowledge about LAX. Students will receive facility tours and briefings by airport-wide employees and tenants. The middle school students will also spend a day with Southwest Airlines and the Federal Aviation Administration, while the high school students will spend a day with American Airlines and an afternoon at Boeing.

LAWA Executive Director Lydia Kennard said, “The ACE Academy is a fun and exciting way to help increase motivation for area students about career opportunities available in the field of aviation.”

The program is open to all students entering grades 7 through 12, with selections based on merit. For additional information or to receive an application, please contact Diana Sanchez or Shirley Calderon in the LAX Community Relations Division at (310) 646-5742, or via e-mail at dsanchez@lawa.org.

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Encouraging Young Scientists at the American Museum of Natural History

By Judith Aquino

Recently the Urban Advantage Middle School Exit Project Initiative marked the end of another successful year with its 2nd Annual City-wide Science Expo. Seven institutions (the American Museum of Natural History, the Brooklyn Botanical Garden, the New York Botanical Garden, the New York Hall of Science, the Queens Botanical Garden, the Staten Island Zoo and the Wildlife Conservation Society) and the New York City Department of Education teamed up to form Urban Advantage, an educational program offering professional development in research skills, resources and equipment for students and schools, visits to the participating institutions, and events for participants throughout New York City. With over 20,000 students, 195 teachers, and over 60 schools involved in 2006, the number of participants has increased by more than two-thirds since last year and Urban Advantage continues to reach out to schools.

"Today’s fair is a celebration of the efforts to take on the challenges we face in promoting science education in New York City schools." — Myles Gordon, Vice President of Education, AMNH

"…do not let a child’s interest in science fade. Lobby your city council for more programs. Council members are finally listening to science, but this is only a start.” — Dr. Julia Rankin, Director of Science Education, NYC Department of Education

Scientists Debate Teaching Evolution or Intelligent Design

By SYBIL MAIMIN

Concerned by the increasingly strident national debate about the teaching of evolution in the public schools and the campaign by some to teach intelligent design, the New York Academy of Science held a two-day conference for scientists, secondary school and college teachers of science, and public officials responsible for education policy to explore the controversy and to offer skills and background needed to deal with the issue. The focus centered on the nature of scientific inquiry and the importance of evidence and testable hypotheses. The difficulties of teaching evolution in a climate of controversy included a sobering presentation by Jennifer Miller, teacher at Dover High School in Pennsylvania, where instruction in intelligent design and questioning of evolution resulted in a federal court case in 2005. John F. Haught, professor of theology at Georgetown University, explored the perceived clash between evolution and religion. He explained the difficulty for religious people to accept the implications of evolution at the expense of traditional hierarchical ways of thinking. Deep time seems illogical because, “Why would God fool around so many years before establishing intelligent life?” Where are values and ethics in a system that centers on matter? With evolution, the universe is purposeless and Providence is irrelevant. "Why wouldn’t the religious community react against this view," Haught asked. Yet, he sees the possibility of reconciliation and an understanding of God that can include evolution. Called “theistic evolution,” this approach includes “trepid tolerance,” or tolerating evolution without ceasing to celebrate it. This view assumes limited human intelligence and the inability to understand the “mystery” of evolution or the wisdom of God. Another theistic approach is the “soul school” that posits the materialism of Darwin may be harsh but is not evil. It is a “tough love” view and maintains that some those who loves and imposes suffering to create challenges. An ambiguous, unfinished universe is consistent with openness to the future.

Gerald F. Wheeler, executive director of the National Science Teachers Association, reported the debate over evolution “is taking a toll on teachers.” He explained, “Most of us got into this job because we like science and we like kids… the public debate puts science teachers in an awkward position.” He lamented that teacher preparation in science is often “atrocious” and leaves teachers unprepared to teach this “touchy” subject. Kenneth R. Miller, professor of biology at Brown University advised taking anti-evolutionists seriously. “They are intelligent and this is an important issue to them.” “Stop trying to sound too scientific and do not use the word ‘theory.’” Haught remarked that clergy have to be better educated in science; few are equipped to adequately deal with the question. He suggested science educators and clergy use “explanatory pluralism,” or offering many answers to a question, each of which complements rather than contradicts.8
High Schools Link With Colleges To Pave New Paths

By LIZA YOUNG

Ensuring successful careers for underprivileged youngsters rests on intervention at the earliest possible stage. Jennifer Raab, President of Hunter College, took this realization and her perturbation with the under-representation of minorities in science-oriented careers, and worked towards opening a school to alleviate the situation.

Through the collaboration of Hunter College and the New York City department of education, Manhattan Hunter Science High School was officially opened in the fall of 2003. The school is an embodiment of Raab’s Hunter science vision, providing students with a science-oriented environment, with the enriching opportunity of amassing up to 30 college credits by the time they graduate high school.

Acceptance to the school is not based on superior ranking, but rather, on average or slightly below average math and reading standardized test scores, a special interest in the sciences, and a superior attendance record.

Through partnering with the Gates Early College Program, students at Manhattan Hunter can take and get credit for college level courses in math, science, English, Spanish, and social studies.

Beginning in the fall of 2006, seniors of Manhattan Hunter—who will have completed all two of their high school requirements—will be enrolled at Hunter College as non-degree students, and take a math and science course during their first semester.

The walls of the school are covered with science materials, including comprehensive lab experiments performed by students. There is a camaraderie among students and staff, and an aura from students that they have truly found their niche, and are on their way to success. There is a cap on the number of students accepted to limit class size, and teachers are carefully recruited based on their commitment to the unique model of the school and their dedication to the needs of students. Cassidy, a student described the school as “feeling like a family.”

Karan Lal has no qualms about the two hour commute he makes each day to get to school. Interested in research to help find a cure for his brother’s illness, he feels he has found a place to achieve his goals.

Principal, Susan Kreisman, described by President Raab as demonstrating true leadership, in addressing the visitors, identified with President Raab as demonstrating true leadership, in addressing the visitors, identified with the office you upon entering Ms. Perez-Katz’s office you would never know that you were in a collegiate floor penthouse.”

All students are proud of working towards earning college credits while still in high school.

Baruch College Campus HS

By VICTORIA FLORESHEIM

It is rare to find a high school student roaming the halls of a college building, unless the student is already in college; there, that is, the norm at Baruch College Campus High School (BCCHS). Located within the halls of Baruch College, CUNY, the principal, Alina Perez-Katz, believes that this setup paves the way for a mutual exchange of benefits between the high school and the college.

The two educational institutions collaborated about three years ago, affording students the opportunity to experience the resources and classes of the college campus while they are still in high school.

As a screened program, admission to the school is based on living in district 2 or having attended a middle school within that district. Beyond this qualification, students must have at least an 85 average and no more than 10 absences. ELA and test scores are examined as well.

Upon entering Ms. Perez-Katz’s office you would never know that you were in a collegiate setting. There are colorful drawings and painting from students hanging out on floor every wall. There are students hanging out on computers sitting on the brightly colored furniture and the principal’s office itself has pictures of students and college students.

There is a sense of camaraderie among students and staff. Bolstering the confidence of students is a key feature at the high school. Perez-Katz indicated that all students are required to complete the rigorous honors programs. Students in need of extra help are supported through after-school tutoring sessions given in multiple subjects by both regular and college students.

Students also have the opportunity to participate in various extracurricular activities; some provided for by the college itself. These activities include: debate, art, science clubs in college laboratories and use of the athletic facilities of the university.

The specific perks of being part of a college campus include having access to the college’s career center, library, computer centers, the technologically advanced Smart Boards, as well as college students who provide SAT preparation, and partnerships with professors and teachers. Generally, the college campus “feels a tone of seriousness,” Perez-Katz stated.

Last year students were able to learn level four Spanish from a college professor and efforts are currently being made to switch calculus from an AP level course to a college taught in the college setting for college credit.

When asked about her vision for the future Perez-Katz would like to see increased collaboration between high school teachers and college students and high school teachers as “college professors are specialists in their content area, which would give teachers access to the latest research while professors would benefit from learning from teachers about pedagogy.”

TOWNSEND HARRIS HS & QUEENS COLLEGE

By THOMAS CUNNINGHAM, PRINCIPAL

Admissions: Admission is highly competitive. Students must: Have a minimum overall average of 90 percent. Students who have higher averages are much more likely to be selected. Have a minimum Standardized Reading Score of 90th percentile. Have a minimum Math Score of 90th percentile. (Level 3-4). Have excellent attendance and punctuality.

Dr. Frank Gardella of the School of Education at Hunter College, who is an expert in training math teachers and principals described how the mathematics curriculum was carefully examined and essential elements for ongoing into higher planes of math were extrapolated from the incredibly expanded field of math today—textbooks are up to 800 pages, from 200 when Gardella was in high school.

As highlighted by Professor Ada Peluso, Chair of Hunter math department, tutoring will be available at the Hunter College Center for the forthcoming high school students, who will be learning side by side with undergraduates.

Dr. Shirley Raps, Chair of the Hunter math department at Hunter, pointed out the preparations being made in the biology department which will include tutoring and training for lab research. Nine Manhattan Hunter students have already visited the lab for several sessions—where they learned basic biological lab components such as pH and use of the centrifuge, as well as how to conduct scientific research—and gave PowerPoint presentations on scientific phenomena, including cloning.

The collaboration between Manhattan Hunter Science HS and Hunter College should bring a great payoff in terms of student success in the classroom, and further down the road.

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JUNE 2006 • EDUCATION UPDATE • SPOTLIGHT ON SCHOOL CULTURE
Inclusion in NYC: Are We Making Progress?

By Stephen Levy, Ed.D. and Hal Epstein

The face of education is changing, but change, as we all know, sometimes can be strained and torturous. The separation of general and special education is not working, and either a merger or close collaboration seems to be indicated. This leads us to the dreaded “I” word, which often can be found at the center of debates that quickly turn heated and ugly. Inclusion is a topic that causes otherwise stable and level-headed administrators to go ballistic as they try to come up with negative arguments to combat a basic truth. The truth is, “All children can learn and all children should have the opportunity to learn together.”

Thirty-one years have passed since PL 94-142 (The Education for All Handicapped Children Act) became the law of the land. Then in 1991 the IDEA (Individuals with Disabilities Education Act) gave students with disabilities access to the general education curriculum. These new mandates increased the opportunities for students with disabilities to be educated alongside their general ed. peers. They placed the education of children with handicaps in the least restrictive environment and disabled children were now required to be educated with their non-handicapped peers to the greatest extent possible. That said, and with statistics that mainly support that the above requirements are being met, it is still a matter of understanding which schools are actually practicing inclusion and which are merely paying lip-service to the best practices that have been identified.

Parents have found that in order to get their children into a worthwhile inclusion program, they have to hunt far and wide, getting answers like “we don’t do that here!” The fact is that inclusion is happening, but it seems to be the best kept secret of the DOE.

Schools have gotten increased funding to create opportunities for all students and principals now have the authority and funds to create inclusive classrooms. The DOE in its commitment to Least Restricted Environment (LRE) and inclusive education has funded inclusion classes at more than a 30 percent higher rate than self-contained classes. The question therefore has to be asked, “If everyone is seemingly behind this important initiative, why is it so difficult to find quality inclusive classrooms for students?”

The pressure of running a school can get in the way of seeing the big picture. With accountability on the minds of most Principals, they often don’t see the benefits of inclusive education. The fact is, instructional strategies designed for students...
The evening of June 5, 2006 was a very special night in Brooklyn. Touro College invited the graduates and loved ones gathered together in the beautiful and picturesque Grand Prospect Hall to celebrate the graduation of its Class of 2006 from the Touro College New York School of Career and Applied Studies (NY SCAS). After years of hard work, that night was a night of pure celebration, a true night of joy.

The sentiment of the evening was summed up best by Dr. Stanley Boylan, Vice-President and Dean of Faculties in his opening remarks to the graduates and their guests. Dr. Boylan recalled how Touro College was founded 35 years ago by Dr. Bernard Lander. Back then, there were only 35 students enrolled in the college. Boy, what a difference 35 years make! Touro College now has over 10,000 students receiving their degrees this June.

But, Dr. Boylan’s remarks went beyond reminiscences of days gone by. He acknowledged the sacrifices the students and their families had to make to be able to be there on that special evening in Brooklyn. Dr. Boylan said, “The Class of 2006 showed “a great sense of what can be accomplished in the world.” He ended by stating that we should “inspire the class of 2006 to be inspired by the class of 2006 for the achievement that you have demonstrated.” Finally, as is traditional, Dr. Boylan congratulated the graduates standing up, face the audience, and give a hearty round of applause to their loved ones in gratitude for their part in the achievement.

From Dr. Boylan’s touching remarks, the evening continued with the guest Commencement speaker, Brooklyn Borough President Marty Markowitz. After recalling a humorous near “close encounter” with actress Halle Berry, he addressed the graduates and guests with a combination of humor and passion, lauding Dr. Landers as a “true visionary,” assuring the graduates that their efforts “will pay off massively,” and, echoing the song “New York, New York,” telling the students that “if you can make it here, you can make it anywhere.” “Brooklyn”, Mr. Markowitz said, “is a place where you make your dreams come true.” His sentiment shared by many in the audience not only about Brooklyn but about Touro College.

The evening was then turned over to the Valedictorian, Dina Freund, who graduated with a 4.0 G.P.A. and a Bachelor’s Degree in Psychology. In her touching speech, Ms. Freund recalled the philosophy of Touro College speaking of “lighting a match, and passing the flame to another.”

“Vilna is my nucleus,” explains the now-septuagenarian Van Doren when interviewed by Dmitryi Kalinin for his work as a photojournalist and for his photographic services for the NY SCAS community and to Jolene Jackson of New York University’s United Black Students Association, the 69th Precinct Community Council, and the Jewish Community Board at their recent “We’re Jewish” social event. Yekaterina Skakovskaya and Rosemarie Lusino were winners of the Robert Bieleski Special Recognition Award, ventures in overcoming extreme hardship in the face of difficult circumstances.

Touro College President Gregory W. Williams, Ph.D., Receives Honor From Austrian Government

Dr. Gregory W. Williams, President of The College New York of New York, accepted the Austrian Award for Cultural and Art, 1st Class, one of Austria’s highest civilian honors, at a ceremony held in Vienna recently.

Elisabeth Gehrer, Federal Minister of Education, Science and Culture, presented the award to President Williams on behalf of Austrian President Heinz Fischer before a gathering of top education officials and faculty and administration representatives from Austrian universities at the Museum of Fine Arts.

While making the presentation, Minister Gehrer cited President Williams’ strong commitment to the many education cooperation programs between Austria and New York City. “During your administration the level of cooperation has increased tremendously at the university level,” said Minister Gehrer.

In accepting the award, President Williams called his appointment to a segregated town in the 1950s and 1960s and said never would he have imagined that some four decades later he would be standing in such an extraordinary museum, surrounded by the art and artifacts of 1,000 years of Western civilization to receive such an esteemed award.

In the end, Van Doren’s immortal contribution to the tragically doomed society of Vilna is perhaps best summed up by former Touro College speaking of “We’re Jewish” world: “I feel that I am alive, at least I have to remember all the people who perished, and not let their spirits die, that I have to live for me, in my work, in my dreams, in my writing, in my relationship with people. I am obliged to represent them, because they were a noble people.”
JOHN QUATTROCCHI
Maurice D’Amico, Superintendent
PS/MS 43Q
D27/Region 5

In the nine years John Quattrocchi has been principal of PS/MS 43Q, the school population has grown from 200 students to 1400 students and moved from being a failing school under registration review (SURR) to a school in good standing. Under Quattrocchi’s guidance the school community is developing a meaningful, connect-ed curriculum featuring best teaching practices. A student achievement rose from 18 percent in reading in 1999 to 48.3 percent in 2005; from 13.8 percent in math in 1999 to 46.8 percent in 2005. Quattrocchi has established instructional partnerships that bring the school community together through monthly newsletters, month-ly parent meetings with Assistant Principals, a Parent Coordinator and a Family Assistant, a Parent Room, a Parent/Teacher Association, a Parent/Child Math Club and a Parent/Child Art Club. The school also has very active parent and Special Education Parents who volunteer in many capacities. An instructional partner-ship with a local construction company resulted in the donation of an Early Childhood Center that opened in September of 2005 to ease the school’s overcrowding. PS/MS 43Q continues to provide space to the community based BEACON program. The number of children attending the program is 150. The program offers counseling, recreation and educational services to youth in the surrounding community. PS/MS 43Q has established collaborations with The Basic School Network, the Rockaway Artists Alliance, the Queens District Attorney’s Office, the Mark Armstro Art Network, the Rockaway Artists Alliance, and the Queens Public Library. Through Quattrocchi’s leadership PS/MS 43Q has taken the lead to promote academic, social, and emotional development and a safe learning environment.

PS/MS 43Q

PHYLIS LEINWAND
Dr. Kathleen Lavin, Superintendent
P.S. 66 Queens/Jacqueline Kennedy Onassis School

Community as well as members of our school, was instituted to foster a love of books and reading. Smith-Gayle has been perceived as a principal teacher and an instructional model by her staff. She always has an open ear to all staff sugges-tions and takes the risk of implementing these suggestions.

PAULINE SMITH-GAYLE
Lybi Gittens, Local Instructional Superintendent
P.S. 292, Bronx

Under the leadership of Pauline Smith-Gayle, the academic achievement of P.S./S. 292 students has improved significantly, especially in the past three years. When Smith-Gayle took the lead-ership of the school in December 2001, P.S./S. 292 was in a corrective action status due to low student scores in reading and math, especially for the ELL and Special Education students. However, through her initiative as leader of the school, Smith-Gayle provided and maintained appropriate professional development workshops for experienced and inex-perienced teachers, initiated and participated in grade meetings and study groups and worked with the school’s Parent Coordinator to increase parent- involvement in the school.

PS/MS 43Q

The latest annual school report shows an increase in student achievement where signifi-cant gains in scores of students have increased from level 1 to levels 2, 3 or 4 in reading and math assessments. Significant gains were also reported for students of the ELL and special education populations. In addition, a strong commitment in academic success has been Smith-Gayle’s commitment to maintaining small class sizes, as well as providing on-going and appropriate academic intervention services to all students in reading and mathematics.

John Quattrocchi

Phyllis Leinwand’s leadership of the school in December 2001, P.S./S. 202 was in a corrective action status due to low student scores in reading and math, especially for the ELL and Special Education students. However, through her initiative as leader of the school, Smith-Gayle provided and maintained appropriate professional development workshops for experienced and inexperienced teachers, initiated and participated in grade meetings and study groups and worked with the school’s Parent Coordinator to increase parent involvement in the school.

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Smith-Gayle’s motto is “It takes a village to raise a child” and her administration focuses on three main goals: (1) Increasing student achievement; (2) Providing a quality education for all students; and (3) Maintaining a safe learning environment. Smith-Gayle has incorporated activities such as Buddy Reading, Peer Tutoring, and basketball teams into her initiatives to promote student achievement.

The school offers a Parent/Child Math Club and a Parent/Child Art Club, where parents and students can join forces to improve math and art skills. The school also has a Parent/Teacher Association, which meets monthly to discuss school-related issues and share ideas.

The school has established partnerships with local organizations such as the Rockaway Artists Alliance, the Queens District Attorney’s Office, and the Mark Armstro Art Network. These partnerships provide both students and teachers with valuable learning opportunities and resources.

Through Quattrocchi’s leadership PS/MS 43 has taken the lead to promote academic, social, and emotional development and a safe learning environment.
emotional development through music, drama, arts, and technology. This initiative provides an ideal setting and multiple opportunities for students to express and discover their talents and feelings while developing their English language skills. The great efforts and planning to promote and keep a safe environment in the school where the “school family” concept is major have proven invaluable in creating a positive environment. What percentage rate has remained at 0 percent throughout the years.

Since the school opened, the school has kept an open-door policy for parents to collaborate with the local and larger NYC community. We have programs that promote leadership skills (NICE New Immigrant Community Empowerment) that involve students in mentoring skills (Queens Botanical Garden), and writing skills (Bookmaking: Columbia University), arts program support (New York City Department of Education) and teaching skills (TEAL and CTB for grades 3, 4, and 5 over the years 1999-2005 indicate a pattern of increased improvement in overall scores. During that period, student performance in levels 3 and 4 increased, combined from 28.25 percent to 57.3 percent. Since the school was lagging behind the city with implementation of Everyday Math in all grades, the program was immediately rolled out to grades 4 and 5. Additionally, since PS 84 is a Dual Language School, Everyday Math instruction was taught in two languages.

To support teacher achievement there has been the addition of a full-time literacy coach to work with all staff on implementation of Teachers College Reading and Writing Process. A full-time math coach is in place with the sole purpose of implementing Everyday Math in all grades, the dual language class-rooms as high and in the case of the fourth grade ELA exam, higher than their monolingual counterparts. How this increased attendance rate can be the most successful to ensure English Language Acquisition.

ROBIN SUNDICK
PS 84, New York
District 20

The first goal for year 2005-2006 was to boost academic rigor in all areas throughout the school thereby increasing building capacity and raising student achievement. Accountability, coupled with consistent practice created a school culture where “All teachers can teach and all students can learn.”

The curriculum is designed to meet the ELA and CTB for grades 3, 4, and 5 over the years 1999-2005 indicate a pattern of increased improvement in overall scores. During that period, student performance in levels 3 and 4 increased, combined from 28.25 percent to 57.3 percent. Since the school was lagging behind the city with implementation of Everyday Math in all grades, the program was immediately rolled out to grades 4 and 5. Additionally, since PS 84 is a Dual Language School, Everyday Math instruction was taught in two languages.

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EVA WALLENBERG
Urban Assembly School for Law and Justice
Brooklyn

Evan Karopkin, Principal
Robert Graham, Superintendent
Region 8

One only needs to spend a few minutes in Wallenberg’s class to see that students are talking about math, using technology, and learning to work together in revolutionary ways. Watching Wallenberg teach a class is like watching an artist at work. He knows how to expertly convey a concept to students, how to weave connections so that his students can build on prior knowledge as they gain new understandings. The vast majority of students started the year far below grade level, many had a stated hatred of mathematics. These same students are now acing assignments. He is claiming Math class to be their favorite subject.

Student do not simply memorize answers and rules, they are developing deep understandings that they are able to articulate. And because they have become accustomed to this kind of deep questioning, students were able to create their own complex questions when they were asked to “play the skeptic.”

Wallenberg’s classroom is a model for cooperative learning. He has developed excellent instructional technology that helps his students work together effectively and productively. Everything from the seating structure of the class to his careful development of grouping strategies and group support keeps students working and learning together.

In addition to being an exemplary teacher, Wallenberg is the advisor to 18 students and that in that capacity, he has formed strong relationships with these students and their families. His hard work and dedication is the reason that his advisory is one of the most tightly bonded and with the best average in the entire school.

Last year, Wallenberg’s advisory worked in conjunction with an organization called Downtown Community Television (DCTV) to create a documentary called “Secrets Never Told” about the foster care system. This documentary was so extraordiary that it was entered into the Boston Film Festival and selected for a screening. The fact that there were no school funds to pay for students to see the film screening did not stop Wallenberg. He worked with his students to come up with a fundraising plan where his students provide the students to raise money to fund the trip for the students to see the film. All the students were successful and raised enough money so that every single student of the Advisory could attend.

The growth of his students is dramatic and comprehensive. His students consistently bring up insightful points in any of our student council meetings or in his one-on-one discussions. His students are one of the generation immigrants—in action research on immigrant rights and they have participated in the Immigration Rights Marches, rallies, civic demonstrations, and immigrant rights conferences here in the neighborhood. In his quest for justice for our student body which is 66 percent Latino and 33 percent African American, Andrew lives the values of a citizen committed to end racism and intolerance.

MARIA FISHER
Brooklyn College Academy, Brooklyn

Gloria Buckery, Superintendent
Region 22

Maria Fisher’s students show progress in their work through the varied types of assessment that she uses in her class. Outside of the usual class-room exams, quizzes and homework, Fisher has been using creative types of assessments that allow her students to show progress in their work. She likes her students to use visual representations of the novel or other literature that they are working on. For example, the professional development group leader on the topics of best practices with material to examine American history and critical readers of contemporary events.

In that capacity, he has formed strong relationships with these students and their families. His hard work and dedication is the reason that his advisory is one of the most tightly bonded and with the best average in the entire school. Last year, Wallenberg’s advisory worked in conjunction with an organization called Downtown Community Television (DCTV) to create a documentary called “Secrets Never Told” about the foster care system. This documentary was so extraordinary that it was entered into the Boston Film Festival and selected for a screening. The fact that there were no school funds to pay for students to see the film screening did not stop Wallenberg. He worked with his students to come up with a fundraising plan where his students provide the students to raise money to fund the trip for the students to see the film. All the students were successful and raised enough money so that every single student of the Advisory could attend.

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On my way to take the exit, I saw a wonderful liaison for our school through the cheerleading/step team. She has brought a sense of community to our school.

TOM HALL
IS 62, Brooklyn
Dr. Nancy Bregan, Principal
Jerry Taylor Brown, Superintendent
District 20

Students in Mr. Walsh’s sixth grade class have shown progress in many ways. He uses work folders throughout the year to monitor the students’ progress from one level to the next. He uses the Princeton Review results, the grow my grade data, and with great deal of assessing his students. All Walsh’s students keep a portfolio where they are required to place their best piece of work of their teachers.

He takes the students to the computer lab and uses programs such as Classroom Inc./Chelsea Bank, which helps students with the applications of math in a simulated real world environment. He is also involved in morning programs and extended day programs where he is the math coach in grade 24, helping with school work, math bingo, math jeopardy and stratamatic baseball which deals with probability to help students with their understanding of mathematics.

The great efforts and planning to promote different geometric shapes and how these shapes impact the structure and foundation of a building. This information is brought back to the classroom where students discuss the significance of these shapes in conjunction with the structures and what they are learning in geometry.

JAY LYONS
East Side Middle School, Manhattan
David Getz, Principal
Alexis Penzell, Superintendent
District 2

Jay Lyons curriculum is a thematic study of history in which he draws parallels between the past and the present to trace the growth of the United States from the period of European exploration to the Civil War. The overarching theme of Lyons curriculum is the place in geography, the role of place in culture, the impact of place in history, the role of place in politics, and their place in the classroom. They have been raising money for the young women’s leadership School of Manhattan. And a wonderful liaison for our school through the cheerleading/step team. She has brought a sense of community to our school.
Mrs. Radske addressed the parents at a monthly PTA meeting to inform them of the changes in the ELA instruction that was information

aware and engaging. She used an overhead as well as handouts to show the format of the assessment and the expectations at the various levels. Her approach was positive and she calmed any fears by assuring the parents that with the instruction the children were receiving in school, they would be well prepared for the assessment.

NICOLE CULELLA
Bayard Rustin Educational Complex, Manhattan

John Angelet, Principal
Elaine Gorman, Superintendent
Science teacher technique: 62M340

Ms. Culella is an outstanding mathematics teacher. She is devoted to her students and her classroom. Her principal points on her work rep-

resents her outstanding performance with an 81.7 percent passing rate. When you consider the fact that one of her classes is a Prentice Hall “Ramp up” Vol. Ms. Serelis inducts students into school at levels one and two, you see what a great job she is really doing. She incorporated literacy into her math curriculum. She is involved in journaling and writing and with reflection pieces. She works with stu-

ents on major projects like the make your own bank poster where students looked at exponential growth in a concept linked to an internet account and had their own mini-display and presentation session. She has incorporated within the course the use of computer technology and is committed to get students how to use e-literature.

In addition, she works with a group of students where she role as a peer advisor to the student who wants to help them develop personally and socially. Her students love working with her: In January, she encouraged some students to take the Math class after school instead of going Social Studies earliness, so many of the stu-

dents willingly participate in the extra curricular activities. In addition to the Econ Bowl, Dallas-

Smith students actively involved in the debate teams and the Women’s Day Leadership Conference for Girls.

GERDA RADKIE
PS 91Q, Queens

Ann A. Lombardi, Principal
Reyes Irizarry, Superintendent

District 24

Gird Radske is completing her second year as the Literacy Coach at PS 91Q. Prior to that she was an outstanding 5th grade teacher. Radske is well versed in the Columbia Teachers College Reading and Writing Process and has been instru-

mental in raising the overall level of performance in literacy across the grades K-5. At their con-

venience, she meets with teachers to go over the monthly units of study. She always provides supportive advice and materials (handouts). In addition she has modeled lessons and arranged inter-visitation so teachers can learn from one another.

The 5th grade class is also a testament to Radske’s literacy expertise. She has been instru-

mental in planning professional development for both classroom teachers and para-educators. In preparation for end of the year planning sessions last June, Radske selected a core group of teachers to write a curriculum calendar for each grade level in both reading and writing. This included writing teaching points, and sug-

ggesting text sources and read aloud that would be appropriate and supports each unit of study. This was particularly extensive in the kindergarten, as the units were broken down to include teaching points not only for reading and writing but also for read aloud and word study shared read-interactive writing. Mrs. Radske compiled and provided the teachers with an extensive folder of strategies and skills with questions to ask students during read-aloud conf-

ferences. She also gave the teachers a model of a student’s conference folder so there is uniformity in reporting student progress between classes and across the grades. These have been invaluable reference tools for the teachers this year.

Mrs. Radske addressed the parents at a monthly PTA meeting to inform them of the changes in the ELA instruction that was information

aware and engaging. She used an overhead as well as handouts to show the format of the assessment and the expectations at the various levels. Her approach was positive and she calmed any fears by assuring the parents that with the instruction the children were receiving in school, they would be well prepared for the assessment.

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Elaine Gorman, Superintendent
Science teacher technique: 62M340

Ms. Culella is an outstanding mathematics teacher. She is devoted to her students and her classroom. Her principal points on her work rep-

resents her outstanding performance with an 81.7 percent passing rate. When you consider the fact that one of her classes is a Prentice Hall “Ramp up” Vol. Ms. Serelis inducts students into school at levels one and two, you see what a great job she is really doing. She incorporated literacy into her math curriculum. She is involved in journaling and writing and with reflection pieces. She works with stu-

ents on major projects like the make your own bank poster where students looked at exponential growth in a concept linked to an internet account and had their own mini-display and presentation session. She has incorporated within the course the use of computer technology and is committed to get students how to use e-literature.

In addition, she works with a group of students where she role as a peer advisor to the student who wants to help them develop personally and socially. Her students love working with her: In January, she encouraged some students to take the Math class after school instead of going Social Studies earliness, so many of the stu-

dents willingly participate in the extra curricular activities. In addition to the Econ Bowl, Dallas-

Smith students actively involved in the debate teams and the Women’s Day Leadership Conference for Girls.

GERDA RADKIE
PS 91Q, Queens

Ann A. Lombardi, Principal
Reyes Irizarry, Superintendent

District 24

Gird Radske is completing her second year as the Literacy Coach at PS 91Q. Prior to that she was an outstanding 5th grade teacher. Radske is well versed in the Columbia Teachers College Reading and Writing Process and has been instru-

mental in raising the overall level of performance in literacy across the grades K-5. At their con-

venience, she meets with teachers to go over the monthly units of study. She always provides supportive advice and materials (handouts). In addition she has modeled lessons and arranged inter-visitation so teachers can learn from one another.

The 5th grade class is also a testament to Radske’s literacy expertise. She has been instru-

mental in planning professional development for both classroom teachers and para-educators. In preparation for end of the year planning sessions last June, Radske selected a core group of teachers to write a curriculum calendar for each grade level in both reading and writing. This included writing teaching points, and sug-

ggesting text sources and read aloud that would be appropriate and supports each unit of study. This was particularly extensive in the kindergarten, as the units were broken down to include teaching points not only for reading and writing but also for read aloud and word study shared read-interactive writing. Mrs. Radske compiled and provided the teachers with an extensive folder of strategies and skills with questions to ask students during read-aloud conf-

ferences. She also gave the teachers a model of a student’s conference folder so there is uniformity in reporting student progress between classes and across the grades. These have been invaluable reference tools for the teachers this year.
Beloved President Arthur E. Levine Leaves Teachers College, Columbia University

When Arthur E. Levine assumed the presidency of Teachers College on November 17, 1994, he stated, “To be entrusted with this historic legacy as ninth president of Teachers College is the greatest honor of my life.”

On May 24, 2006, the trustees of Teachers College and about 500 guests assembled to bid a farewell talk to a much beloved president. Levine is assuming the presidency of the Woodrow Wilson Foundation in Princeton, New Jersey. Amidst speeches and applause, tears and kisses, surrounded by a compendium of “who’s who” in education, a doctoral music student played the old favorite, “Don’t know much about history….” A whimsical visual showed Levine throughout the years from babyhood to the present illustrating his remarkable trajectory from a humble apartment in the Bronx, New York to his studies at Harvard and eventually, Teachers College.

Levine’s scholarly research interests range from ensuring national fiscal equity in education to a Latino family that is currently living in his old Bronx apartment, visiting and sharing their lives and education. His acute observations and erudition are legendary; he’s also very much a humanist. Words that he uttered en passant will always linger with me: the danger in our society is not that there are beggars and hungry people on our streets. It’s that we pass them as if they’re invisible.

William Rueckert, Trustee of Teachers College and a scion of the Dodge family, founders of Teachers College, shared the following sentiments with the assemblage: “Arthur, you’ve done everything an institution can ask of its president and more. And somehow you’ve managed to be yourself—an honest, caring, tough, gentle individual who tells it straight and acts on his beliefs. So Arthur, we wish you success and God speed, happiness and peace of mind. In the words of your hero, Edward R. Murrow—‘Good night and good luck.’”

THE LANDMARK COLLEGE INSTITUTE FOR RESEARCH AND TRAINING

Established in 2001, the Landmark College Institute for Research and Training (LCIRT) serves as the College’s research, training, and dissemination arm to share the College’s innovative and groundbreaking techniques for supporting students with learning disabilities (LD) and/or AD/HD with educators and administrators nationwide. LCIRT has provided professional development and consulting services to over one hundred clients, and its Educational Services Division has provided professional development training and graduate-level courses to over 2,000 educators. Each summer, LCIRT hosts week-long workshops for educators and administrators working with students with LD and/or AD/HD, with specialized tracks for public, private, and specialty schools and postsecondary institutions. Our current and past clients include public and private schools in K-12 education, as well as colleges, universities, and professional organizations.

LCIRT partners with outside organizations to develop initiatives that attract state, federal, and private funding to conduct research projects to provide evidence-based strategies and tools for educators, administrators, and parents of students with LD and/or AD/HD. One of LCIRT’s current projects includes a 3-year $1M U.S. Department of Education grant to conduct a Needs-Based Best Practices Professional Development Program for Teaching Students with Learning Disabilities in the Community College Setting. For this project, LCIRT is partnering with 5 large community college systems in Vermont, Pennsylvania, Texas, and Nevada to conduct comprehensive needs-assessments to evaluate each institution’s ability to serve students with LD and/or AD/HD; develop best practice workshops and training modules for community colleges, and implement customized online and in-person professional development programs at each partner institution. Another LCIRT project is funded by the Vermont Department of Education to conduct the Advancing Reading in Vermont Education (ARVE) project. The goal of ARVE is to improve literacy of Vermont 4th-12th grade students by delivering online professional development to Vermont teachers in reading comprehension strategies, combined with supporting literacy leaders who help teachers practice skills and build confidence.

LCIRT is also working to improve education and access to Science, Technology, Engineering, and Math (STEM) disciplines. As a member of the National Science Foundation Broadening Participation in Computing-funded STARS Alliance, LCIRT is working with other institutions of higher education to implement, disseminate, and institutionalize effective practices for recruiting, bridging, and graduating women, under-represented minorities, and persons with disabilities in computing disciplines. The Alliance will strive to provide a comprehensive set of high-quality learning opportunities to targeted post-secondary students. LCIRT is also a recipient of seed funding from the National Science Foundation-funded Eastern Alliance in Science, Technology, Engineering, and Math. This support has made possible LCIRT’s Universal Design and Usability Lab to promote research in the design and development of accessible and effective STEM content for students with LD and/or AD/HD.

For more information about LCIRT and its services, please visit our website at http://www.landmark.edu/irtdirectory, or contact us at (802) 387-1662, or email us at: institute@landmark.edu.

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MUSEUM PARTNERS WITH CUNY & BANK STREET TO PROVIDE ONLINE GRAD COURSES FOR TEACHERS

by Robert V. Steiner, Ph.D.

While students in Lori Gironda’s high school biology class turned in their first assignment this year, it came studied in a jar. Ms. Gironda, an AP and Honors biology teacher at Chatham High School in Chatham, New Jersey had requested that each student collect at least one spider. A self-described arachnophile, Ms. Gironda had been inspired during an online course on spiders she had taken over the summer from the American Museum of Natural History.

While the course has been aimed at providing an excellent balance of science and education and because of her own curiosity in the topic, she soon found that the essays she read, the discussions she participated in and the assignments she completed could easily be tailored for her students.

The course is one of eight in the life, earth, and physical sciences offered by the Museum’s award-winning Seminars on Science program. Each course is designed specifically for teachers, runs six weeks in length and is available for graduate credit. Local partnerships with the City University of New York and Bank Street College (which each provide 3 graduate credits for the courses), as well as the opportunity to visit the Museum itself, provide teachers in the New York metropolitan area with particularly rich opportunities. The course topics, which cover everything from evolution to bioethics to the structure of the universe, immerse teachers in an investigation of current research and methods in the field.

The courses include essays by Museum scientists, rich imagery, videos of scientist fieldwork and laboratory research and interactive simulations. Museum scientists and educators facilitate weekly discussions that engage teachers located throughout the United States. Teachers reflect on both the science and its classroom application and are actively engaged with questions, ideas and resources. Teachers also complete field assignments, including, for example, rock or spider collecting. The final culminating project is to develop a lesson plan that adapts and extends the course material for use in their classrooms.

This year, New York State Senator John J. Marchi, a native Staten Islander, was named by his colleagues as the keynote commencement speaker. Marchi is a native Staten Islander and a graduate of St. John’s University. In 1986, Mr. Nicotra was the youngest person in the history of St. John’s to receive an Honorary Doctorate degree from Seton Hall University. In addition to teaching, he is the highly respected coach of the school’s boys varsity basketball team.

This year’s guest speaker will be Richard Nicotra, chairman/president of The Nicotra Group LLC, a New York City-based real estate development company and the founding force behind Staten Island’s most prestigious business hotel, the Hilton Garden Inn. Mr. Nicotra is a native Staten Islander and a graduate of St. John’s University. In 1986, Mr. Nicotra was the youngest person in the history of St. John’s to receive an Honorary Doctorate degree in recognition of his impressive business accomplishments, most notably serving as Chairman and CEO of Everything Yogurt Brands, Inc. With 250 franchises worldwide, Everything Yogurt Brands Inc. began as a small yogurt store in the Wall Street section of downtown Manhattan below Nicotra expanded the business to what is today.

INTERNET INFORMATION REQUIRES HEALTHY SKEPTICISM

by Kyle Cushman, Academic Support Specialist at Vermont College of Union Institute & University kjcushman@uiu.edu

The Internet can be a valuable source of information for savvy researchers. However, since literally anyone can post a web page, information on the Internet is not always accurate or factual. Web pages have many purposes including selling products and the persuasion of readers. An important task for faculty and learning support staff is to teach students to be educated consumers of Internet information. Effective Internet research includes consideration of the following questions:

Whose page is it? Is this page hosted by an individual or an organization? If the page is hosted by an individual, is the page:

• a personal page
• posted for business purposes
• connected with an organization or group

If the page is hosted by an organization, is the organization:

• corporate (URL address usually ends with “.com”)
• non-profit (“.org”)”
• educational (“.edu”)
• government-affiliated (“.gov”)

What are the author’s credentials and qualifications to be writing on this topic? Has the author’s contact information been provided?

What biases might the author have? What is the purpose of this page? Has this page been posted to:

• inform?
• persuade?
• sell?
• share/disclose?
• explain?

Is the author’s target audience:

• students?
• professionals?
• consumers?
• average adults?
• kids?
• experts in a scholarly field?
• activists or politicians?

What is the quality of this web page? Is the writing:

• fluent?
• well organized?
• clear?
• confident?
• complete?
• grammatically correct?

Are there viewpoints represented? Are opinions backed up with relevant facts and research?

Does the author use mainly primary or secondary sources? Is the writing accurate and error-free?

Are facts verifiable? Are sources cited properly? Did this page have someone (an editor) to check facts?

Is the information current? What is the copyright date? Are the links current and to reputable websites?

Learning center coaches can help students to:

• identify reliable sources
• determine author credentials
• consider motives of the author
• recognize logical fallacies

This article was originally published in the August 2005 issue of the Learning Center Newsletter, now The Learning Center Exchange. The newsletter is available online at http://www.LearningAssistance.com. The article is reprinted here with permission of the author and Engineering Systems, Inc., the publisher.

STATEN ISLAND ACADEMY: COMMENCEMENT 2006

The Staten Island Academy Class of 2006 recently held its 119th Commencement exercises. Head of School Diane J. Hulse officiated at the ceremony. The Academy traditionally selects commencement speakers by vote of the senior class. This year the graduates chose faculty member Michael Mazella as the keynote commencement speaker.

Mazella is a distinguished member of the Staten Island Academy faculty. He is an English teacher and a 1990 graduate of the Academy. After completing his BA at Boston College, Mazella went on to receive a master’s degree from Seton Hall University. In addition to teaching, he is the highly respected coach of the school’s boys varsity basketball team.

This year’s guest speaker will be Richard Nicotra, chairman/president of The Nicotra Group LLC, a New York City-based real estate development company and the founding force behind Staten Island’s most prestigious business hotel, the Hilton Garden Inn. Mr. Nicotra is a native Staten Islander and a graduate of St. John’s University. In 1986, Mr. Nicotra was the youngest person in the history of St. John’s to receive an Honorary Doctorate degree in recognition of his impressive business accomplishments, most notably serving as Chairman and CEO of Everything Yogurt Brands, Inc. With 250 franchises worldwide, Everything Yogurt Brands Inc. began as a small yogurt store in the Wall Street section of downtown Manhattan below Nicotra expanded the business to what is today.

CSI Graduates First Honors College

The College of Staten Island (CSI) recognized 2,368 degree candidates at the college’s 30th annual commencement exercise recently. The graduating class includes master, baccalaureate, and associate degree candidates, as well as Graduate Advanced Certificates.

This year, New York State Senator John J. Marchi, a native Staten Islander, received an Honorary Doctor of Laws degree, for his lifelong endeavors to improve the quality of life for everyone in the borough. Commencement speakers included Dr. Vishakha N. Desai, the first woman and first Asian-American to become president of the Asia Society, a nonprofit institution founded in 1956 by John D. Rockefeller III to foster understanding between Asia and the United States, and Mr. David Randolph, the conductor of The St. Cecilia Chorus and Orchestra since 1965.
Bel Kaufman, Teacher and Author of Up the Down Staircase, Celebrates 95th Birthday

By POLA ROSEN, Ed.D.

Bel Kaufman has many appellations: teacher, author, mother, wife, raconteur and finally, the grand-daughter of the noted Yiddish writer and legend, Sholom Aleichem. As a recent birthday party in her honor, the elegant and sophisticated Kaufman was toasted by such luminaries as Louise Hirschfeld (who was the hostess at her landmarked townhouse on the upper east side), actors Eli Wallach and Anne Jackson, Zalman Mlotek, Executive Director of the Folksbiene Theater (who will be honoring Kaufman at a gala at Town Hall, artist and filmmaker Mira Van Doren. Other guests included designer Betsy Von Furstenberg, Bel’s former student Jessica Walter at the High School of Performing Arts in NY, Actress Ellen Adler and Beck Lee, friend and publicist who held the cake!

Inclusion in NYC

continued from page 10

with disabilities will have positive effects on all students. Research shows that leadership from the building principal is the key. These leaders are loaded down with getting the school reading and math scores up, increasing the numbers of students graduating with Regents diplomas and with window-dressing programs designed to make the school look good to parents and higher-ups. Where there is commitment and passion, inclusion programs can succeed. It cannot be emphasized enough, that in order to get it right, everyone has to be on board, following the lead of a principal with the vision and perseverance to execute this important approach to education for all students. Teachers and administrators throughout the city have the opportunity to receive extensive training and workshops in sensitivity and best practices. The opportunity is there, but the proper attitude and follow-up in many cases is sometimes sadly lacking.

Can we close the achievement gap that NCLB (No Child Left Behind) addresses? Can we do the hard work, and no excuses.

Dr. Stephen Levy is a former NYC principal and an administrator, NYC Task Force for Quality Inclusive Schooling. Hal Epstein, LIS Region 9 is a founding principal of the Inclusive Brooklyn Studio Secondary School.

College Board Pres.

continued from page 10

disability. His tree step plan? Appreciate ite. Have a good sense of humor. Allow your family to become closer as a result. Realize the power of grace, of love without earning it. And lastly, be inspired by leaders who have had dyslexia, including Thomas Edison, Harry Bellafonte, and Nelson Rockefeller.

Caperton has put his money where his mouth is, leading the College Board in its creation of five lab schools currently enrolling 1000 underserved middle and high school students in low-income New York City neighborhoods, with 1000 more students scheduled for enrollment next year.

The schools, which receive additional support from the Gates and Dell Foundations, employ four key underlining principles: high expectations, people who believe in the students, hard work, and no excuses.

And if there’s anyone who can lead the charge on behalf of struggling students, it’s Gaston Caperton, who knows all too well how hard it is to stay in school.

HELP FOR SHY OR SOCIALLY ANXIOUS TEENAGERS

WHAT IS SOCIAL ANXIETY?
Social Anxiety is intense nervousness in social and performance situations.

SIGNS OF SOCIAL ANXIETY IN TEENAGERS:
- Avoids or refuses to start conversations
- Avoids eye contact
- Difficulty inviting friends to get together
- Speaks very softly or mumbles when anxious
- Avoids or refuses answering questions in the classroom
- Appears isolated or remains on the fringes of the group
- Can’t ask the teacher for help or call others for homework
- Overly concerned with embarrassment or negative evaluation by others

HOW DO I KNOW IF A SHY TEENAGER NEEDS HELP?
Ask yourself the following questions:
1) Does the teen spend too much time worrying about what others think?
2) Does the shyness interfere with socializing or making new friends?
3) Does it stop the teen from doing what s/he would like or needs to do?

The NYU Child Study Center is offering a state-of-the-art treatment program for teenagers who experience social anxiety. Please contact us for the next start date.

For more information, please contact: Shareen Williams at (212) 263-2782
Gold Medals for Bank Street College Book Awards

By JOAN BAUM, Ph.D.

Each year Education Update has the privilege of attending one of the most unusual book medal ceremonies: the Bank Street College of Education’s Irma S. and James H. Black Award for Excellence in Children’s Literature. Welcoming the Winner, writers and illustrators of Honor Books, publishers, teachers, librarians, educators, and the media, Bank Street College President Augusta Soura Kappner stressed the uniqueness of the award. Unlike the prestigious Caldecott and Newberry, the Irma S. and James H. Black competition involves children directly in the selection process—and at many levels, beginning with a first cut that is made at Bank Street, under the guidance of Linda Greengrass, Head Librarian, and Lisa Von Drasek, Children’s Librarian, with additional winnowing by children in Bank Street’s School for Children. The final determination is made from three or four books that have had multiple review, and that have then been sent to first, second and third graders in eleven participating schools (four in New York).

The Black Award is also special, President Kappner noted, because it is given to a book that connects text and illustration. Indeed, the Guest Speaker was Harry Bliss, an award-winning illustrator and cartoonist at The New Yorker, whose work could be seen in a previous Black award and also in a delightful slide show of some of his favorite New Yorker cartoons and magazine covers, some of which—including the riotously sophisticated Dude Descending a Staircase—he says he shows to children. He sees himself “embellishing” the characters in a book with “odd humor and personality,” and he clearly feels that this work brings out more of the child inside.

This year, Education Update learned from Connie Black Engle, the daughter of Irma Simonton Black, about another feature that sets the Black Award apart. It was established as a memorial to her mother who was killed in 1972 in what is still an unsolved murder. This shocking death, “was the immediate prompt for instituting the Black Award apart. It was established as a memorial to her mother who was killed in 1972 in what is still an unsolved murder.”

The 34th Annual Award ceremony, which took place on May 11, continued Irma Simonton Black’s legacy. A writer and editor of children’s books, founding member of the Bank Street Writers Lab, the first workshop of its kind, for creative writers and illustrators. Among early members was Maurice Sendak, who designed the seal that would be placed on the cover of winning books, placing himself, Irma and his dog Jenny cavorting around books. Eventually, the multi-talented Irma S. Black went on to head Bank Street College’s Publications Division where she helped institute the first basal readers to feature ordinary incidents from real life and multi-ethnic urban children, thus changing “the nature of early childhood literacy teaching in America.” And the 2006 winners were: First Place, to Sammy: The Classroom Guinea Pig, written and illustrated by Afie Berenzy (Holt); and, for preschool-Grade 2—President Kappner had an especially grand time squealing in all the right narrative places, as she summarized the story. The Honor Books were: Terrific, written and illustrated by Jim Agger (Hyperion) for K-Grade 3; Precious and the Boo Hag, written by Patricia C. McKissack and Onawumi Jean Moss, illustrated by Krysten Brooker (Atheneum Books for Young Readers) for K-Grade 3.

Especially as it is delivered by a remarkable woman with a joyous take of life, a captivating sense of humor and a sensitive, though critical appreciation of what children really like to read. The 34th Annual Award ceremony, which took place on May 11, continued Irma Simonton Black’s legacy. A writer and editor of children’s books, founding member of the Bank Street Writers Lab, the first workshop of its kind, for creative writers and illustrators. Among early members was Maurice Sendak, who designed the seal that would be placed on the cover of winning books, placing himself, Irma and his dog Jenny cavorting around books. Eventually, the multi-talented Irma S. Black went on to head Bank Street College’s Publications Division where she helped institute the first basal readers to feature ordinary incidents from real life and multi-ethnic urban children, thus changing “the nature of early childhood literacy teaching in America.”

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Wind written by Janice M. Del Negro, illustrated by Heather Solomon (Marshall Cavendish), for Grades 1-4; and, for Grades 1-3.

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The Parent’s Role In Motivating Mathematics For Their Children

By ALFRED POSAMENTIER, Ph.D.

Today’s date is the third time this year that an unusual pattern appears in the date: it is 06/06/06. On April 5th we had 04/05/06, and in Canada on May 4th they had 05/04/05. Patterns usually fascinate us and then we move on. Yet we should take these patterns as motivation to seek other mathematical patterns.

Patterns in mathematics abound. They can (and should) entice us towards further investigation and above all to develop a liking, if not a love for the subject. Unfortunately, the school curricula leave little time for such investigations. Sometimes the beauty is simply in the patterns and have not real significance beyond that. Such as with the following numbers, where they are equal to the sum of their digits raised to consecutive exponents:

135 = 1 + 3 + 5 = 9
175 = 1 + 7 + 5 = 13
518 = 5 + 1 + 8 = 14
597 = 5 + 9 + 7 = 21

It is natural to ask if there are four-digit numbers that also have this amazing property. Here are some that satisfy this relationship:

1,366 = 1 + 3 + 6 + 6 = 16
1,765 = 1 + 7 + 6 + 5 = 19
2,427 = 2 + 4 + 2 + 7 = 15
2,831 = 2 + 8 + 3 + 1 = 14
3,435 = 3 + 4 + 3 + 5 = 15
4,356 = 4 + 3 + 5 + 6 = 18
4,827 = 4 + 8 + 2 + 7 = 21
5,436 = 5 + 4 + 3 + 6 = 18
5,885 = 5 + 8 + 8 + 5 = 26

Positive behavior towards mathematics must begin in the home. Parents need to promote a love for mathematics among their children—even if they have less-than-favorable recollections of their own experiences with the subject. Recognizing patterns can be a start in this endeavor.

Sometimes the patterns take on a different form: they can be an unusual relationship between two numbers. One such is pairs of numbers whose sum and product are reverses of each other. Such as 9 and 9 (where 9×9=81 and 9+9=18, or 3 and 24, (where 3×24=72 and 3+24=27). Two more pairs of these numbers are (2, 47) and (2, 497).

Patterns and unexpected relationships often open doors that expose this aspect of mathematicians. Parents need to become familiar (and have some fun) with some such phenomena. Take for example the following scheme: Choose any three-digit number (where the units and hundreds digits differ by more than one). e.g. we’ll select 825. Then reverse the digits of this number you have selected [528]. Subtract the two numbers (naturally, the larger minus the smaller) [we get 297]. Once again, reverse the digits of this difference. [792]. Now, add your last two numbers. We get 1089, what did you get with your original number? You will probably be astonished that regardless of which number you selected at the beginning, you got the same result as we did, 1089. Even though this is purely a quirk of our number system it nevertheless evokes particular interest in mathematics. Just for fun you might try multiplying 1089 by each of 1, 2, 3, …. 9 and see what results. Again a nifty pattern will result.

Parents must get away from some negative thinking such as “My kids don’t need to know arithmetic since they can use a (ubiquitous) calculator.” Or “When will they ever use geometry in real life?” Some even ask, “Why teach mathematics at all?” Mathematics educators must convince the general public that there is power and beauty in mathematics, and that it is perhaps one of the best ways to learn critical thinking skills and prepare for an increasingly more technological age.

When a child comes home with a mediocre math-test score, parents should not accept it as the norm, any more than they would a poor grade on an English or science test. Too often parents condone mediocrity in math, because they didn’t fare much better themselves. This essentially undercuts the concept of high expectations—one of the most important factors affecting academic performance. The higher the expectations the more our students will approach, and usually attain, higher goals.

Besides becoming familiar with the school mathematics program, parents must become sensitive to the many uses of mathematics in their everyday lives—many of which may not seem very mathematical, but they are. This awareness should then transfer to the students in an instructive fashion. For example, there are times when parents do a “project” at home that involves mathematics or reasoning skills. (Often these skills were developed as a result of school math instruction.) Parents should involve their children in these projects. They might include setting up a birthday party, buying flooring or carpeting, or calculating expenses (i.e., setting up a budget). These would be “real world” activities for the particular family.

To help parents accomplish this goal, school districts should develop satellite parent math-enhancement programs conducted by interested math teachers. These teachers, would be specially trained, (perhaps at some of the colleges) to work with parents to enhance their competence in mathematics by exposing them to the underlying concepts of the material being taught in the schools, providing them with various techniques by which they can provide a healthy home-work environment for their children, providing them with the pedagogical skill to support their child’s school work at home, providing them with methods by which they can involve their children in some real mathematical thinking that may go on in the home (some parents may not even know they are already using valuable math applications), and above all, empowering them to spread the ideas about the power and beauty of mathematics. Using this multiplier effect—training teachers to work with local parent groups—should ensure that one of the most important aspects of the learning process, parental involvement, will be properly supported. Such a complete learning program will show dramatic results in student assessments.

To remain competitive in this ever increasingly more technological world, we must continuously motivate our youth to pursue a study of mathematics and the sciences. Patterns and unusual mathematical relationships, which seem to have a mystical universal attraction, can be one way to motivate the uninstructed and must be brought to the attention of our youth—either through the mathematics classroom or in the home.

*In the second example the expression $0^0$ is defined by mathematicians to be indeterminate, yet for simplicity sake (and to make our example work) we shall give it a value of 0.

Alfred S. Posamentier is the Dean of the School of Education of The City College of New York of The City University of New York. One of his recent books that speaks to this piece is Math Charmers: Tantalizing Tidbits for the Mind (Prometheus Books, 2003). The ideas expressed here are also reflected in his recent elementary school textbook series Progress in Mathematics (Sadlier-Oxford 2006).

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Steven L. Auerbach
Retail Account Executive

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From time to time it is great to get out of New York City. I had a chance to do so this May and went to Ireland. My short trip was most enjoyable. The books I used to plan this trip and refer to during the trip, THE GREEN GUIDE: IRELAND, by Michelin, LET’S GO IRELAND ON A BUDGET, and TIMEOUT DUBLIN were most helpful.

I grew up with Michelin Green Guides for each region of France and the different countries of Europe, so I knew from experience the concise and informative, history culture and geography introductions given for each region or country. The current Michelin Ireland green guide gives a general introduction to each place visited as well as geographic location, historical background, what to see when walking about, plus a section devoted to what is worth seeing at that particular site. In all categories and devoted to anyone visiting Dublin, TIMEOUT DUBLIN is an essential tool for thorough enjoyment of the city.

On my trip to Ireland, I used the Michelin Green Guide usually to determine what to sight-see, but in Kilkenny, the guidebook helped me with food and lodging. Each major entry in this guide has a small directory of places to stay and eat. In the Kilkenny entry, Michelin mentions the Zuni Restaurant as a good place to eat. When I arrived in Kilkenny, I went to investigate and eat. In the Kilkenny entry, Michelin mentioned as geographic location, historical background, general introduction to each place visited as well as geographic location, historical background, what to see when walking about, plus a section devoted to what is worth seeing at that particular site. In all categories and devoted to anyone visiting Dublin, TIMEOUT DUBLIN is an essential tool for thorough enjoyment of the city.

Meanwhile, summer is here, come enjoy it here at Logos Bookstore, where on good weather days, one can relax in the patio in back of the store. There are books, gifts and greeting cards available for Dads and Grads!

Upcoming Events At Logos Bookstore
- • Monday, June 7, 6:00 PM, KVTY Reading Group will discuss TALES OF THE CITY by Armistead Maupin.
- • Monday, June 12 at 7 PM. The Sacred Texts Group led by Richard Curtis will discuss the book of JOB.
What About Socialization?

By REBECCA KOCHENDERSER

If only homeschoolers had a nickel for every time they heard the question, “...by phone? What about socialization?” That infamous socialization question, for any seasoned homeschooler, is quite a humorous one.

Although non-homeschoolers worry that homeschooling may turn children into social misfits, we know that the opposite is true and that positive socialization is one of the best reasons for homeschooling your children. “Socialization is actually meant to prepare children for the real world, which means learning to interact and deal with people of all ages, races, and backgrounds,” says Diane Flynn Keith. “In this case, homeschooling actually does a better job of this because homeschoolers spend more actual time out in society.”

Research supports this. According to Home Schooling and the Question of Socialization by Richard G. Medlin, “Home-schooling children are taking part in the daily routines of their communities. They are certainly not isolated; in fact, they associate with—and feel close to—all sorts of people.”

He continues, “Home-schooling parents can take much of the credit for this. For, with their children’s long-term social development in mind, they actively encourage their children to take advantage of social opportunities outside the family. Home-schooling children are acquiring the rules of behavior and systems of beliefs and attitudes they need. They have good self-esteem and are likely to display fewer behavior problems than do other children. They may be more socially mature and have better leadership skills than other children as well. And they appear to be functioning effectively as members of adult society.”

This and other studies support the irony of the socialization issue in homeschooling that we have known for years, which is that traditional schools are actually more on a path of de-socialization. In traditional schools students learn to stay in their class which they’ve been assigned and are grouped according to age and academic level, and generally with students from the same geographic area and socioeconomic background.

So in a sense, as I like to say, many people are homeschooling because of socialization reasons. Diane Flynn Keith agreed that traditional schools are not conducive to socialization and in fact, that students are actually punished if they try to socialize in the classroom. She shared this ironic story, “I recall distinctly that my son spent a great deal of time in the classroom in the first grade, with his head down on his desk because he wanted to talk all the time to all his little friends around him and the teacher kept saying ‘We’re not here to socialize, young man.’”

The structure and reality of traditional schools are teaching students to be passive and compliant, which can follow the children throughout life. Children can learn to take abuse, to ignore miserable bosses or abusive spouses later on. In a traditional school someone else usurps authority. This is where homeschooling comes in. Kids in homeschooling develop self-confidence and self-esteem; they learn to deal with difficult people when they are developmentally ready. When they are ready to go out into the world they know they have choices, a foundation developed in homeschooling.

This article originally appeared in Homeschool.com’s online magazine which is available for free at: www.homeschool.com/subscribe.

Undergraduate Program for Homeschoolers

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

This 3 day residency is followed by a 12-week semester working from home.

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 advisors who guide and evaluate their independent study when they return home.

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

website: www.goddard.edu/academic/Homeschool.html

phone: 802-310-2169

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Mitchell Levine, Education Update

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

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

Roxanne & Michael, Dallas, TX

THE UNDERGRADUATE PROGRAM FOR HOMESCHOOLERS

GODDARD COLLEGE, PLAINFIELD, VERMONT

The Undergraduate Program for Homeschoolers opened at Goddard College in March, 2006. This unique innovation in higher education enables 14-19 year-old homeschoolers to earn college credit while pursuing self-directed independent study. In this program, there are no assigned texts, no fixed curriculum, no exams, and no grades. Learning arises from students’ own passionate curiosity and interests. Instead of conventional courses, the program gives independent learners the opportunity to design their own studies and work one-on-one with academic mentors who guide, support, and critique their work. Goddard is fully accredited, and credit earned in the program may be applied in most colleges or universities.

Each semester begins with a long weekend residency (Friday morning through Sunday afternoon). During this time, each student creates a personal semester study plan, and cultivates a relationship with his or her academic mentor. Although they may be working from a distance for the rest of the 12- week semester, this personal contact provides a strong foundation for a caring, attentive advising relationship. The residency also gives teen homeschoolers a place to share experiences and intellectual excitement.

Because homeschooling parents are so integrally involved in their children’s education, they are expected to attend residencies if their children are under age 18. Students will attend most residency sessions without their parents, gaining academic independence, but parents will be asked to approve their study plans. A separate program of discussions and workshops will be offered to parents during the residency.

Study plans explicitly describe each student’s particular learning goals, the resources they will use, and the form their academic work will take (written papers, artistic works, field study, and so on). Students send a series of packets containing their academic work to their faculty mentors, who respond with extensive comments, suggestions, and questions for further inquiry. At the end of the semester, both the student and mentor write detailed narrative assessments that comprise the student’s academic record.

The Undergraduate Program for Homeschoolers is designed to support broad areas of personal inquiry in the liberal arts and interdisciplinary study. The faculty are academic generalists who can anchor students’ growth in critical inquiry, academic research and writing, reasoning and reflection on their learning.

This program is open to students who demonstrate an ability and strong desire to engage in self-directed learning, whether they have homeschooled for many years or only briefly, and whatever the philosophical orientation of their home learning environment. Goddard College actively invites a diverse student population to join its programs. We believe that people learn best in a welcoming, supportive community that respects individuals and cultural differences. A Goddard residency is a place to learn from each other’s different life experiences and perspectives.

For more information, contact Dr. Ron Miller at miller@goddard.edu or by cell phone (802) 310-2169 or visit www.goddard.edu/academic/Homeschool.html or contact the Admissions Office at (802) 906-8312

Goddard College

123 Pitkin Rd.

Plainfield, VT 05667
GRADUATION AROUND THE NATION

Graduates of Johns Hopkins

Brown University conferred eight honorary degrees at the University’s Commencement ceremony recently, upon author and children’s advocate Geoffrey Canada; Juliet V. Garcia, president of the University of Texas at Brownsville; business executive and Trustee emeritus Martin J. Granoff; Kay Redfield Jamison, an international authority on manic-depressive illness; Ngozi Okonjo-Iweala, finance minister of Nigeria; architect Frederick St. Florian; HIV specialist Suniti Solomon; and economist Paul A. Volcker.

The 238th Commencement Brown University conferred eight honorary degrees

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“Education is what survives when what has been learned has been forgotten.”
—B.F. Skinner

“Life is my college. May I graduate well, and earn some honors!”
—Louisa May Alcott

Mayor Bloomberg Addresses Graduates of Johns Hopkins

U.S. History

In 1642, the first class graduated from Harvard—the nation’s oldest university. The commencement took place on October 3d, (September 23d according to the Julian calendar that was used by England and her colonies until 1752.)

In 1823, Alexander Lucas Twilight became the first black American to earn a degree when he graduated from Middlebury College in Vermont.

In 1841, Oberlin College in Ohio, the first co-educational institution in the United States, began granting degrees to women.

In 1893, Elizabeth Blackwell became the first woman in the United States to receive a medical degree (from Geneva College in New York). In 1956, Lucy Ann Stanton became the first black American woman to earn a college degree when she graduated from Oberlin College.

In 1849, Elizabeth Blackwell became the first woman in the United States to receive a medical degree. In 1857, Laura Ingalls Wilder became the first woman to graduate from a medical school.

There’s no question: science—the very core of medicine—“Do no harm”—really aims too low. To improve health means being rigorous, being inquisitive, keeping up to date with scientific progress, and always pursuing the truth. It also means thinking beyond just medicine, and addressing the broader social, political, and economic issues that affect health: Housing, educa-
tion, discrimination, and most of all, poverty. Addressing these issues will increase access to care and improve patient outcomes, but there’s no doubt, it will take courage and strong leadership to make society confront them. Fortunately, as graduates of this institution, I believe you can be those leaders.

Despite the obstacles that will be placed in your path, you must lead to a stronger, safer, healthier world. I have no doubt that you will succeed. Today, you celebrate. Tomorrow, your great work begins. So get up early. Have that last 8A.M. beer at Jimmy’s. And then welcome to the battle. It is one we not only can win; it is one we must win.

I work at the city level, dealing with real world problems and delivering actual services. We have to put the care and treatment of our neighbors front and center. We can’t let ideology get in the way of truth.

If you think about it, the cardinal rule of medicine—“Do no harm”—really aims too low. To improve health means being rigorous, being inquisitive, keeping up to date with scientific progress, and always pursuing the truth. It also means thinking beyond just medicine, and addressing the broader social, political, and economic issues that affect health: Housing, education, discrimination, and most of all, poverty. Addressing these issues will increase access to care and improve patient outcomes, but there’s no doubt, it will take courage and strong leadership to make society confront them. Fortunately, as graduates of this institution, I believe you can be those leaders.

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Marymount Writers Conference
Features Renowned Authors

Joyce Carol Oates & Lewis Lapham

By SYBIL MAIMIN

Published and unpublished authors eagerly attended twelve panels of well-known writers, editors, publishers, agents, and publicists at the recent Marymount Manhattan Writers Conference. During a day that featured “meat and potatoes” information and advice as well as inspiration and networking, participants listened, learned, and questioned. The 220 participants were welcomed by Lewis Burke Frumkes, director of the college’s Writing Center and able and enthusiastic organizer of the conference, who noted that “each panel is special unto itself.” As moderator of the Editors Panel, Education Update publisher Pola Rosen asked the panel to explain their views as the “industry is being run in good faith, something to be accepted. For example, in the Johnson Administrations’ roles in promulgating policy to further globalization, resolve fiscal crises in Mexico, Russia and Asia, and win Most Favored Nation trading status for China.”

Dr. William G. Bowen, President, Andrew Mellon Foundation. In addition to having served for five years as President of Princeton University, Bowen co-authored, with Derek Bok, the groundbreaking book, The Shape of the River, which marshals the academic, employment and life history records of more than 90,000 students to send 99 percent of them on to graduate school.

Thomas Kean, former Governor of New Jersey and chair of the National Commission on Terrorist Attacks upon the United States. A TC alumnus and trustee emeritus, Kean increased school spending during his two terms as New Jersey’s chief executive and created report cards for teachers. As President of Drew University for 16 years (he retired last spring), he tripled the school’s endowment to over $200 million.

New York Congressman Charles B. Rangel, the senior member of the New York State delegation and the ranking Democrat on the House Ways and Means Committee. In the 17 terms he has served since 1970, Rangel has authored or co-authored such landmark legislation as the 17 billion Federal Empowerment Zone demonstration project to revitalize urban neighborhoods nationwide.

Dr. Ruth Westheimer, sex therapist and talk show personality. Through her two signature programs Sexually Speaking and The Dr. Ruth Show, as well as through more than two dozen books she has authored or co-authored and the countless talks she has delivered to audiences of all ages, Dr. Ruth has established herself as the world’s leading apostle of same sex sexuality and healthy relationships. Dr. Ruth is both a TC alumna and the mother of a TC alumna.

Cleveland E. Dodge Medal Recipient for Distinguished Service to Education: Robert L. Johnson, former Chairman of the Executive Committee, Citigroup Inc. As Secretary of the Treasury under President Clinton, Rubin oversaw a $20 billion budget, open trade policy to further globalization, resolve fiscal crises in Mexico, Russia and Asia, and win Most Honored Nation trading status for China.

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