

The Chalkboard

The Newsletter of the School of Education

BROOKLYN COLLEGE

Spring/Summer 2014

Sankofa! SoE Professors Take High School Students Back to Their Roots

In the Akan language of Ghana, *Sankofa* means “go back to where you came from.” Inspired by this call, Haroon Kharem, associate professor of childhood education, worked for over a year to bring an in-depth study of the civil rights history to the students of Brooklyn High School for Law and Technology. The partnership between the School of Education and the Brooklyn high school began in 2012 with talks of a Saturday Academy, which later developed into the “Destination Greatness Symposium” held at Brooklyn College in April of that year. Guest speakers such as Dr. John B. King, Dr. Lester Young, Chancellor Walcott and Dr. Gezzar Ortega addressed 250 young men from Brooklyn

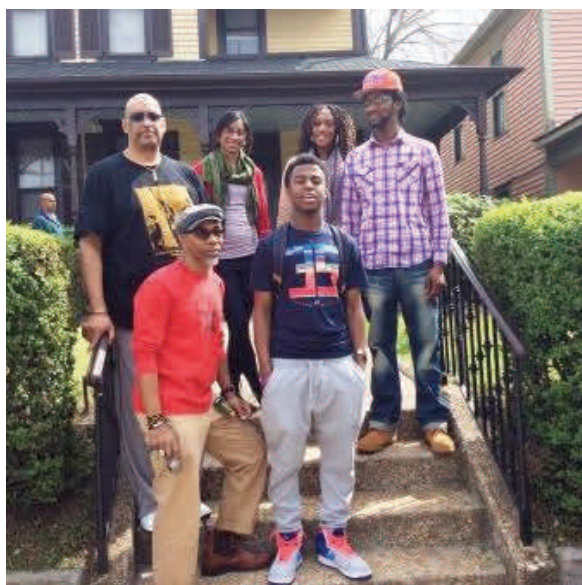
High School for Law and Technology, challenging them to define their life goals by connecting to the experiences of men of color who fought in the civil rights movement and became successful leaders in American society. The symposium included a series of reflective discussions led by



Cover of PBS civil rights series “Eyes on the Prize.”

student mentors from the Brooklyn College Urban Community Teacher group (UCT). The collaboration continued during the summer, when ninth and tenth graders were invited to Brooklyn College for five consecutive Fridays to engage in reflective conversations with UCT mentors under the watchful eyes of Principal Michael Prayor, Prof. Kharem, and Black and Latino Male Initiative mentorship coordinator Larry Patterson.

In the following months, Prof. Kharem worked with colleague Prof. Michael Schoenfeld to develop a full year college readiness course on the history of the civil rights movement, with connections to the international human rights movement of the 21st century around the world.



Prof. Kharem with Larry Patterson, UCT scholars, and a high school student in front of the Atlanta house where Martin Luther King Jr. was born.

Sankofa! SoE Professors Take High School Students Back to Their Roots



The Strive for College chapter at Brooklyn College had a very successful first year working with students at nearby Midwood High School. Strive for College is a national non-profit that recruits and trains undergraduate students to mentor high school juniors and seniors from low-income backgrounds through the college and financial aid application process. Strive has chapters at 5 universities in NYC that serve approximately 250 students and over 20 chapters nationwide that serve over 600 students. Strive at Brooklyn College recently attained club status and is excited to continue to strengthen the program for the students next year.

The inquiry-based course is divided in two parts. The first part focused on the history of the civil rights movement, with screenings of the PBS historical series “Eyes on the Prize” followed by reflective discussions and readings of primary and secondary sources. The second part of the class, led by Prof. Schoenfeld and Dr. Trina Yearwood, taught students how to do scholarly research, use note taking systems, develop abstracts, and use proper citation techniques. Students applied these skills to complete their final research project, a non-fiction, research-based magazine on a topic from the civil rights movement that relates to international human rights.

The civil rights curriculum is not limited to classroom lessons and research work. The course includes place-based experiences, accompanied by reflection and content response papers, to various national parks, museums, cultural exhibits, historical and government sites. Here in New York students visited the African Burial Ground National Monument, the Schomburg Center for Research in Black Culture, the

Contents

<i>Sankofa!</i> SoE Professors Take High School Students Back to Their Roots	1
Strive for College	2
New Ways To Teach Mathematics in Urban Schools	4
In memoriam	6
Lessons from ECAE’s Collaboration with the University of Jönköping	7
SoE Prepares Effective Teachers	9
SoE Faculty Presents at 29th Boro-Wide Professional Conference/A School Works at Brooklyn College	10
The Educational Leadership Program celebrates its Alumni	11
CLASSact Engages Children at P.S. 159 in East New York	12
Prof. Carol Korn-Bursztyn Brings Play Therapy to Brooklyn College	14
Common Core Waltz/Principal Panel Helps Students Get Hired/Student Highlights	15
Faculty News and Notes	16
Retirement News	21

Sankofa! SoE Professors Take High School Students Back to Their Roots



Prof. Kharem with students from Brooklyn High School for Law and Technology at the King Center in Atlanta in April, 2014.

Weeksville Heritage Center, and Harlem. To implement every aspect of the curriculum, including the field trips, Prof. Kharem and Prof. Schoenfeld worked closely with the high school social studies teachers, who also received additional professional development so that they can eventually teach the course on their own.

This civil rights project was made possible by a grant from the Expanded Success Initiative (ESI), a program to improve college readiness and career outcomes for black and Latino young men. The grant also covered the culminating event of the course, a six-day civil rights tour during spring break that took students to some of the historic sites of the movement such as Greensboro, NC, where black and white students sat together at segregated lunch counters, the Pettus Bridge in

Selma, AL, where activists were beaten by the police, the King Center in Atlanta, and the Civil Rights Museums in Birmingham and Memphis.

The civil rights curriculum has raised interest beyond the Brooklyn High School for Law and Technology. Prof. Kharem and Prof. Schoenfeld have been asked by the Department of Education to expand their efforts to other schools. The goal is to give high school teachers the tools to teach the curriculum in their own schools so that more students can learn this essential part of American history, and African-American students can reconnect with their own history and go back to where they come from.

Special thanks to the Schott Foundation for Public Education and Deutsche Bank Americas Foundation Grant.

New Ways to Teach Mathematics in Urban Schools

As the principal investigator of two projects funded by the NSF, Prof. Laurie Rubel, who last spring received the prestigious Tow Fellowship, has been working with local schools to improve the teaching and learning of mathematics in urban schools. The first project, *Centering the Teaching of Mathematics on Urban Youth*, is in its sixth and final year. In its last cycle of professional development, from 2011 to 2013, Prof. Rubel and her team worked with twelve middle and high

school teachers, many of whom are former students in the graduate mathematics education program, to develop culturally relevant mathematics pedagogy (CureMap). CureMap is built around three dimensions of mathematics: teaching mathematics for conceptual understanding, centering mathematics instruction on students' experiences, and developing students' critical consciousness with mathematics. Teachers are involved in three types of professional development activities,



Prof. Laurie Rubel with teachers participating in the project *Centering the Teaching of Mathematics on Urban Youth* in 2009-11.

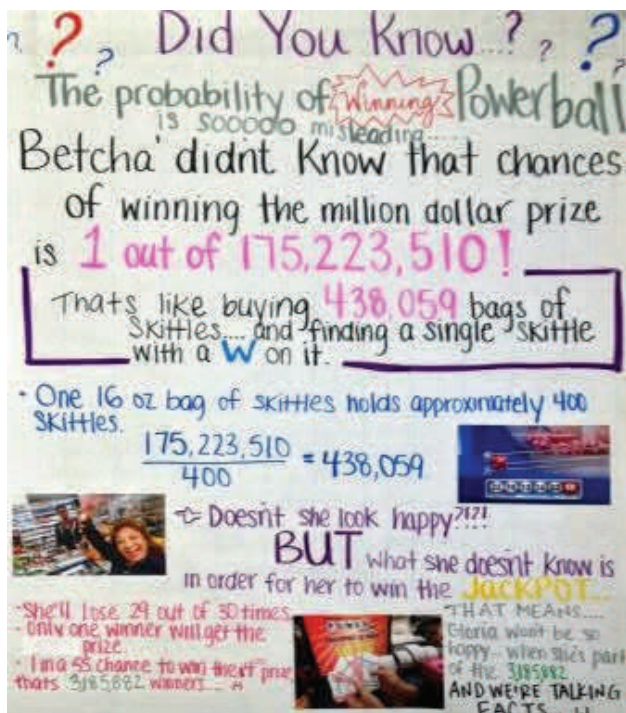
New Ways to Teach Mathematics in Urban Schools

beginning with an annual summer institute, where they engage in different types of mathematical tasks, often in collaborative groups, and then share their findings with the larger group. The collaborative work continues in regular school based meetings led by facilitators, where participants share reflections and explore topics related to the CureMap framework. Finally, teachers are observed as they apply what they have learned in the classroom and receive one-on-one mentoring sessions with Prof. Rubel and her staff.

The project was presented at the Mathematics Education and Society 7 Conference in Capetown, South Africa, and at the American Educational Research Association Annual Meeting in San Francisco in April 2013. Two more presentations were made at the



Students at Bushwick School for Social Justice learn about the NY lottery.



Students create posters that illuminate the mathematics of various local lottery games.

National Council of Teachers of Mathematics Research Conference in New Orleans in April 2014. The project was also featured in the National Council of Teachers of Mathematics 2012 Yearbook on building professional learning communities and in a 2012 research manuscript in the "Journal of Mathematics Teacher Education."

The second project, *Learning Mathematics of the City in the City*, is in its second of three years. It is organized around the design and testing of curriculum that allows high school students to learn mathematics through place-based learning, enabled and enriched by mobile technologies. The first curriculum module focuses on the New York Lottery by guiding students through investigations of who plays lottery games, where they are played, where people win, how much they win, and how much one should expect to win (or lose!). Students learn mathematical concepts and explore social issues surrounding

the lottery by analyzing its impact on local neighborhoods.

In 2013, Prof. Rubel and her team, which includes key partners from MIT's Civic Data Design Lab, piloted the curriculum module. The curriculum was studied at the Bushwick School for Social Justice, led by two participating teachers, Lauren Shookhoff and Mathew Sullivan, Brooklyn College graduates. Students learned mathematical concepts in data analysis and probability through different lottery game simulations. They used digital tools to collect, map, and share interviews with local lottery players and retailers and to explore city data about lottery sales by neighborhood. One of the interesting results drawn from the data is that people spend comparable amounts on lottery tickets across the city, but this spending is much more significant for low-income families when considered relative to

income. Maps and student work can be viewed on the project website www.citydigits.org.

In January 2014, a group of teachers and four students from the Bushwick School for Social Justice traveled to Los Angeles to present a session about the NY Lottery project at the Creating Balance in an Unjust World Conference. The session was led by Vivian Lee, a Brooklyn College graduate and PhD student at the University of Pennsylvania who collaborates with Prof. Rubel. More presentations about the project were delivered in the following months at Math for America, the Digital Media & Learning Conference, the American Educational Research Association's Annual Meeting, and the TODOS Mathematics for All Conference. Ultimately, the curriculum developed through this project will be made available to other New York City schools.

In memoriam

The School of Education mourns the loss of our friend and colleague **Martha Hennington**. Martha was an accomplished educator, teacher and leader who embraced technology to enhance teaching and promote student learning. Martha's children are working on a memorial e-book commemorating their mother's life. If you would like to share your memories of Martha, please write to Henninde@hotmail.com.



The faculty and staff were deeply saddened by the news of **Kathleen McSorley's** passing last December. Kathleen was a devoted and kind woman who contributed to the growth of the School of Education in many ways. As both a faculty member in Special Education and as Assistant Dean, our Brooklyn College students were always at the heart of her work. We had the privilege to celebrate Kathleen's life here at Brooklyn College and share fond memories of her with her family and friends. Kathleen will be sorely missed by all whose lives she touched.

The Brooklyn College community mourns the sudden and tragic loss of **Dacota Stewart-Dick**, founding Early College liaison of STAR. Dacota was admired and respected by all for her work with our academic programs and for the deep dedication, passion and commitment to the students she served. Even after she moved with her son Maxwell to Florida, to be closer to her family, she always returned for the STAR graduation to celebrate with the students she supported over the years.

Lessons from ECAE's collaboration with the University of Jönköping in Sweden

On May 5 the School of Education and the Department of Early Childhood and Art Education sponsored the event "Universal Preschool in Sweden," which featured lectures by Swedish educator Monica Nilsson, a professor of preschool didactics at Jönköping University in Sweden, and Jeanette Thure, Elin Johansson, and Anna-Karin Grandqvist, master teachers from the internationally recognized Swedish preschool, HallonEtt. The event was attended by over 300 preschool teachers, teacher educators and administrators from all over New York City.



Flyer advertising the event with educators from Sweden.



Prof. Linda Louis

Sweden is internationally lauded for its public, comprehensive, accessible and affordable Educare system, which provides all Swedish young children with some of the very best care and education in the world. The

lectures were followed by discussions led by various stakeholders within our own early childhood education systems, including Anna Allanbrook, principal of the Brooklyn New School, Sherry M. Cleary, executive director of the CUNY Early Childhood Professional Development Institute, Takeima Bunche Smith, director of curriculum and instruction at the Brooklyn Kindergarten Society, and Nancy Gropper, associate dean for Academic Affairs at Bank Street College of Education. The discussions focused on the lessons that can be taken from universal preschool in Sweden as New York City moves forward with universal prekindergarten.



Prof. Beth Ferholt

Lessons from ECAE's Collaboration with the University of Jönköping Sweden



Brooklyn College representatives and educators from the University of Jönköping in front of lake Vättern in Sweden.

The collaboration between the School of Education and the University of Jönköping started in July 2013, when a group of students, teachers, and administrators from the Department of Early Childhood and Art Education and the Early Childhood Center traveled to Sweden to learn about the bold and innovative institutions and pedagogies supported by the Educare system. The participants spent time in local preschools, heard lectures from Swedish preschool teachers and administrators, and presented at the Jönköping School of Education and Communication about their own schools and educational philosophies. They were also given tours of local cultural, leisure and health institutions that support the development of young children in partnership with Swedish preschools.

The visit focused on the work of several well-known preschools in which a pedagogy of “exploratory learning” is practiced. Through exploratory learning, teachers document children’s learning in order to understand their processes of exploration. These creative processes are supported in great part through the design and creation of ever-changing environments, and through the work not only of teachers and educators but also of artists and musicians who work in the preschools.

Assistant professor Beth Ferholt, who was a guest researcher at the University of Jönköping last semester, organized with her Swedish colleagues this visit as well as a conference focused on exploratory learning that included play researchers from the United States, Japan, Russia, Finland,

Denmark, and Serbia. Professor Linda Louis, head of the Art Education program, contributed to the research on the relationship between play and learning and participated in the conference. One of the students who visited Sweden with the Brooklyn College group reflected upon the experience with these words: "I have been given the kind of formative inspiration and education that makes me feel like I now have a set of non-negotiable principles that will define how I think about children and how to best serve them. I feel privileged to have had such rare and altering first influences."

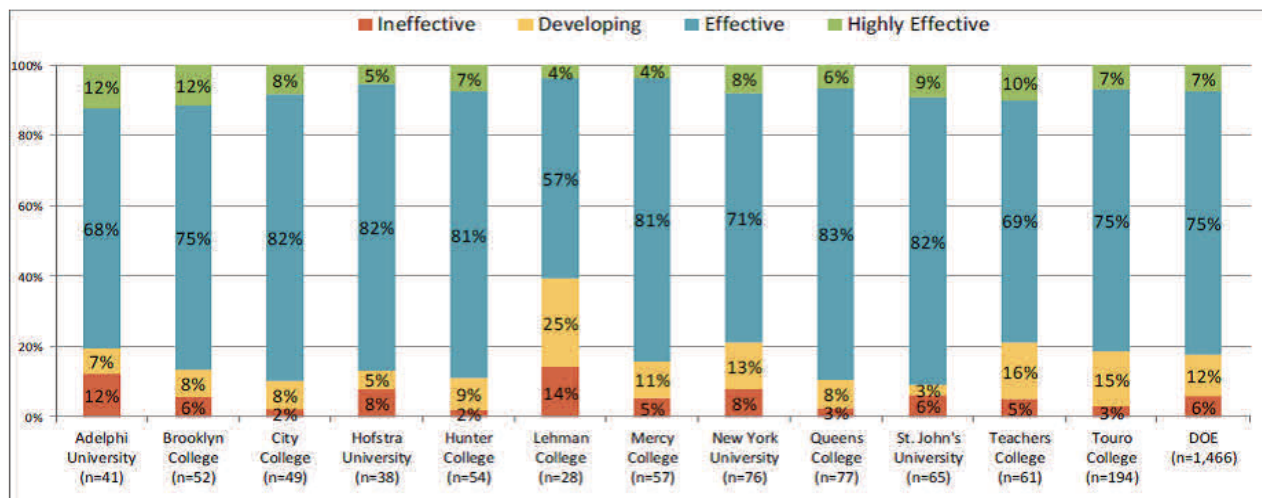
The success of the collaboration has inspired participants from both countries to pursue additional funding for an ongoing exchange and for programs which could bring some of the Swedish methods to Brooklyn preschools and teach Swedish early childhood educators about multicultural education in Brooklyn.

SoE Prepares Effective Teachers

According to a report (<http://schools.nyc.gov/Offices/DHR/HumanCapitalData/TPPR>) released in August by the Department of Education, the School of Education at Brooklyn College is one of the programs that best prepares highly effective teachers as measured by student improvement on standardized math and English tests between fourth and eighth grade. The report analyzed other measures such as job-performance ratings, percentage of students who are certified in high-needs areas like special education and of students who go on to teach at high-needs schools, teacher retention, and tenure decisions. While our School's numbers are certainly encouraging, our goal is to train even more highly effective teachers.

2011-12 NYS Growth Scores

2008-09 through 2011-12 hires



SoE Faculty presents at 29th Annual Boro-Wide Professional Conference

In November 2013, Brooklyn Reading Council and Kappa Delta Pi-Eta Theta Chapter presented the 29th Annual Boro-Wide Professional Conference at Brooklyn College. Kate Gerson, Senior Fellow for Common Core and Educator Engagement at the USNY Regents Research Fund, was the keynote speaker. Educational Leadership professor David

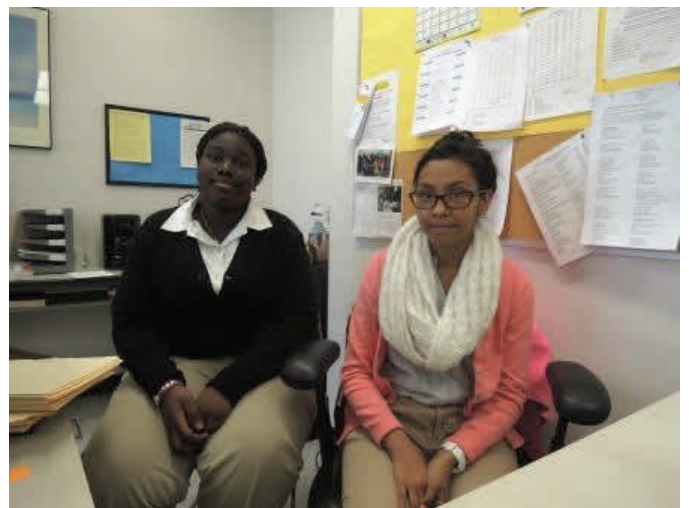


Prof. David Bloomfield presents at the conference.

Bloomfield conducted a workshop entitled "An analysis of the New York City Department of Education during the Bloomberg years." Childhood education assistant professor Meral Kaya presented "Drama in reading instruction," which focused on how we use drama to teach reading to diverse students and involved the audience as participants in various drama activities. Finally, early childhood assistant professor Mark Lauterback presented "Understanding the data: standardized reading measures, curriculum based reading measures and reading disabilities."

A School Works at Brooklyn College

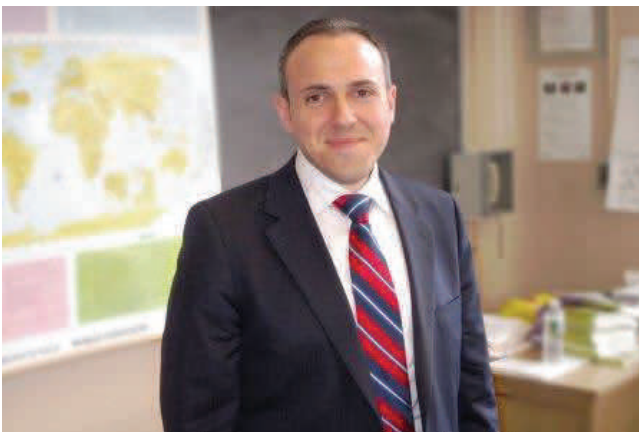
The School of Education enjoys several partnerships with both local and national organizations. Our recent collaboration with Cristo Rey High School allows students to acquire valuable professional skills while still in high school. During the 2013-14 academic year, Jashel Ashby, Claudine Auguste, Marie Delisfort, and Onely Ramos worked once a week in the Early Childhood, Childhood, and Secondary departments as well as in the Dean's office of the School of Education. They helped administrative staff with office tasks such as answering phones, collecting and distributing mail, making copies, entering data, and organizing files. Through this innovative work study program, Cristo Rey students not only gain professional experience, explore career paths and make useful connections, but they also earn a large portion of their tuition and provide much needed assistance in our offices.



Cristo Rey students Claudine Auguste and Onely Ramos learn valuable skills working in the School of Education.

The Educational Leadership Program Celebrates its Alumni

The Educational Leadership program recently celebrated the victory of its graduate Mark Treyger, who was elected to the New York City Council from the 47th District. Mark, whose parents are from Ukraine, graduated from Brooklyn College with a B.A. in Political Science and an M.A. in Social Studies Education.



Councilman Mark Treyger, a graduate of the Educational Leadership program.

He had been working as a civics teacher at New Utrecht High School for a few years when, looking to build upon his education credentials, he enrolled in Leadership as a member of the distinguished Federal Education Leadership Fellows (FELF) program in 2012. Mark credits the program and its visionary faculty for the opportunity to enhance his experience and knowledge base: "I experienced New York City public schools as a student, paraprofessional, teacher and staff developer. The Educational Leadership program allowed me to look at schools and education through a different lens." Mark is determined to

stay away from "education politics" and focus on what works for children in our schools and classrooms. His biggest priority as Council member is to change the over-reliance on standardized testing as a means of student performance evaluation, which he feels distracts attention from skill- and experience-building.

Working to improve education for our children is also newly appointed assistant principal of Health and Physical Education at Midwood High School Anthony Oditia, another successful graduate of the Education Leadership program. Anthony especially valued the diverse experience and scholarship of its professors who always encouraged discussions rooted not simply in theory but in real world scenarios and case studies. "There is no training that can completely prepare a person to become an assistant principal or principal; these are leadership roles you mostly learn on the job," Anthony said recently. "However, the amount of academic rigor, course offerings and the structure of the program allowed me to hit the ground running."

The Master's program in Educational Leadership, led by Prof. Harold Golubtchik, prepares students for leadership careers in public and private pre-K-12 education. Students who successfully complete the three-semester, 36-credit program, are eligible for both the NYS School Building Leader (SBL) and School District Leader (SDL) certificates. The curriculum is uniquely structured to combine small-group, cohort-based colloquia with content in management and instructional leadership and supervised fieldwork.

CLASSact Engages Children at P.S. 159 in East New York

CLASSact (Collaboration, Literacy and Social Studies through the Performing Arts) completed an exciting pilot year of engaged learning activities at P.S. 159 in East New York, culminating in a week of student performances of *The Untold Tale of the Boston Tea Party* in May 2014. Written and directed by Robert Randazzo, P.S. 159's theater teacher, the musical featured over sixty children from fourth and fifth grades and was attended by over a hundred parents and friends. Teacher candidates from the Department of Childhood, Bilingual and Special Education (CBSE) supported the production by working with Mr. Randazzo and the students as they prepared for the performance. According to Mr. Randazzo, the quality of students' performances increased significantly thanks to the collaboration with CBSE: students improved their ability to act with expression and characterization and developed a much stronger voice and dance technique.



Students perform in *The Untold Tale of the Boston Tea Party*.



The flyer advertising the student performance at P.S. 159.

CLASSact is a new collaboration between P.S. 159, CBSE, and Puppetry in Practice (PiP), the innovative cultural literacy program directed by Tova Ackerman. The purpose of the project is to prepare pre-service elementary teachers with competencies for using creative arts to enhance the literacy development and social studies learning of K-5 students, especially English Language Learners (ELL). CLASSact is supported by the vision of Dr. Monica Duncan, Principal at P.S. 159, who is committed to enhancing student learning outcomes by introducing the performing arts into the school's curriculum. The project is also supported by the ongoing contribution of CBSE teacher candidates, who complete

CLASSact Engages Children at P.S.159 in East New York



Above: Michael Perreca leads puppet-enhanced literacy classes. Below: Students advocate for the arts during the performance at P.S. 159.

fieldwork hours through their participation in CLASSact. During the last academic year, over twenty undergraduate Childhood and Childhood Bilingual majors were involved in one or more CLASSact events, and they all expressed tremendous enthusiasm for their field experience at P.S. 159.

Recently, CLASSact's efforts to prepare pre-service teachers expanded to include theater-based and puppet-enhanced pedagogy in ELL classrooms. Michael Perreca, theater professional and CBSE adjunct professor, began leading bi-weekly puppet-enhanced literacy classes at P.S. 159 in April 2014. According to Ms. Wishy, one of the teachers who work in ELL classrooms, Michael's language acquisition activities radically altered her way of working with the students, many of whom are recent Bengali immigrants.

With the pilot year recently completed, CBSE faculty and school partners are laying the groundwork to expand this CLASSact's work in 2014-2015. Faculty involved in the project include Professors Wayne Reed, Meral Kaya, Laura Ascenzi-Moreno, Haroon Kharem and Trina Yearwood.



Prof. Carol Korn-Bursztyn brings Play Therapy to Brooklyn College

Prof. Carol Korn-Bursztyn brings Play Therapy to Brooklyn College

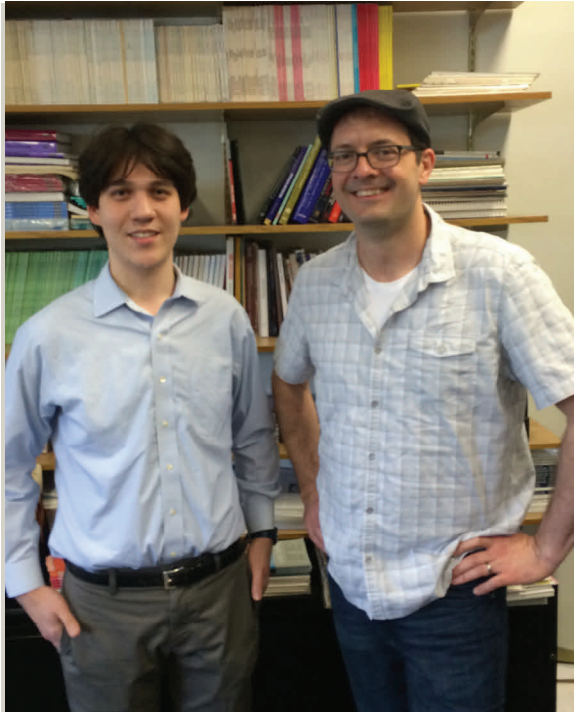
The Play Therapy Project at Brooklyn College was designated as an Approved Center of Play Therapy Education and Approved Provider of Play Therapy Continuing Education by the Association for Play Therapy (APT). Offered through the Department of School Psychology, Counseling and Leadership, the Project offers a Graduate Certificate in Play Therapy, approved by the New York State Department of Education, as well as professional development and continuing education workshops. The Program in Play Therapy provides a culturally competent, imagination-based, creative approach to supporting children's development and learning

through environmental design, arts and play-based interventions, which are especially useful for children who have experienced life disruptions.

The Advanced Certificate Program in Play Therapy (<http://www.brooklyn.cuny.edu/web/academics/centers/childadult/projects/play.php>) presents a sequence of four courses for a total of 16 credits, structured sequentially to provide background in play therapy and to develop students' proficiency in the practice and supervision of play therapy with diverse populations. The applied emphasis of the program will strengthen students' clinical skills with children and families and enhance their professional opportunities in a variety of settings.



Prof. Carol Korn-Bursztyn with Dean Deborah Shanley and Provost William Tramontano



Common Core Waltz

Written and performed by SEED students Scott Anderson (right), Christian Cziotka (left) and Hale Sheffield

With standards for Math and English Language Arts
Our kids will be smarter than all us old farts
It's not like the old days when school was a bore
We're all better off with the new Common Core!

[...]

We're raising the bar to give America a chance
But what if you like art, music, theater or dance?
These programs are being cut, and maybe you've read
That the kids are doing essays in their classes on Phys. Ed!

[...]

Enjoy the whole Common Core Waltz at
<http://youtu.be/XbWuTne1BzM>

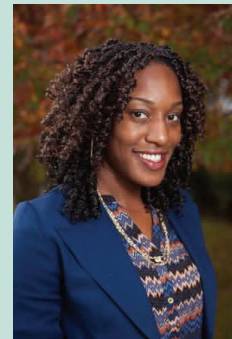
Principal Panel helps students get hired

Brooklyn College held its first Principal Panel in March 2014. The networking session, organized by the Office of Teacher Recruitment & Quality of the New York City Department of Education, was attended by 150 students and more than 20 principals. Principals talked about what it is like to work in NYC public schools and offered advice to students who will soon be entering the job market. Students had the opportunity to network and provide their resumes to the principals on the panel.

The Office of Teacher Recruitment and Quality began organizing Principal Panels as a way to connect principals and prospective teachers. Principals' wealth of experience and knowledge make them a valuable resource for prospective teachers.

Student Highlights

Alexandria Timoll, a senior majoring in education and psychology, was featured in the Spring 2013 Brooklyn College Wall of Fame.



Alexandria Timoll

Art education students **Kate Linder** and **Elise Ganci-Zubrovich** were awarded \$2,000 internship scholarships from the Magner Career Center.

Faculty News and Notes

Jennifer Adams, associate professor, secondary education, and Brett Branco of the Earth and Environmental Sciences department, in partnership with the New York Harbors National Parks, received a \$50,000 NSF grant, subcontracted through Science Education for New Civic Engagements and Responsibilities (SENCER), to initiate an institution partnership for science education and civic engagement.



David C. Bloomfield, professor, educational leadership, was the keynoter at the February, 2014 meeting of the New York Academy for

Public Education and presented at the Everyone Reading Conference in March, 2014. He spoke at the Wolfe Institute / Herbert Kurz Chair in Constitutional Law and Civil Liberties Conference, "Are We More Equal? 60th Anniversary of *Brown v. Board of Education*" on April 14, 2014 and "De Blasio's Dilemma: Challenges Facing Our New Mayor" at Brooklyn College Faculty Day, 2014. His article, "After the Election: NYC Public Schools & the New Mayor's Education Challenges" appeared in the *PSC-CUNY Clarion* in January 2014 and "The New Face of Teacher Unionism in New York City and Beyond" in *HechingerReport.org* (Teachers College, Columbia Univ.) on May 7, 2014. Other columns and press comments appear frequently in *SchoolBook.org* (WNYC, New York), *GothamGazette.org* (Citizens Union, NY), the Wall

Street Journal, the New York Post, the New York Daily News, NY1, WNEW-Fox5TV, WPIX-TV, and other print and electronic sources.

Stephan Brumberg, professor, educational leadership, published "All the ends of the earth terminate in these United States: the need to accommodate children of immigrants in New York City schools" for *Uncensored 4.3* Web-extras of the Institute for Children, Poverty and Homelessness. Prof. Brumberg has retired after 40 years of distinguished service.

Alberto Bursztyn, professor, school psychology, co-authored "Future challenges and opportunities: Toward culturally responsive training in school psychology" in *Psychology in the Schools*, Vol. 50(3), 2013, and "Through a Cultural



Lens: Psychopathology Within and Across Borders" published in Thomas Plante (Ed.) *Abnormal Psychology Through the Ages* (2013); he also wrote a review of *Mental Health Disorders in Adolescents: A Guide for Parents, Teachers, and Professionals* by Hazen, Goldstein, and Goldstein (2013) for the Teachers College Record.

Mary DeBey and **Jacqueline Shannon**, associate professors, early childhood education, were awarded a \$50,000 grant from the New York City Department of Health and Mental Hygiene to develop an Advanced Certificate in Early Intervention and Parenting. The mission of this certificate is to support professionals working in the field of early intervention and other early

childhood and family settings and to prepare the next generation of early intervention professionals across disciplines to work closely with infants and toddlers with disabilities and their families.



Ginny Dembek presented with R.M. Kubina "Talk Aloud Problem Solving: An Exploration of Acquisition and Frequency Building for Students With Learning Disabilities" at the International Precision

Teaching Conference in St. Pete Beach, FL, in December 2013.

Eliza Dragowski and **María R. Scharrón-del Río** professors, school counseling, co-wrote "The Importance of Challenging Hegemonic Masculinity in Preventing School Violence" and, along with SPCL graduate student James Phillips, "Therapeutic Work with Gender-Variant Children: What School Psychologists Need to Know" for the special topics issue of *School Psychology Forum*, "School psychologists as Allies and Advocates for the LGBTQ Community," March 2014.

David Forbes, associate professor, school counseling, presented "Contemplative education and neoliberalism: A perfect world still requires radical action" at the Fifth Annual Association for Contemplative Mind in Higher Education Conference at Amherst College on November 9th, 2013. He was the recipient, along with Prof. May May Leung of Hunter College, of a CUNY collaborative incentive research grant for the project "Exploring the impact of mindfulness-

based pilot study to reduce childhood obesity risk in underserved urban school-age youth."

Jill V. Jeffery, assistant professor, secondary education, co-wrote "How do I do it if I don't like writing? Adolescents' stances toward disciplinary writing," published in *Reading and Writing: An Interdisciplinary Journal*;



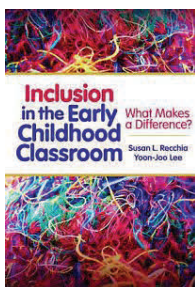
"In and of the city: Theory of action in the NYU partnership schools network," in *Peabody Journal of Education*; "Examining conceptions of writing in TESOL and English Education journals: Toward a more integrated framework for research addressing multilingual classrooms," in *Learning and Individual Differences*. She also published with K. Wilcox, "Adolescents' writing in the content areas: National study results" in *Research in the Teaching of English*.

Herman Jiesamfoek, associate professor, art education, presented with GLARE (GLBTQ Advocates for Research and Education) the workshops "Seneca Falls, Selma & Stonewall: B(e)aring witness at the crossroads" and "Getting to know self and the other through the arts" at the Mathew Shepard Symposium held in April 2013 at the University of Wyoming in Laramie. In October 2013, he presented "Intersecting self and the other through the arts" and "The impact of aesthetic education: Brooklyn College collaboration with Lincoln Center Institute" at the NNER (National Network for Educational Renewal) conference in Albuquerque, New Mexico.

Carol Korn-Bursztyn, professor, school psychology, co-authored with Sheldon Siporin the chapter "Contemporary Approaches to Psychodynamic Psychotherapy: From Neutrality to Empathy" in Thomas Plante (Ed.), *Abnormal Psychology Through the Ages* (Westport, CT: Praeger Books, 2013).

Xia Li, assistant professor, early childhood education, published "The effect of language on Chinese and American 2- and 3-year olds' recognition of small numbers" in the *European Journal of Psychology of Education*, Vol. 28. In November 2013 she presented with **Mary DeBey**, associate professor, early childhood education, "Fostering math power: How children learn and how we teach" at the National Association for the Education of Young Children Conference, in Washington, D.C.

Yoon-Joo Lee, assistant professor, childhood education, published with Susan L. Recchia *Inclusion in the early childhood classroom: What makes a difference?* (New York: Teachers College Press, 2013).



Linda Louis, associate professor, art education, published "No one's the boss of my painting: A model of the early development of artistic graphic representation" in *International Journal of Education & the Arts*, Volume 14c, Number 11, 2013. She received a Tow Faculty Travel Fellowship for a research trip to the University of Jönköping in Sweden.

Paul McCabe, professor, school psychology, published with co-authors **Florence Rubinson**, professor, school psychology, **Eliza Dragowski**, assistant professor, school psychology, and

Graciela Elizalde-Utnick, assistant professor, school psychology, "Behavioral intention of teachers, school psychologists, and counselors to intervene and prevent harassment of LGBTQ youth" in *Psychology in the Schools* Volume 50, Issue 7, 2013.



Paul McCabe

He served as a guest editor for the special topics issue of *School Psychology Forum*, "School psychologists as Allies and Advocates for the LGBTQ Community" in March 2014. He wrote "The R(ally) Cry: School Psychologists and Allies and Advocates for the LGBTQ Community" and co-authored with adjunct professor Scott Quasha, "A Program Review of a Middle School Gay-Straight Alliance Club." He also co-wrote with SPCL graduate student Katelyn Rose, "Melatonin Imbalance and Sleep Dysfunction in Children with Autism" in *NASP Communiqué*, 42(8), and presented with Profs. Florence Rubinson, Eliza Dragowski, and Maria Scharrón-del Rio "Damaging Assumptions: Avoiding your LGBTQ, Gender and Cultural Blindspots" at the NASP conference in February 2014.

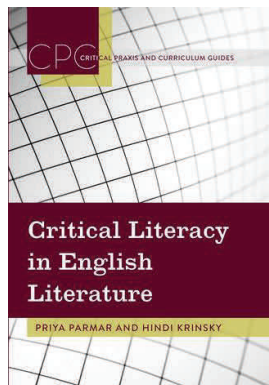
Michael Meagher, associate professor, secondary education, co-authored the article "The Shift from learner/doer of mathematics to teacher of mathematics: A heuristic for teacher candidates" in *Mathematics Teacher Education and Development*, Vol.1, 2013.

Eleanor Miele, professor, secondary education, published "Creating a school-wide science museum" in *Science and Children*, December 2013. Her books *Doing Science with Children* (2nd edition, 2012) and

Science Safaris in New York City (2010) with Prof. Jennifer Adams were featured in *NSTA Recommends* in July 2013. She also presented with undergraduates Delilah Ducos, Zeau Parker and Alissa Slechta "Teacher-Intern-Professor Learning Community: a Model for Improving Science Instruction" at the 2013 Northeast Association for Science Teacher Educators Regional Meeting in Cornwall, N.Y.

Sonia E. Murrow, assistant professor, secondary education, presented "Howard Zinn's *A People's History* and the textbook in stereo in the secondary history classroom" at the American Education Studies Association Annual Conference in Baltimore on October 31, 2013. Her editorial piece written with Robert Cohen, "Who's afraid of radical history? Mitch Daniels's covert war on Howard Zinn's *A People's History of the United States*" appeared in *The Nation* on July 30, 2013.

Priya Parmar, associate professor, secondary education, co-authored with Hindi Krinsky *Critical Literacy in English Literature* (Peter Lang, 2013.) and co-edited with Anthony Nocella II and David Stovall *From Education to Incarceration: Dismantling the School-to-Prison Pipeline* (Peter Lang, 2014).



Barbara Rosenfeld, assistant professor, childhood education, published with Susan Givner and Nedra Tasimowicz "Team Teaching: A new paradigm for student teachers," NERA Conference Proceedings 2013 ([http://](http://digitalcommons.uconn.edu/nera_2013/19/)

digitalcommons.uconn.edu/nera_2013/19/), and with **Sharon O'Connor-Petruso**, associate professor, childhood education, "Effective source ware and web 2.0 tools for elementary school teachers" in M. Simonson (Ed.), *Association for Educational*



Sharon O'Connor-Petruso

Communications and Technology, Volume 1, Selected Research and Development Papers, Anaheim, CA, 137-142.

Jacqueline Shannon, associate professor, early childhood education, co-authored the articles "Men in the mirror: A qualitative examination of low-income men's perceptions of their childhood relationships with their fathers" and "Parenting during early childhood in low-income families: Variation by child gender," published in *Family Science* in 2013. She also co-wrote the chapters "Coparenting in Latino Families" in S. C. Chuang & C. S. Tamis-LeMonda (Eds.), *Gender roles in immigrant families*, (N.Y.: Springer, 2013) and "Transition to Parenting within Context" in M. A. Fine & F. D. Fincham (Eds.), *Family Theories: A Content-based Approach*, (N.Y.: Taylor and Francis/Routledge, 2013). Prof. Shannon presented at the Paternal Involvement in Pregnancy Outcomes: From Preconception to the First Year of Life meeting, sponsored by the Office of Health Equity (OHE) in Potomac, MD. in September 2013.

Maria Scharrón-Del Rio, associate professor, school psychology and counseling, was part of a debate and analysis about the recent mayoral primaries for the weekly round-table discussion show *Tiempo* on WABC-TV.

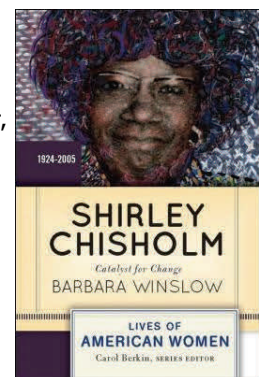
Jessica Siegel, assistant professor, secondary education and English, wrote "Amid tests and tight budgets, schools find room for arts" for *City Limits Magazine*, June 7, 2013. She also gave a suggestion to mayor-elect Bill de Blasio in the op-ed "Mayor Bill, here's your chancellor" published in *The Daily News* on November 13, 2013. She presented at the National Conference of Teachers of English on November 22 in Boston on "What can English teachers learn from journalists?"

Lulu Song, assistant professor, early childhood education, published with co-authors at New York University and the University of Delaware, "Chinese parents' goals and practices in early childhood" in *Early Childhood Research Quarterly*, 28, 2013; "Children's vocabulary growth in English and Spanish across early development and associations with school readiness skills" in *Developmental Neuropsychology*, 2013; "Reciprocal Influences between maternal language and children's language and Cognitive Development in Low-Income Families" in *Journal of Child Language*, 2013; "Parents' role in infants' language development and emergent literacy" in *Wellbeing: A complete reference guide. Volume 1: Wellbeing in Children and Families* (Wiley); "Parent-infant communicative interactions in cultural context" in *Handbook of Psychology, Volume 6. Developmental Psychology, 2nd edition* (Wiley); "Twenty-five years using the intermodal preferential looking paradigm to study language acquisition: What have we learned?" in *Perspectives on Psychological Science*, 8, 2013; and "Infants' attention to manner and path: Foundations for learning relational terms" in *Child Development*, 84, 2013. She also co-authored "Why is infant language learning facilitated by parental responsiveness?" in *Current Directions in*

Psychological Science, 23(2), "Multilingual children: Beyond myths towards best practices" in *SRCD Policy Report*, 27(4), and "Children's vocabulary growth in English and Spanish across early development and associations with school readiness skills" in *Developmental Neuropsychology*, 39(2). She received the William Stewart Travel Award from the CUNY Academy and the Early Career Travel Award from the Society for Research in Child Development (SRCD) to present her research at the biennial meeting of SRCD. In fall 2013, she began a PSC-CUNY- funded research project on dual-language development in early childhood among children from low-income homes. She received a \$6,000, PSC-CUNY 45 Research Award for her project "Dual Language Development of Language-Minority Children in the First Eight Months in Preschool: A Pilot Study."

In spring 2013 **Peter Taubman**, professor, secondary education, organized the conference "Reclaiming the Conversation on Education" at Barnard College, which brought together K-12 teachers, teacher educators, parents, activists and scholars to strategize ways to question edTPA, the Common Core, CAEP, and high stakes testing. In 2014 he contributed an assessment of recent education reforms and the state of public school education in the United States to the online edition of Al Jazeera America.

Barbara Winslow, professor, secondary education, published *Shirley Chisholm: Catalyst for Change*, Westview Press, 2013. This is the first full biography of Chisholm and the first biography since 1971.



Retirement News



Charlene Kohler-Britton retired as director of the Early Childhood Center at Brooklyn College in January, 2014. Charlene began her quest to become an early childhood educator as a single student-parent at CUNY over 45 years ago. "I don't believe I would have realized my dreams if it hadn't been for the campus early childhood center program that provided me with child care and my daughter with the best early education," she said. Under her leadership ECC has grown and strengthened its mission to provide exemplary care and service to our families and has successfully renewed its NAEYC accreditation. Charlene plans to continue her work in the field of early childhood as an adjunct instructor here at Brooklyn College. The School of Education, parents and children of the Center thank her for her work and wish her the best in this new phase of her life.

Our deepest appreciation goes also to our colleague and friend **John Stahlnecker**, who retired last November after over 40 years of exemplary service at Brooklyn College. John began his career as math instructor and later served as director of student advisement. He was a member of the Assessment Committee and coordinator of Title II reporting to the NYSD of Education. Recently he has done critical work maintaining and updating statistical data for NCATE evaluation. His strong advocacy for

The Chalkboard

The Newsletter of the School of Education
at Brooklyn College

April Whatley Bedford, Dean
Roberta Garbarini-Philippe, Editor

Please send submissions and news to:
RobertaGP@brooklyn.cuny.edu

Brooklyn The City
University
of New York
College