

TC Today

THE MAGAZINE *of*
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

FALL/WINTER 2015

“ALTERNATIVE
BIRTH” MOTHER
AND LIVING LEGEND
RUTH LUBIC
(ED.D. '79,
M.A. '61, B.S. '59)

STATISTICALLY
SIGNIFICANT:
QUANTITATIVE
WORK AT TC

A MILESTONE
MOMENT
FOR TC'S
CAMPAIGN

Bright and Early

A wealth of research suggests very young kids can learn much more



Table of Contents



IO

SCENES FROM (EARLY) CHILDHOOD

TC is leading a wave of research, in fields ranging from neuroscience to economics, illuminating opportunities to enable the very young to make the most of their amazing abilities. Here, a typical palette from the College's Rita Gold Early Childhood Center.

FEATURES

IO

Bright and Early

A wealth of research suggests very young kids can learn much more

I8

The Call of the Midwife

Ruth Lubic (Ed.D. '79, M.A. '61, B.S. '59) has championed community-based birthing by listening to the people she serves



22

Statistically Significant

TC is hiring some of the best young quantitative researchers in the game



32

Mining Student Data: Balancing Research and Privacy

TC's President calls for prudent approaches in realizing an unprecedented opportunity



43

Campaign Update: A Milestone Moment

Your dollars in action as we
soar to \$300 million

49

On Board

Welcoming new Trustees Sasha Heinz
(Ph.D. '14), Paul LeClerc and C. Kent
McGuire (M.A. '79)

DEPARTMENTS

3 PRESIDENT'S LETTER

The whens, hows and whos of putting
TC's great ideas in play

5 NEWS@TC

Online math stories for kids, a costing-out
tool for education policymakers, freedom
for a TC song

33 UNCONVENTIONAL WISDOM

Paradigm-changing work by Ernest Morrell
and TC's Institute for Urban & Minority
Education; Carol Ewing Garber; Noah D.
Drezner; Randall Allsup; Kevin Dougherty
and Rebecca S. Natow; Fiona Hollands and
Devayani Tirthali

38 EARLY RISERS

Young alumni making their mark as
leaders in health and health education

64 FUTURE LEADERS

The Last Word LGBTQ Scholar Michael
Palmieri on transformative storytelling
Class Acts Tammy Yi has overcome
adversity to rediscover the violin and create
award-winning children's orchestras

ALUMNI NEWS

52 INBOX

Recalling favorite spots on TC's campus

NEWS, PROFILES & NOTES

News Solid Gold: TC's 50-Year Folk
Profiles Samuel Totten (Ed.D. '85); Hilda
Richards (Ed.D. '76, M.Ed. '65); Jeffrey Putman
(Ed.D. '11); Stuart Selby (Ed.D. '64, M.A. '56)

56 CLASS NOTES

62 IN MEMORIAM

Winthrop Adkins (Ph.D. '63), Richard E.
Cheney (M.A. '61), Frances Connor (Ed.D.
'53), Ruth O. Goldman (M.A. '63), Roger
Myers, Thomas Sobol (Ed.D. '69), Patricia
Sweeting (Ph.D. '79), Ronald Tikofsky



The magazine of Teachers College is
produced by the Office of Development
& External Affairs at Teachers
College, Columbia University.

Suzanne M. Murphy
VICE PRESIDENT, DEVELOPMENT
& EXTERNAL AFFAIRS
(ED.M. '99, M.A. '96)

James L. Gardner
ASSOCIATE VICE PRESIDENT,
EXTERNAL AFFAIRS

Sara Clough
SENIOR DIRECTOR, STRATEGIC
COMMUNICATIONS

TC TODAY STAFF

Joe Levine
EDITOR

Heather Donohue
BUSINESS OPERATIONS & MARKETING
INITIATIVES MANAGER, EXTERNAL AFFAIRS

CONTRIBUTORS

**Paul Acquaro, Gifty Agyapong,
Linda Colquhoun, Rebecca
Donaldson, Harriet Jackson,
Patricia Lamiell, Mindy Liss,
Nikki Marenbach, Urania
Mylonas, Kalena Rosario,
Scott Rubin, Sally Sweeney,
Matthew Vincent, Hua-Chu Yen**

Nina Ovrzyn
ART DIRECTOR

TC Today Fall/Winter 2015
Volume 40, Number 1,
Copyright 2015 by Teachers College,
Columbia University
Articles may be reprinted with
the permission of the Office
of External Affairs. Please send
alumni class notes, letters to
the editor, address changes and
other correspondence to:

TC Today
525 W. 120th St., Box 306
New York, NY 10027
212-678-3412
tctoday@tc.edu
www.tc.edu/tctoday

ON THE COVER



Tulasi Cormier-Marri, age three, at
TC's Rita Gold Early Childhood Center.
Photo by Bruce Gilbert

“It was so easy.”

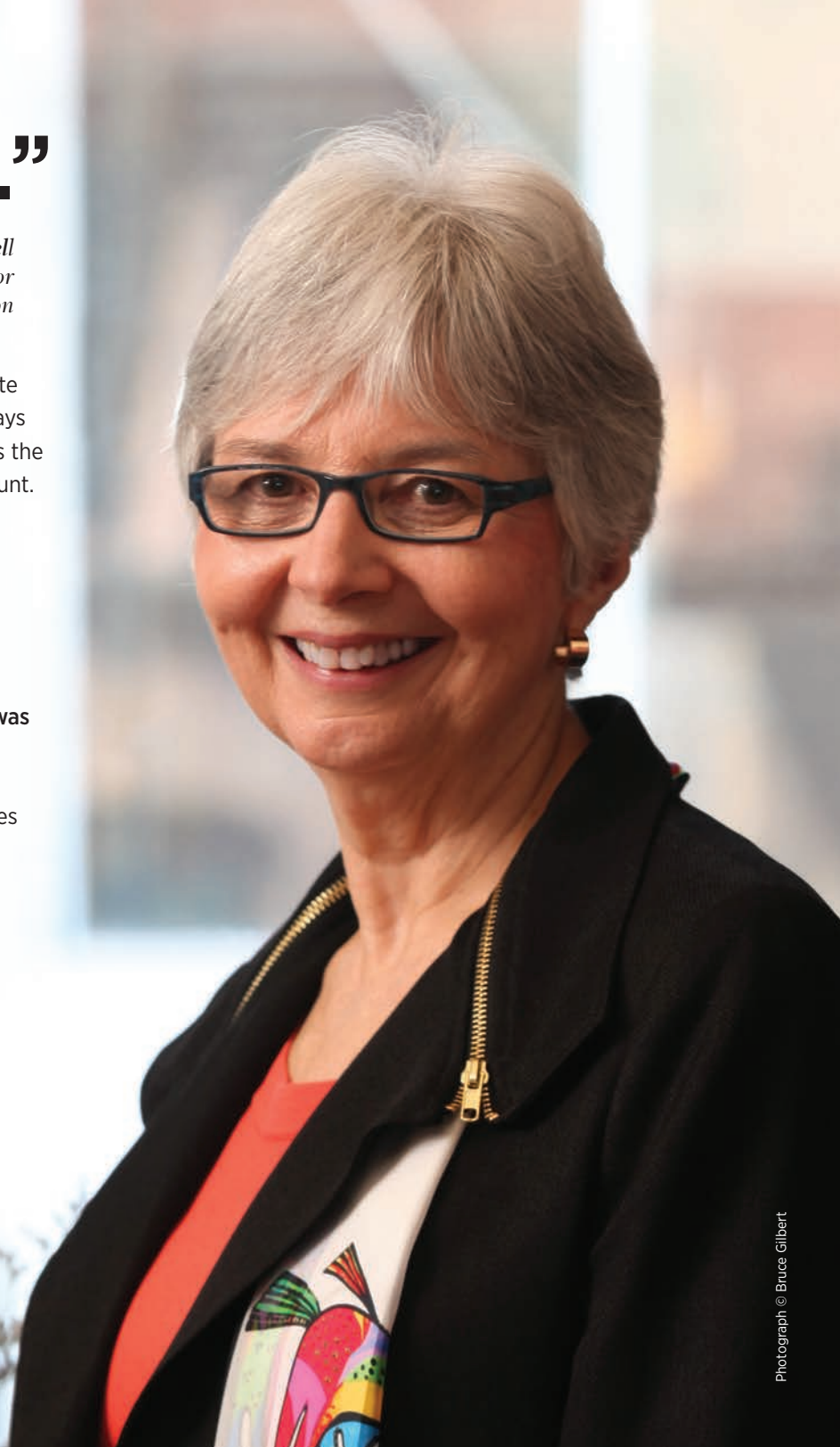
— Prof. Katbleen O’Connell
Isabel Mailand Stewart Professor
of Nursing Education

Including Teachers College as part of your estate plans can be very simple. One of the easiest ways to make a bequest intention is by naming TC as the beneficiary of your Individual Retirement Account.

“I met with the Planned Giving office to discuss including TC in my estate plan,” says Professor O’Connell. “I wanted to accomplish this in the simplest way possible and not have to rewrite my will or incur any additional legal expenses. One option that met these criteria was using my IRA account with TIAA-CREF.”

Using IRA assets to make a charitable gift makes sense. Monies left to individuals will be taxed at rates up to 50%. However, when funds are designated to Teachers College, your estate receives a charitable deduction of 100%. This process is the same for all retirement plans. Tax-wise, it makes the most sense to designate these monies to TC.

“You name TC as a beneficiary and you stipulate where that gift should be used,” Professor O’Connell says. “Your gift will assist generations of worthy students. Really, what could be simpler?”



Photograph © Bruce Gilbert

For more information, please contact us today:

Louis Lo Ré

Director of Planned Giving

lore@tc.edu

212-678-3037

Teachers College, Columbia University | EIN: 13-1624202



Putting Great Ideas In Play

Victor Hugo wrote that nothing is so powerful as an idea whose time has come. France's great writer and social critic would be gratified that, here in the United States, we are finally recognizing our youngest children deserve the best educational and social resources.

As you'll read in this issue, TC is spearheading new research demonstrating that preschool-age children possess previously unguessed-at abilities to learn mathematics and languages and — equally important — skills for coping with stress, conflict and adversity.

As we apply this new information, we must strike the right balance for learners who need both freedom and structure. "There's real power in teachers taking seriously what kids are doing when they play," says Assistant Professor Haeny Yoon — and I say, "Amen to that." Yet, as Professor Herb Ginsburg emphasizes, free play should be "supplemented by intentional, exciting instruction." These are complementary, not contrary, concerns that must be harmonized in all our efforts to serve our youngest students.

Of course, as TC alumna Ruth Lubic reminds us in this issue, to make the most of children's development we must really begin before birth. Ruth has devoted her life to ensuring safe and healthy births for low-income women. A certified "living legend" in nursing, she earned her doctorate with TC's great education anthropologist Lambros Comitas, who urged her to focus on the cultures of the families she was trying to reach. We are proud to claim Ruth as one of our own.

As with any new findings, the flood of discovery about early learning raises the question: How do researchers know what they know? How can they generalize from a single study to a larger population? How do they know why the effects they document display certain patterns?

As Professor Aaron Pallas says in this issue, research methodology at TC has always been shaped by questions rather than the other way around. Now,

aided by enhanced computing power, our scholars in all fields are combining rich ethnographic techniques with new statistical methods that detect important patterns and relationships in vast amounts of data. Our story highlights this prowess and showcases more of the new talent we have added to our faculty.

Ideas require champions to fight for them, and TC has lost several in recent months. On page 62, you can read more about Tom Sobol, the courageous former New York State Commissioner of Education, who headed our superintendents' program for many years; Roger Myers, a pioneer in counseling psychology; Frances Connor, a passionate advocate for inclusive education; Winthrop Adkins, an innovative life skills educator; Ronald Tikofsky, an expert in treating language disorders; and Patricia McGovern Sweeting, longtime Director of TC's Mysak Clinic for Communication Disorders. These diverse contributors shared an unwavering commitment to excellence and equity in education.

On a personal note: This past summer, I was honored to be asked to serve for three more years as TC's President. Among ideas whose time has come, TC itself is born anew with each generation. You — the members of our extended community — are furthering that legacy through your support of our historic Campaign, **Where the Future Comes First**, which crossed the \$200 million mark this summer. The benefits — for today's children and for generations to come — lie beyond the ability of any method to quantify.



“WE MUST STRIKE the right balance for learners who need both freedom and structure... These are complementary, not contrary, concerns.”

Susan Fuhrman

SUSAN FUHRMAN (PH.D. '77)



MAKE A DIFFERENCE

Every year, thousands of alumni and friends support Teachers College through the TC Fund.

Your gift, no matter how large or small, affects every student, faculty member and program and gives the College the flexibility to address new opportunities and challenges whenever they arise.

Keep Teachers College strong with your gift to the TC Fund.

GIVE EVERY YEAR. MAKE A DIFFERENCE EVERY DAY.

TCFund

Simply use the **postage-paid envelope** bound in this publication, visit tc.edu/GivetoTC or call Susan Scherman, Director of the TC Fund, at **212-678-8176** for more information.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

September Primer



An Ever-Changing Canvas

Like its own Macy Gallery, TC is a perpetual staging ground for cutting-edge work. In this issue: online math stories for kids, a costing-out tool for education policymakers, freedom for a TC song.

Cost-Effectiveness 101

A Tool to Show School Reform ROI



TC'S CENTER FOR BENEFIT-COST STUDIES of Education (CBCSE) has introduced *CostOut*, a new online tool to help educators, researchers and policymakers estimate the costs and cost-effectiveness of educational or other social programs.

CostOut is the fruit of a multi-year, federally-funded effort by CBCSE to export the "ingredients method" developed by CBCSE's Co-Founder and Director, Henry Levin, William Heard

CostOut provides a database of some

700

prices of educational resources to help users estimate the costs of educational programs.

Kilpatrick Professor of Economics & Education.

Developed under a grant from the federal Institute for Education Sciences, *CostOut* prompts the user to list all ingredients required to implement an intervention, from teachers to facilities to equipment, and to assign appropriate prices based on the quantity and quality of ingredients needed. The system then calculates the total costs and cost per student of the intervention. With ingredients and effectiveness data on several interventions that aim to improve the same educational outcome, the system can generate cost-effectiveness comparisons that can inform resource allocation decisions.

CostOut provides adjustments for inflation, geographical location, and, for multi-year programs, the time of investment. It provides a database of some 700 prices of educational resources to help estimate educational program costs. For example, there are 70 different teacher salary levels, culled from publicly available surveys.

An Excel-based prototype of *CostOut* had been available for the past two years, but users had to download and use it with minimal guidance. The online iteration includes a detailed user manual with screen shots and video tutorials that also help users interpret the results of their analyses. Both the prototype and the online tool, which is much more user-friendly, were designed by TC doctoral student Barbara Hanisch-Cerda.

"Increasingly funders, both in the government and in private foundations, are demanding cost estimates of interventions in schools," says Fiona Hollands, CBCSE Associate Director and Co-Principal Investigator with Levin on the *CostOut* project. "But most of the estimates they receive are still pretty much back-of-the-envelope. This will make everyone's life easier."

CostOut can be accessed at <http://www.cbsecosttoolkit.org/>

TC ALUMNUS TO SUCCEED ARNE DUNCAN AS U.S. EDUCATION SECRETARY



TC alumnus John King (Ed.D. '08, M.A. '97) has been named U.S. Secretary of Education, succeeding Arne Duncan. From 2011 to 2015, as New York's first black or Puerto Rican education commissioner, King led the Common Core State Standards rollout and championed anti-bullying legislation. He has since served Duncan as senior advisor. ■ King earned his Ed.D. in Educational/ Administration Practice (Organization & Leadership Department) and his M.A. in Social Studies Education (Arts & Humanities Department). Visit <http://bit.ly/1jsCB8F> to watch a TC interview with King.



Courtesy of the Filson Historical Society

HAPPY RETURNS...TO THE PUBLIC DOMAIN

In late September, a federal judge ruled that Warner/Chappell Music does not hold the copyright to the lyrics to “Happy Birthday to You,” which was adapted from the 1893 song “Good Morning to All,” written by pioneering TC early childhood educator Patty Smith Hill and her sister, Mildred J. Hill. Said TC President Susan Fuhrman: “The decision is a victory for the billions of people around the world who have come to enjoy the beloved tune created by the Hills.”

Children’s Stories that Count

TC cognitive developmental psychologist **Herbert Ginsburg** has teamed with **Alice Wilder (Ed.D. ’98)**, producer of “Blues Clues,” to launch new touch-screen math learning stories through the education technology start-up **Speakaboos**, for which Wilder serves as **Chief Learning Officer**. The project is funded by the **Heising-Simons Foundation**.



Photograph; Left, hocus-focus/istock by Getty Images; Illustrations: Danny Schwartz

HONORS & DISTINCTIONS

This past summer **A. Lin Goodwin**, TC’s Vice Dean and Evenden Professor of Education, served as the inaugural Dr. Ruth Wong Visiting Professor of Teacher Education at Singapore’s National Institute of Education (NIE). Wong led Singapore in transforming “teacher training” into “teacher education.”



Terrence Maltbia, Faculty Director, Columbia Coaching Certification Program and TC Professor of Practice in Organization & Leadership, was named September Coach of the Month by the International Coach Federation’s New York City chapter.



Carol Ewing Garber, Professor of Movement Sciences, was elected an Active Fellow in the National Academy of Kinesiology. Garber, past President of the American College of Sports Medicine, studies how physical activity prevents and mitigates chronic diseases.



The State University of New York gave **John Allegrante**, Professor of Health Education, an honorary doctorate in May. Allegrante, a 1974 SUNY Cortlandt graduate, was honored for improving “the health and well-being of people around the globe.”





Grammy-Winning Show & Tell

IN MARCH, ENGLISH TEACHER BRIAN Mooney of High Tech High School in North Bergen, New Jersey, blogged about using Kendrick Lamar’s hip-hop album *To Pimp a Butterfly* to help students relate to Toni Morrison’s 1970 novel, *The Bluest Eye*. Mooney was studying Lamar’s album in a TC class on hip hop and education taught by science educator Christopher Emdin.

Mooney’s blog post got 150,000 hits in its first week — including by Lamar, who visited Mooney’s class in early June and then treated the school to a panel discussion with Mooney, Emdin and “street fiction” authority Jamila Scott (Ph.D. ’15).

HEALTH REPORT

TC health educator Charles Basch co-authored a report with the Children’s Health Fund, highlighting the importance of health to students’ academic achievement. The report, “Health Barriers to Learning and the Education Opportunity Gap,” details the history of school health policies and their impact on school reform. The authors report that the proportion of adolescents living in poor and near-poor families increased from 35 percent in 2007 to

41%

in 2013. The report is being distributed by the Education Commission of the States to education policymakers and health officials nationwide.

<http://bit.ly/1EpyEp2>

Supporting New Teachers

MORE THAN 40 PERCENT OF NEW public school teachers quit before completing their first five years in the classroom, and the figure is higher in underserved urban areas, where student discipline challenges and lack of administrative support are endemic.

Now the New Teacher Network at TC, or NTN@TC, is providing recent TC graduates with mentoring, practical resources and opportunities to collaborate with TC colleagues.

NTN@TC provides a “meaningful program of support for our graduates who have completed pre-service programs and are moving into their own classrooms as teachers for the first time,” says the program’s creator Ruth Vinz, Endowed Chair and Morse Professor of Teacher Education.



COMING SOON TO THE NEIGHBORHOOD: THE ARTS

“Too many schools do not provide arts education as a regular feature of their curriculum, which means the development of critical cognitive and expressive capacities is missing from students’ learning.”

Judith Burton, Professor and Art & Art Education Program Chair, has created a partnership with ProjectArt through which TC Art & Art Education program students are delivering free arts education to underserved New York City children via local public libraries.



Using the Research Bully Pulpit

TC faculty present their research to colleagues nationwide

PUBLISHED RESEARCH MAKES AN IMPACT. RESEARCH PRESENTED VIA keynote addresses at meetings of the nation's most esteemed academic professional organizations gets even more visibility. In recent months, three TC faculty members extended their colleagues' track record of doing just that:

■ Our “mathematical lives” reflect our multiple identities, our math-related experiences in and out of school, and “mathematical spaces” that support or undermine our “positive mathematics

socialization,” argued **Erica Walker, Professor of Mathematics Education**, in her Etta



Z. Falconer Lecture at the centennial meeting of the Mathematical Association of America in August. The Falconer Lecturer is chosen for distinguished contributions to mathematical science or education. Falconer, a mathematician and educator, promoted math and science careers for women and minorities. Walker has authored *Building Mathematics Learning Communities: Improving Outcomes in Urban High Schools* (Teachers College

Press, 2012) and *Beyond Banneker: Black Mathematicians and the Paths to Excellence* (SUNY Press, 2014).

■ Speaking in May at the annual convention of the Association for Psychological Science (APS), **George Bonanno, Professor of Clinical Psychology**, presented evidence that, as he has shown with adults, most children recover quickly from loss or trauma, while fewer experience more difficulty and fewer still do not recover. With doctoral students Zhuoying Zhu and C.L. Burton, he also introduced findings that modulating experience and expression of emotion enhances coping with emotional loss or trauma, and that effective regulation is improved



by broader “flexibility” such as ability to read contextual cues or respond to body feedback.

■ Also at the APS convention, psychologist **Jeanne Brooks-Gunn, Co-Director of TC's National Center for Children & Families (NCCF)**, organized an invited symposium on the national

Fragile Families and Child Wellbeing Study. Brooks-Gunn discussed psychological, contextual, biological and neuroscience findings from a birth cohort of nearly 5,000 children (and their parents) followed through age 15. With NCCF's Anne Martin, she also presented evidence of a positive relationship between young children's motor control and their development of adaptive classroom behaviors.



IN BRIEF

■ At Literacy Unbound, a summer institute of TC's Center for the Professional Education of Teachers, high school English teachers and students created and performed **a multimedia retelling of Kafka's *The Metamorphosis***. <https://vimeo.com/135369530>.

■ In *The Journal of Health Psychology* in early July, Joseph Ciccolo, Assistant Professor of Applied Physiology, reported **higher self-esteem in men who increased muscular strength**. Ciccolo suspects the correlation reflects societal values, not gender biology.

■ TC psychologist Peter Coleman has launched **“Big Ideas on Complexity Science and Sustainable Peace,”** a video series featuring experts who use systems theory. Those initially featured spoke at the 2015 Sustaining Peace Conference. <http://bit.ly/1Hfc17Y>.

■ “We are living interconnected, yet behaving as though we do not,” TC social studies educator William Gaudelli said in May at the **United Nations Impact Forum in South Korea**. His solution: curricula and teacher professional development on global interdependence.

■ In **“Beyond the Blackboard: Building Character in Public Schools,”** a radio documentary series that aired nationwide in September, TC Provost Thomas James speaks about Kurt Hahn, founder of Outward Bound and the Expeditionary Learning Schools. The series explored whether U.S. schools should teach “character.” <http://bit.ly/1OLOhNm>.

Bright and Early

SPURRED BY AN EXPLOSION
OF RESEARCH LED BY TC, THE
NATION IS PLACING BIG BETS
ON EARLY CHILDHOOD LEARNING
AND DEVELOPMENT

BY SIDDHARTHA MITTER
ILLUSTRATION BY
MARIA RENDÓN

if all goes well, Teachers College neuroscientist Kimberly Noble will soon begin handing over \$4 million to a group of new mothers. The goal: to see if a boost in monthly income translates into bigger brains for their children. ■ In a widely-reported study last spring in *Nature Neuroscience*, Noble found that family income directly correlated with increases in the surface area of brain regions implicated in language and executive function. Children in the poorest families had up to 6 percent less brain surface area than those in the richest group. ■ If her new study bears out this seeming cause-effect connection, the policy implications will be tough to ignore. ■ “Manipulating socio-economic circumstance can be difficult,” Noble says, “but giving people money isn’t.”





STRIKING WHILE THE IRON IS HOT

It's hardly news that children's earliest years shape their subsequent development. In the 1960s, Edmund Gordon, now TC's Richard March Hoe Professor Emeritus of Psychology & Education, found that the federal Head Start program narrowed the achievement gap between wealthier white children and lower-income children of color. Several long-term studies co-led by TC psychologist Jeanne Brooks-Gunn, Virginia & Leonard Marx Professor of Child Development & Education, have unequivocally linked socio-economic status to learning and health outcomes. In the Perry Preschool Study, inner-city three- and four-year-olds in the 1960s who attended a play-based learning program supplemented by home visits later achieved higher graduation rates, greater earnings, fewer arrests and less reliance on public assistance. In the 1980s, psychologists Betty Hart and Todd Risley found that by age four, children from wealthy families were exposed to 30 million more words than children on welfare. And the list goes on.

"We know how poverty, risk and other environmental and interpersonal factors affect early development," says Susan Recchia, Professor of Education and Coordinator of TC's Program in Early Childhood Special Education. "Yet the nation has been slow coming to terms with the devastating impact."

More recently, though, a flood of new findings in fields ranging from genetics to economics has sparked real change.

"Almost at every turn, in a variety of disciplines, the pendulum is swinging to support increased investment in young kids," says Sharon Lynn Kagan, Virginia & Leonard Marx Professor of Early Childhood & Family Policy.

In 2007, a commission spearheaded by Kagan recommended shifting \$60 billion to support preschool nationwide. In 2013, the Obama administration announced its "Preschool for All" initiative, and today states and municipalities increasingly provide universal preschool. New York City launched its own program last year.

"Almost at every turn, in a variety of disciplines, the pendulum is swinging to support increased investment in young kids," says TC's Sharon Lynn Kagan. A 2007 commission spearheaded by Kagan called for shifting \$60 billion to support preschool nationwide.



Clearly, the notion that, as Noble says, “the first three years are a time of massive brain plasticity,” has arrived, and with it, recognition that many young children are deprived of essential learning opportunities. But all the ferment also suggests another possibility: Children who *are* learning could be learning much more.

EIGHTEEN MONTHS AND COUNTING

On the eleventh floor of Thorndike Hall, Karen Froud’s team in TC’s Neurocognition of Language Lab apply electrodes to participants’ heads and decipher graphs of brain activity. The technique, electroencephalography (EEG), shows the development of specific brain functions by measuring responses to specific stimuli.

“Six-month-olds have largely refined the sound system of their language,” says Froud, Associate Professor of Neuroscience & Education. “They can distinguish even earlier between their own and other languages, but that’s when brain material becomes specialized to respond differentially to different speech sounds.” Yet, second language instruction typically begins in the sixth grade — “very late to acquire a new phonological system.”

Other disciplines, too, are finding that young children can handle more than they currently receive. As early as age three, children “know that if you put more food on the plate, you’ve got more food than you had before — which is the essence of addition,” says Herbert Ginsburg, Jacob H. Schiff Foundations Professor of Psychology & Education. “Through various activities, you can build on that understanding.”

Ginsburg, who has videotaped hundreds of children engaging in flexible interviews about their “everyday math,” says important mathematical ideas and skills can be learned by age four, “yet the research shows that most pre-K teachers do little with math or else do it badly.” Many have math anxiety, or lack insight into young children’s mathematical thinking or the ideas that underlie mathematical operations — training that colleges and universities rarely provide.

With the advent of the Common Core State Standards, Ginsburg, who teaches a course called The Development of

Mathematical Thinking for TC early childhood education students, sees preschools caught between a “false dichotomy” of structured, assessment-oriented lesson plans and free play.

“Free play is wonderful,” he says, “but research shows it

GOOD CONNECTION At TC’s Rita Gold Center, the make-believe scenarios and dynamics of play infuse children’s learning in ways rote drilling would never accomplish.

should be supplemented by intentional, exciting instruction.”

Similarly, “most children have the brain capacity to deal with all kinds of material,” Froud says, “but sitting them at a desk eight hours daily isn’t development. To get young kids engaged with language, put them in a language-rich setting using vision, sound and the environment. Make it part of what they *do*.”

CHILDREN, BEHAVE!

Nine floors below Froud’s lab, toddlers at the Rita Gold Early Childhood Center prepare to visit the park. One boy shuts off the lights to signal clean-up time. The floor is strewn with blocks and toys — messiness to a parent, but to staff members at the Center, where student-teachers work during the practicum phase of TC’s Early Childhood Education program, something much richer.

“Kids leave behind in the classroom something they constructed,” says Emmy Fincham, a toddler room lead teacher. “We can draw from these experiences to create space for children’s agency and help them develop their self-regulation skills.”



Small Talk: Herbert Ginsburg

Herbert Ginsburg, who has videotaped interviews with hundreds of children, says important mathematical ideas and skills can be learned by age four, “yet research shows that most pre-K teachers do little with math or else do it badly.” Many have math anxiety, or lack insight into young children’s mathematical thinking or ideas that underlie mathematical operations.



L “Six-month-olds have largely refined the sound system of their language,” says Karen Froud. “They can distinguish even earlier between their own and other languages, but that’s when brain material becomes specialized.” Yet second-language instruction typically begins in sixth grade.

The Center, which serves infants, toddlers and preschoolers of Columbia-affiliated families, practices what director Patrice Nichols calls an “emergent curriculum” built on each day’s experience. An imagined trip to Jupiter becomes a teachable moment about gravity and temperature. A reading of the children’s classic, *The Little Red Lighthouse and the Great Gray Bridge*, prompts a trip to the real Little Red Lighthouse under the George Washington Bridge and an investigation of New York City maps and landmarks.

“What happens in the classroom comes from the lived life of the classroom,” Nichols says. “We create learning opportunities by noticing what children find meaningful and interesting. It’s different than judging your success based on kids accomplishing predetermined goals.”

Fincham and fellow teacher Tran Templeton read toddlers’ body language, welcome children to re-purpose materials for unexpected play scenarios and communicate respect as kids discover who they are and what it means to be part of the classroom community.

“Student teachers notice we avoid ‘baby talk’ and talking down to the children,” Fincham says. “They’ll say, ‘You talk to them like people.’”



TAKING PLAY SERIOUSLY

Maria Montessori’s observation that “play is the work of the child” was founding TC doctrine, but in an era emphasizing grades and test scores, today’s faculty are newly determined to validate the approach.

“Some people say, ‘So much time gets wasted on breakfast and outside play,’” says Mariana Souto-Manning, Associate Professor of Early Childhood Education and Coordinator of TC’s Early Childhood Education Program. “Well, those *are* the learning times. Young children need room

INSTANT BOOK CLUB

Teachers at the Rita Gold Center become adept at keying off children's interests. The children are pretty good at that, too.

to develop as expert players and communicators."

"Play is seen as emotionally good for kids, but not always as an intellectual part of building curriculum," says Haeny Yoon, Assistant Professor of Early Childhood Education. Yoon re-

cently observed a successful kindergarten writing workshop in which "the time was mostly spent playing, but play was what got them to write at all." The make-believe scenarios and dynamics of play infused the children's drawings and writing, teaching them, for instance, to correctly spell one another's names. "If kids need language, they'll use it," Yoon says.

In another study, Yoon documented "literacy moves" in kindergartners' playtime whiteboard scribbles, drawings and even items they'd thrown away. "There's real power in teachers taking seriously what kids are doing when they play," she says.

Both Souto-Manning, who is Brazilian, and Yoon, the daughter of Korean immigrants, believe play reveals the knowledge and abilities of young children from different cultures.



Small Talk: Nathan Holbert

With maker technology (3-D printers, laser cutters), kids create their own imaginings. Concerned this opportunity is reaching only white males, TC's Nathan Holbert studies ways to increase maker diversity. He believes girls and other underrepresented children who build toys for others will value making as a valuable way to connect to their community.

"Vygotsky wrote that 'in play, a child always behaves beyond his average age, above his daily behaviors; in play it is as though he were a head taller than himself,'" says Souto-Manning, referring to early 20th century Soviet psychologist Lev Vygotsky. "Young children know a lot through their families and communities, and are capable communicators even if not in the so-called standard English. Pre-K teachers must be researchers who identify and tap into these funds of knowledge."

Encouraging native and second languages is essential. "Many young children enter classrooms as bilinguals or emergent bilinguals, and they are constantly operating within and across the rules of different languages," Souto-Manning says. "That's an asset, but historically it's been seen as a deficit when measured against white, middle-class monolingual norms."

Souto-Manning sees a need for African-American language to be regarded as "a legitimate and worthy language. It should not be erased so that children develop academic English." Further, she proposes that reading comprehension can build from familiar contexts such as signs in a child's neighborhood. "We must re-envision reading and writing as 'reading and re-writing worlds,' recognizing what children already know instead of focusing solely on letter-sound correspondence."

READY OR NOT?

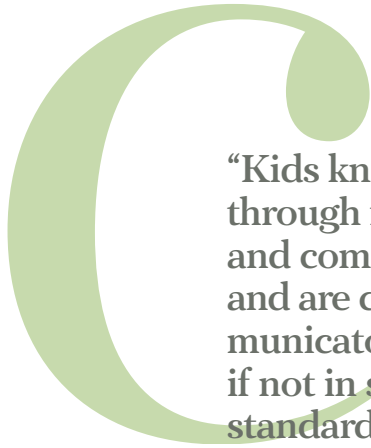
"Intentional play" can also reveal children's broader social and emotional ability and serve as a context to practice and strengthen self-regulatory capacities — skills increasingly seen as more important to success than raw intelligence.

"Self-regulation plays a critical role in explaining children's resilience in the context of adversity," says Laudan Jahromi, Associate Professor of Psychology & Education. "These capacities may be one pathway through which children's home environment impacts their academic behaviors."

For the past six years, Jahromi has studied the families of over 200 low-income Mexican-origin teen mothers. She annually gauged the child's and the teen mother's development and the mother's relationship with the child's father, her own

GOLD CENTER GOLD

A \$500,000 gift from the Cleveland H. Dodge Foundation, headed by TC Board Co-Chair and Campaign Vice Chair William Dodge Rueckert, will enhance education, research and training at the Rita Gold Early Childhood Center.



“Kids know a lot through families and communities and are capable communicators, even if not in so-called standard English,” says Mariana Souto-Manning. “Pre-K teachers must be researchers who identify and tap these funds of knowledge.”

mother (often a de facto co-parent) and others in her life. One finding: Conflict between co-parents when a child is three predicts early literacy, early math skills and social development at age five. An important mediating factor: children’s behavioral control at age four. Jahromi finds that conflict between co-parents typically results in less such “effortful control” by children, leading to worse outcomes in school and with peers.

“It’s important to teach self-regulation in pre-K, before kids begin relying on maladaptive strategies,” Jahromi says. “Executive functioning skills are central to self-regulation.”

One line of intervention is mindfulness — a term with different meanings, but which generally refers to programs that help kids regulate anger, sadness, fear and anxiety, sharpen their attention and develop empathy.

Not much is yet known about how mindfulness programs work or why one might be more effective than another.

“Different programs target different brain systems,” says doctoral student Trey Avery, who manages Karen Froud’s lab. In collaboration with researchers at TC’s National Center for Children & Families, Avery uses EEG to measure children’s levels of attention, and saliva samples to measure their stress hormone lev-



NEGOTIATIONS AND LOVE SONGS
The path to collaboration isn’t always smooth, but there’s a lot to be learned along the way.

els. His findings suggest that lower-income students doing daily mindfulness exercises in school engage their attentional networks differently. “It’s something you couldn’t tell just by looking at the child performing the task,” Avery says. The data, though, are hard to miss: The children Avery has studied outperform higher-income children who aren’t engaged in mindfulness practices.

SHAPING A NEW LANDSCAPE

It’s clearly a time of innovation in early childhood education. Yet, who benefits is still largely a matter of zip code.

“There’s a tremendous discontinuity in how Americans view early childhood education,” says Susan Recchia. “Some don’t see teachers’ work with children from birth to age three as a theater for learning, but instead, as a service to parents who work.”

In early childhood education, where settings are both public and private and vary dramatically, innovations rarely catch on systemically and sometimes create new headaches.

“Many advances happen episodically,” says Sharon Lynn Kagan. “They are wonderful but can add to the inefficient,



Small Talk: Patrice Nichols

TC's Rita Gold Center practices an "emergent curriculum," says director Patrice Nichols. "What happens in the classroom comes from the lived life of the classroom. We create learning opportunities by noticing what children find meaningful. It's different than judging success based on kids accomplishing predetermined goals."

hodgepodge aspect of what we already have."

This poses a dilemma that Kagan and Brooks-Gunn explore in a year-long seminar: With so much unknown, should we continue implementing universal pre-K?

Consider Head Start and Early Head Start, which serve low-income children, including many of color. Folding these programs into universal pre-K makes administrative sense, and, for many pre-K programs, could also improve racial diversity, which a recent study by Kagan and NCCF researcher Jeanne Reid found can positively affect children's long-term attitudes and experiences.

But merging Head Start and Early Head Start, which are federal programs, into general pre-K, which is locally run, could be a bureaucratic nightmare. It could also penalize the very children the programs were designed to serve. Head Start and Early Head Start get more funding than universal pre-K precisely because they target low-income children, often of color. With the two programs in the general funding basket, would those children lose a valuable service?

Then, too, how to cost-effectively serve the youngest children? Quality center-based care provides benefits lacking in the poorest homes but costs more than home visits. Yet working parents of infants need child care outside the home.

Kagan hopes for answers as pre-K develops a "long-neglected infrastructure," including standards, accountability, data-driven teaching, finance and professional development.

"It's coming," she says. "Early childhood education is like the women's and civil rights movements. Social change doesn't happen overnight." **TC**



DENISE ROSS Changing Reading Behavior

"WE CAN'T REWRITE the development of older students who struggle with literacy," says **Denise Ross** (Ph.D. '98). "But our knowledge of early childhood can help them." ■ With her TC mentor, Professor of Psychology & Education Douglas Greer, Ross, now Associate Professor of Psychology at Western Michigan University, used behavioral methods to help children with language delays expand their verbal repertoires. More recently, she's used behavioral methods to help older elementary school students who weren't reading to learn phonics (building blocks of sound).

THE **FUTURE** of Education

Pioneering new approaches to teaching and learning



THE CALL *of* THE MIDWIFE

RUTH LUBIC
(ED.D. '79, M.A. '61, B.S. '59)
HAS CHAMPIONED
COMMUNITY-BASED
BIRTHING BY LISTENING
TO THE NEEDS OF THE
PEOPLE SHE SERVES.
IT'S AN APPROACH SHE
HONED AT TC

BY **MINDY LISS**

PHOTOGRAPHS BY
JONATHAN TIMMES

In 1962, student nurse-midwife Ruth Watson Lubic made a home visit to a woman she had assisted at birth at Brooklyn's King's County Hospital. The baby was constipated, and Lubic soon discovered why: The mother was using milk from a carton rather than following the standard instruction of canned evaporated milk, water and Karo syrup. Cost was not the obstacle: The woman came from a family with a strong cultural taboo against feeding infants anything from a can.



For Lubic (Ed.D. '79, M.A. '61, B.S. '59) it was an “aha” moment. A family friend, Teachers College anthropologist Lambros Comitas, had been saying she needed to better understand the cultures of her African-American and Latino clients — how their families and communities influenced their lives and decisions. In 1967, Lubic enrolled as an anthropology doctoral student at TC, with Comitas as her adviser.

Today, Lubic is considered among the mothers of the American midwifery movement. The recipient of a MacArthur “genius award,” she co-founded the National Association of Childbearing Centers, has inspired creation of more than 300 free-standing birth centers and is an American Academy of Nursing “living legend.”

“Ruth is a transformational leader,” says former TC faculty member Donna Shalala, President of the Clinton Foundation, who, as U.S. Secretary of Health & Human Services, helped Lubic launch the famed Family Health and Birthing Center in Washington, D.C.. “Her razor-sharp focus and passion to provide women the highest quality-birthing centers is extraordinary.”

Lubic, 88, credits Comitas — the College’s Gardner Cowles Professor of Anthropology & Education, now in his 50th year at TC — with helping her offer women an alternative to conventional medical hospital birth. “Lambros showed me we needed to understand the conditions under which a woman and her family would accept and ultimately manage their own care,” she says. “I spent years walking into churches and housing projects, saying, ‘I know I’m the wrong color and from the wrong place, but I’m not here to curb population growth — just to make childbearing and parenting a better experience.’ It got people’s attention, but it also underscored the importance of earning the trust of the women we serve.”

MIDWIFE CRISIS

Lubic needed all those qualities in 1975, when, as General Director of the Maternity Center Association (MCA), she convinced the board to open New York City’s first birthing center on Manhattan’s Upper East Side. Established in 1917 by the Women’s City Club of New York under future U.S. Secretary of Labor Frances Perkins, MCA was as forward-thinking as any institution. Yet, as recounted in

Lubic’s TC dissertation, at one meeting, members of its medical advisory board — heads of obstetrics at leading New York City hospitals — simply walked out. In despair, Lubic called the Association’s former chairwoman, the venerable Carola Warburg Rothschild. The older woman listened over tea and calmly predicted, “They’ll be back.”

“She believed centers like ours saved money and provided services people wanted, and that doctors would realize we were really helping *them*, too,” Lubic said. “It took time for everyone to come around, but she was right.”

Lubic has testified that birth center reductions in Cesarean sections and low birth-weight infants would translate into \$2 billion in annual Medicaid savings.



EMPOWERMENT THROUGH BIRTH

Lubic’s own path to midwifery reflected a love-hate relationship with American medicine. During the Depression she was inspired by her father, a pharmacist in a small Pennsylvania town who made sure that the poorest residents were taken care of. Yet, as a diploma nursing student at the hospital of the University of Pennsylvania, she ruled out specializing in obstetrics and gynecology after seeing women in labor tied to beds and knocked out with amnesia drugs.

When Lubic gave birth to her son, Doug, in 1959, her own obstetrician, Edward Cullee Mann, took a different approach. During a labor of more than 24 hours, Mann not only let Lubic’s husband, Bill, stay in the delivery room, but “left us — alone and together there with our new baby.” Lubic calls the birth “the



MACARTHUR AT WORK Lubic used her award in Washington, which was “on my professional conscience.”

most important thing that ever happened to me.”

When Lubic told Mann she wanted to return to nursing, he suggested becoming a nurse-midwife and recommended an MCA program at SUNY Downstate that offered experience assisting births at Kings County Hospital.

Jobs in the field were scarce, so subsequently, Lubic led parent education for MCA and then became General Director. As the *Washington Post* later described, she advanced a radical idea: that having babies should make women “stronger, healthier and more confident as individuals and as mothers.”

Well-educated women actively sought such change in 1975, but Lubic wanted to help low-income families. In 1988, MCA opened a second center in the South Bronx.

“I knew we could make a difference in outcomes, but I had not recognized the empowerment factor,” she says. “We taught women to care about their health.

I also told our midwives that you didn’t deliver the baby, you attended the mother while *she* gave birth.”

As the MCA’s Mrs.

Rothschild predicted, Lubic convinced hospitals and physicians that better prenatal care promotes better health, and that midwives monitor general well-being. The ultimate proofs of her concept are the Family Health and Birthing Center and the Developing Families Center in Northeast D.C., founded by Lubic with her 1993 MacArthur award. (Countering the country’s worst infant mortality rate “was on my professional

THAT OTHERS MAY FOLLOW

RUTH LUBIC and her husband, Bill, have created an endowed scholarship to support TC students in Applied Anthropology, with preference given to registered nurses or other health care professionals. To create an endowed scholarship, contact Linda Colquhoun at 212 678-3679.

conscience,” she says.) The former — a “low-tech, high-touch” experience for low-income African-American women and families — offers perinatal health care by nurse-midwives, including birthing services, group parenting education and breast feeding support. Partners provide home visiting, referrals for social needs and education for very young children.

Speaking at the Center in 2012, U.S. Secretary of Health and Human Services Kathleen Sibelius announced the federal Strong Start Initiative to reduce pre-term births and improve outcomes for newborns and pregnant women.

OUT OF THE DESERT

No one would yet claim victory for the alternative birthing movement. The United States still tops the most developed nations in maternal and infant mortality, and its rate of birth by Cesarean section remains double the World Health Organization’s recommended level. Yet today 6 percent of births are attended by midwives, and the figure is rising despite growing liability insurance costs.

Moreover, as Lubic recently testified before the Institute of Medicine, birth centers have reduced pre-term and Cesarean section births and low birth-weight infants at rates that would translate into a \$2 billion annual savings in Medicaid expenditures. The American Congress of Obstetrics and Gynecology and the Society for Maternal Fetal Medicine now recommend birth centers as a safe first-line option, preceding hospital care. Public perceptions are changing, too, thanks to portrayals such as “Call the Midwife,” a PBS series about nurse-midwives in London during the 1950s and 60s. Lubic presented the show with an advocacy award in fall 2014.

“The nurse-midwifery movement began in 1922 with the Frontier Nursing Service and in 1931 with MCA’s school,” she says. “It wandered in the desert until its formal recognition in 1971 by the nurse midwifery and obstetrical organizations. Now, we’re at a place I didn’t think I’d live to see.” **TC**



New fields of inquiry that cross departments and disciplines

STATISTICALLY SIGNIFICANT

AS QUANTITATIVE RESEARCHERS
GET BETTER AT EXPLAINING THE REAL
WORLD, TC IS HIRING SOME OF THE
BEST YOUNG MINDS IN THE GAME

BY JOE LEVINE
PHOTOGRAPHS BY DEBORAH FEINGOLD

ong-time education scholar Henry Levin avoids absolutes, but on one point he is unequivocal.

■ “An educational researcher needs a qualitative understanding of the practices being studied, but increasingly policy-makers want quantitative evidence on the impacts of specific policies and practices,” says Levin, William Heard Kilpatrick Professor of Economics & Education.

■ Several new variables factor into that equation. “An explosion of information about education is revealing greater complexity in the world than we could see before,” says Aaron Pallas, Arthur I. Gates Professor of Sociology & Education. “It’s been spurred by development of the internet and high-speed computers and the trend towards evidence-based policy and practice in fields such as medicine and human services.”

(CONTINUED ON PAGE 24)





■ JUDITH SCOTT-CLAYTON
Associate Professor
of Economics &
Education

Quantitative techniques have been faulted both for failing to account for real-life nuances and for enabling researchers to generate whatever analysis illustrates a preferred story. Yet researchers grounded in theories of education and human development also are bringing a new rigor to more complex, humanistic questions. TC has hired many of them in recent years. Spanning domestic and international education policy, economics and the science of data analysis itself, they seek to understand individual people and institutions as well as mass trends. ■ “You can’t do quantitative work in a vacuum,” says Professor Madhabi Chatterji, Director of TC’s Assessment and Evaluation Research Initiative. “Without knowing a school’s culture, you’ll ask the wrong questions and draw conclusions that don’t help.” ■ TC’s newest faculty hires get that, Pallas says. “They’re developing and using new tools to harness complexity. They’re driven by questions, not methods — and that’s what TC has always tried to do.” ■ Here, we bring you some of TC’s most powerful quantitative work.



The Economists

THE REAL SCORE ON REMEDIAL ED

Judith Scott-Clayton

Problem: Fewer than half of U.S. college students earn a degree six years after enrolling. Colleges spend upwards of \$7 billion annually on remedial courses to upgrade basic skills, yet students who take them often fail to earn a two-year degree or transfer to a four-year institution.

Why isn't remedial education working?

Two years ago, Judith Scott-Clayton, Associate Professor of Economics & Education, found that tens of thousands of students were placed in remedial courses unnecessarily at more than 50 community colleges that based assignments on a brief standardized test. Subsequently, she demonstrated that remedial assignments based on high school grade point averages would be more accurate, and that a quarter of remedial students would pass college courses with a B or higher.

Scott-Clayton employed a technique called regression discontinuity design that, in looking at any intervention, ferrets out the aspect that causes an observed effect. Regression discontinuity focuses on those closest to a cut point for deciding who receives treatment — in this case, students just passing or just failing remedial screening. Because those two groups are academically nearly identical, it's assumed that remedial as-

■ AARON PALLAS
Arthur I. Gates Professor
of Sociology & Education



◀◀ “AN EXPLOSION OF INFORMATION ABOUT EDUCATION IS REVEALING GREATER COMPLEXITY IN THE WORLD...SPURRED BY THE INTERNET AND HIGH-SPEED COMPUTERS AND THE TREND TOWARDS EVIDENCE-BASED POLICY AND PRACTICE.”

signment or non-assignment must determine their subsequent outcomes. “A community college degree pays off in the labor market,” Scott-Clayton says, “so we need to target the right students for remediation.”

GETTING PARENTS TO TUNE IN
Peter Bergman

When parents are watching them, students attend class, do their homework and get better grades. But getting parents to tune in — especially lower-income parents — can be tough. Many lack time to meet with teachers or the skills to check grades online. Those from other countries may not understand the U.S. grading system.

Two years ago, at a low-income, predominantly Latino high school in Los Angeles, TC Assistant Professor of Eco-

nomics & Education Peter Bergman randomly signed up half the parents to receive bimonthly text messages about their children’s grades and missed assignments. Attendance improved, and GPAs went up. Parents initiated more contact with the school, developed sharper perceptions of how hard their kids were working, and became more likely to use punishment and revoke privileges as motivation.

“It was so effective that kids would ask each other, ‘Have you been Petered yet?’” Bergman recalls. “The school warned me not to park on their street.”

Now, funded by the Smith-Richardson Foundation, Bergman is testing the use of electronic grade books that automatically text parents whenever a teacher records a failing grade or absence. The study is “quantitative” in that a computer randomized the parents into the “treatment” and “control” groups, and because Bergman now has a database with which to model



Statistically Speaking: Peter Bergman

When Bergman texted parents at a Los Angeles high school that their kids were skipping class or missing assignments, attendance improved, GPAs went up and parents met more frequently with teachers. “It was so effective that kids would ask each other, ‘Have you been Petered yet?’” he says. “The school warned me not to park on their street.”

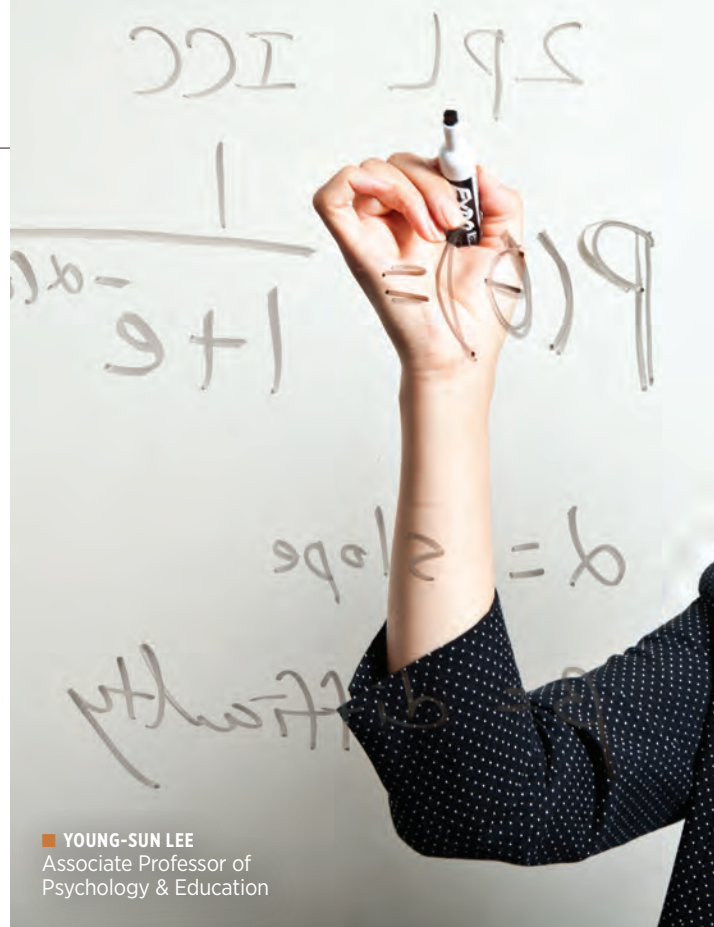
future policy approaches through simulation rather than direct observation. Meanwhile, he has addressed what economists call “information friction,” in which only the “seller” — in this case, the student — knows the quality of what he or she is providing. Each text costs just a tenth of a cent — minuscule compared with, say, paying teachers to make calls. “Parents care about their kids’ education,” Bergman says. “So we’re bringing school to them.”

DOES TEACH FOR AMERICA REALLY GET RESULTS? Douglas Ready

Advocates of Teach for America (TFA), which sends graduates of elite colleges to teach in schools in low-income communities, say it pairs the best and brightest with the neediest. Critics say TFA teachers are untrained, deprive qualified teachers of jobs and quit before learning their craft.

In August 2014, Douglas Ready, Associate Professor of Education & Public Policy, published an eight-year study of the math and reading performance of 500,000 children in Duval County, Florida, which has employed 500 TFA teachers since 2005. He found that students of TFA teachers, who work in the lowest-performing schools, typically scored below others on state assessments. But when he measured student *progress*, a different picture emerged. By comparing students’ outcomes in years they had a TFA teacher to their own outcomes in years they did not, Ready discounted the potential impact of school quality, student socioeconomic status or teacher inexperience, isolating the impact of whether the teacher was TFA or non-TFA.

The result: a small “adjusted” advantage for TFA teachers in math and literacy.



■ YOUNG-SUN LEE
Associate Professor of
Psychology & Education

The Policy Analysts

LOOKING UNDER THE HOOD OF INTERNATIONAL ASSESSMENTS Matthew Johnson, Young-Sun Lee, Oren Pizmony-Levy

Aslip in the global education rankings can trigger nationwide hand-wringing. Yet there is often more nuance to the story. For example, while U.S. eighth graders trailed 10 other countries in the 2007 Trends in International Mathematics and Science Study (TIMSS), analysis by TC’s Matthew Johnson, Associate Professor of Statistics & Education, and Young-Sun Lee, Associate Professor of Psychology & Education, revealed that Americans outperformed several countries on specific skills such as data analysis, probability, location and movement.



Statistically Speaking: Douglas Ready

Ready conducted an eight-year study of students in Duval County, Florida. By comparing students’ outcomes in years they had a Teach For America teacher to their *own* outcomes in years they didn’t, he discounted the potential impact of school quality, student socioeconomic status or teacher inexperience, isolating the impact of whether the teacher was TFA or non-TFA.



“INTERNATIONAL ASSESSMENTS WERE
BASED ON A LOOSE NETWORK
OF SCHOLARS GUIDED BY SPECIFIC
RESEARCH QUESTIONS AND HYPOTHESES. [NOW] OFFICIAL REPORTS
CONTAIN MORE RANKING TABLES AND
LESS ABOUT RESEARCH.”



■ **OREN PIZMONY-LEVY**
Assistant Professor of
International & Comparative
Education

“These distinctions have major implications for how we approach math education,” Johnson says.

For Oren Pizmony-Levy, Assistant Professor of International & Comparative Education, such findings highlight another concern: How testing and international ranking of nations

became a legitimized global practice. The question has intrigued Pizmony-Levy since graduate school, when he attended a meeting of the International Association for the Evaluation of Educational Achievement (IEA).

“The Association was formed by U.S., European and Israeli scholars to test hypotheses of how social contexts affect education,” he says. “Nations weren’t ranked. Now, it’s all about providing high-quality data, benchmarks and indicators to governments.”

Pizmony-Levy created a quantitative data set mapping countries’ participation in all large-scale international assessments from 1958–2012. He interviewed key IEA members and sifted through unopened boxes of the organization’s records.

“Until the early ’90s, international assessments were based on a loose network of scholars guided by specific research questions and hypotheses,” he says. “Since then, the work has been framed in terms of global governance and auditing of education systems. Official reports contain more ranking tables and less about research. Rankings can shake public confidence, creating an ‘education crisis’ that may not exist. Schools might narrow their curriculum to focus on test prep.”

Now, he’s developing courses on the social analysis of international assessments to show students “what we can and cannot



■ ELIZABETH TIPTON
Assistant Professor of
Applied Statistics

learn from these assessments, which affect public discourse, policy and practice. That's where the scholarship gets really interesting."

The Methodologists

DESIGNING TRIALS FOR THE REAL WORLD Elizabeth Tipton and Bryan Keller

Since 2002, the federal Institute of Education Sciences has sought to establish randomized clinical trials as the gold standard for determining what works and why.

In these large-scale experiments, researchers recruit schools and districts for studies to evaluate curricular or after-school programs, whole-school reforms and teacher professional development strategies. Half of schools are randomly assigned to receive a program and half to continue with business as usual. Outcomes are compared — say, student test scores — and the differences, if any, provide evidence that the program works.

At TC, Assistant Professor of Applied Statistics Elizabeth Tipton helps researchers make better, more thoughtful generalizations from their experiments. As part of this work, Tipton collaborates with study designers to ensure recruitment of the most broadly representative populations.

"When you evaluate a reading program in 40 schools, you really want to know whether the program works in West Virginia, or Texas or nationwide," Tipton says. "You want to apply

the results to policymaking on the largest scale. So I help think through how a study will be used. Then I work with recruiters, who often aren't keyed in to the need for generalizability."

Funded by the Spencer Foundation, Tipton is developing new web-based software (www.thegeneralizer.org) to facilitate this process. "There's nothing like that right now," she says. "It could improve the relevance of education research."

Often, truly randomized trials are impossible or unethical. For example, you wouldn't withhold a proven math program or make children repeat a grade just to observe the effect on future educational success or earnings. But in real life, kids get held back and schools lack funds for proven programs. When researchers observe such unscripted experiences, they often compare children who differ in income, race, cultural practices, geographic location, and school quality and culture.

In such situations, Assistant Professor of Applied Statistics Bryan Keller devises statistical methods — often after data has been gathered — to mimic random assignment to treatment. Keller specializes in separating out the effect caused by an intervention from the impact of differences in race, income or culture — variables that, in real life, may partly dictate why someone receives the intervention. For example, children of color are likelier to be retained in grade, due in part to societal preconceptions.

Keller uses a technique called "propensity score analysis" to identify subjects in both study arms — treatment and control — with the most similar probability, based on all factors, of receiving the treatment. The process yields two groups matched

◀◀ “WHEN YOU EVALUATE A READING PROGRAM IN 40 SCHOOLS, YOU WANT TO KNOW WHETHER IT WORKS IN WEST VIRGINIA OR TEXAS OR NATIONWIDE. YOU WANT TO APPLY THE RESULTS TO POLICY-MAKING ON THE LARGEST SCALE.”



■ BRYAN KELLER
Assistant Professor of Applied Statistics

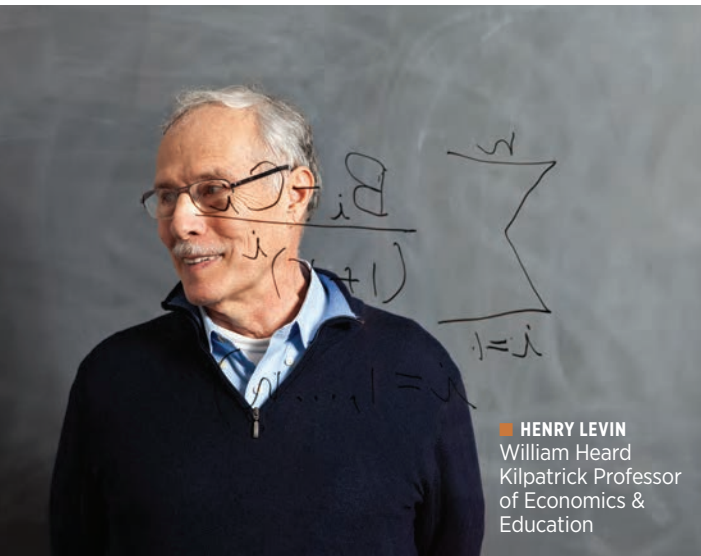
in terms of key variables, isolating the newly introduced variable — the treatment — as the cause of difference in outcome.

Now Keller is combining propensity score estimation with the use of a method harnessing multiple computer processing units to parse big data. The technique “automatically handles complex relationships in the data too difficult for an analyst to detect.”

The Data Miners

TOO MUCH INFORMATION? THEY DON'T THINK SO
Ryan Baker and Alex Bowers

For decades, federal and state agencies have tracked school and student performance. Now smart tutoring systems and other technologies that record every keystroke have spawned the field of learning analytics, in which researchers

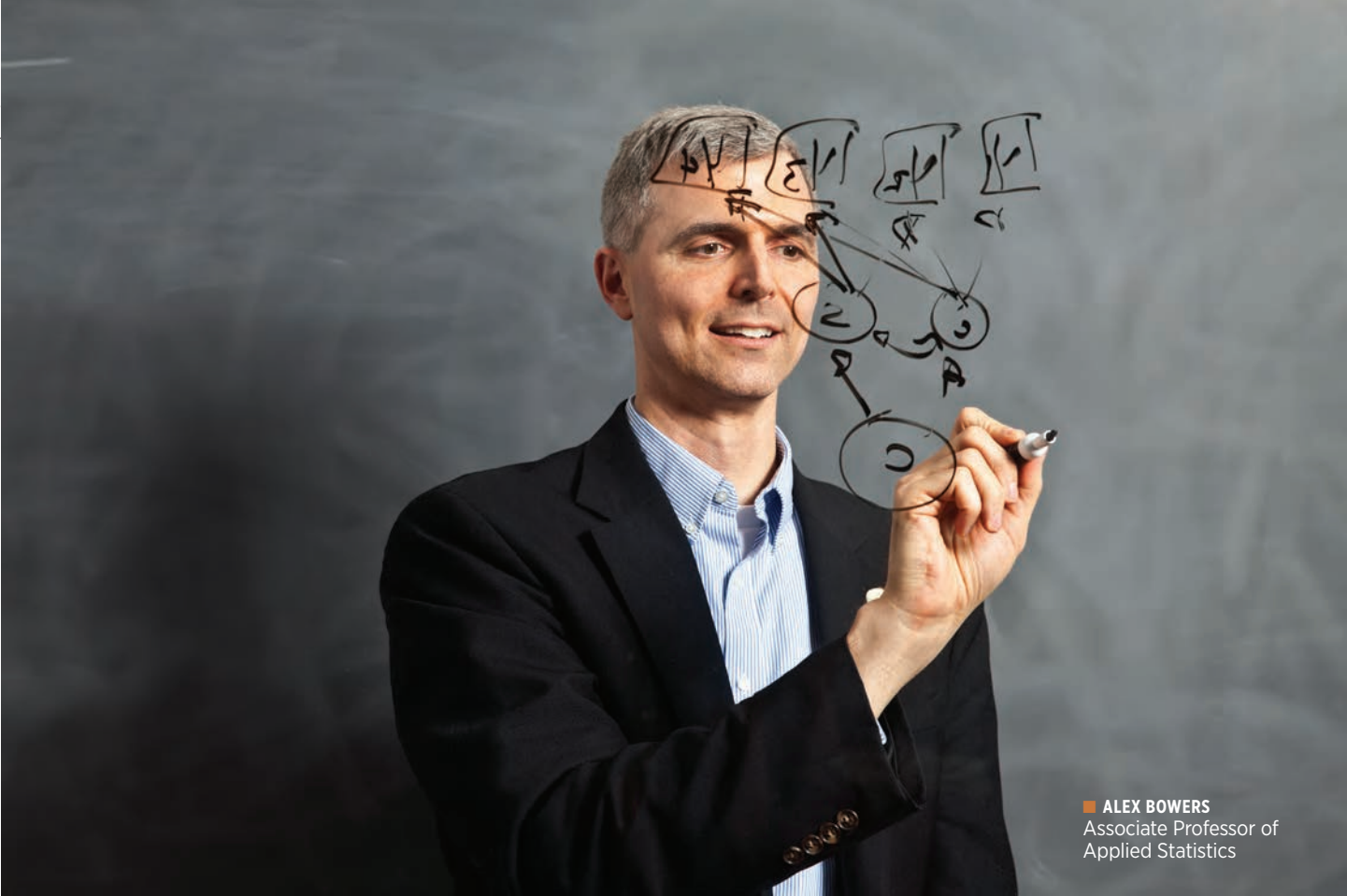


■ HENRY LEVIN
William Heard Kilpatrick Professor of Economics & Education



Statistically Speaking: Matthew Johnson

U.S. eighth graders trailed peers in 10 other countries on a major 2007 mathematics and science assessment, but Johnson and TC's Young-Sun Lee found that Americans outperformed children from several countries on specific skills such as data analysis, probability, location and movement. “These distinctions have major implications for how we approach math education,” Johnson says.



■ ALEX BOWERS
Associate Professor of
Applied Statistics

search data for patterns and correlations to identify challenges facing individual learners, classes and entire school systems.

“Some people dismiss our data as ‘roadkill,’ meaning, figuratively speaking, that we ran it over by accident.” Ryan Baker, Associate Professor of Cognitive Studies, grins. “But I’m from Texas, and I say roadkill can be a delicious meal.”

As Baker puts it, “learning analytics is useful in messier situations — for example, when neither “good inquiry” nor what matters in achieving it has been defined.

TC has emerged as a leader in learning analytics, with Baker and recent hire Alex Bowers, Associate Professor of Educational Leadership, among two of the field’s rising stars.

Baker focuses on creating computer-based environments that best engage students in their work. He has correlated the in-

the-moment intellectual decisions of teens who used intelligent tutoring systems with their subsequent academic success. He’s also taught and analyzed a MOOC (massive open online course) to determine better MOOC teaching strategies.

Now, Baker has created a learning analytics master’s degree program drawing on TC’s broad expertise in making sense of data — including diagram production and comprehension, because teachers and administrators want the reams of new data formatted to highlight key information.

Are teachers using such data? In a study of an analytics-informed Texas math program called “Reasoning Mind,” Baker found that students were engaged and on task 89 percent of the time, meaning they received the equivalent of 40 more hours of math instruction than in a typical classroom.



Statistically Speaking: Ryan Baker

“Some people dismiss our data as ‘roadkill,’ meaning, figuratively speaking, that we ran it over by accident.,” Baker says “But I’m from Texas, and I say roadkill can be a delicious meal.” He adds that “learning analytics is useful in messier situations — for example, to measure science inquiry skills when it’s not yet established what ‘good inquiry’ is.”

◀◀ “PEOPLE SAY WE NEED THE RIGHT DATA, BUT I SAY WE HAVE IT,” BOWERS SAYS. “PAIR GRADES WITH STANDARDIZED ASSESSMENT, USE CURRENT DATA-MAXIMIZING TECHNIQUES, AND YOU CAN SEE THE PROBLEMS.”



■ **MADHABI CHATTERJI**
Professor of
Measurement,
Evaluation &
Education

Alex Bowers is a former pharmaceutical cell biologist who was among the first to make use of the newly sequenced human genome. His team’s challenge: to identify from among roughly 3 billion base pairs of nucleotides (the strands that form DNA), those that would make likely targets for new drugs.

While patenting two genetic targets for cancer drugs, Bowers encountered a knottier problem moonlighting as a community college science instructor: “My students had never written a paper or taken a class where you talk through science issues.”

Today, helping schools and districts improve students’ long-term learning, Bowers still mines data to find intervention targets. One turns out to be young children’s grades. Researchers and policymakers consider test scores more reliable than grades in predicting future performance. Yet, in his dissertation study, Bowers showed that even a student’s marks in first grade powerfully predict the odds of graduating from high school.

Bowers retrieved overlooked student records and applied a technique called cluster analysis to identify meaningful patterns. The result, now adorning his office, is a chart with horizontal lines representing the entire K–12 academic careers of two districts’ students. On each line are a student’s grades. Pairs of the most similar student performance trajectories over time are grouped together. Each pair is grouped with another to which it, in turn, is most similar — and so on, forming color-coded clusters.

“The human eye is good at picking out blocks,” Bowers says, and indeed, the chart clearly shows, by third grade, who will and won’t graduate. Students diverge into higher- and lower-achieving clusters, divided by a B in subjects such as reading. Third-graders with B minuses and C pluses fail in high school. Nearly half the third-graders in the lower cluster fail to graduate.

“Statistics seem impersonal, but I’m showing each student’s experience,” says Bowers. “Like qualitative work, it creates the possibility for tailored interventions.

“People say we need the right data, but I say we have it. Pair grades with standardized assessment, use current data-maximizing techniques, and you can see the problems.” **TC**



MOUMIÉ MAOULIDI:
Bringing Rigor
to the Field

STUDYING WITH TC’s Henry Levin, **Mourié Maoulidi** (Ph.D. ’09) read “Let’s Take the Con out of Econometrics,” an Edward Leamer article calling for more rigorous empirical work. The critique piqued his interest in experimental research methods such as randomized control trials. ■ Subsequently, while working at Columbia University’s Earth Institute, Maoulidi noticed how findings from these trials are influencing policy discussions in developing countries. Now at Stanford University’s Institute for Economic Policy Research, he is using knowledge from TC’s Economics & Education program to conduct cross-disciplinary applied research.

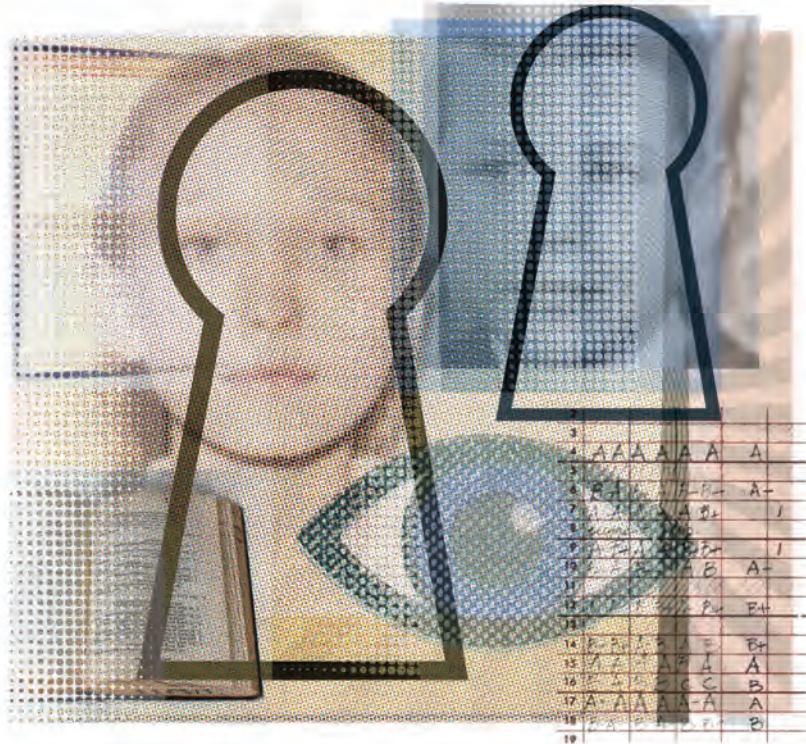


New fields of inquiry that cross departments and disciplines

[GUEST FACULTY ESSAY]

Mining Student Data

Balancing Research and Privacy **BY SUSAN FUHRMAN**



TECHNOLOGY CAN IMPROVE LIVES, but it creates new challenges, too. So it is with smart tutoring systems and other powerful new educational tools.

By recording every keystroke, these instruments show us, in real time, how a student grapples with a math problem, applies a scientific concept or constructs a sentence in a second language, revealing where understanding may break down. That data, along with information about grades, attendance and behavior can be tracked throughout a student's school career. It can be combined with data about other students, helping principals and superintendents weigh the effectiveness of different programs.

And with today's enhanced computing power, it can reveal patterns and trends that may not be apparent to the naked eye. Is a policy hurting a particular minority group? Do a program's benefits persist beyond a few months? Is a strategy cost-effective?

In short, we have an unprecedented opportunity to test theories of learning and give parents and policymakers what they have rightly been clamoring for: evidence that methods work.

The new technologies do pose risks. Personal data could be misused by marketers, students could be vulnerable to identity theft, and learning disabilities or past disciplinary issues could penalize those applying for college or a job.

Recently, a coalition called Student Data Principles has proposed some excellent guidelines. Students' personal information must be shared with service providers for legitimate educational purposes only. School systems must create policies for overseeing this process. Schools and their contracted service providers — including researchers —

EVIDENCE-BASED

“We have an unprecedented opportunity to test theories of learning and give parents and policymakers what they have rightly been clamoring for: evidence that methods work.”

Susan Fuhrman

must establish clear, publicly available rules for data collection, use, protection and destruction.

Yet researchers must add their voices to this discussion. To that end, the National Academy of Education (NAEd), of which I am immediate past president, is exploring additional questions. Would requiring eventual data deletion undermine longitudinal analyses?

Who should own and control access to data — and how to link key databases if individual identities are protected?

Ultimately, we all want the best for schools, teachers and students, and we all want to ensure student safety and privacy. With intelligent, inclusive discussion, everyone can win.



Susan Fuhrman is President of Teachers College and past President of the National Academy of Education

Unconventional Wisdom

Paradigm-changing work by TC faculty and staff members | By JOE LEVINE



Bringing Race to the Top

Ernest Morrell and IUME are reinventing education for young people of color

IN A RECENT ISSUE OF *ENGLISH EDUCATION*, JAMILA Lyiscott, a doctoral fellow at TC's Institute for Urban and Minority Education (IUME), compares Esperanza, heroine of the street novel *Picture Me Rollin'*, with Hester Prynne of *The Scarlet Letter*. Each serves prison time to protect her lover, emerging empowered to "resist the hypocrisy rampant among the people in her community." Lyiscott calls for broader teaching of books like *Picture Me Rollin'* to reach inner-city

students in "an era of mass incarceration." By exploring characters that break the law, she writes, "we might help students begin asking why and under what conditions someone might make these choices."

To IUME Director Ernest Morrell, Macy Professor of Education, Lyiscott's approach is essential to winning over poor, disaffected young people of color to schooling and citizenship.

"Race is the elephant in the room," he says. "Wherever cities are burning, I guarantee you it has to do with bad public schools. So for me, it's all about what we can do through education to affirm the substance and power of black life."

Morrell has advanced that view through his leadership of the National Council of Teachers of English (he is immediate past President) and in award-winning works such as *Critical Media Pedagogy: Teaching for Achievement in City Schools* (Teachers College Press, 2014). But it's through IUME, the Harlem-based organization founded in the 1970s by TC psychologist Edmund Gordon, that he's putting theory into practice.

IUME positions young people as knowledge producers and change agents. Through the Institute's Youth Historians in Harlem (YHH) project, for example, teenagers created and led a walking tour for TC graduate students studying the neighborhood. They spoke on topics such as "the Campus" — 135th Street and Lenox Avenue, where Malcolm X and Marcus Garvey spoke — and the history of public housing projects where they live.

YHH is part of Educating Harlem, an exploration conducted with TC's History & Education program and Assistant Professor Ansley Erickson that includes the Edmund W. Gordon Lecture.

"The forces that shaped 20th-century U.S. education ran through Harlem, often amplified by the particular confluence of people, ideas and institutions," Morrell says.



“Race is the elephant in the room...So for me, it’s all about what we can do through education to affirm the substance and power of black life.”

—Ernest Morrell,
Macy Professor of
Education

IUME works with teachers, too. The Institute’s Literacy Teachers Initiative (LTI), conducted with Harlem’s Community School District 5 and Superintendent Gale Reeves, exposes teachers to colleagues and other thinkers to improve their classroom practice. In a recent blog, LTI Fellow and TC alumna Lakeya Omogun, a seventh-grade literacy teacher, described how hearing Nigerian author Chimamanda Ngozi Adichie critique Americans’ “addiction to comfort” inspired her to raise discomfiting questions of race, power and stereotypes of beauty.

For Morrell, the ultimate goal is to reinvent a public education system still “time-stamped at the dawn of the industrial revolution” — an effort TC is uniquely suited to because of its “unmatched talent” and its history.

“We carry the batons of the Thorndikes, the Deweys, the Gordons,” he says. “That’s something I take very personally.”

Lifestyle Medicine

AT THE ANNUAL MEETING OF THE AMERICAN College of Sports Medicine, Carol Ewing Garber always attends a breakfast honoring the late Teachers College physiologist Josephine L. Rathbone.

“She was the only woman founder of ACSM,” says Garber, TC Professor of Movement Sciences, who just completed service as ACSM President. “Today more than half of the attendees at the annual meeting are women.”

Rathbone’s program of “corrective physical education” included borrowings from Indian yoga gurus and an 18th-century Swedish fencing master. Similarly, Garber — a former clinical exercise physiologist who this year was inducted as a



Fellow in the National Academy of Kinesiology — has used her research to promote physical activity as “lifestyle medicine.”

In 2011, an ACSM committee led by Garber issued new guidelines on exercising for good physical and mental health. In a first, the panel said that a little exercising is better than none and urged people to minimize sedentary time.

As ACSM President, Garber campaigned to include exercise in medical records and connect physicians with the community. At TC, where she chairs the Department of Biobehavioral Sciences and coordinates the program in Applied Exercise Physiology, she has led a study linking low income and lack of education to declining physical function in the elderly and has identified exercises that will help patients with spinal muscular atrophy.

Now, with an anonymous gift from a generous alumna, Garber is expanding TC’s movement science laboratories with a clinic that will test people at all levels of fitness and help them increase speed, endurance and strength: “Our labs are equipped to provide Maximal Oxygen Uptake testing, Anaerobic Power Tests, Body

Composition, Muscular Strength — but unless you have something wrong with your lungs or heart, you don't get to do these tests. Now, we'll be doing it to maintain and improve health.

"There has been little long-term success in interventions aimed at increasing physical activity, sometimes because the information is too complex," she adds. "So our goal is also to give people what they need to know."

What Motivates Alumni Donors?

WHEN IT COMES TO ALUMNI GIVING, gifts like the \$350 million check that Michael Bloomberg wrote to Johns Hopkins in 2013 garner the headlines. But with growing competition

for philanthropic dollars, institutions are focusing more on graduates of average or modest means. What makes *them* give?

The answer, according to Noah D. Drezner, Associate Professor of Higher Education, is a sense of identification deeper than simply having attended a particular school.

"Respondents who share a higher number of social identities with students profiled in solicitations are more likely than others to assign more importance and to give," writes Drezner, a former advancement officer at the University of Rochester, in a recently completed population-based survey experiment, "The Social Base of Philanthropic Fundraising in Higher Education: How Frames and Identity Matter."

In the study, which earned him an award from the Council for Advancement and Support of Education (CASE), Drezner randomly assigned participants to receive fictitious solicitation letters that were created using different possible donor identities and motivations that have emerged in prior scholarship. The letters describe an individual student who is meritorious, has general financial need, is a first-generation college student and is gay or lesbian with lack of parental support. Gender, race/ethnicity and the student's name were varied randomly across respondents.

In his initial analysis of more than 1,600 responses, Drezner found that those who shared a higher number of social identities with the student profiled in the solicitation letter were more likely to assign more importance to the causes described in the letters. Women and those with marginalized identities (race and sexual orientation) showed greater interest in solicitations supporting other marginalized individuals.

"One result of colleges and



“One result of colleges and universities broadening their base of support will be that people from historically less-empowered groups will be better served by those institutions.”

—Noah D. Drezner,
Associate Professor of
Higher Education

THE FUTURE of Research
The groundbreaking ideas
of TC faculty, in action



universities broadening their base of support will be that people from historically less-empowered groups will be better served by those institutions,” says Drezner, who is co-principal investigator for the National Study of Lesbian, Gay, Bisexual and Transgender (LGBT) Alumni. “They will also gain a greater say in how those schools evolve.”



“Today, composer-performers are creating in the moment, working between and across traditions. The notion of standards that will outlive them no longer applies.”

— Randall Allsup,
Associate Professor of
Music Education

Roll Over, Beethoven

TO A VISITOR, RANDALL Allsup’s class on creativity in July presented a scene of fragmentation and chaos. Twenty-odd music education students were scattered around Horace Mann 435, each in solitary concentration. Some played recognizable notes on the room’s three xylophones or beat patterns on hand drums. Others stamped their feet, scraped keys against screens, whacked beams with cardboard cylinders or tapped time on their legs.

Yet there was method to the madness: The students were composing repeating patterns called ostinatos. Soon Allsup, Associate Professor of Music Education, grouped together those taking complementary approaches. Each group was given 10 minutes to develop an ensemble piece, with each member taking a solo. Then they performed, transitioning seamlessly one to the next.

“I want to consider a way of teaching in which outcomes are as unpredictable as they are (currently) certain,” Allsup writes in *Remixing the Classroom: Toward an Open Philosophy of Music Education* (Indiana University Press, due out in 2016). The book claims fellowship with “wanderers and wonderers” from Michel de Montaigne to Master Kong, but its true inspira-




tion is the late TC philosopher Maxine Greene.

“Maxine’s philosophy — that we’re always a little unfinished — is what I’m trying to embody in my teaching,” says Allsup (Ed.D. ’02, M.E. ’99, M.A. ’94), who took Greene’s course on aesthetics and education 20 years ago. “So in my class, we don’t study creativity, we do it.”

For Allsup, music is ideally suited to counter the current mindset of American education.

“The standard for playing Beethoven has built up over centuries,” he says. “But today composer-performers create in the moment, between and across traditions. The notion of standards that will outlive them no longer applies.”

For aspiring music teachers with classical backgrounds, this mindset can be a challenge. That, Allsup says, is the point.

“We don’t want the Juilliard student trained within an inch of her life teaching that way to fourth graders. Classroom rights and wrongs should come from the students, in response to situations rather than immutable laws. The teacher is a guide.” 

[FIRST EDITIONS]

PAYING FOR PERFORMANCE IN HIGHER ED

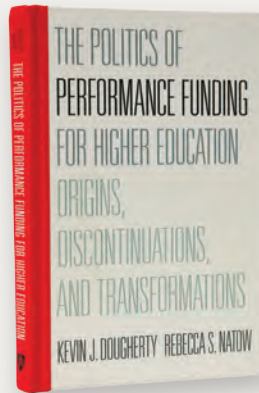
A battle shapes up over tying budgets to student outcomes

■ Would colleges and universities achieve more for students if their funding depended on it? Or would such a system — like managed care in medicine — run the risk of institutions becoming more choosy over who they serve? Those are among the questions asked in *The Politics of Performance Funding for Higher Education: Origins, Discontinuations, and Transformations* (Johns Hopkins University Press, 2015), by Kevin J. Dougherty, Associate Professor of Higher Education Policy, and Rebecca S. Natow (Ed.D. '13), Postdoctoral Research Associate at TC's Community College Research Center.

Performance funding has been around for decades, typically as a small bonus schools receive on top of their regular enrollment-based appropriations, but more recently as a big portion of the base appropriations. Over 30 states now have performance funding, with more joining. Yet two-thirds of the states that have adopted the practice subsequently discontinued it. Now a new plan advanced by the Obama administration would make federal student aid funding dependent on achieving student outcomes.

The head of the American Association of University Professors has argued that this approach “will lead to more testing and to dumbing down the curriculum by a majority of faculty who...will be forced to teach students simply to take tests.”

As Dougherty and Natow conclude, “the next several years promise to be a very interesting time in state higher education policymaking.” — **ERIC BUTTERMAN**



[TC AUTHORS]



Kevin J. Dougherty



Rebecca S. Natow

[TC AUTHORS]



Fiona Hollands



Devayani Tirthali

SHALL THE MOOC INHERIT THE EARTH?

Not just yet

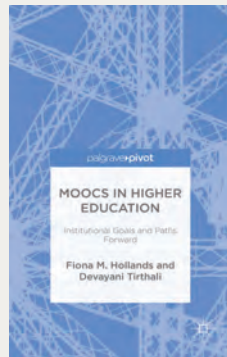
■ College enrollment in the United States has grown by 27 percent since 2000, and tuition costs by 94 percent. More students are working and attending school part time. Are MOOCs — massive open online courses, which can cheaply deliver learning to hundreds of thousands of people — a solution? What purposes *can* MOOCs serve?

In *MOOCs in Higher Education: Institutional Goals and Paths Forward*, Fiona Hollands, Senior Researcher at TC's Center for Benefit-Cost Studies of Education, and Devayani Tirthali (Ed.D.

'13) review the evidence on the value of MOOCs. Most enrollees are already well-educated, suggesting that MOOCs aren't the democratic instruments initially envisioned. Initial excitement focused on “cMOOCs,” in which networks of participants generated and shared content, but the field is now dominated by “xMOOCs,” in which instructors provide content and rarely interact with students. But MOOCs have encouraged many instructors to think for the first time about what good pedagogy really looks like.

And MOOCs can save money: for example, one community college spent less than \$1,000 rerunning an xMOOC writing program that initially cost \$75,000 to develop. Costs per each student completing a MOOC are far lower than for “traditional” online courses.

Conclusion: MOOCs can aid institutional branding and professional development, but pedagogically they are only “tinkering at the margins.” — **ERIC BUTTERMAN**



Early Risers

In this issue: young alumni in the health professions

By JONATHAN SAPERS



[DENA SIMMONS (ED.D. '14)]

Safe Spaces in Tough Places

A Bronx Native Helps Teens from Similar Circumstance

WHEN DENA SIMMONS BECAME DIRECTOR of Implementation at the Yale Center for Emotional Intelligence, she asked to work with schools in the Bronx. Growing up there in a building where dealers sold drugs and guns, “I was obsessed with

A PRESTIGIOUS boarding school was a launching pad to higher education, but “You had to be like the white girls. I didn’t read writers of color. Who I was and how I identified were never celebrated.”

safety,” says Simmons. “News of the violence in my neighborhood made me physically sick.” ■ She attended St. Simon Stock, a Catholic school, and then Westover, a Connecticut boarding school, where she excelled but assimilated in order to survive. “You had to be like the white girls,” she says. “I didn’t read writers of color. Who I was and how I identified were never celebrated.” ■ After attending Middlebury College and studying on a Fulbright Scholarship in the Dominican Republic, Simmons taught middle school under an assistant principal she’d known at St. Simon Stock. “He’d seen me as a child; I felt destined to teach there. My goal was for my students to feel safe, loved and part of our community.” ■ Greenlighted to advance with her class for a third year, Simmons told the students they’d need to petition to make it happen. “I’d talked about social justice,” she explains. “I wanted them to feel the power of their organizing, so I asked them to present their reasons to the principal.” ■ At TC, Simmons wrote her dissertation on teachers’ preparedness to confront classroom bullying, which she believes results from bullying in society: “Students model what we show them is okay.” Accordingly, at Yale, Simmons helps teachers become more attuned to students’ emotions and their own in an effort to make schools safer. She’s giving a TED talk this fall in New York City. ■ “I want to do good work in the world,” she says. “Our good work cannot leave out marginalized communities.”

[GIOACCHINO TALIERCIO (M.S. '15)]

Out of the Frying Pan and into the Kitchen

Leaving the News Biz for More Life-Sustaining Pursuits

EMMY-WINNING NEWS VIDEOGRAPHER GIOACCHINO “Jack” Taliercio was fleeing the World Trade Center on 9/11 when he decided it was time to switch careers. ■ Taliercio’s father had run La Stella, a popular restaurant in Queens, and grown his own food — first in the United States and then in Italy where the family lived until Taliercio was ten. In October 2001, Taliercio and two of his brothers successfully revived La Stella. When they sold it two years later, Taliercio returned to video production with clients that included the New Jersey Meadowlands Commission, Bloomberg News and the Italian television network RAI. ■ “Still, I kept reading about the relationship of food and nutrition to the environment,” he says. “I wanted to formalize my education.” ■ At TC, where he earned his master’s of science in nutrition education and studied to become a registered dietitian, Taliercio took classes with



Professor Emerita Joan Gussow, mother of the sustainable food movement. ■ He hopes to provide nutrition information that “people can use.” His first effort: a documentary on Gussow. “The opportunity to learn from Joan directly was just such a bonus.” ■ *Watch Taliercio’s film-in-progress on Gussow at <https://vimeo.com/121589927>. Contribute to the Joan Gussow Scholarship Fund at <http://bit.ly/1NMfcvE>.*



[JILL JAYNE (M.S. '07)]

Band on the Run

Using Rock & Roll to Sell Nutrition and Fitness

JILL JAYNE HAD COMPLETED HER TC MASTER’S DEGREE in nutrition when her career reached a seeming crossroads. A talent scout said that if her rock band could write a hit, he’d sign them to a contract. ■ Nothing drew a thumbs up, though, until Jayne shared songs from Jump with Jill, her one-woman street show about nutrition that was the subject of her master’s thesis. ■ “He said, ‘Where have you been keeping these?’” Jayne remembers. “So I wrote an album in a crazy short amount of time. That’s how you know you’ve cracked the code — when you find the songs you’re good at writing and everything else aligns.”

(CONTINUED ON NEXT PAGE)

Jill Jayne

(continued from page 39)

■ The band reconstituted as Jump with Jill and is now a 12-person company with four regional casts that puts on “rock & roll nutrition concerts” for audiences worldwide. Jayne’s initial incarnation of the character, Jill, remains its driving force. ■ Nutrition became Jayne’s area of interest when she was distance running competitively in high school, and she realized she could post faster times if she snacked smarter. In college, she did the same to take on acting, singing and dancing roles in musicals. She landed at TC as “the singing nutrition major.” ■ Today, as a registered dietitian, she makes “healthy” her business. ■ “Advertising for unhealthy food is extremely effective,” she says. “We say in the show, ‘Healthy food is so exciting that I’m going to sing and dance about it.’” And while that approach appeals to schools who want their students to eat nutritious meals, Jayne says her TC degree also provides a critical entrée: “I make it fun to learn about this topic, but also have the credentials to back it up.”

THE FUTURE of Our Fields

Younger TC extended family members making their mark

[DEBRA WEIN (M.S. '93)]

Strengthening the Workforce

Creating a Win-Win for Companies and Their Employees

DEBRA WEIN HAS FASHIONED A CAREER OUT OF HER PASSION FOR wellness. While studying nutrition and applied physiology at TC, she moonlighted as a health and fitness consultant and soon began organizing lunch-and-learns to show corporate executives how nutrition and physical activity could boost productivity for them and their workforce. ■ Eventually Wein created Wellness Workdays, which studies companies’ health care claims and costs to best identify areas of opportunity which will help to improve employee health issues. The first step is to garner senior-level support for programs in physical activity, smoking cessation, stress reduction and nutrition. The second is to design an appropriate strategy and then regularly evaluate progress against goals. ■ Wellness Workdays now boasts 40 employees and a client list that includes Putnam Investments, BJ’s Wholesale Club, Brown University, MIT and Harvard Business School. Recently Wein joined forces with the Harvard School of Public Health to pull together approximately \$1.5 million in grants from the Robert Wood Johnson Foundation and others to measure the impact of workplace wellness on employee health and productivity and employer return on investment. The study will be administered at 40 BJ’s Wholesale Club sites across the country. ■ “Our partners at Harvard have authored a meta-analysis which concludes that for every dollar spent on wellness, there’s a \$3.27 return on investment,” she says. “Senior executives need to hear the message.”

“THE RESEARCH HIGHLIGHTED the effectiveness of promoting wellness in the workplace, where people spend so much time. I loved working one-on-one, but now I had the opportunity to help thousands of employees.”





[KEVIN HEFFERNAN (M.S. '03)]

Setting the Pace on Setting a Pace

A Scientist Explores Individual Response to Exercise

ONE CHALLENGE EXERCISE RESEARCHERS face, says Kevin Heffernan, is crafting one-size-fits-all messages. ■ “Some people do ultra-marathons and run down their bodies,” says Heffernan, Assistant Professor at Syracuse University School of Education. “Yet most do nothing, so we still want to communicate that exercise is good for you.” ■ Heffernan played ice hockey and volleyball in college. He got interested in exercise science “so I could apply what I was learning to my own training.” Soon he decided that “helping people lower their blood pressure was more interesting and rewarding than helping them run faster or jump higher.” ■ At TC, Heffernan was challenged by Professor Ronald De Meersman (since retired) to more deeply explore the science underlying applied physiology and nutrition. He worked with

De Meersman studying cardiovascular response to resistance exercise and has since published nearly 100 papers on cardiovascular autonomic and vascular function. At Syracuse, he runs his own Human Performance Laboratory, where he and his students conduct studies on incrementally increasing exercise for maximum benefit. “We’re interested in the idea that all exercise may not be created equal,” Heffernan says. “For instance, maybe high-intensity resistance exercise isn’t best for cardiovascular health.” ■ “Dr. D. provided the foundation,” Heffernan says of his TC mentor. “He taught me to be precise and meticulous; to scrutinize my work and that of others; and above all, to pay attention to the details.”

WITH A PUBLIC THAT varies in its commitment to physical activity, “We’re interested in the idea that all exercise may not be created equal...maybe high-intensity resistance exercise isn’t best for cardiovascular health.””




[AUDRA WILFORD (M.A. '05)]

Mom To the Max

Mobilizing Her Talents to Help Children with Cancer

TO THE UNINITIATE, AUDRA WILFORD'S TITLE — Chief Hope Officer of the MaxLove Project — can be a head scratcher. But then Wilford's career path has always been a bit mysterious. Before her son, Max, was born, she earned a certificate in culinary arts (she worked for celebrity chef Wolfgang Puck), a political science degree and a TC master's in Philosophy and Education. Her day job was in student life administration. ■ "My husband, Justin, said, "Someday this will all make sense," Wilford recalls ruefully. ■ With Max's arrival, that prediction came true — but not as the Wilfords could have imagined. At age 4, Max started having falls, headaches, vomiting and incontinence; one day his preschool said he appeared drunk. After he fell from his bunk bed ladder and couldn't stand, an MRI confirmed his parents' worst fears: He had brain cancer.

“IT'S THIS WEIRD GIFT. Because of Max's diagnosis, we've met amazing people and gained a sense of purpose in the limited space and time we have on this earth.”

■ The Wilfords resolved to bolster Max's health while fighting his illness. Audra hit the kitchen with a book on ketogenic (low-carb) nutrition. When Max left the hospital with a new fear of the dark, she bought a turtle nightlight that projected colored stars. "We'd developed a healing narrative about the 'green energy' in good foods and fighting the tiny bad guys who'd built a fort in Max's brain," she says. "He found the green setting on the lamp and said, 'Look Mommy, I'm healing!'" ■ When the manufacturer agreed to provide lamps for other hospitalized children, the MaxLove Project was born. It has since served more than 9,000 children in five countries, offering regular lifestyle medicine support to over 400 families who participate in cooking classes and share recipes and treatment updates. Its website offers a "fierce foods" guide, medical information and a therapeutic coloring book. Justin Wilford, now a Ph.D. candidate in public health, is the project's Director of Educational Resources. ■ Despite five brain surgeries, chemotherapy and radiation, Max, now 8, is thriving. His mother, named a L'Oréal Paris "Woman of Worth" in 2014, often reflects on the disaster that brought her talents together. "It's this weird gift," she says. "Formative experiences come with walking right into challenges. Because of Max's diagnosis, we've met amazing people and gained a sense of purpose in the limited space and time we have on this earth." 



A Milestone Moment for a Timeless Community

People come to Teachers College to join a community dedicated to changing the world. Membership in that community never ends, thanks to a continuous feedback loop. Our students are educated by our world-class faculty, become leaders in their fields and return to share their experiences, keeping TC on the cutting edge.

Nothing illustrates this “virtuous cycle” better than TC’s historic Campaign, **Where the Future Comes First**. The Campaign crossed the \$200 million mark this summer, less than two years after public launch, because you — our extended TC community of donors and friends — are as creative and passionate as the faculty and students you support. You know TC’s work and anticipate and advance its evolution through your innovative gifts, savvy commentary and ongoing involvement.

In July you celebrated TC’s \$200 million milestone with 47 Global TC Day events in 41 cities worldwide. As we soar toward our ultimate goal of \$300 million — the most ambitious target ever for a graduate school of education — we’ve brought you into even closer partnership through a new Campaign website, www.tc.edu/future.



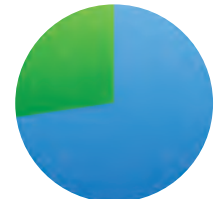
“WE CROSSED THE \$200 MILLION MARK *this summer because of you — our extended TC community — and your innovative gifts, savvy commentary and ongoing involvement.*”

Charting Our Success

A snapshot of our historic Campaign, **Where the Future Comes First**, as of October 7, 2015:

TOTAL CAMPAIGN FUNDRAISING

Soaring to \$300 million

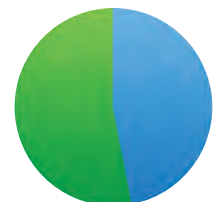


Goal: \$300 million

Raised: \$218 million

SCHOLARSHIPS & FELLOWSHIPS

Support students to achieve their dreams



Goal: \$124 million

Raised: \$58.2 million

Join our campaign now and help future TC students do their best work. www.tc.edu/future



TALKING FINANCE TO TEACHERS NATIONWIDE

The third summer institute of Loot Inc.: The Cowin Financial Literacy Project drew 85 teachers from 13 states. Thanks to its funder, TC Trustee **Joyce B. Cowin** (M.A. '52), the curriculum can now be downloaded free at lootinc.org.

The new site features gifts, alumni, students you have supported — and you: your stories and opinions. In short, you'll find our feedback loop humming and your TC membership renewed.

With the Campaign's total at \$218 million as we go to press, I'd like to say "thank you" by sharing recent examples of your dollars in action.

GIVING THAT IS TRANSFORMATIVE

We see it again and again at TC: transformative gifts from donors who "fund their passion" by connecting their interests and ideas to the breakthrough work of our faculty and students.

Take our longtime Trustee, **Sue Ann Weinberg**

(Ed.D. '97). In 1997, as a TC doctoral student in History of Education, Sue Ann dedicated her dissertation, "Lewis Mumford: Critic as Educator," to her late mentor and friend, Lawrence Cremin. It was Cremin, the Pulitzer Prize-winning historian and the College's seventh president, whose teaching hooked Sue Ann on TC; Cremin who pointed Sue Ann to other courses; and Cremin who urged her to imagine a dissertation — "just for fun."

Cremin transformed Sue Ann's life — and this summer, she announced a truly transformative planned gift of \$3 million that, with an earlier \$2 million pledge, will create the **Lawrence A. Cremin Professorship in the History of Education**. The Cremin Professorship furthers an extraordinary legacy and ensures that future students will experience TC's intellectual magic.

"WE SEE IT AGAIN AND AGAIN: *donors who 'fund their passion' by connecting their ideas*

Sue Ann is hardly alone. A major gift from another alumna, who has chosen to remain anonymous, honors Movement Sciences **Professor Emerita Ann Gentile** and funds a new Movement Science Clinic. This facility, headed by **Professor Carol Ewing Garber**, will enable everyone — not just serious athletes — to receive state-of-the-art guidance on their sports and exercise performance (see page 34).

GIVING THAT EXPANDS OUR REACH AND SCOPE

At TC, the birthplace of comparative and international education, we believe all people benefit when

nations educate one another. Since 2013, our partnership with Brazil's Lemann Foundation has enabled Brazilian students to study at TC and return home to advance education in a nation undergoing profound development and change. TC's first Lemann Fellow, **Tonia de Souza Casarin**, is now an executive at Abril Educação, Brazil's largest publicly traded education services corporation. This year we welcomed our third cohort: Fellows **Taisa Nunes Barros** and **Caroline Taveras da Silva**, in Adult Learning & Leadership, and **Ana Carolina D'Agostini**, in Clinical Psychology. They further a partnership built to last for decades to come.

We're also expanding our reach by hiring new faculty — more than 70 since 2007,

Beyond Class: TC Faculty and Their Impact

Great professors build their students' careers, shaping the future of the fields they themselves defined. At TC, our current and former faculty are doing that by contributing their own resources:

■ Professor Emerita **Celia Genishi**, herself a former scholarship recipient, contributes annually to the endowed fund she established for students in early childhood special education.

■ Professor **O. Roger Anderson** has created an endowed scholarship for doctoral students in need. "TC has always encouraged the very best to study here regardless of their means," says Roger, Chair of the Math, Science & Technology department.

■ Professor **Marie Volpe** (Ed.D. '92), whose mother believed that "the essence of life is in helping others," has established **The Carmela and Marie F. Volpe Fellowship for International Service in Education** to support TC student interns educating displaced or orphaned children. Through planned gifts, Marie and her brother, Philip, have also established endowed scholarships — Philip, in Speech Pathology and Marie, in Adult Learning & Leadership.

■ Through a lifetime bequest, **Professor Emerita Ann E. Boehm** (Ph.D. '66) has established the **Ann E. Boehm & Neville Kaplan School Psychology Fund** for doctoral students focusing on young children's educational and psychological needs.



HELPING OTHERS TO HELP OTHERS

Left: **Dawn Duquès** (M.A. '76) and her husband, **Ric**, have established a scholarship fund to support students interested in working for social change and educational justice. Right: **Professor Marie Volpe** (Ed.D. '92), who has created a Fellowship for International Service in Education, with recipient **Meredith Saucier** (M.A. '14), who studied international education development.

to the breakthrough work of our faculty and students."



Join us in Honoring TC's Great Icons

TC alumni have created or supplemented more than 100 named scholarships to honor faculty members who changed their lives. The list includes:

■ **The Morton Deutsch Scholarship Fund**, providing ongoing support for students studying conflict resolution in TC's Social & Organizational Psychology program.

■ **The Professor Jack & Edee Mezirow Endowed Scholarship**, for students in the Adult Learning & Leadership/Adult Education Guided Intensive Study (AEGIS) programs.

■ **A Food, Nutrition & Ecology Scholarship Fund**, to assist a student in the Nutrition Program interested in studying the links between food, nutrition and ecology. Endowed by **Linford Lougheed** (Ed.D. '77), the fund honors **Professor Emerita Joan Dye Gussow**, who launched a national movement focused on locally sourced, ecologically sound food.

■ Visit <http://bit.ly/10kk00a> to learn more about endowed scholarships ensuring that future students will continue the work of TC's greatest thinkers.

spanning virtually every TC department and program. Inspired by this wealth of new talent, **Alberta** (M.A. '62) and **Henry Strage** created The Strage Junior Faculty Prize in 2009, recognizing younger professors whose work demonstrates originality, creativity and the potential for real-world application. Now, the Strages have established a discretionary fund that supports TC's President and Provost in advancing new ideas or meeting critical needs.

LAYING A FOUNDATION FOR THE 21ST CENTURY

The medium is the message, and our Campaign is speaking volumes by transforming TC's historic buildings

into dynamic new spaces for faculty-student collaboration. A challenge gift made in 2012 by **Laurie M. Tisch**, now Trustee Emerita, has provided a 3-to-1 match of capital gifts by other Board members. To date, Laurie's challenge has yielded \$16.6 million in Trustee support for our state-of-the-art classrooms, creation of new cutting-edge learning spaces in the library, and enhancement of the International Center for Cooperation & Conflict Resolution and the Rita Gold Early Childhood Center.

Of course, "laying a foundation" isn't just about bricks and mortar. The new Schools, Courts & Civic Participation Project of TC's Campaign for Educational Equity (CEE), supported by education reformer



A PARTNERSHIP FOR THE AGES

TC's partnership with Brazil's Lemann Foundation is enabling Brazilian students to study at Teachers College and return home to help lead the education system of a nation undergoing profound change. The third cohort of Fellows consists of **Caroline Taveras da Silva** (left), **Taisa Nunes Barros** (center) and **Ana Carolina D'Agostini**.

"OUR STUDENTS ENVISION tomorrow. They adapt TC's cutting-edge



PRIZING INNOVATION

Alberta Strage (M.A. '62) and her husband, **Henry**, created The Strage Prize to honor exceptional work by TC's younger faculty. Here they flank Strage Prize winner **Hansun Waring**, Associate Professor of Applied Linguistics & TESOL.

and innovator **Raymond Smart**, equips high school students for civic engagement — a constitutionally mandated dimension of schooling that is ignored in most state budgets.

SCHOLARSHIPS: OUR TOP PRIORITY

Most importantly, you are helping us attract the best students by ensuring that debt does not keep them from pursuing careers in public service. Since our Campaign first got underway, you have helped us create more than more than 100 new named scholarships. Scholarships we have recently established include:

- **The Duquès Social Justice Scholarship Fund**, established by Trustee Dawn Duquès (M.A. '76) and her husband, Ric, to support students with a demonstrated interest in working for social change and educational justice in a school or community organization.
- **The Andrew and Barrie Hananel Endowed Research Fellowship**, supporting TC's Center for Cerebral Palsy Research.
- **The Barnett Family Scholarship**, inspired by the TC experience of **Sarah Bolson Barnett** (M.A. '09), Associate Vice President for Foundation

knowledge and enduring traditions to the challenges and opportunities of each new era."



TC Brought Them Together. Now They're Giving Back

As TC science education students, **Francis** (Ed.D. '69) and **Elizabeth Lawlor** (Ed.D. '67) shared adjacent desks and many cafeteria meals.

Both also received National Science Foundation funding and mentoring from Professor Mary Budd Rowe, whom they helped validate “wait time” — a pause teachers employ, after asking a question, to prompt better responses, language and logic.

■ After TC, Frank became Science Director at Children’s Television Workshop and then Science Curator of Connecticut’s Bruce Museum. Liz taught at Hunter College and authored the highly regarded “Discover Nature” teaching series. Now they have combined a bequest honoring Professor Rowe with an outright scholarship gift.

Such “blended gifts” enable donors to make both an immediate and long-term impact.

■ At TC’s Grace Dodge luncheon last spring, Frank thanked listeners for “allowing us to share a bit of history.” TC thanks the Lawlors for so much more.

Relations at The New York Botanical Garden; and the **Kenneth and Anna Zankel Scholarship Fund**. Both gifts support students in Arts Administration or Art & Art Education.

■ Donors are also increasingly combining an outright gift and a bequest, providing for TC in their wills while offering immediate support, particularly for scholarships.

As our Campaign nears completion, we are building on this amazing outpouring of support for TC’s students, who often arrive with ideas that shape the work of faculty and the College itself. Ultimately, our students envision tomorrow. They adapt TC’s cutting-edge knowledge and enduring traditions

to the challenges and opportunities of each new era. If you’re a TC graduate, you know that, because you’ve done it yourself.

So keep the virtuous cycle in motion by sharing your knowledge and experience, and by enabling subsequent generations of TC students to do their best work. Visit www.tc.edu/future to join TC in creating a healthier, smarter and more equitable world.

Fly with us as we soar to \$300 million. The future depends on it.

SUZANNE M. MURPHY
VICE PRESIDENT
DEVELOPMENT & EXTERNAL AFFAIRS



MOTIVATED BY THE MISSION

“I believe in our nation’s future, in great part because of TC’s ability to transform lives,” says long-time TC Fund supporter Kevin Nesbitt (M.A. ’00), Hunter College’s Assistant Dean of Student Affairs.

Choosing the Right Lens

C. Kent McGuire believes in the power of data and organizational focus

HOW DOES A SMALL NONPROFIT HELP A U.S. region that leads in language diversity, income disparity and percentage of public school students living in poverty?

By following the data to frame issues that will command the attention of regional and national partners, says new TC Trustee C. Kent McGuire (M.A. '79), President of the Southern Education Foundation (SEF). To understand the South's high dropout rate, for example, SEF initially studied high schools in Alabama. "The number of boys of color being suspended led us to analyze the juvenile justice system," McGuire says.

Whether in running major programs for the Eli Lilly Endowment and the Pew Charitable Trusts, as Assistant U.S. Secretary of Education or as Dean of Temple University's College of Education, McGuire has sought to "organize good people to accumulate knowledge that gives us clarity over time." That entails interdisciplinary work, he argues — a longstanding TC strength.

"The economics of education was just emerging as a field," he recalls of his TC student days. "TC had the rare intellectual horsepower to study how money enables better outcomes less stratified by income and race."

Today, "in a more standards-focused, data-driven world," TC can lead in exploring whether schools are spending wisely. "Big data and new methodologies mean we can do multi-level analyses on schools, classrooms and students. We can make associations for instance, between the teacher of record and student outcomes."

Ultimately, McGuire expects the College to exert even broader leadership. "Amid a competition of ideas, we need to educate the public about research on what's really effective." In Georgia, for example, many parents support

TALKING THE TALK

"I'd like to see the education research community do more to clarify what we know and more effectively communicate this to the public."

— C. Kent McGuire



enabling more charters despite evidence that charters siphon resources from their schools and don't achieve better results.

"I'd like to see the education research community do more to clarify what we know and more effectively communicate this to the public," McGuire says. "A TED Talks series on education innovation and improvement could build understanding and support for public education. I'm excited about joining the board because I think TC's leadership has never been needed more."



Accentuating the Positive

Sasha Heinz looks for ways to build on what's working

AS A NEW TC DOCTORAL STUDENT, SASHA Heinz (Ph.D. '14) helped study the feasibility of assessing New York City's pre-K and early childhood programs.

"It was a lesson in the importance of great teachers," she says. "Even when I felt kids were being underserved, we would find a gem of a teacher who could redirect a child that was acting out."

Heinz's natural inclination is "to think about what's

APPLIED FOCUS

"I'm interested in enhancing positive developmental trajectories...I think we can do more to connect our research to state and federal policy efforts."

— **Sasha Heinz**

right with people." At the University of Pennsylvania, she worked with positive psychology leader Martin Seligman. At TC, advised by developmental psychologist Jeanne Brooks-Gunn, she wrote a dissertation titled "Kids Can Screw Up Their Parents, Too," exploring how children's

behavior affects their mothers' psychological health and vice versa.

"I'm interested in enhancing positive developmental trajectories," she says.

She has some great opportunities to do just that. As a new TC Trustee, Heinz is eager to learn about "all the incredible programs and research that I wasn't aware of as a student" — for example, the College's new emphasis on creative technologies. "I was just blown away by the maker space — their equipment and pedagogical approach are so different and interesting." She also hopes to share her insights as a recent student. "I think we can do more to connect our research to state and federal policy efforts. That was a big focus in my program."

Next summer Heinz, her husband, Christopher, and their two young children will move to Pittsburgh, where she has joined the board of the Heinz Endowments, chaired by her mother-in-law, Teresa Heinz.

"The challenge is a lot like TC's — how to break down silos to combine all the great work we're doing in education, the arts and community development," she says.

Meanwhile, she'd like to continue her own research while teaching at the graduate level. "Working with master's students was so gratifying — watching them go from confusion to 'aha.'" You get the feeling that, at a different level Heinz herself is having one of those moments. The world stands to benefit.

Enlightened Access

Paul LeClerc's 21st-century approach to knowledge finds its roots in Voltaire

WITH THE PRACTICAL VALUE OF A LIBERAL arts education increasingly questioned, it's worth considering the experience of new TC Trustee Paul LeClerc. The former CEO of the New York Public Library (NYPL) and President of Hunter College traces his success back to his freshman year in college, when he discovered Voltaire.

"He wasn't perfect," says LeClerc, a leading authority on the Enlightenment and French literature who in 2012 became head of Columbia University's Global Center in Paris. "When you read him today, you're shocked by his

bigotry. But he believed in giving people information and letting them exercise reason and intelligence to independently draw their own conclusions. My career has been to actualize that principle."

Perhaps it's not surprising that reading Voltaire would inspire a life in education, but LeClerc has also consistently embraced new technologies and other hallmarks of a pragmatic era. During his 17-year tenure, NYPL launched its website, formed partnerships with Google, Flickr and iTunes, undertook more than \$500 million in construction and building improvements, merged its branch and research library systems, and more than doubled its endowment. The Library also acquired the collections of Merce Cunningham, John Cage, Robert Wilson, Jerome Robbins, Arthur Schlesinger, Jr., Malcolm X, Jack Kerouac and Henry Miller.

"With technology, you want to put your surfboard in early and ride the wave," he advises. "But to make that

gamble, you also need super-smart people who can make things happen and whose advice you trust." For example, in 1995 when NYPL received a \$7.5 million private gift, LeClerc determined that it should be used to start putting the Library's content online for free worldwide use.

FAITH IN REASON

"Voltaire believed in giving people information and letting them exercise reason to draw their own conclusions. My career has been to actualize that principle."

— Paul LeClerc

The result was the creation of NYPL's digital gallery, which now has over 150 million downloads per year.

LeClerc says he joins TC's board as "someone who's had an interest in public education forever" and as "an admirer of the College for the past half century." As a Trustee, he plans to continue channeling Voltaire: "If my past experience can benefit anyone in the organization, I'm happy to share it. I hope everyone at TC will use me." **TC**



Photograph: Bruce Gilbert

Inbox

JEFFREY PUTMAN (ED.D. '11), ALUMNI COUNCIL PRESIDENT ASKS: WHAT'S YOUR

FAVORITE TC SPOT?

TC'S PHYSICAL ENVIRONMENT IS SO MUCH A PART OF THE STUDENT EXPERIENCE HERE, CREATING AN ATMOSPHERE SO RICH IN HISTORY, THAT WHEN PEOPLE SAY, "JOHN DEWEY WALKED THESE HALLS," IT'S NOT HARD TO IMAGINE THAT — SOMEWHERE, LATE AT NIGHT — HE STILL DOES. HERE ARE REFLECTIONS ON SOME TREASURED TC SPACES.

“Whittier Cafe, because of the free fitness classes there. They kept me sane through the certification and proposal defense marathon last year!”

Emily Bishop, current doctoral student in Comparative & International Education

“The reception room of Whittier Hall, where I lived. In the evenings, a group of us would share ideas, songs and stories from our respective countries. When I resumed teaching, I used these ideas in planning my lessons!”

Pearl Cunningham Ware (M.A. '62)

“The new Myers Media Art Studio. Many classes there are based around STEAM (a combination of Art with the traditional STEM subjects). It is inspiring to see how art and technology can be blended.”

Courtney Steers (M.A. '10)

“The main hallway and entrance in Zankel Hall, especially during the winter holiday season, with all the garlands hanging all over.”

Violeta B. Star (M.A. '12)

“179 Grace Dodge Hall. Scene of both my wedding reception and retirement party. Plus so many interesting lectures, workshops, panels, parties, receptions, etc. over the years.”

Marion Boulton (Ed.D. '96)

“Everett Cafe. The hustle and bustle, seeing faculty, staff and students coming and going — it's a great meeting spot. Plus there is coffee!”

Thomas Rock (Ed.D. '02), Associate Provost



TC Today

Next up: What is your favorite creation (book, game, app, etc.) by a TC faculty member, and why? Respond via [facebook.com/TeachersCollegeAlumni](https://www.facebook.com/TeachersCollegeAlumni) and Twitter (@TeachersCollege).

Visiting New York City teachers in TC's Everett Cafe.

[ALUMNI FOCUS]

Solid Gold

At TC, it's been a year for celebrating the big five-oh

“If you can operate something one way, you can always operate it,” says **Wavely Cannady**, Boiler Room Engineer. Cannady has been dispensing heat, hot water and mechanical wisdom at the College since 1965, using technology that's morphed from coal-powered to computer-driven. ■ TC is celebrating its 50-year club. “TC has shaped my life,” said alumna Lila Swell (Ed.D. '64) at May's “Golden Anniversary” brunch.

(CONTINUED ON NEXT PAGE)

KEEPIN' AWAY THE COLD

Wavely Cannady has served as TC's Boiler Room Engineer since the Johnson administration.

Alumni Focus



SPANNING THE GENERATIONS

Rita Lau (M.A. '60), with husband Tak Ching Lau and grandson Kirkland Lau, at TC's Golden Anniversary Brunch in May.

culture and on drugs in society. He's directed Columbia's Institute of Latin American Studies and the Research Institute for the Study of Man, and helped anthropology focus

on modern societies: "Caribbean islands were small enough that one anthropologist could take it all in."

■ **Hope Jensen Leichter**, TC's Elbenwood Professor of Education and Director of the Elbenwood Center for the Study of Family as Educator. Her scholarship includes the social connections among generations and the continuities and discontinuities of family memories, especially during migration and immigration: "I examine how families create new combinations and traditions. The topic inspires student inquiries that often continue for years."

■ **Bruce Vogeli**, Clifford Brewster Upton Professor of Mathematical Education, an authority on international mathematics education who has advised nations worldwide: "If a Guatemalan student demonstrates her long division method to a U.S. class, it can be a source of learning and cultural pride."

Solid Gold *(continued from page 53)*

"Other universities said I was ahead of my time."

That describes three 50-year TC faculty members:

■ **Lambros Comitas**, Gardner Cowles Professor of Anthropology & Education, an authority on Caribbean



FIFTY-YEAR FACULTY

Anthropologist Lambros Comitas is one of the world's leading authorities on Caribbean culture and drugs in society.

Mathematics educator Bruce Vogeli is an authority on mathematics teaching in nations around the world.

Sociologist-anthropologist Hope Jensen Leichter shapes new directions in scholarship on families and education.

[LEADERS IN THE FIELD]



A SALUTE FROM WEST POINT

Warner Burke, E.L. Thorndike Professor of Psychology & Education and **Suzanne M. Murphy**, Vice President of Development & External Affairs, accepted thanks from the U.S. Military Academy at West Point in May. The occasion: graduation of the 10th cohort of the Eisenhower Leader Development Program (ELDP) Fellows. Co-founded by Burke and run jointly by TC and West Point, ELDP produces principled leaders who welcome others' perspectives. Students — mostly captains and majors who commanded in Iraq and Afghanistan — earn master's degrees in social-organizational psychology and become company tactical officers who help undergraduates balance the physical, military, academic and ethical requirements of a West Point education.

GLOBAL TC DAY: THAT'S US, ALL OVER

This summer, Global TC Day 2015, themed "Think Globally, Celebrate Locally," united TC alumni, current and newly admitted students, faculty, staff and friends in more than 19 states and 12 countries. Below: Gatherings in San Francisco, Austin, Texas and Bangkok.



Class Notes

Arts & Humanities

APPLIED LINGUISTICS

Tomoko Takahashi (Ed.D. '84) was elected to the Senior College and University Commission of the Western Association of Schools and Colleges.

ARTS ADMINISTRATION

Rachel Moore (M.A. '94) was named President and CEO of the Music Center in downtown Los Angeles.

ART & ART EDUCATION

Harry Leigh (M.A. '59) was

awarded a fellowship from the New York Foundation for the Arts in Crafts/Sculpture.

HISTORY & EDUCATION

Grace Roosevelt (Ed.D. '87) published *Creating a College That Works: Audrey Coben and Metropolitan College of New York*.

LANGUAGE, LITERATURE & SOCIAL STUDIES

Pascal Tone (M.A. '69) received an Honorary Doctorate degree from Franklin University Switzerland.

MUSIC & MUSIC EDUCATION

Lorenzo Martinez (Ed.D. '98) was named Executive Director of the Houston Chamber Choir.

Rabbi **Arnold Saltzman** (M.A. '76) was awarded The Maryland General Assembly Citation for dedicated service to the community. The 'Newseum' Collection's Committee in Washington, D.C. accepted Saltzman's photos, posters and sermons concerning the Vigil to Free Alan Gross, a former prisoner in Cuba.

RELIGION & EDUCATION

Sheryl Kujawa-Holbrook (Ed.D. '93) published *God Beyond Borders: Interreligious Learning Among Faith Communities*.

TEACHING OF SOCIAL STUDIES

Rudy Arietta (M.A. '99) was named principal of Ardsley High School in Ardsley, New York.

Biobehavioral Science

MOTOR LEARNING

James Gordon (Ed.D. '85)

[ALUMNI FOCUS]

Delivering on His Beliefs

Genocide scholar Samuel Totten is risking his life to bring food to remote Sudanese villages

Sam Totten is 66 — an emeritus professor at the University of Arkansas in Fayetteville and an acclaimed au-

thority on genocide. Totten (Ed.D. '85) could easily occupy his time guest-lecturing and writing. Instead, he trucks food to remote mountain villages caught in Sudan's brutal civil war. Crossing into Sudan without a visa, he travels through rebel territory. He's run for cover dozens of times as Antonov bombers flew overhead and recently, by sheer luck, narrowly avoided being strafed by a fighter jet. Yet he keeps going back.

"The suffering ranges from malnutrition to starvation," he says.

In a conflict over basic human rights, the civilians of the Nuba Mountains are caught in the crossfire. To rid the area of rebel support, the government has cut off access to

food and regularly bombs the region.

Totten raises money from friends and colleagues, buys supplies in South Sudan and drives north. On his last trip in April, he also tried to rescue a boy who detonated stray ammunition. The boy died en route to the region's only hospital. Later, suffering from severe dehydration, Totten passed out, injured his head and, after spending three days in a Doctors Without Borders field hospital, was airlifted to Kenya.

Why does he do this?

"I've studied genocide for years, mostly behind a desk," he says. "I know what's going on in Sudan and there's no way in hell I am going to be a bystander. I don't have kids, my wife is a saint, so I'll continue until the situation improves or I'm no longer up to it." — **JOE LEVINE**

Sam Totten can be reached at samstertotten@gmail.com



[ARTS ADMINISTRATION]

Rachel Moore (M.A. '94) was named President and CEO of the Music Center in downtown Los Angeles.

received an Honorary Doctor of Science degree from SUNY Downstate, speaking at the institution's commencement.

PHYSICAL EDUCATION

Dorothy "Dolly" Lambdin (M.A. '74), a 40-year professor in teacher education at The University of Texas at Austin, completed a year as President of the Society of Health and Physical Educators (SHAPE America).

SPEECH & LANGUAGE PATHOLOGY & AUDIOLOGY

Diane DiResta (M.S. '77), Founder and CEO of DiResta Communications, Inc., has earned the Certified Speaking Professional® (CSP) designation.

Counseling & Clinical Psychology

CLINICAL PSYCHOLOGY

Aurelie Athan (Ph.D. '11) and **Heather Reel** (M.A. '14) published *Maternal Psychology: Reflections on the 20th anniversary of deconstructing developmental psychology in Feminism & Psychology*.

Curriculum & Teaching

CURRICULUM & TEACHING

Shira Epstein (Ed.D. '07) published *Teaching Civic Literacy Projects*.

Sharon Feiman-Nemser (Ed.D. '72) coauthored *Inspiring Teaching: Preparing Teachers to Succeed in Mission-Driven Schools*.

At the Third Annual Night to Celebrate Israel, Rabbi **Ron Issacs** (Ed.D. '79) was honored for his contributions to his community and the State of Israel.

Julie Warner (Ed.D. '14) was named a 2015 Presidential Management Fellows finalist.

EARLY CHILDHOOD EDUCATION

Eileen Flicker (Ed.D. '94) was appointed Director of Early Childhood Education at the YJCC's David Rukin Early Childhood Center in Washington, New Jersey.

(CONTINUED ON PAGE 58)



[ALUMNI FOCUS]

An Education Champion

Repeatedly breaking the color line made Hilda Richards even more passionate about helping others to learn

“You meet life’s challenges with a deep breath and move forward,” says **Hilda Richards** (Ed.D. '76, M.Ed. '65).

As a young woman, Richards was informed by St. John’s School of Nursing in St. Louis that she could attend only by saying she was Hispanic rather than African American. Instead, Richards transferred in after two years of high academic achievement, becoming the school’s first black graduate. She subsequently earned five degrees from four universities and capped a trailblazing career as Chancellor of Indiana University Northwest.

“When you fight for what you want, you become passionate,” says Richards, now 79.

Richards earned her M.Ed. in Nursing Education from TC, which she chose for its academic excellence and racial diversity. “I so loved my time at TC that I returned nearly a decade later for my doctorate,” she says. In between, she helped to open City Hospital’s psychiatric unit and Harlem Rehabilitation Hospital. Back at TC, she worked full time at CUNY’s Medgar Evers College. Eventually she was appointed associate dean and designed the school’s nursing program. She later became Ohio University’s first black, female academic dean and then Provost and Vice President for Academic Affairs at Indiana University of Pennsylvania, at both institutions hiring more women and people of color as faculty and administrators.

Before retiring in the early 2000s, Richards served as the National Black Nurses Association’s President and Journal Editor. Today she’s on the board of the AIDS Foundation of Chicago and an active hospice volunteer. “Education is among the greatest things you can achieve,” she says. “It’s important to give back to others who pursue it.”

— **KELSEY ROGALEWICZ**

[HUMAN DEVELOPMENT]

This past summer, **Daniel Schwartz** (Ph.D. '92), an expert in human cognition and educational technology, was named the new Dean of Stanford University's Graduate School of Education.

ELEMENTARY CHILDHOOD EDUCATION

Third grade teacher **Dahlia Constantine** (M.A. '02), of Patrick Henry Elementary in Arlington, Virginia, won the *Washington Post's* 2015

Agnes Meyer Outstanding Teacher Award.

EARLY CHILDHOOD/SPECIAL EDUCATION (DUAL CERTIFICATION)

Mary Victoria Algeri (M.A.

'06) has joined Mindprint Learning, which offers online cognitive assessments for children.

LITERACY SPECIALIST

Lauren Bakian (M.A. '12)

was one of 12 teachers to receive New York City's 2015 Big Apple Award.

Education Policy & Social Analysis

SOCIOLOGY & EDUCATION

Sachi (Alexandra) Feris

(M.A. '03) launched the blog *Raising Race Conscious Children* (www.raceconscious.org).

Health & Behavior Studies

APPLIED EDUCATIONAL PSYCHOLOGY - SCHOOLING & READING

Arthur Chickering

(Ph.D. '58) released *Cool Passion: Challenging Higher Education*.

[ALUMNI FOCUS]

The Medium Became His Message

TC helped Stuart Selby find his métier in communication arts

TC has led the incorporation of non-traditional media into education, from comics to hip hop. Witness "Communication and Communication Arts," a 1955 *TC Record* section on modern approaches to communication in humanities and the social sciences.

"It was remarkably forward-looking," says **Stuart Selby** (Ed.D. '64, M.A. '56), who was inspired by the publication's authors — including the late TC faculty member Louis Forsdale and the iconic media critic Marshall McLuhan.

Selby studied English and history at Hamilton College and then law at Yale. "After a year, I knew I didn't want to be a lawyer," he recalls. During the Korean War, serving as a clerk in France thanks to high test scores and strong typing skills, he decided to teach English language and literature.

He was accepted to graduate arts and education programs, but Forsdale and Charles Weingarten of TC's Communication Arts program — both veterans themselves — were so down-to-earth that "I knew I wanted to be there, exploring communication's real effects on real people."

Selby applied the program's focus on education "ecology" — how people are affected by and affect their environment — to film analysis. Back for his doctorate, he titled his TC dissertation "The Study of Film as an Art Form in American Secondary Schools" and met his future wife, Suzanne Rashbaum (M.A., '60).

Selby developed the Audiovisual Communications program at Canada's University of Saskatchewan and then the Communication Arts department at Ontario's University of Windsor.

"Each new generation battles to get new forms and new media taken seriously in the classroom," Selby says, "but it's incredible to see this field grow." — **KELSEY ROGALEWICZ**



Photograph: Courtesy of Stuart Selby

BLIND & VISUAL IMPAIRMENT

Beth Purvis (M.A. '89) was named Illinois' Secretary of Education by Governor Bruce Rauner.

EDUCATIONAL LEADERSHIP STUDIES

The passage of House Bill 372 in Georgia's Clayton County Superior Court ensures that Utopian Academy for the Arts, a charter school founded by **Artesius Miller** (M.A. '11), will remain open to serve one of the nation's poorest districts.

HEALTH EDUCATION

Beatrice Bridglall (Ed.D. '04) edited the recently published *Promoting Global Competence and Social Justice in Teacher Education*.

MENTAL RETARDATION

Gay Culverhouse (Ed.D. '83) published *Throwaway Players: The Concussion Crisis from Pee Wee Football to the NFL*.

NURSING EDUCATION

Joan E. Bowers (Ed.D. '78) received a certificate in gerontology. She exhibits her photography in Philadelphia.

M. Louise Fitzpatrick

(Ed.D. '72), the Connelly Endowed Dean and Professor of Nursing at Villanova University's College of Nursing, received the University's Honorary Doctor of Humane Letters degree.

Lily Hsu (Ed.D. '06) was named Vice Provost of Johnson & Wales University, Providence campus.

Phillippa Purdy (M.S. '13) has been appointed Clinical Dietician at The Osborn Retirement Community in Rye, New York.

NUTRITION EDUCATION

"Get Me Goin," a danceable music video by **Jill Jayne** (M.S. '07) was nominated for an Emmy by the Michigan Chapter of the National Academy of Television Arts and Sciences.

Human Development

EDUCATIONAL PSYCHOLOGY-HUMAN COGNITIVE STUDIES EDUCATION

Daniel Schwartz (Ph.D. '92), an expert in human cognition and educational technology, has been named Dean of Stanford University's Graduate School of Education.

Alice Wilder (Ed.D. '98) and her team won five daytime Emmy Awards for their program *Tumble Leaf*.

Interdepartmental

INTERDISCIPLINARY STUDIES IN EDUCATION

Nancy Brown (Ed.D. '88), the Gordon Professor of Early Childhood Education at Florida Atlantic University's Karen Slattery Educational Research Center for Child Development, is on the Executive Board and serves as a United Nations representative for the Association for Childhood Education International.

(CONTINUED ON PAGE 60)



[ALUMNI FOCUS]

Like Him for the Job

TC Alumni Association President Jeffrey Putman is a social media whiz who cares about students

Jeffrey Putman (Ed.D. '11) brings strong qualifications to the presidency of the Teachers College Alumni Association.

Putman was raised on TC. His parents met there, with his dad receiving his master's in the Teaching of Social Studies and his mom serving as Assistant to the Registrar from the late 1960s to the mid-'70s. Putman studied Higher & Postsecondary Education, titling his dissertation "The Student Affairs Pathway to the Presidency."

Putman is now Vice President for Student Affairs and Dean of Students at SUNY Downstate Medical Center, where he also is Clinical Assistant Professor of Psychiatry.

Perhaps best of all, Putman is an exuberant user of social media. His @DrJeffreyP twitter account boasts more than 1,500 followers. In his spare time, he is a #SeeYourCity Social Media Ambassador for NYC & Company, the city's official marketing, tourism and partnership organization. He photographs monuments and spontaneous moments, and won the 2013 #LoveNYC Photo Contest. This past summer, he hosted a Global TC Day bus tour of New York City. He's also a die-hard Yankees fan, tweeting regularly from the Bronx.

Putman particularly appreciates that supporting students is the top priority of TC's \$300 million Campaign. "It's a great way to talk to alumni about engaging or reengaging with TC," he says.

"I'm looking forward to helping the Alumni Council grow. There's such a great group of people here, and I'm excited to be a part of it." — **KELSEY ROGALEWICZ**

Kevin Jennings (M.A. '94) was named Board Co-Chair of the National LGBT Museum.

Harvard University Press has published *Undlattenin*, the TC thesis of **Nick Sousanis** (Ed.D. '14), considered the first dissertation presented entirely in comic book format.

International & Transcultural Studies
COMPARATIVE & INTERNATIONAL EDUCATION
Keiichi Ogawa (Ph.D. '99)

[EDUCATIONAL ADMINISTRATION]

Doris “Annie” Henry (Ed.D. '90) represented New Zealand in the 5th Women’s World Golf Croquet Championship in Cairo, Egypt. Henry, ranked 35th, is Vice-President of Croquet New Zealand.

published *Comparative Analysis on Universal Primary Education Policy and Practice in Sub-Saharan Africa: The Cases of Ghana, Kenya, Malawi and Uganda*.

INTERNATIONAL EDUCATIONAL DEVELOPMENT
Joseph Castleberry (Ed.D. '99), President of Northwest University in Kirkland,

Washington, published *The New Pilgrims: How Immigrants are Renewing America’s Faith* in both English and Spanish.



“My involvement with TC goes back many years—starting as an Adjunct Professor, then as a student, and lastly as a member of the Alumni Council. TC has always been an important and consistent part of my life and I’m pleased that I’ve included the College as part of my estate plans.”

— *Elaine Heffner, CSW, Ed.D.*
Family and Community Education
Blogger, goodenoughmothering.com
Alumni Council 2009–2012
Grace Dodge Society member since 2010

For more information on gift annuities, bequests or other planned gifts, please contact:

Louis Lo Ré
Director of Planned Giving
lore@tc.edu | tc.edu/PlannedGiving
212-678-3037



Mathematics, Science & Technology

MATHEMATICS EDUCATION

Valerie Camille Jones (Ed.D. '11) and current TC doctoral student **Chance Nalley** (M.E. '13) received the Presidential Award for Excellence in Mathematics and Science Teaching, for Georgia and New York, respectively. The award is administered by The National Science Foundation on behalf of the White House Office of Science and Technology Policy.

COMMUNICATION & EDUCATION

Philip H. Martin (M.A. '10) won the 2013 Neblett Award for Outstanding Classroom Teaching, Union County College, Cranford, New Jersey.

Bobby Susser (M.A. '87) was honored at the Josephine Foundation Gala on June 12 for his contributions to children's music.

INSTRUCTIONAL TECHNOLOGY & MEDIA

Steven Goss (Ed.D. '07) joined Teachers College as Vice Provost for Digital Learning.

Organization & Leadership

ADULT EDUCATION GUIDED INTENSIVE STUDY

David Zersen (Ed.D. '98) and Moses Kumar published *Planting in Native Soil: Studies in Inculturation*.

EDUCATIONAL ADMINISTRATION

Doris "Annie" Henry (Ed.D. '90) represented New Zealand in the 5th Women's World Golf Croquet Championship

[THE WAY WE LEARN]

Noodle Influential Educators

The following TC alumni were named to Noodle's "67 Influential Educators Who Are Changing the Way We Learn" list.

Tatyana Kleyn (Ed.D. '07)
Educational Analysis

Diane Ravitch (Ph.D. '75)
Educational Analysis

Lois Weiner (M.A. '79)
Educational Analysis

Sheldon Horowitz (Ed.D. '84)
K-12 Category



SAVE THE DATE

ACADEMIC FESTIVAL 2016

SATURDAY • APRIL 2, 2016

EVENTS FOR ALL AGES
Featuring students & faculty
TC Kids Camp
Alumni networking & more!

tc.edu/festival #TCAcFest

in Cairo, Egypt. Henry, ranked 35th, is Vice President of Croquet New Zealand.

Anton Jungherr (M.E. '71) was recently appointed to the Independent Citizens' Bond Oversight Committee, in Richmond, California.

Edward A. Mainzer (Ed.D. '90) retired in July 2015 after 30-plus years as a K-12 teacher, counselor and building- and district-level administrator in New York City-area schools and colleges. He remains on the Ethics Committee of the National Career Development

Association and the Board of Directors of the American School Counselor Association.

William Paterson University professor **Ron Verdicchio** (Ed.D. '82) and six of his students co-authored *Images of America: Prospect Park*.

HIGHER & POSTSECONDARY EDUCATION

Heather Correa (M.A. '08) is Coordinator of Orientation and First-Year Programs at the University of California, Riverside.

Negar Farakish (Ed.D. '08) received The Chair Academy's

2015 International Exemplary Leadership Award.

Sosanya Jones (Ed.D. '13) received the J. William Fulbright Scholar award for her research project, *Inclusionary Internationalization: A Multi-Case Study of Policies and Practices in Alberta's Institutions of Higher Education*.

STUDENT PERSONNEL ADMINISTRATION

Patrick L. Valdez (M.A. '02) was appointed Dean of the Undergraduate College and Associate Professor of Education at the College of Mount Saint Vincent.

In Memoriam

[INCLUSION ADVOCATE]

Frances Connor



TC Professor Emerita **Frances Connor** (Ed.D. '53, M.A. '48), whose efforts during the 1960s, '70s and '80s to win schooling for children with disabilities helped lay the groundwork for the present-day inclusive education movement, died in March at age 95. ■ Connor served as President of the Council for Exceptional Children (CEC) and was a member of the five-person committee that helped shut down the Willowbrook State School on Staten Island. The closing of the school, famously decried by Senator Robert Kennedy as a "snake pit," helped lead to the passage of the Civil Rights of Institutionalized Persons Act of 1980. Connor's work also helped bring about passage in 1975 of the Education for All Handicapped Children Act, since reenacted as the Individuals with Disabilities Education Act. ■ At Teachers College, where she was Richard March Hoe Professor of Education, Connor served as Chair of what was then TC's Department of Special Education, leading a group of pioneering faculty members that included Ignacy Goldberg, Leonard Blackman and Herbert Rusalem in establishing the College as a top destination for students in the field and as a national research hub. Blackman, whom she hired to lead research, wrote a proposal for the federal funding to build Thorndike Hall, and Connor ensured its success in Washington. To support the Frances Connor Endowed Scholarship Fund, visit <http://bit.ly/1QLVIM1> or call 212-678-3679.

[COUNSELING PSYCHOLOGIST]

Roger A. Myers



Roger A. Myers, who championed the development of the field of counseling psychology and played a major role in shaping its

standards for professional education, training and credentialing, died in September at age 85.

■ Myers, who retired in 1995 as Richard March Hoe Professor of Psychology & Education, directed the College's programs in Counseling and Personnel Psychology. He chaired what was then the Department of Psychology and directed the Division of Psychology & Education. ■ Myers served as President of Division 17 of the American Psychological Association (APA), which represents counseling psychology, and served on the editorial boards of *The Journal of Counseling Psychology* and the *Journal of College Student Personnel*. He was among the first counseling psychologists to serve as an APA accreditation site visitor and eventually chaired the APA Committee on Accreditation. He also chaired the committee that constructs the licensing examination in psychology in all 50 U.S. states and the 10 provinces of Canada. ■ Counseling psychology emerged after World War II, addressing issues such as the reintegration of veterans, the rehabilitation of the physically disabled and guidance in schools, which many clinical psychologists

considered outside their purview. Myers himself said the concern of the counseling psychologist "is fully distributed among psychological functions such as remediation, prevention and development," and "not just to make sick people feel better."

[CAREER DEVELOPER]

Winthrop Adkins



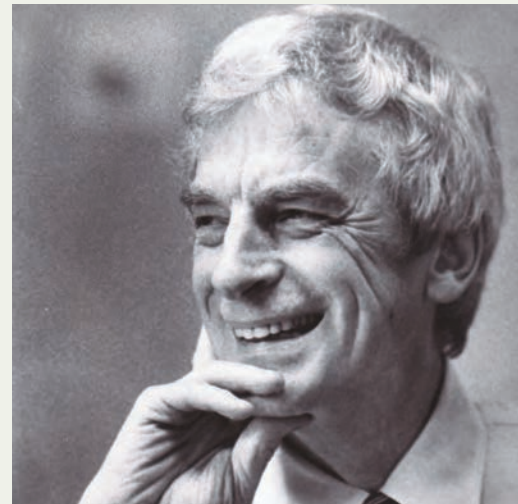
Winthrop Adkins (Ph.D. '63, M.A. '59), Professor Emeritus of Psychology & Education, who created a career development program used by people around the world, passed away in July at age 82. ■ In the late 1970s, Adkins drew on the theories of John Dewey, Donald

[ETHICS TEACHER]

Practicing What He Preached

Thomas Sobol set the standard for living a moral, fully engaged life

Thomas Sobol (Ed.D. '69), New York State Commissioner of Education from 1987-1995 and then director of TC's Superintendents Work Conference and doctoral Inquiry Program for Public School Leaders, died in early September. ■ In teaching ethics and education law, Sobol — TC's first Christian A. Johnson Professor of Outstanding Educational Practice — challenged students with real-life moral dilemmas. As Commissioner, he himself had led authorship of "A New Compact for Learning," one of the first efforts by a state to set precise K-12 learning standards. When plaintiffs used the document to sue the state for more funding for New York City schools, Sobol — a defendant — publicly took their side. ■ "Becoming moral in my view is the opposite of re-strain and detachment," Sobol said in accepting TC's 2006 Medal for Distinguished Service. "It requires passionate engagement [and] stepping into all of life's confusion and heartbreak and messiness." *Read a profile of Sobol at <http://bit.ly/1WOEt4i>.*



Super and others to develop the Adkins Life Skills/Career Development Program. His premise: unemployed and undereducated people must develop effective psychosocial skills along with their academic and vocational abilities. Through small-group dynamics and carefully designed multimedia learning activities, the Adkins program helps people learn about themselves and the world of work; set personal goals; identify, get and keep jobs; and develop long-term careers.

■ “Psychosocial skills weren’t being treated as an area of learning,” Adkins said in 2009, adding that the people he sought to help “often have to deal with emotional issues and change the way they think, feel and act about themselves and their opportunities.” ■ Implemented by nearly 2,000 agencies in more than 40 states, including prisons, homeless shelters, drug rehabilitation centers, welfare-to-work programs, economic-opportunity centers and community colleges, the Adkins Life Skills/Career Development Program also has been adapted abroad for use in settings ranging from European Union nations to community colleges in India.

[SPEECH GIVER]

Ronald S. Tikofsky



Ronald S. Tikofsky, a longtime Adjunct Professor of Speech Pathology at Teachers College, passed away this summer. Tikofsky was an expert in aphasia and acquired language disorders who received the Gold Medal of the American College of Nuclear Medicine for his pioneering brain imaging studies of speech and language. He was also an accomplished jazz clarinetist. ■ Tikofsky was Associate Professor of Clinical Radiology at College of Physicians and Surgeons of Columbia University and had served as President of the American College of Nuclear Medicine and President of the Society of Nuclear Medicine’s Brain Imaging Council. He co-edited the book *Functional Cerebral SPECT and PET Imaging*, which detailed progress in the field of functional brain imaging, and authored hundreds of papers in peer-reviewed journals. ■ Early in his career, at the University of Michigan, Tikofsky created one of the first aphasia rehabilitation pro-

grams in a university clinic. The program included cooperative arrangements with the Departments of Neurology and Physical Medicine and offered speech, physical and occupational therapy.

[STUDENT MENTOR]

Patricia Sweeting



Patricia McGovern Sweeting (Ph.D. ’79, M.A. ’71), longtime Director of TC’s Speech and Hearing Center — now the Edward D. Mysak Clinic for Communication Disorders — passed away in early September. Sweeting graduated from the College of New Rochelle in 1956 and later served the institution for many years as a board member and adjunct professor. She studied speech/language pathology at Teachers College and subsequently became Director of the Mt. St. Ursula Speech and Hearing Center in the Bronx. She returned to Teachers College in 1988 and became Director of the Speech and Hearing Center, also teaching courses in voice and diagnostic methods. ■ In 2003, the New York State Speech-Language-Hearing Association awarded Sweeting its Distinguished Achievement Award, recognizing her years of service to clients and their families and her mentorship of generations of clinicians. Sweeting retired from TC in 2005 as Associate Professor of Practice, but continued to supervise in the graduate program of Mercy College in Dobbs Ferry, New York, in voice and fluency for several more years.

[DIAGNOSTICIAN]

Richard E. Cheney



Richard E. Cheney (M.A. ’61), a prominent former public relations executive who late in life became a practicing psychoanalyst, died in September. Cheney served as a lieutenant

in World War II in the minesweeper fleet. He became director of mine craft public relations, supervising enlisted correspondents in their coverage of mine craft activities for U.S. newspapers. He accompanied a group of photographers and reporters who covered the aftermath of the nuclear bombings of Hiroshima and Nagasaki.

■ He later created an investor relations department for Mobil before joining the public relations firm Hill & Knowlton, where he helped many companies ward off takeovers. In particular, he advised John and Clint Murchison in the proxy fight for Allegheny Corporation, which controlled the country’s then-largest holding company for mutual funds and the New York Central and Missouri Pacific railroads. He eventually rose to become the firm’s chairman. ■ Later, Cheney studied psychoanalysis at night at Teachers College and the Center for Modern Psychoanalytic Studies. He set up his own office in New York City, where he treated patients for reduced fees based on their income.

[SCHOOL COUNSELOR]

Ruth O. Goldman



Ruth O. Goldman (M.A. ’63), former teacher, guidance counselor and Secretary of the Board of Directors of the United Nations of New York, died in March. ■ Goldman earned a master’s degree in Public Law & Government from Columbia, but, told by her father that she would never marry if she became a lawyer, pursued an education career instead. She studied Guidance & Student Personnel Administration at TC and in 1960 took a job teaching both social studies and English at Scarsdale Jr. High School. During the 1970s, she became a guidance counselor for BOCES Vocational School in Valhalla, New York, and was later a counselor for Yonkers Secondary School. ■ With her husband, Peter, Goldman traveled throughout Europe and the Mideast and served on the UN’s New York board, including as its Secretary in 1982. She was also a member of both Kappa Delta Pi, the international honor society in education, and Pi Lambda Theta, for U.S. educators. Goldman’s bequest to TC has been designated for scholarship.

Future Leaders

[THE LAST WORD: TC STUDENT VOICES]

TRANSFORMATIVE STORYTELLING



AS A LONGTIME HOLLYWOOD storyteller, I understand what the late Teachers College adult educator Jack Mezirow would call the transformative impact of storytelling — its power to move, inspire and educate.

Here, as we say in Hollywood, is my story.

I returned to school to expand my knowledge in emotional intelligence, executive coaching and the latest theories of how adults learn. TC, where Mezirow revolutionized adult education with his theory that grown-ups grow by questioning their most deeply held assumptions and expectations, has been a natural fit.

As the College's first LGBTQ Scholar, I have worked with The Tyler Clementi Foundation, created by the parents of a young man who took his own life after being bullied and humiliated in college, to develop a one-hour module that empowers adults to identify and neutralize bullying behavior in the workplace. Research by bullying authority Dorothy Espelage shows that transformative change requires a holistic approach to bullying that includes all participants. Thus our module focuses not only on the bullied individual, but also on the individual doing the bullying and bystanders witnessing the event.

Storytelling is central to our ap-

proach. In an opening video, Jane Clementi shares her son's story and how her family transformed their loss by becoming anti-bullying advocates. Our facilitators (experts in psychology, training and development) describe bullying in their own lives and encourage learners to do the same. Discussion is grounded in a case study and consideration of real-world applications of research.

In August, Workplace Options, a leader in human capital training and development, distributed the module to 50,000-plus client companies worldwide. A portion of the licensing fees supports

BULLYING: TAKE 2

"Our module focuses not only on the bullied individual, but also on the individual doing the bullying and bystanders."

—Michael Palmieri

The Tyler Clementi Foundation.

Meanwhile, with what I've learned at TC, I've been able to democratize the organization I run — Creative Lab Hawaii, funded by the state and the U.S. Department of Commerce to design and facilitate programs that help

creative entrepreneurs deepen their craft — by collapsing the presumptive hierarchal space between facilitators and learners. I have begun my second year at TC and am looking forward to furthering my academic and professional adventure. —MICHAEL PALMIERI



Writer/producer/educator Michael Andres Palmieri is a student in the Adult Learning & Leadership Program at Teachers College. He is TC's first LGBTQ Scholar.

▶ Visit <http://bit.ly/1ka3zCf> to support TC's LGBTQ Scholarship.

If creativity is responding to the unexpected, Music & Music Education doctoral student

Tammy Yi is ideally suited to “motivate and educate teachers to teach children to be creative people.” Yi’s parents left Korea for the United States but struggled in low-paying jobs. Yi gave up violin lessons so her sister could pursue a concert pianist’s career. She taught herself guitar and dreamed of leading the first Asian-American punk band.

■ After 9/11, Yi joined the Navy, supported her parents and earned a bachelor’s degree studying music education and violin. “I wanted to give children the self-confidence I’d never had.” ■ Yi created an award-winning children’s orchestra and conducted it at Carnegie Hall. At TC, backed by a Florence Geffen Fund scholarship and mentored by Professor Lori Custodero, Yi has developed a violin program at the Teachers College Community School supported by TC Trustee Emerita Enid (“Dinny”) Morse; her husband, Lester; their daughter, Trustee Leslie Nelson; and their two sons, Douglas and Andrew Morse. ■ “Music teaches children about possibility,” Yi says. TC and the Geffen Scholarship have taught her about that, too.

— KELSEY ROGALEWICZ


UNBOWED

Music educator **Tammy Yi** overcame adversity to attend TC and rediscover the violin



THE **FUTURE** of Our Fields

Spotlighting students who will extend TC’s legacy

 To learn more about Tammy Yi, visit <http://bit.ly/1QAu1z2>



{ THE OFFICE CORNER }

PHOTOGRAPH: DEBORAH FEINGOLD

The Consultant is In

■ **Warner Burke's** office (220 Zankel) quietly shouts “organizational guru.” There’s the portrait of Lincoln (“He had incredible clarity of mission”); the favorite quotations (“You want to put the thermometer *where?*”; “Eighty percent of life is showing up”); the certificate from NASA and the golden sword from the U.S. Military Academy at West Point. Also a Jackson Pollack print (“He painted that stuff out of his *head!*”) and a drawing, “The Diagonal Man,” commissioned by retired TC professor Lee Knefelkamp: “She saw me as bridging theory and practice — so, neither vertical nor horizontal.”