Dear Colleagues, Graduates, and Friends,

Seasons Greetings from all of us in the Department of Curriculum & Teaching. This has been another whirlwind year and, as the new Department Chair, I’m working hard to keep up with the fast pace of our collective life! We are still involved in the re-registration and accreditation of our initial and professional certification programs, and will experience our first NCATE site visit in April 2005.

Preparing for the NCATE site visit has been both a department and College-wide activity. Faculty across the College worked to develop a shared Conceptual Framework that identifies the central place of inquiry, curriculum, and social justice in TC’s teacher education programs. These are long-standing commitments our C&T teacher education programs, which continue to serve as models for the education of teachers who work in the best interests of children despite today’s regressive policy climate. A team of faculty also developed a College-wide assessment system that will be piloted this year. NCATE requires that programs be continually revised on the basis of assessments of student outcomes. The process of designing and piloting assessment tasks and rubrics has kept everyone busy this year.

Happily, we have some new colleagues to help in these endeavors. We wish to extend a warm welcome to new members of the Department of Curriculum and Teaching: Alicia Broderick, Stephanie Jones, Bonnie Keilty, Nancy Sall, and Lalitha Vasudevan.

Alicia Broderick joins us as an Assistant Professor of Learning dis/Abilities. She earned her Ph.D. in special education from Syracuse University in April, 2004, and prior to joining the TC faculty, Alicia was a lecturer in the Educational Specialist credential program at California State University at Long Beach, a homebased instructor and a classroom teacher in an inclusive preschool in Syracuse, NY, and a consultant on inclusion to the Fullerton (CA) Joint Union High School District. Alicia’s research interests include gathering autobiographical accounts of individuals with significant disabilities, particularly those who may not have reliable speech, and exploring issues related to discourse and ideology in special education practice. Alicia takes a disability studies perspective in approaching both her research and teaching in these areas. Her husband, Mike Conaway, worked in film in California before electing to become a full-time stay-at-home-dad for their son, Nicholas, who turned 2 in September!

Stephanie Jones is a new Assistant Professor of Literacy Education, and teaches reading/writing education courses in the Childhood Education (preservice) program as well as courses on literacy and culture in the M.A. program in Teaching Literacy. Stephanie received an Ed.D. from the University of Cincinnati where she conducted a three-year ethnographic study of young girls and their mothers in a high-poverty community. Her dissertation, “Living Poverty as a Girl: Identity and Critical Literacy between Social Classes,” was funded by the Spencer Foundation and she received the Garvin Dissertation Award from the University of Cincinnati for this work. Her research interests include social class (how it is lived inside and outside institutions) and the impact of such on educational aspiration and achievement across race/ethnicity and gender divisions. Before pursuing doctoral studies, Stephanie served as a reading intervention specialist for K-4 students, taught first grade for 5 years, and took on the dual responsibilities of classroom teacher and researcher in a second grade classroom as part of her dissertation research. She has consulted with the Ohio Department of Education on their State Reform Initiative on Reading and is already participating in the New York City literacy reform efforts. She had her husband, Casey, are the proud parents of daughter, Hayden, who is becoming a world-wise New Yorker at the tender age of three!

We are also pleased to welcome Bonnie Keilty as an Assistant Professor in the Early Childhood Special Education program. Bonnie received her Doctorate in Early Intervention/Early Childhood Special Education from The George Washington University (GWU) and holds a Public Health and Health Services Graduate Certificate in
September, and will welcome Professor Nancy Lesko back from her sabbatical in January 2005. At that time, Professors Jim Borland, Lin Goodwin, Fran Schoonmaker, and Leslie Williams will begin their richly deserved sabbaticals. They will be sorely missed, and we wish them a year that is both professionally rewarding and restorative!

Sitting in the Department Chair’s office has renewed my appreciation for the Department’s history and sharpened my awareness of the challenges that lie ahead. These are tenuous times for education in the city, the country, and the world, and we in the Department of Curriculum & Teaching are as committed as ever to studying, teaching, speaking out, and acting on the educational problems we face locally and globally. It is an honor to be part of this enterprise. On behalf of everyone in the Department of Curriculum and Teaching—faculty, staff, and students—I wish you a happy holiday and a peaceful new year.

Marjorie

STAFF UPDATES

SHERENE ALEXANDER
Director of Academic Administration, has concluded her first full year of service in the Department of Curriculum and Teaching. The amazing Ms. Alexander effectively, efficiently and affectionately juggles her duties at Teachers College while working on a doctorate at CUNY’s Graduate Center; her studies center around Early Modern European History.

Proficient in several languages--German, French, Hebrew, Spanish, and English--Sherene must register Spring 2005 for a course in Latin. Interestingly, Sherene’s father (a civilian employee for the U.S. Department of Defense) insisted on teaching her, as a child, the rudiments of--of all languages--Latin. A requirement specific to her doctoral program ironically dictates that Sherene take a proficiency exam in three languages: French, German, and Latin.

Born in the U.S., Sherene spent the first three years of her life in South Korea (she has retained that portion of the Korean language which she acquired as a toddler). On to Germany, where, after completing high school, Sherene returned to the U.S. in order to attend Barnard College, receiving her B.A. in Political Science and Mid-East Languages and Cultures.

Sherene looks forward to the day when she will be able to devote more time to her first love, art. She is currently developing a website for the purpose of showcasing her works created by way of collage/assemble. In addition to other media, Sherene loves to paint in oil. Feel free to inquire about the progress of her website and use it upon its availability. Knowing Sherene, like other artisans, she would be proud to know that others are interested in her creative abilities.

Happy Holidays!

ISABEL M. BELINKIE is delighted to serve the children, families and staff of the Rita Gold Early Childhood Center as the On-Site Coordinator since she began almost three years ago. Her 20-year career in this field includes teaching and directing diverse institutions such as the Pace University Child Study Center, being a regional supervisor for corporate centers in the tri-state area and serving the city of New Rochelle, NY, as the executive director and chief fundraiser for the Martin Luther King Jr. Child Development Center. She has enriched her life by being able to balance the demands of career, family and pets. Married for 28 years, her husband, Paul, is an editor for The New York Times and an adjunct professor at the Columbia University School of Journalism; her son Lucas, works in the tax consulting division of Ernst and Young in Manhattan, and her daughter, Dahlia, is the compensation analyst at the corporate offices of Saks Fifth Avenue. As a former professional singer and dancer, Isabel still finds time to enjoy attending the ballet, opera and theater in addition to cultivating her flower garden at her home in Westchester County.
JANE CRIMMINS is in her second year of service as the Early Childhood Education Field Coordinator within the Department of Curriculum & Teaching. She continues to enjoy working with the pre-service Master's students, professors, and instructors in the early childhood program. She lives in Park Slope, Brooklyn, with her wonderful husband, Jim, and very furry dog, Lexy. She is also currently completing an Ed.M. in early childhood education. 

IDA ESANNASON says, “The old adage appears to work well for the space allotted me --- the more things change (new professors, new staff, new concepts), the more they stay the same (I'm still at TC - and the Red States have upheld GW Bush in his role as President). Nevertheless, hello out there. How and where in the world are you? Let us hear from you -- especially about your successes, your triumphs, and your treasures. Until then, I extend thoughts of a happy, healthy and blessed Holiday Season and New Year to all who will read this missive.”

MICHELLE HILL’s message is simple: Happy Holidays All & STOP THE WAR!!!!

JILL PERUGINI is now a seasoned TC staff member. Jill sends wishes of peace and joy to everyone this holiday season.

FELICIA SMART would like to wish everyone a safe and happy holiday season. She looks forward to the new year and to continuing her education.

ELENA STYLIANOU is a new staff member in C&T. Elena received her masters in Art Education from TC and she works as a part-time museum educator at the Museum of Arts & Design while she is currently pursuing her doctorate. Elena is grateful for a challenging life in New York and for all the people whom she meets and who change her life in thousands of meaningful ways. She wishes you all, happy holidays and a joyful, rewarding, and full of good surprises New Year.

JO ELLEN THOMAS has had a very busy year. First she was elected to serve her union as part of the negotiations team in order to put in place a new collective bargaining agreement. Afterwards she took a few days off in The Islands of the Bahamas, a place where she had never been. Later she went sightseeing with her sister and brother-in-law through North Carolina and Tennessee, both quite lovely states. The biggest news, however, is that she will be getting a computer to use at home – finally she will be able to e-mail her friends overseas. She wishes you and your loved ones peace and goodwill in the new year.

NEWS FROM FACULTY, ADJUNCTS & INSTRUCTORS

Another year has flown by for us all and TROY AKIYAMA is feeling particularly productive and thankful. Troy continues to work as an instructor and supervisor with the Elementary Pre-service Program and is also making significant progress on his dissertation. Aside from his work at Teachers College, a few highlights from Troy's year include flying through the air at the NYC Trapeze School, meeting Jennifer Lopez, and planning his first cruise to the Caribbean.

SUSAN BAGLIERI is enjoying her first year as an instructor in the Learning.dis/Abilities program. In between instructing at TC, working as an in-class support teacher in a NJ high school, and coordinating student teaching placements, she finds time to work on her doctoral studies in the same program. The past few months have been full of excitement: In October, Sue traveled to Havana, Cuba, to participate in a panel presentation on Disability Studies and special education for the World Congress on Comparative Education, and then, in November, she was delighted to see her first published work, “Normalizing Difference in Inclusive Education,” co-authored with Janice Knopf, in the Journal of Learning Disabilities. She looks forward to an equally productive and exciting new year!

LYNNE BEJOIAN has had a busy year, organizing materials for NCATE and teaching a new course, C&T 4046, not a new course for the Program but new to her, and she has a great TA in Maria Molnar. Lynne continues to teach C&T 4000, dis/Ability in Context, and is enjoying working with Jacqueline Leber who is doing a super job TAing for 4000 this year. The Baldwin Scholars project in Learning dis/Abilities has begun its second year and Lynne continues as co-principal investigator adding Jacqueline Leber to the team.

Over the past twelve months, Lynne co-authored with Kim Reid an article entitled, “A disability studies perspective on the Bush Education Agenda: The No Child Left Behind Act of 2001,” which has been accepted for 2005 publication in the journal Equity & Excellence in Education, and co-presented that same paper with Kim Reid at the Society of Disability Studies’ national conference. Additionally, she serves as guest editor with Celia Oyler and Brit Hamre for a special issue of Equity & Excellence in Education entitled “Narrating Disability: Pedagogical Imperatives.” Last year David Connor, a doctoral student, and Lynne created a one-credit course entitled, “Dis/Ability Representation in Film: Using Film for Teaching & Learning” (C&T 4045), which they co-taught in Spring 2004. It is being sponsored by C&I&O in Spring 2005 having been expanded into a 1-2 credit course.

In the past year, she served on the C&T/TYZ Admissions Committee and continues to serve on the C&T MA/TYZ Program Curriculum Committee. College-wide involvements have included being a member of the Teacher Education Policy Committee. She was selected as one of eight faculty to meet with Dan Fallon, Chair of the Education Division of the Carnegie Corporation, to discuss collaborations with Teacher Education schools.

Finally, Lynne continues as consultant for Jewish Theological Seminary on disability-related matters such as access, student services, legal and liability
considerations, and academic accommodations.

After nearly seven years as Chair of the Department of Curriculum and Teaching, Jim Borland has handed the reins to a most worthy successor and is looking forward to a sabbatical leave in the spring 2005 semester, during which time he plans to write a follow-up to his book, Planning and Implementing Programs for the Gifted. Last year saw the publication of his book, Rethinking Gifted Education. As before, he is grateful for the support, friendship, and inspiration provided by his colleagues and students. His greatest joy, however, is his family, his wife Cathy and their children, Max, Nina, and Austin.

Alicia Broderick was honored to receive and very pleased to accept an invitation to join the TC faculty this year, as an Assistant Professor in the Learning dis/Abilities and dis/Ability Studies in Education programs. She comes to us – along with her husband, Michael Conaway, and their two-year-old son, Nicholas – from southern California, where she had been teaching as a lecturer at California State University, Long Beach for the past four years. This has been a year of many transitions for Alicia, as she successfully defended her dissertation at Syracuse University in the spring and shortly thereafter made the decision to move cross country to join us here at TC. Although she misses the warm sunshine from time to time, she and her family have loved having an eastern autumn again. She has been busily co-authoring several papers this fall with her new colleagues, Kim Reid, Heeral Mehta, and Jan Valle, and is working on crafting several articles on her own based upon her dissertation work. She has enjoyed co-teaching the student teaching seminar this semester with Sue Baglieri and Janice Knopf, and she is very much looking forward to teaching the learning dis/abilities doctoral seminar in the spring. She wishes to thank all of her new TC colleagues for the warm welcome she has received here, and to extend to all her hopes for wellness and peace in the coming year.

Lucy Calkins’ two sons are in high school, and the intriguing thing is that as they get older, parenting doesn’t get easier…just different. Her oldest son, Miles, is applying to colleges this year. Lucy finds that today’s high schools place unbelievable demands on young people and consequently on their families.

Lucy’s series of books on the primary writing workshop, Unit of Study for Primary Writing: A Yearlong Curriculum, was released last year and she is now at work on a series on upper grade reading and upper grade writing. She is working with the Teachers College Reading and Writing Project in a deep collaboration with five of New York City’s regions.

TC does not see Lyn Corno’s face very often anymore so it’s easy to forget she is still around. Indeed, Lyn IS still around – in fact, she was just at TC for the dissertation oral hearing of Victoria Gilbert last month and spent a bit of quality time with Karen Zumwalt and folks at Teachers College Record (TCR). She thinks the library renovation is BEAUTIFUL and innovative – something the College can really be applauded for. And, to her great surprise, Phil was still outside the Garage at 122 and Broadway greeting people when they got their cars (does anyone else know Phil??).

Lyn continues to enjoy her experiences as co-editor of TCR. The journal has ramped up in more ways than just its number of issues recently and we hope this shows. Certainly we continue to lead the field in online editing, thanks to Gary Natriello and Mike Rennick and their wonderful crew. Lyn is grateful to have the opportunity to continue with TC in this capacity – it works well for her being physically in Boston and for Gary to have the continuity with her. (Gary and Lyn have been co-editors for many years now, beginning in 1993 with AERlj).

Lyn was delighted to read the accomplishments of colleagues in last year’s newsletter, and so will share some highlights from her docket. She continues to co-edit the APA journal, Educational Psychologist, although her tenure in that position is over at the end of this year. After five years, Phil Winne and Lyn are ready to move on. She also remains strongly connected to the National Society for the Study of Education, as Member-at-Large of the Board. She worked closely with the Board to move publication of the yearbooks over to Blackwell from U Chicago press this year. That was a difficult decision to make, but one that they hope will help to sustain both the quality and life of NSSE Yearbooks into the future. Lyn is writing articles and chapters for books on adaptive teaching, learner variation, and self-regulated learning as she has for some years. A recent publication is a special issue of TCR on “Work Habits and Work Styles in Schools,” and a current writing project is an article for a special issue of the British Journal of Educational Psychology (with former TC student Judy Randi, now at U New Haven) on the topic of teaching and learner variation.

Finally, this Fall Lyn has been enmeshed in her son, Fax’s college applications. A process such as this you cannot believe! She does not know if it is just that he is a male or what, but she would have been more than happy to have done less “co-regulation” on this one… The latest is that he has flipped 180 degrees in the past few months from wanting to send out nine (count them) applications to colleges and universities in the South (“I don’t like the New England winters”) to sending out one early decision (binding) to a university in Boston!! Go figure… Oh well, at least if he gets into this school she will be able to do his laundry when he comes to visit. Ahhhh, she says, this has been sooo much fun.

Lyn wishes are -- HAPPY HOLIDAYS TO ALL from (today) sunny Boston!

Meghan Fitzgerald joined the Elementary Preservice Program as a part-time instructor this year. She enjoys and gains energy from her work as both an instructor and supervisor of pre-service teachers. Meghan had an incredible year of learning from her new position to presenting with other students at a conference in Oslo, Norway, to renewing a collegial friendship visiting non-governmental organization schools in the Republic of Benin. As she began work on her dissertation proposal and the preservice
program, she managed to raise funds for her friend’s school established for young girls in Parakou, Benin, and remain active in the Holy Trinity Church Contemporary Choir. During this winter break, she looks forward to skiing with her nephews and family in the sunshine of the Sierra Nevada Mountains, 8000 feet above Fresno, California. She wishes the entire Curriculum and Teaching faculty and staff a Happy New Year!

Newsletter time already? CELIA GENISHI wants to know how it’s possible. This has been a full year: a spring-to-summer sabbatical, marked in late May by participation in the annual Reconceptualizing Early Childhood Education conference, this time in Oslo, Norway. (Summer vacation with Ed started in Oslo and moved west through Balestrand and Bergen -- raves about Norway’s natural beauty are not exaggerated!) A large TC contingent was happily present and on the program at the conference. Shin-ying Huang and Tamara Glupczynski, both C&T doctoral students, presented there with Celia, and the three later wrote a chapter based on their talk. With Anne Haas Dyson, of Michigan State, Celia has just completed a book on case study research in language and literacy (one of her sabbatical projects); it should be available in April of 2005. The fall has been punctuated by NCATE tasks in the Preservice Integrated Early Childhood Education Program, which she coordinates with Susan Recchia. This semester Celia enjoyed teaching the language and literacy course in the program with doctoral student, Andrea Honig.

MICHELLE GENOR would like to take this public opportunity to count her many blessings: Looking back almost four years, she realizes that the best life decision she ever made was to join the Department of Curriculum and Teaching. She is honored to have worked alongside colleagues who are undoubtedly leaders in their respective fields. Recently, she is especially appreciative of these colleagues’ support in her decision to leave Teachers College at the end of the school year. Although she sees this turning point as an exciting next step in life, it is also bitter sweet since it means saying goodbye to so many good friends. Despite her impending departure, Michèle looks to the New Year as one full of opportunities. She continues to be grateful for the collaborative work within the Elementary Preservice Program and looks forward to a semester of continued work with future teacher leaders/change agents – something we need so drastically in today’s schools. Lin Goodwin and Michèle look forward to attending this year’s AACTE conference in February where doctoral students from their Spencer seminar on teacher education will be presenting their research. Michèle also plans to continue her collaboration with her talented school-based colleagues in the Professional Development School Partnership and is thrilled to welcome Steve Stoll as the new Director. She is excited about the possibilities that his leadership brings to the partnership. At this point next year, she will once again be counting her blessings -- for the friends she knows she will miss terribly.

A. LIN GOODWIN made it through another NCATE-filled year (at the cost of an additional 100 -- at least -- gray hairs). The spring was particularly intense because of many other responsibilities on top of NCATE, but the fall has been remarkably calm because Lin was not involved with the preservice elementary program for the first time in her academic career. While her hiatus from the program is only temporary, the change was very pleasant and gave her the opportunity to teach different (and new) courses for inservice teachers and doctoral students. Lin continued to work with the Afghanistan Education Project and collaborated with Michèle Genor to develop a five-year plan for teacher preparation and professional development, and also wrote a plan for the conceptualization and implementation of a National Academy of Teaching. Her trip to Afghanistan was a powerful reminder of how privileged we are in this country and how much we unconsciously take for granted that basic supplies -- like paper and pencils -- will be in place. She is working on the third volume of the research anthology on Asian American education with colleagues Russell Endo, in Denver and Clara Park in California, which has an expected spring 2005 release date, and recently published an article exploring the perspectives of teacher educators of color in Issues in Teacher Education. Her biggest news is that she is days away from sabbatical and anticipates that next year’s newsletter will be full of reports of her adventures during her year away. She continues to hope for a peaceful world, and sends each of you wishes for good health and many happy times.

It has been a particularly busy year for BRITT HAMRE. It is amazing to her to be here for a second year working as a professor in the Elementary Education Program. Last January, she moved to Brooklyn and is enjoying the commute which allows her time to listen to music while she is reading for classes and scholarship. Now and then are a few moments of pleasure reading too, but those are few and far between! On June 22nd, Finn Tenzin Hamre-Myers made his debut and life has been nothing but joy! Thankfully, her sister Kaaren moved from Florida to live with her family and care for Finn while Britt is up at TC pursuing new research and continuing various writing projects. She and her family hope everyone has a lovely holiday and beautiful new year.

This has been an eventful year for TOM HATCH and his family. Sarah (or "Stella" as she's called informally, there were already too many Sarah's in the family...) was born in June. They all moved to Hastings-on-Hudson (only 3 doors away from Ann Lieberman's old house) in August, and then Tom started his second year at TC and NCREST in September. Tom continues his efforts to develop multimedia websites that document teaching with diverse students in the New York area (contact him if you know of any good teachers who might like to have their teaching documented). Several of those sites will be available on the NCREST website shortly:
http://www.tc.columbia.edu/NCREST/ . Recent co-authored publications include "Building knowledge for teaching and learning: The promise of
scholarship in a networked environment” in the September issue of Change Magazine and “Crafting coherence: How schools strategically manage multiple, external demands” in the November issue of Educational Researcher. Forthcoming publications include a collection of new and previously published works by teachers, "Going public with our teaching: An anthology of practice" (to be published in the spring by Teachers College Press), and an article with an overly ambitious title, "Expertise, credibility, and influence: How teachers can influence policy, advance research and improve performance" (to appear in the June issue of Teachers College Record).

LISA HERTZOG is in her third year of doctoral studies and her third year working as an instructor and supervisor in the Elementary Preservice Program. This December she is traveling to Germany to spend Christmas and New Year's with her brother and his family in Reit im Winkl, a small village in southern Bavaria. She's looking forward to good German sausages, strudel, beer, and sled rides with her nieces and nephew.

MIN HONG wishes everyone a warm holiday season and a healthy, happy new year!

STEPHANIE JONES joined the faculty this fall after completing her Ed.D. in Literacy at the University of Cincinnati. Stephanie’s research interests include the intersections of class, race, and gender in identity construction and school achievement broadly within high-poverty communities, with particular focus on literacies at home and in school.

During the year, she has been named Associate Dean for Policy and Director of the newly-formed Office of Policy and Research at Teachers College. In this capacity, Lynn is working to advance the policy and research work of the institution. She continues to focus on directing the early childhood policy concentration, which continues to welcome new students. With Jeanne Brooks-Gunn she co-directs the National Center for Children and Families. Together they received numerous grants, including an award from UNICEF to work in several nations developing child indicators. They continue to co-direct the Head Start Quality Research Center. Thriving, the National Center now has fifty affiliates and twenty-eight grants and awards.

Lynn continues to teach the Federal Policy Institute and Early Childhood Policy courses. She also teaches a Spencer seminar linking research and policy. Her research includes work on standards and assessments, along with the creation of a policy audit that is being piloted in several states.

On the national level, Lynn has been awarded the Distinguished Services from the Council of Chief State School Officers and serves as a distinguished senior fellow with the Education Commission of the States, working on the Commission’s priority on early learning. In this capacity and in her own work, she continues to collaborate with governors, legislators, and policymakers throughout the nation. She also lectures on early childhood and family policy nationally and internationally. This year her work has taken her to Turkey, Jordan, the Philippines, Brazil and China. She has published numerous articles this year, and strives passionately to apply her research to the advancement of public policy for young children and families. In what free time she has, Lynn sails (exuberantly), travels (spontaneously), and continues to be enthralled with the unlimited bounty of New York and Connecticut.

ELAINE KANAS is now in her second year of her "new" job as Assistant Superintendent of Instruction and Personnel in the Carmel Central School District. She continues to enjoy the challenge of working with her teacher and administrator colleagues there to develop and support an articulated K-12 Curriculum for 5,000 students. Her daughter Miranda is now a sophomore in the Creative Writing Program at SUNY Purchase. Son Colin graduated from St. Bonaventure University in May 2004 and was also commissioned at the same time as a second lieutenant in the Army. He finishes Officers Training School (Chemical Corps/Military Intelligence) this December and goes overseas in January.

MICHELLE G KNIGHT is blessed. She has the love of family and friends, good health, and a thankful spirit for the support of departmental colleagues and staff, graduate students, and mentors across the nation who walked with her on the journey to being awarded tenure this year. Her wish for all of you is that some of your dreams may also come true in this next year.

BONNIE KEILTY is very happy to have joined C&T this year as Assistant Professor of Education in the Early Childhood/Early Childhood Special Education Program. She is very encouraged by the possibilities of the integrated early childhood program for preparing teachers to support all young children. Bonnie is teaching two courses with the preservice students this semester and will teach two in the Spring as well. She is enjoying interacting with the graduate students and exploring with them the field of early childhood. She is also busy learning about the various early childhood programs in New York City. Bonnie was recently published in the journal Young Exceptional Children. Her article was entitled, “Mastery motivation: A framework for considering the ‘how’ of infant and toddler learning.” Another article will be published in the Journal of Pediatric Nursing early in 2005, entitled, “Caregiver-child interaction in infants and toddlers born extremely premature.” Despite moving to New York, Bonnie is completing her term as President of the Connecticut subdivision of the Council for
exceptional children, division for early childhood (dec). she is also on the governmental relations committee of national dec which, with the reauthorization of idea, has been keeping her and the rest of the committee very busy. bonnie continues to work with the connecticut birth to three system, with which she provides training in home visiting, assessment and observation for professional development. she and her colleagues at birth to three created an observation instrument that early intervention program supervisors will use for both professional development and certifying practitioners for the state’s early intervention credential. she is also creating a study guide for early interventionists taking the examination portion of the state credential. bonnie’s research interests include: early intervention service delivery, home visiting, early childhood inclusion, family confidence and competence in supporting young children’s learning, and early childhood personnel preparation. she is extremely excited to continue her research and collaboration with early childhood professionals here at tc and in new york.

lori langer de ramirez would like to wish everyone a joy-filled holiday season. this is her seventh and final year teaching her course, “teaching and learning in the multicultural classroom” and she would like to thank all those students and teaching assistants over the years who have contributed so much to its success.

lori is currently working on a textbook about multicultural education for prentice hall. the tentative title is voices of diversity: teacher, student and parent stories from the multicultural classroom. the book touches on a variety of issues regarding diversity in schools and contains a review of theory, narratives, activities, projects, and resources. she is looking forward to its release in 2006.

nancy lesko spent six months of 2004 in durban, south africa -- teaching and doing research on youth involved in hiv/aids community activism. she is exploring if and how sexuality-centered citizenship alters dominant ideas about citizens, civic education, or youth. her work was supported by a fullbright grant.

kristin may-galvin joined the program in early childhood special education this summer as an instructor for the seminar in student teaching and as a student teacher supervisor. she continued this position during the fall semester in addition to pursuing her doctoral studies. kristin also continues her work in connecticut as an early intervention teacher and program coordinator of the ‘intensive support team’ for children with autism.

heeral mehta is in her third year of doctoral studies in the learning dis/abilities program. this year has been rewarding, not only academically, but careerwise, also. she has presented a paper at the disability studies in education conference, in ruston, louisiana. in addition, she has had two papers accepted for presentation during the aera 2005 conference, montreal, canada.

heeral continues to teach c&t 4001, “teaching students with dis/abilities in an inclusive classroom.” she was recently honored to have received a teaching award from teachers college.

heeral mehta extends warm season greetings to one and all. have a happy, healthy and prosperous new year!!!

chris mullin is currently a graduate student in curriculum and teaching. he is focused on evaluation policies as they define teaching and contribute to teacher development. currently he is an instructor in the elementary preservice program and thoroughly enjoys the collaborative effort put forth in the development of future teachers.

you could never tell from her busy schedule but diane newman is retired, yet she maintains a full schedule pursuing her professional interests. this is her third year teaching the course, educational assessment of students with learning dis/abilities, for curriculum and teaching. she enjoys sharing with the students information about formal tests. this coming spring she will give a presentation at the 2005 cec annual conference in baltimore on designing instruction for autistic youngsters with problem solving difficulties. diane is glad to be part of the tc community.

after teaching for 25 years, cela oyer enjoyed every minute of her year-long sabbatical in 2003-04. she began by traveling to thailand and japan, where she taught in the tc tokyo program for three weeks. she then settled into the zen center of syracuse from september through june, where she practiced meditation, yoga, and perfected the art of taking uninterrupted afternoon naps. cela admits she also worked on the book she and tc students -- britt hamre, carine allaf, leslie gore, scott howard, jen lee, and barbara wang -- wrote: learning to teach inclusively: student teachers’ classroom inquiries (due out from erlbaum associates in 2005). when pressed, she will also confess to continuing her project on teachers who develop pedagogy around social action projects, and when asked, will tell you about an amazing week she spent in chicago collecting another case study for her book titled, because we have to speak out: curriculum for social action. the fifth grade classroom students she learned from were trying to get a new school built for themselves; the school board had promised it years ago; the current one was beyond disgrace. but the resiliency and vision of the teacher and students at byrd elementary renewed her hope that classrooms really can become sites of possibility -- even under the current regime that seeks to replace learning with compliance, teaching with testing, and schools with for-profit companies.

vicky puig has enjoyed another year of teaching and learning in the integrated program in early childhood and early childhood special education. she is grateful for the many opportunities she had this past year to think, collaborate, and especially travel with colleagues. vicky extends warm wishes to the tc community and their families for a year of peace, happiness and growth.
SUSAN RECCHIA has been delighted with the growing interest in our new Early Childhood programs, and busily preparing, along with the Early Childhood Team, to have them reviewed by NCATE. She continues to enjoy the many opportunities that TC provides for interacting intellectually with so many interesting students and colleagues. She wishes you all a joyful holiday season and a new year filled with exciting challenges.

D. KIM REID is particularly pleased that, with Alicia Broderick's joining TC in September, we once again have a fully staffed LD faculty. In October Kim and several TC LD/DSE doctoral students presented a panel at the World Congress on Comparative Education in Havana, Cuba. A number of doctoral students also presented at the national Second City Conference on Disability Studies in Education in Reston, LA, and will also be presenting at AERA in April. Several now have publications here and in Korea. She is extremely proud of Heeral Mehta who won a teaching excellence award this year. An article Kim wrote with Jan Valle is featured in the Nov.-Dec. issue of the Journal of Learning Disabilities. Eleven commentaries and a synthesis article by scholars from Canada, England, and the United States appear in that and the Jan.-Feb. issue. She also has a critique of NCLB written with Lynne Bejoian in press in Equity and Excellence in Education. Several additional articles and chapters with Alicia Broderick, Waseem Mazher, Heeral Mehta, and Jan Valle are under review. She and Lynne Bejoian, supported by their gift from the Baldwin Foundation, are in the second year of mentoring doctoral students Sue Baglieri and Jacqueline Leber in conducting research on graduate students who identify as LD. Kim still co-chairs the Columbia University Faculty Seminar on Disability Studies with Simi Linton and is planning with David Connor and Jan Valle and a committee of hardworking volunteers to host the national Second City Conference on Disability Studies in Education at TC this coming May.

LINDSEY RUSSO recently joined the Early Childhood Preservice Program as a full-time Instructor and began her doctoral studies in the Early Childhood Department. She finds that her experience teaching all age groups, from preschool through graduate level both here and in Great Britain, is extremely helpful in supporting her students in their first student teaching experience -- it is immensely enjoyable and rewarding. She would like to thank everyone who has made her feel so welcome this past semester and for patiently answering her many questions. It has been a year of many positive changes, including watching her older daughter begin a new stage in her life as a first-year student in University. Lindsey wishes everyone a happy, healthy 2005.

ANNE SABATINI’s experiences in both Reggio Emilia and Kabul, Afghanistan, were unique. In both settings, the people were impressive -- happy, optimistic, warm, friendly, and receptive to Teachers College’s philosophy and educational foundations. By contrast, Reggio Emilia’s content was rich in resources (including organic fruits and vegetables); Kabul’s was painfully impoverished. However, Afghans believe in the phrase, “We shall overcome.” Holding on to these images in 2004, she extends hope to all in 2005.

NANCY SALL is excited to be teaching again in the Program in Early Childhood/Early Childhood Special Education. In her new position as a full-time lecturer, she has immersed herself in teaching courses and in supervising student teachers in the field. This year brought a new experience of co-teaching a seminar with Kristin May Galvin, which has been wonderful. The courses she teaches are extremely gratifying and she thoroughly enjoys sharing her experiences as a former teacher and researcher. Getting back into the NYC schools, after years of conducting research in these institutions, has been stimulating and interesting.

Nancy has also been busy this year as Board Member for a non-profit family support organization, the Rockland Parent Child Center. She has been serving as the Program Chair, and has organized several parent classes, workshops and support groups for parents of infants and young children. Without a doubt, her work with parents through this organization has positively influenced the way she approaches teacher training.

FRANCES SCHOONMAKER continues to teach the department’s doctoral core. Her Spencer seminar for doctoral students on spirituality and children’s literature has been fun and rewarding. The group of seven doctoral students is developing some ideas about children’s spiritual insights. They will be presenting a symposium at AERA in Montreal this year. Fran has also been working on a research project with an upper elementary school in Western Oklahoma and made three trips to Kabul to work on Standards for Primary School Teachers and Teacher Preparation curriculum as part of the TC Afghanistan Project. All this travel has her suffering from time-zone confusion. She cheerfully anticipates recovering during her sabbatical beginning in January.

MARJORIE SIEGEL was surprised to learn that department chairs can spend all day answering emails and writing memos! Thanks to the encouragement, wise counsel, and patience of all department faculty and staff, she managed to survive her first semester as Department Chair! Marjorie’s teaching and research continue to focus on the intersection of literacies, technologies, and children’s lives. She spent 2003-2004 conducting research in a NYC kindergarten classroom and is currently working on data analysis with a devoted group of C&T doctoral students who’ve received support from the department’s Spencer Research Training Grant. The group will present two papers at the Midwinter NCATE Research Assembly and AERA: “Discursive Tensions and Multiple Positionings in a Mandated Balanced Literacy Curriculum” and “Assembling Literacy: Kindergarten Children’s Practices and Identities Across Writing Workshop and Computer Lab.”

A highlight for SUSAN STIRES this fall was presenting at NCTE with M. Ed. student, Alison Covello. First, Alison talked about her teacher research findings on integrating content and literacy learning in her South Bronx
classroom. Susan then presented her findings on the teaching and learning that took place during the time Alison conducted her integrated study. Another highlight has been teaching the seminar for the master’s action research project this fall, along with children’s literature and the pre-service course in reading and writing. Writing about English Language Learners, consulting, and taking care of family matters round out another intense, but productive year.

**LALITHA VASUDEVAN** is thrilled to be a part of the Curriculum and Teaching department this year as a Postdoctoral Fellow! She graduated earlier this year from the University of Pennsylvania after defending her dissertation titled: “Telling different stories differently: The possibilities of multimodal (counter)storytelling with African American adolescent boys.” Having recently presented her research at the International Literacy Conference at Penn and at the American Anthropological Association, Lalitha is returning to work on an article about new methodologies for literacy research with youth and a visual essay that builds on the same topic. She is also looking forward to upcoming presentations at the NCTE Assembly for Research and AERA, as well as in the classes of her TC colleagues. In addition to writing (and writing and writing…!), this transition from Philadelphia to New York has also meant forming new working relationships. At present, Lalitha is participating in an interdisciplinary research group in association with IUME. The group includes Angela Grice and David Wall Rice, who are also new Postdoctoral Fellows, and together they are exploring the narratives of African American males. In the spring Lalitha will be teaching a course titled *Adolescent Literacies and Multimodality*, in which she hopes to build on the ideas of narrativities and storytelling with students by exploring how youth engage a variety of media and technologies as they make and perform meaning in their lives. She will also bring these questions to her evolving study of stories and literacies in the lives of youth who are currently straddling the justice and education systems. Lalitha would like to thank everyone in the department who has been so helpful in making this transition a wonderful and exciting one, and for making her feel truly welcome. Over the holiday, Lalitha will attend to one area of research that is need of attention: exploring this fabulous city! She wishes everyone a restful break and peaceful new year.

**RICHARD WIENER** continues his work as principal of one of the premier middle schools in New Jersey. Applying the research on school reform, the staff at the Eric S. Smith Middle School in Ramsey, New Jersey, has created a model middle school, which has an interdisciplinary approach to teaching, block scheduling, progressive teaching practices, and a strong program in character education. This year’s staff development focus is based on the analysis of student work by collaborative teaching teams, similar to “critical friends groups.” Rich has recently been working on ways to promote democratic practices at the middle school level. He is establishing a network of middle school student leaders from various middle schools throughout Bergen County. The second annual Student Government Summit will address topics related to social responsibility, community service, student leadership, and local and national affairs. The keynote speaker will be Congressman Scott Garrett.

Richard received his doctorate from the Department of Curriculum and Teaching, Teachers College, in 1986. He is an adjunct professor in the Department and currently teaches the supervision course, C&T 4051. Richard was acknowledged this year for his contribution to Teachers College, receiving “The Outstanding Teacher Award.” Richard has provided graduate students an opportunity to see how educational philosophy, theory, and research apply to the practical and complex world of the principalship. His interest in educational philosophy, and in particular the work of John Dewey, has given students insight into the promise of educational institutions and their role in advancing a just and caring democratic society. Richard is preparing to write a book on educational philosophy and school leadership. Richard lives with his wife Pamela (a fourth grade teacher), his son Alexander, and daughters Brielle and Jeneca in Allendale, New Jersey. Richard is a huge fan of Teachers College and thanks everyone at the College for the support and generous help graciously given throughout the year. He wishes all a healthy and happy New Year.

**LESLIE WILLIAMS** has continued to participate this year in our new Integrated Program in Early Childhood/Early Childhood Special Education (M.A. Preservice). In May, we had a number of graduates from our first cohort, and in September we welcomed a new cohort of students to that program. Leslie has very much enjoyed co-teaching the core course for the program, loving the challenge of creating a new course and working through its inevitable revisions.

Of equal interest to her has been her continued work introducing advanced students in early childhood education to international concerns. This year, she was one of the C&T ECE/ECSE faculty members accompanying a large group of our students and recent graduates who presented at the Reconceptualizing Early Childhood Education conference in Oslo, Norway, in May. In June she escorted another group of students to Japan where they participated in the Ninth Exchange between the Rita Gold Early Childhood Center at TC and the Hiroshima Independent Day Nursery Association.

And of course, she continues her deep association with the Rita Gold Early Childhood Center at Teachers College, where she and Susan Recchia are the faculty co-directors (with Isabel Belinka, On-site Coordinator). We have continued to see wonderful growth in the Center’s programs due to its excellent caregiver/teacher staff. We now have three classrooms operating (infant, toddler and preschool), along with a program of professional preparation integrated with our departmental program, a research program, and an outreach program.

Finally, Leslie co-authored with Susan Recchia an article on infant mental health that is due to appear this year. It
has been a happy and productive year. Leslie wishes you all the best for 2005.

The Hollingworth Center is on the threshold of its 25th anniversary, and LISA WRIGHT, the Center’s director, is celebrating her 18th year at Teachers College. The service, demonstration, research, and outreach work in which Lisa is happily involved continues to serve the Teachers College community; and teachers and children in Region Ten. The graduate students, as always, are central to work of the Center and Lisa continues to be enriched by their vibrancy and commitment. This year, over 200 Universal Pre-K teachers are participating in staff development sessions sponsored by Hollingworth, and 200 children at P.S. 36 are enjoying interdisciplinary enrichment opportunities designed and taught by the Center's staff. The Hollingworth Preschool has undertaken a number of service projects this year, and among other events, has delivered bountiful breakfast foods to the local soup kitchen. In July, the 180 children and graduate students in the summer science program raised funds to help address the environmental concerns of the neighborhood’s river, the mighty Hudson. The Hollingworth Center continues to focus its work around the word “Community.”

Lisa's family continues to bring her great joy. Matthew and Alexandra marked a huge milestone when they celebrated their tenth birthday in October. Where did the past ten years go? Lisa and her husband, Joe, wonder. The children are avid readers, thinkers, and doers. Alexandra loves to cook and garden and may one day give Alice Waters a run for her money. She recently made fudge and sold it to raise money for the children in Sudan. Matthew is an enthusiastic historian and artist. He has become a movie buff, keeps up with the list of children's bestsellers in the Sunday New York Times, and loves Harry Potter legos.

Being ten is an adventure for the whole family, and from what Lisa has been told by friends at Teachers College, the next several years should prove to be very interesting with middle school around the corner! Lisa wishes everyone peace and community in the coming year.

It’s been 28 years since KAREN ZUMWALT taught two new courses in one semester. Thanks to New York State’s re-registration of teacher education programs and the upcoming NCATE visit, the long desired overhaul of our inservice (now professional certification) masters program was unveiled this fall. Karen and a seminar of doctoral students worked last spring on designing two interrelated courses: Critical Perspectives on Elementary Education and Master’s Action Research. The three TC stances developed for NCATE accreditation form the framework of the courses: teaching as inquiry, teaching as curriculum making, and teaching for social justice. The social justice stance was informed by the work of a 2003 Spencer collaborative research seminar in which Karen and another group of doctoral students assessed what teaching for social justice meant to TC teacher education faculty and graduating student teachers. This work resulted in presentations for seminar members at AACTE and AERA this year.

Karen also wrote the final chapter, “Choosing to make a difference,” in a book co-edited by TC social studies professor Margaret Crocco and Art Costigan, Learning to Teach in an Age of Accountability (2004, Lawrence Erlbaum). Coming to publication in spring 2005 are two comprehensive chapters Karen wrote with doctoral student Elizabeth (BC) Craig for the AERA Panel on Teacher Education. One chapter looks at research on the demographic profile of teachers while the other looks at indicators of quality.

For service, Karen’s work has been dominated by being chair for the second year of the faculty elected Finance, Facilities and Support Services Committee, which entails membership on a plethora of other college committees. On the home front, Christina, is having her second post-college “gap” year seeing education from the school bus driver’s perspective. Scott, a junior at Georgetown, had an exciting internship this fall as Deputy Youth Outreach Director for the Kerry-Edwards campaign. Struggling with the outcome, he wrote, “There is nothing more democratic and honorable than a person who stands up for their values and beliefs. Because in the end, no matter what, the true victor is always the one who puts it all on the line, win or lose -- who recognizes that his or her contribution was not futile, but everlasting.”