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THE CHALKBOARD

The Newsletter of the School of Education, Brooklyn College



How Does Your Garden—and Your Life—Grow? The College Now Experience

Wilda Gallagher, Chalkboard editor;
with College Now Director Pieranna Pieroni

Housed inside the School of Education, the College Now (CN) office has been a hive of activity for years, yet few of us outside the hive are familiar with the program and what it offers to college-bound high school students. Pieranna Pieroni, director of College Now, and I sat down to a working lunch recently to talk about the CN programs.

College Now has been in existence for twenty-five years, starting its life at Kingsborough and LaGuardia community colleges as a preparation program for mid-range high school students who needed encouragement to view themselves as college-bound. Now, college preparatory and college-credit classes are offered to students from participating New York City high schools through all the undergraduate CUNY campuses and are dedicated to providing the academic and social experience that will accustom students to college culture. What is unique and valuable about the program, remarks Pieroni, is that it provides a bridge for students who might otherwise lack the academic and social skills necessary to negotiate the crucial freshman year of college by providing them access to an authentic college experience while they are still in high school.

Although information on the program's mission and history is available from various sources, Pieroni and I agreed that the

CN experience could be captured best by attending CN-sponsored college-level cohort classes that are offered on campus to participating eleventh- and twelfth-grade Brooklyn public high school students.

Sociology Rules!

I visited Instructor **Judie Guild's** sociology class, held at the dinner hour for students from Brooklyn College Academy, the High School for Democracy and Leadership, and Midwood High School, among others. Her students are studying social problems from the perspective of sociology, and a fat book of essays on the subject constitutes part of the required reading. In addition, students must write "response papers" to every reading assignment. Guild queries the students on their papers, getting to the basics: Response papers do not address what you've had for breakfast, what your friends did outside of class, or what is happening on YouTube;

rather, they are written responses that show you have read and retained the assignment. Guild explains that, as opposed to a typical high school class on the same subject, her course requires a college-level reading load with an increased emphasis on daily writing.

Guild begins a discussion of the assigned essay, Horace Miner's *Body Rituals among the Nacirema*, a detailed account of body modification as spiritual practice, by asking the class to define the word *culture*. With Guild's encouragement, students venture a few definitions. The conversation flows back to the



It didn't come from a package: In College Now's summer Community Roots program, students grew their own produce and savored the results.

Greetings from the Dean The Ivory Tower Has Doors and Windows



What a country! This has been an exciting time for our campus and those in our communities who have exercised their rights as citizens of a democracy. Our students, too, have been involved in deep conversations about the educational issues our new president will have to resolve, as

well as engaging with faculty and our school and community partners in exploring the many ways educators can become active and informed citizens.

In this issue of *The Chalkboard* we continue to fill you in on our successes! We are thriving in our work with area high school students and are very optimistic about the potential to increase the number of students who are college-ready. The opportunities, plentiful through College Now, are no longer limited to course work but engage adolescents in grassroots community activism—gardening and greening.

Our graduate art education students experienced an interdisciplinary approach, using elements in a natural setting to create transformative images that “tracked” human impact on the urban landscape. The intersection between art and ecology at Brooklyn’s Prospect Park is a stunning example of one of many place-based learning activities that the School of Education is incorporating into the curriculum.

Our science education and geology faculty also extended their work with New York City earth science teachers this summer beyond the classroom walls and into our grand institutions—the National Parks of New York Harbor, the American Museum of Natural History, and the Prospect Park Alliance, to name a few. Hands-on experiences enhance the knowledge and skills needed to create highly motivating learning environments in our local schools and beyond.

As 2008 comes to a close, we also celebrate our faculty’s accomplishments and their presentations both globally and locally. We ask that you join with our team of teacher-researchers to meet the challenges facing our public schools and to improve practice. Let us move forward as one to ensure that everyone can reach their highest potential—“Yes we can!”


Deborah A. Shanley
Dean, School of Education

students’ own experience and the first brick of understanding is set down: Culture is what gives value and meaning to our common experience. Thus, we view other cultures through the filter of our own cultural values—culture-colored glasses, so to speak—which explains why the body rituals of the Nacirema seem strange to us, but not to the Nacirema.

Students review another provocative essay, Anne Fadiman’s *The Melting Pot*, which describes the experience of a Laotian Hmong family of asylum-seekers. The story depicts the non-Americanization of these rural farmers, whose cultural values were so far removed from the American model that they might have been transplanted to the moon, and whose only wish was to be left alone. Guild floats a question—Is assimilation a universal good?—and asks students about their own family life. One immigrant student says that his parents didn’t want him to “become American” for fear it would



Stress is deconstructed in Instructor John Roberts’s class on health and behavior.

undermine their authority and destroy the bond between them. Another student says, “My name is José but my family calls me Joe, and that makes my grandfather upset.” A third student remarks, “People can accept your culture until they get mad at you, and then they start calling you derogatory names.”

Guild summed up the session by framing the day’s discussion in the language of sociology: “We define what we see as ‘normal’ in relation to what we as a society see as ‘problems.’ Sociologists define these problems as ‘socially created.’ What do you think are social problems in our American culture?”

We All Experience It, Now Let’s Study It!

Stress: “We can’t live with it and we can’t live without it,” goes the old saw. Instructor **John Roberts**, of the Brooklyn College Department of Health and Nutrition Sciences, teaches a college-level class that addresses the health and behavioral issues facing today’s youth and their families and society.



Roberts begins with a description of stress, helping students to understand that a certain level of it is necessary to identify a physical threat, to win a race, or, for that matter, to get up in the morning. A round of stress-relieving giggles surrounds the



Above: College Now student Hubert Stanley Charles.

Right: College Now Director Pieranna Pieroni and Student Affairs Coordinator Jennifer Mayzus.

exposition of the subject. Roberts emphasizes that the goal of studying and responding to stress is to become “stress hardy.” To that end, students have been plotting their personal stressors on their own “stress maps,” a graph that plots stressors, physical symptoms, and coping responses on a scale from low to high.

Students break up into working groups to examine each other’s charts. They share the revelation that stress and coping levels can be totally different from one person to the next. Roberts encourages the students to take this to the next step, instructing those who are “burned out” in more than one area to seek out those who are “high coping” in the same areas. I ask the students in my group what they would take away from today’s exercise. “I’m going to copy this chart and administer the test to my entire family,” one announces.

Later on, relaxing in the CN office, student **Hubert Stanley Charles** remarks that he didn’t understand until now that stress was something you could look at and do something about. A native of Haiti who has been in the United States just three years, Stanley has dealt successfully with multiple stresses without knowing the mechanics of coping. As for this reporter, I headed for the nearest copy machine to administer the test to my colleagues.

The Community as Classroom

Looking at the successful grant proposals Pieroni wrote in support of current College Now programs, I remark that community life appears to be flowing into the lifeblood of the CN experience. For instance, Lost Histories, a new collaboration between College Now and faculty from the Brooklyn College Library, the English Department, and Brooklyn College Academy, uses student-centered approaches to investigate artifacts, objects, and spaces in danger of becoming “lost” and to establish living history archives at each school site that students and teachers can use and build upon over time.

Pieroni agrees the classroom-to-community connection is a major focal point of the program. She points to College Now’s

Community Roots initiative, in which she has, for the past five years, offered summer courses ordered around hands-on activities in the Campus Road Community Garden at Brooklyn College, visits with other grassroots organizations, and structured community explorations. The program gives students firsthand experience working on a shared project in a local



community. Students spend two mornings a week maintaining five organic garden plots, taking responsibility for every stage, from cleanup and bed preparation to harvesting and composting. Ultimately, students prepare meals made with the fresh, local produce they have cultivated. Pieroni notes that these classes contribute to a larger discussion of nutrition, food security, green space, urban planning, and the ways in which ordinary citizens address these and other issues in daily life.

Green awareness is growing both in the CN community and the University at large. Pieroni was recently named to represent Brooklyn College on the CUNY Summit on Sustainability. Council members from CUNY’s twenty-three colleges, along with representatives from more than a dozen committees, will address green information technology, facilities, energy consumption, and more.

How Do These Gardens Grow?

Well and heartily, we agree. Pieroni has a holistic view of the college experience that stresses how essential it is to prepare and nurture college-bound students so that the skills and knowledge they gain from higher education can ensure their future participation in a democratic society—a garden of many and various blooms.



Human Tracks in the Urban Landscape: A Site-Specific Art and Ecology Project in Brooklyn's Prospect Park

Linda Louis, assistant professor, K–12 art education

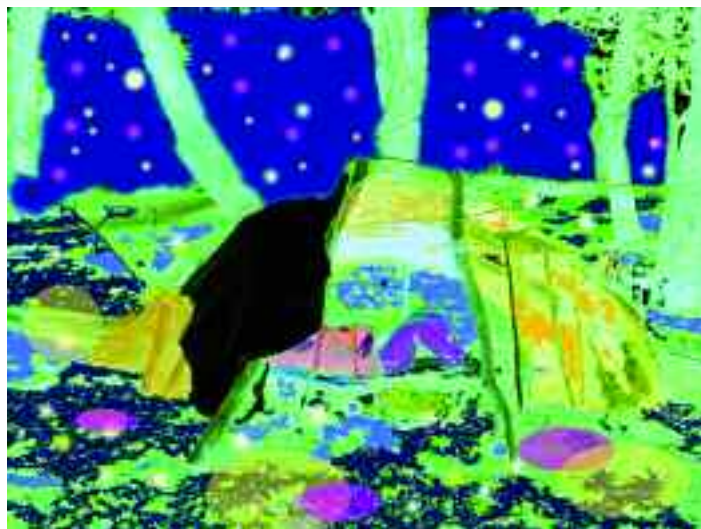
What do children and adolescents learn when they make art? How is art-making a path to learning? What constitutes evidence of artistic learning? These were some of the questions that teaching artist **Dina Petrillo** and I hoped to address as we planned last semester's culminating activity for EDUC 722.17, Advanced Curriculum and Pedagogy in Teaching Art.

The resulting project, "Human Tracks in the Urban Landscape," received funding from the CUNY COMPACT and made it possible for twenty-five students and recent graduates of the master's program in art education to participate in a comprehensive, hands-on experience in planning an interdisciplinary curriculum.



Photo by Maggie Suisman

"What if the majority of the earth's population was wiped out by a natural disaster? Would people still want to nest? Would the survivors find shelter in the park, using garbage—bottle caps, plastic bags, forgotten sweatshirts—to define and decorate their personal space?"



Artwork by Elizabeth Deull

"I utilized abstraction and exaggeration to alter the elements of nature in the photos, to evoke the surreal visual and emotional tone. In Photoshop, you can paint something or move something around and layer it in ways that you perhaps wouldn't have thought of."



Photo by Claire Keller

"I came upon the remains of a tree that had been cut down recently, sacrificed for utilitarian and aesthetic purposes of the park. I memorialized it by arranging wood chips and leaves still green with life into an image of a tree. I think high school kids could really get into the idea of park as metaphor."



Artwork by Claire Keller

"After using the material of the tree itself to make an artistic statement, it was quite a challenge to think in terms of digital images. Photoshop allowed me to pop out certain visual details that heighten the 'drawn' feeling of the burial scene."

Pedagogical foundations

Insofar as the visual arts invite unanticipated and highly personal responses to materials and events, art-making represents a form of inquiry. For the arts to maintain a position of relevance at a time when emphasis is being placed on outcomes-based forms of instruction, the educational value of this kind of active inquiry must be articulated and documented. In order to encourage our students to think about art-making as an innovative teaching strategy as well as an expressive activity, we challenged them to design an interdisciplinary curriculum that integrated art and ecology. Too often interdisciplinary activities incorporate the arts

photographing existing “human tracks” in the park’s natural landscape. Working individually and in small groups, they created simple, spontaneous on-site sculptures that expressed their responses to what they had seen. Thus, their artistic responses to human tracks in the landscape, which ranged from quiet observation to celebration, indignation, grief, imitation, and appropriation, became additional “human tracks” in the urban environment. This phase of the project ended with students returning to their ephemeral installations after a few days to record what had happened to them.

In the studio, students digitally transformed the images and



Artwork by David Askew

“The more philosophical contemplations of the day led me right back to art and why humans have continued to really need art for expressing their ideas through a physical, essential language.”



Photo by Brian Dulaney

“We noticed that the trash was thrown on the ground agonizingly close to the trash can. Why couldn’t they have taken those last few steps? So we developed radiating lines of natural detritus, creating natural pathways to help the errant trash find its way home. The creation of the piece helped us explore the indifference (or general lack of awareness) that people have in regard to their impact on their surroundings.”

in ways that result in experiences that are more “fun” than meaningful. We wanted our students to draw upon art’s potential as a method for learning so that they could utilize it as teachers and as lifelong learners.

The project

We envisioned this project as taking place outside the classroom and chose Brooklyn’s Prospect Park as the locale. The park was an ideal setting because it is both a natural environment rich in plants, animals, and geological and aquatic features, and a designed environment filled with evidence of the architects’ intentions and the presence of visitors.

After some preliminary language and skill building in digital media, the class convened in the park to observe and respond visually to evidence of human intervention in a natural setting. Informed by the personal, ecological, and aesthetic concerns derived from their previous studio work, students began

videos of their installations, added soundtracks, wrote poetry, and even recorded newscasts that “tracked” the results of their encounters with human impact in the urban landscape. Their multimedia creations provided a foundation for the elementary and secondary curriculum units they subsequently developed.

A picture is worth a thousand words

The project gave our students an opportunity to experience art-making as an active method of inquiry. As one student put it, “Calling attention to the relationship between the natural and manmade worlds is a great framework for examining complex issues and for asking “big questions” about the social, economic, historical, philosophical, natural, physical, and spiritual, as well as aesthetic, worlds.” As future art teachers who need to plan for both intended and emergent learning outcomes, this teaching strategy will help them design curricula that address both what is supposed to happen and what actually happens.

Partnership and Program Updates

New Grants: 2008–09

The School of Education congratulates the following individuals and programs receiving funding for the new academic year:

- To **David C. Bloomfield**, associate professor and program head, and co-principal investigator of the Educational Leadership Program, with the New York City Department of Education and other partners: \$215,000 of a \$3.6 million grant from the U.S. Department of Education for a five-year online school leadership development project. They also received \$144,000 from the Curran Fund for the Archdiocese of New York and Diocese of Brooklyn to be used over three semesters for the Catholic School Principals Academy.
- To **Laurie Rubel**, assistant professor, mathematics education: a five-year, \$625,000 CAREER grant by the National Science Foundation for her research project, "Teacher Learning Communities: Centering the Teaching of Mathematics on Urban Youth."
- To **Betina Zolkower**, assistant professor, adolescence mathematics education, and Elizabeth de Freitas, Adelphi University: a grant of \$439,747 from the National Science Foundation in support of their joint project, "Examining Teacher Discourse and Whole-Class Interaction: A Social Semiotics Model for Mathematics Lesson Study Groups."
- To **Eleanor Miele**, associate professor and program head, middle childhood general science education and **Wayne Powell**, associate professor and chairperson, Geology Department, co-principal investigators: a \$162,285 New York State Education Department grant to support a 2008 NYCEST (New York City Earth Science & Technology) Summer Institute program of credit-bearing courses in geology focusing on content and methods for teaching the middle school science core curriculum for teachers of mathematics and science in grades five through eight.
- To **Carol Korn-Bursztn**, professor, early childhood education, principal investigator: \$154,256 for the fourth year of a \$640,000 Child Care Access Means Parents in School (CCAMPIS) program, which supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services at the Early Childhood Center.
- To **Delida Sanchez**, assistant professor, school counseling: a two-year, \$70,000 Health Disparities grant by the National Institutes of Health Disparities Loan Repayment Program for her research project, "Racism-Related Stress, Health Risk Factors, and Psychological Outcomes among African American and Latino Adolescents."
- To **Hanna Haydar**, assistant professor, adolescence mathematics education, and Maysaa Bazna, College of Staten Island: a \$38,000 CUNY Collaborative Incentive Grant for their project, "Increasing the Participation in Mathematics for Students in Inclusive Settings: Recommendations for Teacher Education."

Dean Deborah Shanley

Dean Shanley has been named to serve on the National Parks Second Century Commission (www.visionfortheparks.com), which was created to develop a plan for the future of the country's national parks system. Chaired by former senators Howard Baker Jr. and J. Bennett Johnson, the roster includes a former governor of Michigan, the CEO of

Earth Goes to Summer School:

New York City Earth Science Teachers (NYCEST) Summer Institutes

Eleanor Miele, associate professor and program head, childhood/middle childhood science and environmental education

While New York State regulations continue to require initial certification in one of the core sciences for teachers of science in middle schools, New York City suffers a critical shortage of certified middle school science teachers. Those few who are certified are most often certified to teach biology and are inadequately prepared to teach concepts in earth science.

To address this need, the NYCEST Summer Institute offers an array of credit-bearing courses that develop a common set of standards-based skills and address a wide range of content within the middle school core curriculum. Educators can choose from face-to-face and online courses that address core concepts in earth science that focus on core knowledge from the New York State core curriculum in science, with an emphasis on inquiry-based learning and

content-specific pedagogy. Courses also address a significant amount of content from the living environment and the physical environment in the context of earth and space science. All face-to-face courses are exemplars of place-based learning.

Supported by funding from the New York City Department of Education (NYC DOE) and the National Science Foundation, the Summer Institute curriculum is designed to explicitly address New York State middle childhood science and earth science content standards by a team consisting of members of the Division of Science of the NYC DOE, experienced middle and high school earth science teachers, informal science educators (American Museum of Natural History, Metropolitan Museum of Art, National Parks Service, Central Park Conservancy, Prospect Park Alliance), and college faculty in geology and education. Each course addresses a conceptual theme rather

than a traditional geological subdiscipline, with assignments aimed at helping teachers create interdisciplinary age-appropriate learning activities for students utilizing city and state cultural and natural resources.



What's in the water? Water testing and analysis were part of NYCEST's curriculum of exploration.

Shanley Named to NPS Second Century Commission

the National Geographic Society, the founding director of the National Museum of the American Indian, and other distinguished academics. "This appointment aligns with my vision to challenge the traditional notion of the ivory tower," says Shanley. "It's rooted in a commitment to cross multiple borders and demonstrate to future educators how

collective knowledge, place-based experiences, and expertise can improve educational practice and policy. This affiliation will benefit the College as well by providing greater access to the resources the national parks have to offer."

Hands across the Planet: The 12th Sino-American Conference on Education

Participating faculty: Deborah Shanley, dean, School of Education; Kathleen McSorley, assistant dean

For the past twenty years, a fruitful dialogue between educators from CUNY schools of education and their counterparts in Shanxi province has been advanced by means of both formal conferences with papers and less formal subject-specific experiences. Outside the structure of planned events, a series of vibrant social occasions are offered. They provide an insider's view of one another's cultural landscape and a space for unstructured camaraderie. This past summer, it was CUNY's turn to host a delegation from Shanxi, which included a visit to Brooklyn's Achievement First Bushwick Charter School (photo, right).



Early Childhood Center Receives Accreditation

Charlene Kohler-Britton, Program Director

In August the Early Childhood Center programs achieved accreditation by the National Association for the Education of Young Children (NAEYC). We commend the great efforts of our student-parent families, board of directors, supporters, and dedicated and talented staff of teachers and administrators whose tireless work made this possible. In its confirming letter, NAEYC commented, "Accreditation represents the mark of quality in early childhood education. To achieve accreditation, early childhood education programs are measured against the most robust and rigorous national standards on education, health, and safety."

Brooklyn College Academy

Nick Mazzarella, principal

BCA students **Philipa Christian** and **Paige Padgett** were selected to participate in College Now/City Council's Model New York City Council project, in which students spend several weeks researching and debating a current issue and then present their arguments in the New York City Council chambers as representatives of one of New York's Council districts.



Hearing-Impaired Mathematics Students Create Problems

David J. Fuys, professor, childhood mathematics education

A Multiplication Celebration was a culminating event for children's work on student-authored math problems at St. Francis School for the Deaf in Brooklyn, where I have been collaborating with teachers during my sabbatical year 2007–08. Students created multiplication story problems that interested them (e.g., about Hanna Montana or A Magical Pink Pony). They acted them out with manipulatives, recorded results symbolically (e.g., $4 \times 3 = 12$), drew pictures or illustrations, and wrote math word problems using the writing-process approach. Students in Ms. Kim's class presented illustrated Math Problem Booklets to students and teachers in three other classes and "read" their problems by ALS signing. The celebration concluded with students in the audience suggesting ideas for their own "math celebrations." I will continue to work in partnership with St. Francis this year, focusing on differentiated instruction with young, deaf children with multiple handicaps and use of SmartBoards for engaging older children in math.

ership



Brooklyn College Academy gets an "A" from the Department of Education. Celebrating BCA's new top rating are (back row): Assistant Principal David Genovese, network leader Jan McDonald, Dean Deborah Shanley, and Principal Nick Mazzarella; front row: teachers Catherine Albergo and Arlene Vargas.



For the past eight years, faculty teams from Brooklyn College have participated in summer institutes, annual conferences, and symposia sponsored by the National Network for Educational Renewal (NNER). This July, the Brooklyn College team attended the NNER's Summer Institute in Seattle. Front row, left to right: Nick Michelli, CUNY Graduate Center; Eiko Fukuda, Brooklyn College History Department; Cletra Peters, BC Academy; Deborah Shanley, Dean, BC School of Education. Rear, left to right: Noel Anderson, BC Political Science Department; Patrick Eckelman, BC Early Childhood Center; David Campbell, STAR High School; and Haroon Kharem, BC School of Education.



The School of Education mourns the loss of our friend and colleague Scott Yates, whose untimely passing in August deprived us of a valued supporter of all things technical. As technical support manager in the College's Information Technology Service Office, Scott consistently championed our efforts to integrate technology into the teacher preparation and ancillary programs. Without his vision, the Booting Up Brooklyn project, which underwrote a \$500,000 state-of-the-art computer lab, would never have been funded. He also provided technical support for the Early Childhood faculty partnership with Kingsborough Community College and was instrumental in providing technical support to the NCATE team during their accreditation visit. We will remember this gentle giant every time we turn on our computers.

News and Notes

Alumni

Amy Basile, M.A., '05, adolescence math education, received a 2008 New York City Teaching Fellow Award for Classroom Excellence. Basile teaches mathematics at Essex Street Academy.



Haiwen Chu, '04, and **Gretel Uicker**, '05, graduates of the M.A. program in adolescence mathematics education, were named Math for America Master Teachers in spring 2008.

Jeremy Nadel, M.A., '08, K–12 art education, received a New York City Department of Education Gotham Gives Back: Teachers of Tomorrow Award in August. Nadel teaches art at Dream Yard Prep in Manhattan.

Kelly Nicholson, M.A. '08, and **Jenna Robinson**, M.A., '08, K–12 art education, created a series of installations, *Stepping Off the Path*, at the Audubon Center in Debs Park, Los Angeles, in July and August.

Teaching Fellows alumna **Kate Zoe Sylvester**, '08, and **Abraham Freud**, '08, special education, presented posters, "The Effect of the Tribes Program on Special Education: Third Grade Students' Reading Comprehension Skills" and "The Effects of Whole Interval Differential Reinforcement on the Stereotypic Behavior of a Child with Autism within the Classroom Setting," respectively, at the New York Association of School Psychologists fall 2008 conference, in Rochester in November.

Faculty

David C. Bloomfield, associate professor, was a panelist on "Mayoral Control of School Governance" at the Manhattan Institute's Center for Civic Innovation Forum in March and at a town hall sponsored by councilmember Bill de Blasio in July.

Alberto M. Bursztyn, professor, school psychology and special education, presented "Coping with a Student's Death: A Cross-Cultural Approach" at the annual convention of the Council for Exceptional Children, in Boston in April.

Tibbi Duboys, associate professor, is editor of *Paths to Teaching the Holocaust* (New York: Sense Publishers, 2008).

Hanna Haydar, assistant professor, adolescence mathematics, presented a paper, "Who's Got the Chalk? Beginning Mathematics Teachers and Educational Policies in New York City," at the twentieth anniversary meeting of the Oxford Round Table, Oxford University, in July.



Herman Jiesamfoek, assistant professor, K–12 art education, conducted PSC-CUNY grant-supported ethnographic research on traditional arts practices of the Bush Negro people in the interior of Surinam in July and August.

Paul McCabe, associate professor, school psychology, and graduate student **Caryn DePinna** are coauthors of "The Exigency of Immediateness: Reconciling the Lack of Empirically Validated Intervention When Immediate Action Is Sought," in the National Association of School Psychologist's *Communiqué* (June 2008).

Michael Meagher, assistant professor, adolescence mathematics, coauthored a paper, "Mathematics Instruction in High-Needs NYC Middle Schools," presented at the joint annual meetings of the North American Chapter of the International Group for the Psychology of Mathematics Education and the International Group for Psychology of Mathematics Education, in Morelia, Mexico.

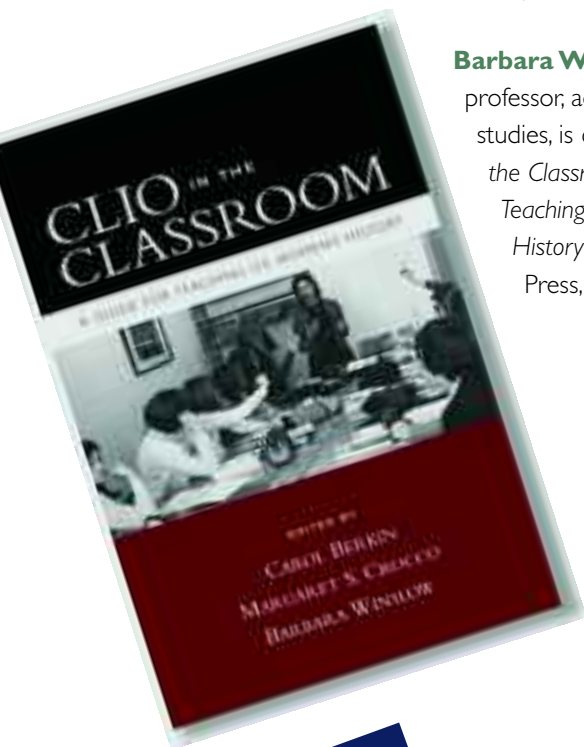
Sonia E. Murrow, assistant professor, adolescence education, presented a paper, "Shaping the Destinies of the Nation: Teachers and the Social Frontier, 1934–1943," at the American Educational Research Association conference, in New York in April.

Barbara Rosenfeld, assistant professor, technology in education, is the author of the article "The Challenges of Teaching with Technology: From Computer Idiocy to Computer Competence," in the *International Journal of Instructional Media* 35, no. 2.

Laurie Rubel, assistant professor, adolescence mathematics, wrote "Teaching with Games of Chance: A Review of the Mathematics of Games and Gambling," in the *Journal for Research in Mathematics Education* 39, no. 3, May 2008. Rubel and Assistant Professor **Betina Zolkower** cowrote "On Blocks, Stairs, and Beyond: Learning about the Significance of Representations," in *Mathematics Teacher* (December 2007/ January 2008).

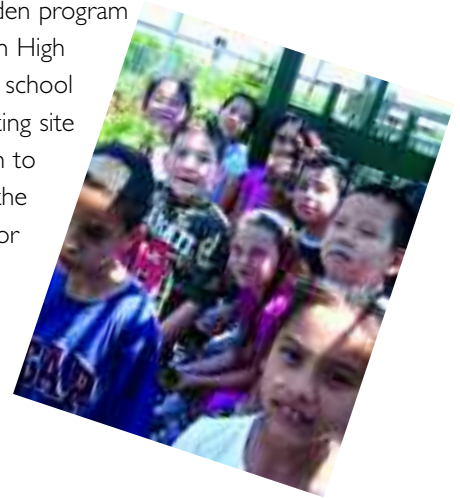
Jessica Siegel, instructor, adolescence English, presented a paper, "Using the Web to Critique and Learn from Global Journalism," at the Convention of the Conference on College Composition, in New Orleans in April. Siegel and graduate students **Alyssa Niccolini**, **Cecilia Robles**, and **Dexter Hailey** presented "Who Owns the Writing Conference? Revisited," at Hofstra University in October.

Barbara Winslow, associate professor, adolescence social studies, is coeditor of *Clio in the Classroom: A Guide for Teaching U.S. Women's History* (Oxford University Press, USA, 2008).



Students

Graduate student **Jill Weingarten**, childhood education, initiated a community garden program with students at Stevenson High School in the Bronx. Their school was chosen as a participating site in the SchoolFood Garden to Cafeteria Pilot Project of the 2008 New York Harvest for New York Kids Week celebration.



Welcome!

The School of Education extends a warm welcome to newly appointed faculty for the fall 2008 semester:



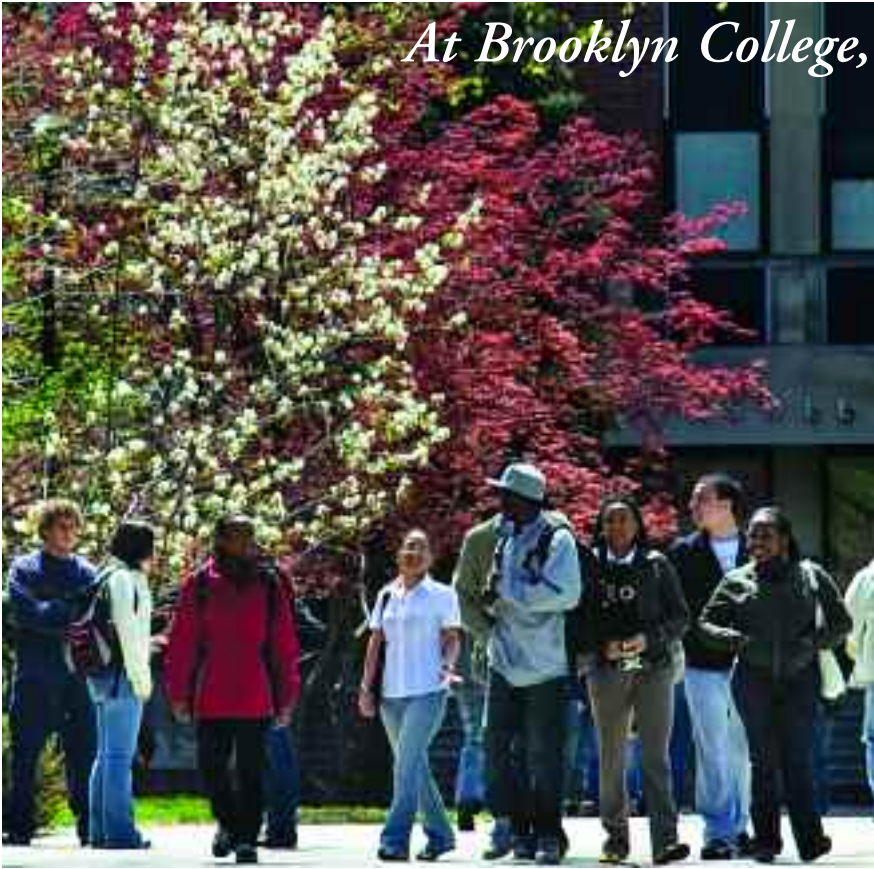
Jeanne Angus, assistant professor, special education, earned an M.A. in counseling/learning disabilities and a Ph.D. in counseling psychology from New York University. Her focus is the education and treatment of children with pervasive developmental disorders. She is currently working on a book of case histories based on her work with individuals with Asperger Syndrome.

Eliza Dragowski joins our faculty as an assistant professor in the graduate program in school psychology. She holds an M.A. in educational psychology and Ph.D. in applied psychology from New York University. Her research addresses the effect of trauma on childhood and adolescent behavior.



Barbara O'Neill earned her M.Ed. and Ed.D. in early childhood special education from Teachers College, Columbia University, and holds a New York State Permanent Teaching Certificate in Special Education. Her research focuses on creative drama, storytelling, and play in the inclusive preschool classroom.





At Brooklyn College, you can spend a day experiencing what we have to offer.

For details about the Spring 2009 Open House for Students and Parents, visit www.brooklyn.cuny.edu/events or call 718.951.5001.

THE CHALKBOARD
 A newsletter of the
 School of Education
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