Welcome message from Dean Feldman

Members of the School of Education Community,

Greetings! I am proud to share with you our first School-wide newsletter. As students in the School of Education, you are part of a 43-year history and of our mission to prepare reflective practitioners who promote social justice, create caring classrooms and school communities, and enable all students to be successful learners. As graduates living out the School’s important mission, you have affected the lives of so many young people. We greatly value your contributions to the life of the School and University and hope that through this newsletter you will learn about the many innovative and strong initiatives that honor our past and chart our future. A number of these initiatives are described in this newsletter. I would like to highlight just a few going on this spring.

Spring Lecture Series

The Annual Spring Lecture Series, now in its 7th year, was created to provide our students with broad exposure to the most prominent voices in the field of education. We wanted to inspire teachers and prospective teachers by giving them an opportunity to hear from accomplished people who bring their rich experiences and valuable research insights to the issues, which were foremost among their concerns. Our theme for spring 2009 is *The Pedagogy of Success in Urban Schools.* This focus is in response to student feedback that we focus on individuals who bring practical everyday strategies to improving the probability of learning in our urban schools. Each of our nationally recognized speakers provides a unique and provocative message on working with inner city children. The following noteworthy speakers continue to be featured this spring:

- April 22 Rochelle Gutierrez, Urban Math Education, University of Illinois
- April 29 Carol Lee, Urban Literacy, Northwestern University

The lectures are held on the NYC Campus in the Schimmel Theatre. They are open to the public and I encourage you to attend. *Read more about the Lecture Series on page 3*

Pace University High School

Pace High School, which opened in 2004, graduated its first class in June 2008 and four of the first group of graduates received scholarships to attend Pace University. The High School is a collaborative initiative between Pace University School of Education and the New York City Department of Education. The high school serves as a center for professional development for our students and faculty. We work closely with students, teaching staff, and administration to provide support to strengthen the education delivered to the approximately 100 students per class from diverse backgrounds who reside in New York City. Attendance, parent relationships and school climate were outstanding and drew the attention of the prestigious *Hemphill Guide* which in 2008 designated Pace High School as one of the top public high schools in New York City. One program of particular note, made possible by a grant is the *First Summer Program* in which the entire freshman class is taken each year to Pace’s Pleasantville campus. Each group of entering ninth graders live on campus for 3 days and are initiated into the Pace High School community. Unquestionably we hold the belief that this initiation program has been a key factor in building the foundations for a functioning community of learners.

*(Continued on page 2)*
Dean Feldman’s Welcome Message  (Continued from Page 1)

Center for Literacy Enrichment

The Center for Literacy has received several grants of approximately $30,000 to support children and youth literacy enrichment programs. The Center provides services to children with literacy deficiencies in the lower Westchester communities. Students from the SOE Literacy program serve as tutors at the Center. We are looking toward greatly expanding the center with corporate alumni/ae, and friends’ support. Read more about the Center for Literacy on pages 4 and 6

TARA Center

Students in the Center for Teaching and Research in Autism (TARA) each year engage in coursework to learn about the role of researcher. As a culminating activity, the Annual Autism Research Event is held on the New York Campus. Groups of students present their research at their respective tables and those in attendance have an opportunity to see evidence of action research in progress. In addition, a dinner is held for attendees. Alumni/ae of the Autism Specialist Program are invited to participate. Read more about what’s happening with the TARA center on page 4

Special Events

The graduate students in Pleasantville have participated actively for the past 2 years as part of their “Teacher as Researcher” course (ED 690) in an “Exhibition of Final Projects.” Each semester, this culminating event enables students to share the excellent work they have been doing. They gain in developing professional presentations as well as sharing the outcomes of their hard work. All School of Education faculty and support staff, clinical/practicum supervisors, cooperating/mentor teachers, and the parents and spouses (if appropriate) of students are invited. Graduate students expecting to enroll in the course the following semester were also invited this past fall semester. The turnout has been wonderful and there have been many kudos for the projects and faculty who facilitated this work. May is the next exhibition, the exact date TBA.

New Programs

Over last two years, the School of Education has implemented new advanced certificate programs leading to NYS certification in Adolescent Special Education and Childhood Special Education. We are also planning on adding new programs in Educational Leadership that will lead to certifications as School Building Leader (SBL), School District Business Leader (SDBL) and School District Leader (SDL).

We hope that you take some time to review the contents of this newsletter, the first of many!

Dean Harriet R. Feldman, PhD

We Want YOU!

We want to hear about the REMARKABLE things our students, alumni/ae and faculty are doing – presenting, publishing, coaching teams, becoming administrators, doing research, starting clubs, getting PhD’s, etc.

We’d also love to receive stories from your experiences for possible inclusion in future newsletters!

Please e-mail Maria Mysliwy, Director of Operations and Communications: mmysliwy@pace.edu
When test scores go up, we should worry, because of how poor a measure they are of what matters, and what you typically sacrifice in a desperate effort to raise scores.” Alfie Kohn

Annual Education Lecture Series Off To a Great Start

Some of the nation’s most influential advocates of urban school reform started to appear in February as part of the seventh annual lecture series on urban school reform. This year’s theme is “The Pedagogy of Success in Urban Schools.”

Over the years the series has drawn virtually every eminent U.S. voice for improvement in elementary and secondary schools.

This year’s stellar lineup began with Michelle A. Rhee, Chancellor of the public school system in Washington DC. In less than two years, her efforts to shake up this notorious system and insist on more accountability for results have made her a media celebrity, featured in Time, Newsweek, the Washington Post, the Wall Street Journal, and on NPR, PBS, and C-SPAN. Last month a Christian Science Monitor article asked “Is Michelle Rhee the new face of education reform?” She is known to many in the New York schools for the work done on teacher hiring practices by an organization she founded, The New Teacher Project.

The next speaker, Martin Haberman, inspired his audience to rethink what makes teachers and students successful in urban schools. Author of “The Ideology and Behaviors of Star Teachers Serving Students in Poverty” Haberman has been highly praised for developing teacher education programs which prepare teachers to work with poor children. Although now retired after 43 years on the faculty of the University of Wisconsin, Milwaukee School of Education, he remains more active than ever. He spoke from experience as he described his work which prepares teachers, principals, and superintendents to work with economically diverse school systems and students. He continues to remain involved in education reform.

Carol Ann Tomlinson spoke to students and faculty on March 25th. Tomlinson is one of the nation’s foremost authorities on differentiation of instruction for academically diverse learners and the effects of varied school and teaching practices on low income and minority learners. Her 15 books also have dealt with the change process in schools moving toward more academically responsive classrooms. The program coordinator for the Educational Psychology/Gifted Education program at the University of Virginia, she also serves as co-director of the school’s Institutes on Academic Diversity. Formerly a public school teacher for 21 years at the high school, preschool, and middle school levels, she was Virginia’s Teacher of the Year in 1974 and was named “Outstanding Professor” at the UVA Curry School of Education in 2004; her books have been translated into 12 languages. Tomlinson holds a bachelor’s degree from the University of South Carolina, a master’s degree from the Southern Baptist Theological Seminary, and both a master’s and a doctorate in education from UVA.

Alfie Kohn came back for a return visit to Pace’s lecture series on April 1, 2009. Dr. Arthur Maloney, Chair, New York City School of Education and organizer of the Distinguished Lecture series introduced Mr. Kohn and spoke about his accomplishments noting that Alfie Kohn lives up to his reputation as “the most outspoken critic of education’s fixation on grades and test scores” and we continue to grapple daily with the implications of these policies, nationally, as well as locally. Passionate, acerbic, unencumbered, he rails with equal enthusiasm at key national and local political and educational leaders, alternative education programs, schools of education and anyone who gives quarter to assessments based on standardized testing programs. He is openly derisive of schools that claim improvement based on increases in test scores. He dares us to consider that race and class are implicit factors in assessment and pedagogy in urban areas. Dr. Maloney reminded the audience that more importantly what Mr Kohn does so well is to challenge us as education professionals, parents and students, to stop, to question, and reflect broadly on the policies and practices we engage in as part of our daily lives. Whether you agree or disagree, Dr. Maloney would have many agree with his statement that Alfie Kohn’s “message is compelling, energizing, thought provoking and focused on the most fundamental issues surrounding the future of education.”

Don’t miss out on the upcoming lecturers:

April 22
Rochelle Gutierrez, PhD, University of Illinois at Urbana-Champaign, Mathematics for Urban Students
The research Gutierrez has done in urban high schools in the US and Mexico has made her an authority on the organizational, cultural, and pedagogical aspects of high school mathematics and how they apply to poor students and students of color. Her current research focuses on teaching that achieves equality in students’ mathematics participation. An associate professor of mathematics education and Latina/Latino

(Continued on Page 7)
New York City Campus News
TARA Center Receives New Grant

The Center for Teaching and Research in Autism (TARA Center) in the School of Education has received a new grant award from the Office of Special Education Programs, US Department of Education. Dr. Diane Zager, Director of the TARA Center, will serve as the program director of the four-year grant, which will provide approximately $800,000. This grant continues and expands Pace’s existing Autism and Severe or Multiple Disabilities Program on the NYC campus. The new funds will allow educators to work in high needs schools with students with autism and significant cognitive challenges. A heavy emphasis will be placed on preparing teachers to work in middle, secondary and post-secondary educational settings.

The Autism and Severe or Multiple Disabilities Program prepares teachers to address the needs of children and youth from diverse cultural and linguistic backgrounds, provides field-based experiences in urban schools, provides knowledge and skills needed to help young people with autism meet New York State learning standards, is grounded in evidence-based approaches, and will help to prepare individuals with autism for improved adult living and employment outcomes. The School of Education partnered with the New York City Department Of Education, provides an opportunity to improve the preparation of teachers and the delivery of services to students with autism and other low-incidence disabilities.

Thanks to $1,600,000 of federal funding the TARA Center will support over 100 autism specialists to work in NYC schools. Graduates of the program will receive Certificates of Advanced Graduate Studies in Autism and Severe or Multple Disabilities and NYS Annotation Certification in Severe and Multiple Disabilities.

Westchester Campus News
Center for Literacy Enrichment Sponsors “Dr. Seuss Day”

On Sunday March 1, 2009, the Center for Literacy Enrichment sponsored a “Dr. Seuss Day” at Barnes & Noble in White Plains to honor Dr. Seuss’ birthday and a National Education Association (NEA) objective, Read Across America. The NEA annually sponsors Read Across America. Now in its twelfth year, it focuses on motivating children to read, in addition to helping them master basic skills. Barnes and Noble was filled with children reading in the company of caring adults which included parents, authors, doctors, lawyers, councilmen and women. The Center was presented with a Proclamation from the office of the Mayor of White Plains which declared Sunday March 1st The Center for Literacy Day in White Plains.

Bronx High School of Visual Arts Students Connect with Pace University

In December 2008, 13 students and 2 teachers from the Bronx High School of Visual Arts visited the Pace Westchester campus. Dr. Clayton, School of Education Assistant Professor and Ms. Mary Horgan of the Bronx High School of Visual Arts coordinated the visit. The two met through Dr. Clayton’s research study on Pace School of Education graduates and their experience as new teachers in using backwards design. They saw an opportunity to build an exchange between the Pace Pleasantville campus and the Bronx High School by providing an opportunity for high school students to get to know Pace and by connecting those wanting to teach in a small, public urban high school in the Bronx.

The high school seniors were welcomed to campus in the morning at the Welcome Center in Marks Hall after which they enjoyed a tour of the campus. They had lunch at Buchbaum with several faculty members and undergraduate students from Dr. Clayton’s TCH 323: Methods and Models in Instruction in Secondary Schools. The high school students were asked what advice they would give to those becoming teachers and most said to really know their students well, to understand where they’re coming, from but also to not be “too nice”! After lunch, the Bronx students were treated to a wonderful presentation by the Associate Director of Environmental Center – James Eyring. The students, all taking A.P. English with Ms. Horgan, are engaged in a unit where the essential question is: “What are the merits and disadvantages of human beings’ relationships with animals?” Students enjoyed seeing the hawk dive and the collies do tricks before heading to the train station. It was a great day!
Ms. Debra Barbosa-Galarza was initially a journalism major. Then she found the enthusiasm of a group of students in the education department infectious, with their discussions of coursework, professors, projects, and field experiences. She took one education course and, as she says, the “rest is history.”

When she graduated with her bachelor of arts in education in 1994, Ms. Barbosa-Galarza had student-taught and also worked for three years at the Center for Literacy at Pace University. The knowledge she gained as an undergraduate placed her in good stead when she applied for her first teaching position: From close to 600 applicants, she was selected for a fifth-grade position in the Elmsford-Union Free School District, the only opening in the district that year.

She credits her education at Pace with this achievement. She says, “A wealth of experience gained in the Center for Literacy and by student teaching, coupled with the pedagogy of teaching obtained in the classroom, prepared me for my role as an elementary teacher and for new roles that continue to present themselves.”

Ms. Barbosa-Galarza also earned two master degrees from Pace University, which she says were critical in opening new doors for her outside the role of classroom teacher.

Now head teacher of the Carl S. Dixson Primary School in Elmsford, New York and on-site supervisor for grades pre-K through first, Ms. Barbosa-Galarza, in her 15-year teaching career, has instituted innovative programs for students and parents in and out of the classroom. She worked closely with the Hispanic population, addressing issues that affect the learning of non-native students. She has been an involved English as a Second Language/Limited English Proficiency coordinator in developing programs, one of which was presented at the Albany Superintendents’ Conference. She also developed an experiential program, where children learned about Native American and Colonial culture, wisdom, and spirituality.

Just as Pace University offered her an experience that was both rewarding and nurturing, she tries to do the same for her students and colleagues. She says, “I have worked hard to develop an atmosphere of mutual respect, professionalism, and appreciation for all — within and beyond the school community, and to establish a sense of true collaboration among teachers and staff. My door is always open, and I make it a point to address any and all concerns from both staff and community.”

Reported by the Commission on Independent Colleges and Universities

Student News
School of Education Students Selected as CASE Award Recipients

Christopher Keogh and Lorelei Reynolds, both graduate educational technology students at Pace, were recently selected as Carter Academic Service Entrepreneur (CASE) Award winners for 2008. Working with Assistant Professor, Jean Coppola, PhD., Keogh and Reynolds won for their innovative project “Designing and Implementing the ‘AssistaMouse’ to Support Students with Disabilities.” The $1,000 first prize awards are sponsored and supported by the Jimmy and Rosalynn Carter Partnership Foundation and the Kellogg Foundation.

The AssistaMouse is an innovative new concept that makes it easier (and sometimes simply possible) for people with physical disabilities to use a computer.

The design utilizes an oversized rotating disc that allows for easier control over the cursor with minimal effort.

"We believe strongly that this will help students understand the connection between the mouse and computer functions, thus leading them on a path to understanding the mouse in the mainstream computer market,” said Keogh.

The competitive CASE grants are awarded to the student proposals that are judged most viable and creative in their approach to establishing or significantly furthering a partnership between the community and the student’s school.

The Jimmy and Rosalynn Carter Partnership Foundation recognizes excellence in academic-service learning. Most programs it funds provide financial support to outstanding examples of campus-community collaboration and innovative ideas, much like the AssistaMouse.

Alumni/ae News
Debra Barbosa-Galarza

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Reported by the Commission on Independent Colleges and Universities
Read All About It:
Xiao-Lei Wang’s book “Growing up with Three Languages: Birth to Eleven.”

Dr. Xiao-Lei Wang currently a tenured, full professor at Pace University, New York is the author of the book “Growing up With Three Languages: Birth to Eleven.”

This book is based on an 11-year observation of two children who were simultaneously exposed to three languages from birth. It tells a story of how two parents from different cultural, linguistic, and ethnic-racial backgrounds raised two children with their heritage languages outside their native countries. It also tells a story about how the children negotiated three cultures and languages and developed a trilingual identity. It sheds light on how parental support can contribute to children’s simultaneous acquisition of three languages in an environment where the main input of the two heritage languages came respectively from only the father and the mother. It addresses challenges and unique language developmental characteristics of two children during their trilingual acquisition process.

The overarching goal of the book is to help parents see the possibilities for raising children with three languages when parents are the major source of the heritage-language input, and make efforts to preserve their heritage language(s) starting at the family level.

Dr. Wang was born and grew up in the People’s Republic of China and came to the United States on a graduate scholarship awarded by the United Nations. She received her Master’s degree from the Erikson Institute in Chicago and her Doctoral degree from the University of Chicago. Dr. Wang has conducted research in different cultural communities and worked with children and parents of immigrant and multilingual families. Dr. Wang has traveled in many parts of the world and studied languages such as English, French, Russian, and Japanese. She also speaks several Chinese dialects in addition to Putonghua (“standard” Chinese).

Multilingual Matters, an international publishing house based in the United Kingdom, has just published professor Xiao-lei Wang’s book “Growing up with Three Languages: Birth to Eleven.” To learn more about the book and see reviewers’ comments, please go to the publisher’s webpage http://www.multilingual-matters.com/display.asp?isbn=9781847691064

Sister St. John Delany, Ph.D., Honored at White Plains “Rotary Supports Literacy Benefit “

Sister St. John Delany, loves to teach! She believes that as a teacher, one needs to express a love for history, math, science or whatever the subject might be. “That’s how children learn to love these subjects. Children are tremendously knowledgeable. Go to them with a question and they will lead you to all sorts of sources.” At the Center, children are invited to let their imaginations run wild!

This passion for teaching explains why the Rotary Club of White Plains honored Sister St. John, the Director of the Pace Literacy and Enrichment Program at the White Plains Rotary Supports Literacy Benefit on February 12, 2009. The White Plains Rotary raised money to try and ensure that all children know how to read.

The Pace Literacy and Enrichment Program strives to instill the love of reading and the love of learning in children of all ages through an array of programs at the Center. This Program also offers a teen book club, literature groups for parents, parenting workshops, writing workshops and an adult literacy referral service.

According to Sister St. John, “One of the most satisfying experiences at the Center for Literacy is to see children reading and finding books exciting, realizing that reading can be fun!” She believes that today’s readers are tomorrow’s leaders.

To learn more about the Center for Literacy go to www.thecenterforliteracy.com
studies at the University of Illinois at Urbana-Champaign, she presents examples of four successful teaching “stories” and will include aspects of organizational structures and teaching practices that contribute to success. She holds a bachelor’s degree in human biology from Stanford University and a master’s and doctorate in curriculum and instruction from the University of Chicago.

April 29
Carol D. Lee, PhD, Northwestern University, Literacy for Urban Students
Drawing on forms of prior knowledge that traditionally underserved students bring to classrooms, Lee has developed a theory of cultural modeling that provides a framework for the design and enactment of curriculum. In addition to serving as co-coordinator of the Spencer Research Training program in the School of Education and Social Policy at Northwestern, she is a founder and former director of the New Concept School, an African-centered independent school in Chicago, and a founder of the Betty Shabazz International Charter School in Chicago, a newly established African-centered charter school. Lee is the former president of the National Conference on Research in Language and Literacy and the chair of the standing committee on research of the National Council of Teachers of English (NCTE). The author of Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications of an African American Discourse Genre. She is co-editor of a scholarly journal, Neo-Vygotskian Perspectives on Literacy Research. Lee holds a bachelor’s degree from the University of Illinois at Urbana-Champaign, a master’s in English from the University of Chicago, and an educational doctorate from the University of Chicago.

All lectures are held on the NYC Campus in the Schimmel Theatre from 6:00–8:00 p.m. Seating is on a first-come, first-served basis.

### Summer 2009 Middle School Certification Courses
Get Your MS Certification Coursework Completed in June and July!

The Middle School certification enables adolescent teachers with initial certification to extend their certification to grades 5 and 6. Childhood teachers with initial certification may pursue the certification in a particular subject area (i.e. English, history, math, science, social studies) in grades 7-9. Pace University offers the two courses that NYS requires as part of the requirements for the extension:

- **ED 523 / TCH 455 - Middle Childhood / Early Adolescence, Community, Culture & Identity**, 3 credits, CRN: 40202/40620
  - Summer I: 5/28 – 6/25
  - M & Th: 5:00-8:15 plus web-assisted instructional method
    - Pleasantville

- **ED 524 / TCH 456 – Differentiating Curriculum and Instruction: Middle Childhood Education**, 3 credits, CRN: 40428/40676
  - Summer I & II: 7/6 – 7/30
  - M & Th, 5:00-8:15 plus web-assisted instructional method
    - Pleasantville

Summer 2009 Middle School Certification Courses are also being offered on the New York City Campus. Please contact 212-346-1444 for more information.

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**Annual Education Lecture Series Off To A Great Start**
(Continued from page 3)

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**Save The Dates Commencement 2009**

Westchester
Undergraduate
Monday, May 18, 2009
11:00 a.m.
Ann & Alfred Goldstein Fitness Center

New York
Undergraduate
Wednesday, May 20, 2009
10:30 a.m.
Radio City Music Hall

Westchester & New York
Graduate
Wednesday, May 20, 2009
4:00 p.m.
Radio City Music Hall
University Mission Statement

Pace University is committed to providing the best possible private education to a diverse and talented student body at each Pace University location. The University’s continuous commitment to *Opportunitas* must be retained, strengthened and, when necessary, redefined in an uncertain world where many are excluded from the full benefits of higher education due to economic and social factors beyond their control. Pace’s sustained emphasis on excellence will be a constant, which will guide decision-making regarding academic programs and other endeavors. In a world of increasing interdependence, Pace must strengthen its international efforts and continue its significant investment in technology. In addition, the University’s commitment to self-evaluation and civic engagement must remain as major goals. All of this must be accomplished during a time of considerable economic change and in the context of strengthening Pace’s own financial base.

“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”--Haim Ginott [1968]

Resources and Opportunities (Grants, Websites and More!)

Donor’s Choose
Don’t be intimidated by Grant Writing. Want your students to experience dance or theatre to learn? Need materials for your classroom? From art materials to sets of classroom books – you decide and the Donor’s get to choose! Write a proposal for what you need and see what happens. You have a 62% chance of finding a donor that will fund your proposal. For more information on how to apply go to www.DonorsChoose.org.

Up to $5,000 Available through Teams that Make a Difference
**Deadline: May 15, 2009**
Teams that Make a Difference is an awards program that identifies people who work to improve the education and well-being of young adolescents. Sponsored by Pearson and National Middle School Association, the program recognizes teams of teachers, administrators, parents, community members, or any combination of these individuals who have created a program, activity, or strategy that focuses on student achievement or connects students with their communities. Grand prize winners will receive $5,000 and membership in NMSA. Details at http://www.nmsa.org/

Scholastic.com
Get Resources, Tips and Tools from the New Scholastic Blogs! Scholastic, the global children's publishing, education and media company, now offers a wide array of blogs for teachers, including blogs that focus on early childhood, children's literature, technology, literacy and research. Several teacher-bloggers even give us a glimpse into their elementary, middle and high school classrooms! Details at: http://blogs.scholastic.com/

Try Grant Wrangler at [http://www.grantwrangler.com](http://www.grantwrangler.com/) for more educational awards and grant opportunities