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Professional Development Team from Thomas A. Edison School to Receive Prestigious Teacher Researcher Award



Three teachers from Thomas A. Edison School – Barbara Terracciano, Kelly Brucale and Amy Simmons – along with two educators from Manhattanville College – Dr. JoAnne Ferrara and Dr. Dee Gomez – will be the recipients of the 2018 Claudia A. Balach Teacher Researcher Award. This prestigious award is given annually by the Professional Development School Research Special Interest Group of the American Educational Research Association (AERA).

The educators will be honored at the AERA 2018 Annual Meeting in New York City in mid-April.

The Thomas A. Edison School is the first Professional Development School established through Manhattanville College School of Education. Dr. Ferrara has been the PDS Liaison for Edison School since the partnership was formed in 2002.

The Professional Development partnership serves to prepare new teachers, develop faculty, research ways to improve teaching and advance student achievement.

“Professional development is the cornerstone of teacher improvement, and having a partner like Manhattanville on site allows us to tailor training to the individual needs of each teacher and the school itself, said Edison School principal Ivan Tolentino.

The Balach Award is given based on four criteria: ongoing ownership in the research by both P-12 and university collaborators; investigation of issues that impact student outcomes and/or teacher professional development; an ongoing interest in teachers as researchers; and demonstration of or the potential for a sustained program of research and inquiry.

“This award honors the true spirit of school-university collaboration by supporting research conducted by school districts and university personnel,” said Dr. Shelley B. Wepner, Dean of Manhattanville’s School of Education.

According to AERA, The Claudia A. Balach Teacher Researcher Award honors the true spirit of school university collaboration by supporting research conducted by school district and university personnel. Such collaborative research fulfills the mission and vision of the SIG toward establishing understanding within the wider educational research community about the work and impacts of Professional Development Schools.