

# Warner Word

The Margaret Warner Graduate School of Education and Human Development at the University of Rochester

## Going on 13

Next in the Film Series on Human Development across the Lifespan....

Thursday, February 2, 2012

6-8 p.m.

Dewey Hall, Room 1-101

In this award-winning documentary (directed by Guevara-Flanagan and Valadez), we meet four girls who remind us of the joys, hopes, humor, and dreams that come with the changing (and sometimes different) expectations of home and school as childhood slowly becomes a thing of the past.

Following the film we will be guided by experts and practitioners in the fields of human development and adolescence in a conversation about the developmental pathways of these four spunky and insightful girls. The event is free and open to the public.

### Upcoming Events, Talks, and Activities

12/12/11

ED 506 Research Poster Presentations  
Hirst Lounge, Wilson Commons

1/11/12

Free Lecture: Drilling Marcellus Shale and its Impact on the Geology and the People  
—Moderated by Warner doctoral student Joseph Henderson  
6-7:30 p.m.  
Strasenburgh Planetarium at the Rochester Museum and Science Center

1/12/12

Admissions Spring Open House

Visit [www.warner.rochester.edu](http://www.warner.rochester.edu) for details on these and all Warner School events.



**WARNER**  
SCHOOL OF EDUCATION  
UNIVERSITY of ROCHESTER



November Sunrise as seen from River Campus

## Reflections on a Landmark Program

### *The Warner Center Celebrates 10th Anniversary*

Over the last decade, Judi Fonzi and her colleagues in the Warner Center for Professional Development and Education Reform have been working in collaboration with community partners to use education as a vehicle for systemic reform. The Center, established in 2001 with a generous gift from the late William F. Scandling, has become a place where schools and organizations turn to when they want to foster and support significant change.

This year the Center is celebrating its 10th anniversary. As founding director, Fonzi was able to use her extensive experience in promoting mathematics reform as a model for challenging the status quo in other fields. Fonzi has built diverse teams of educators who work with organizations to identify and implement research-based, innovative professional practices and engage in systemic change.

We invited Fonzi to reflect on the past decade and share her vision for the future of the Center.

### *What led the Warner School to create the Center?*

In the early 1990s, educators were beginning to realize that our most common approach to reforming education—providing professional development programs for volunteer participants from any and all schools—was not effective at reforming whole systems. Raffaella Borasi and I were experiencing this challenge firsthand in our National Science Foundation (NSF)-funded work with middle school mathematics teachers in the Rochester region. Fortunately, NSF became an early leader in the quest to challenge the status quo and support systemic initiatives at the school, district, local, and state levels. By the mid-90s, Raffaella and I had secured an NSF Local Systemic Change grant to work with four suburban districts in our region, and we were collaborating with colleagues on New York State's NSF State Systemic Initiative. Through our own work and the work and research of many others,

*continued on page 2*

Judi Fonzi, director  
of the Warner Center



## Warner Center Celebrates 10 years continued from front page

it became clear to us that in order to change systems one must engage the whole system. The Center was conceived of as a way to extend the Warner School's mission to change lives and promote social justice to entire systems. The goal was to capitalize on the rich breadth and depth of knowledge and research of the Warner School community to collaborate with the larger community to foster and support systemic reform in line with our mission. Mr. Scandling, who was quite familiar with our work in mathematics education, believed that establishing a Center could provide the infrastructure to support systemic reform work in all fields, organizations, and locations. He didn't make it easy though—he believed that the value the community placed on the Center would be demonstrated by the Center's ability to be self-sufficient—so his gift came with the requirement that we raise matching funds. One month before the doors opened, we received another grant from NSF for almost \$3 million—more than triple what we needed for the match.

***Since the Center is still thriving, it seems the community values it. Can you talk about some ways the work of the Center has been able to impact systems?***

Over the years, we have been involved in a variety of fields and attempted to develop sustainable services in a number of areas. Some have proven to be viable, others have not. We are always open to collaborating on promising initiatives to support systemic reform in new areas, and we use a division, we call Emerging Areas, to support this work. In addition, we currently have three very solid divisions—

Mathematics Outreach, Program Evaluation, Leadership and Organizational Development. Each of these divisions has had impact in a wide variety of organizations and through a number of diverse approaches. For example, our Mathematics Outreach team has had a dramatic impact on mathematics education across the region. Since 2001, we've secured over \$12,000,000 in grants and contracts to bring together more than 20 districts to examine their mathematics programs and radically revise policies and instructional practices and materials. As a result of this, and our previous work, many districts in the region are now well prepared for the implementation of the new Common Core State Standards in mathematics. This work also fostered a regional system for continually supporting mathematics education, which was the catalyst for establishing the New York State Consortium for High Quality Mathematics Education for All which in turn inspired NYSED to establish their Mathematics Advisory Council. We held three of the seven seats on the planning committee for five years.

Our Program Evaluation team, established only five years ago, developed and now oversees the Program Evaluation Certificate and provides program evaluation services for projects across the country. Our collective expertise and experience allows us to work with a wide range of projects from examining alcohol use by college students to evaluating the efficacy of a project-based freshman course in Imaging Science. We believe that our work is impacting how and why folks at the Rochester Institute of Technology (RIT) and University

of Rochester think about program evaluation as we have been involved in 13 projects and proposals already. The team, which has grown from two to seven members (including three doctoral students), has been involved in more than 20 projects and proposals to date.

The Leadership and Organizational Development division, which has two teams, works with all types of organizations. One team focuses on fostering and supporting organizational change and was deeply involved in the recent blending of the University of Rochester's Admissions–Financial Aid–College Enrollment offices; the integration of the University IT group; and the School of Nursing's establishment of a mentor program. In addition, more than 40 local leaders from non-profit, for-profit, and education organizations are changing the way they do business as a result of their participation in our intensive year-long Leadership Coaching Certificate Program, developed and implemented in partnership with McArdle Ramerman & Co.

The division's other team focuses its attention on K-12 education and provides superintendent search services, district strategic planning studies, and long-term administrator coaching. Our clients are aware of our mission and understand that when they collaborate with us they are taking steps toward systemic change. The impact of this team has been felt throughout 10 districts as we have engaged all constituencies in dialog and decision making about their organization's direction. Two years ago, at the urging of some of our clients, we began our superintendent search service. Our team has already played a key role in seating the top decision-makers in six local districts.

### ***How can the Center help address the challenges of education in the 21st century?***

There are enormous challenges for education these days. The entire system, including urban, rural, suburban, public, charter, private, and home schools, are all being challenged to meet the demands of a world that is changing faster than ever before. We are all struggling to figure out what students need to learn and how to hold our systems accountable to meeting students' learning needs. In the past couple decades, brain and cognitive science research has provided us with a wealth of new information about how the brain works and how people learn. Technology innovation has provided us with heretofore inconceivable opportunities, information, and support. The volume and quality of education research has grown by leaps and bounds. And yet, we are still challenged to meet the learning needs of all students. We are not providing children the opportunities to learn that they deserve and

should expect in a country as rich in resources as the U.S. I think we need to rethink the entire system. Like the bridge that you keep patching and patching until eventually it needs to be torn down and replaced with an entirely new structure, I think our system is in need of replacement. I don't think we know exactly what a 21st century system should look like or include, but we do have a lot of research and wisdoms of practice we need to consider. In his book, *Deep Change*, Robert Quinn says that transformational change requires that you have to be willing to "walk naked into the land of uncertainty" and that you have to be confident that you can "build the bridge as you are walking over it"—I think we will all need to shed our armor and pick up our tools!

How can the Center help? By continuing to push against the status quo and challenge our own assumptions, by continuing to challenge educators to examine their assumptions, to find their voices through education and push against the status quo, and to challenge their own students to examine their assumptions, find their voices through education, and push against the status quo. We need to continue to be conscious of the research and be willing to say the hard stuff and do the hard work of being different and not succumbing to the pressures to fall in line. There are a lot of people who provide professional development, but they are providing the same old stuff, the same way, for the same old reasons, and the Center is not willing to do that. As long as we keep pushing the envelope, staying on top of things, staying current, pushing our thinking, and asking a million questions, I believe that the Center will continue to play an important role in education reform.

### ***Where do you see the Center going?***

I imagine that we will continue to grow in the areas that we are already working in—Mathematics Outreach, Program Evaluation, and Leadership and Organizational Development—and even become innovators in all of those areas. I also believe that our work in science and literacy education will continue to grow and eventually become new divisions. With the adoption of both the Common Core State Standards in mathematics and English language arts, and the science standards forthcoming, it is crucial that the Center be involved in this movement toward "national" curricula and assessment. In light of the broad and deep knowledge and research of Warner School folks, I see us playing a role in the design and implementation of the newly legislated Annual Professional Performance Review (APPR) for classroom teachers and administrators.

## Warner Center Highlights

**Establishment:** Launched in 2001 with a generous gift from the late William F. Scandling

**Mission:** To foster and support systemic reform in organizations through education and professional development

**Divisions:** Mathematics Outreach; Program Evaluation; Leadership and Organizational Development; and Emerging Areas

**Emerging Programs/New Initiatives:** Superintendent Searches; Mentoring Program Design; Writing Programs; Science Education; and Literacy

**Funding:** More than \$11.5 million in grants and \$2.2 million in contracts

**Services:** Co-creating reform initiatives in mathematics, writing, literacy, and science education; conducting superintendent searches; evaluating innovative programs of all types; providing leadership coaching programs/courses for executives and school administrators; and providing consulting services for researching, designing, and implementing reform

**Collaborators:** Some of the more than 80 collaborators include the University of Rochester, Rochester City School District, Rochester Institute of Technology (RIT), RIT National Technical Institute for the Deaf, FranklinCovey Inc., McArdle Ramerman & Co., and numerous school districts including Avon, Brighton, Byron-Bergen, Gates-Chili, Geneva, Greece, Hilton, Livonia, Kenmore-Tonawanda, North Rose-Wolcott, Lyons, Penfield, Rush-Henrietta, Victor, and West Seneca

### **Warner Center Team:**

- Mathematics Outreach—Cindy Callard, Stephanie Martin, Jane LaVoie, and Judi Fonzi
- Program Evaluation—Chelsea BaileyShea, Connie Flahive, Andrew Wall, Dwayne Campbell, Leman Kanitürk, Yen Verhoeven, and Judi Fonzi
- Leadership and Organizational Development—Frederick Jefferson, Linda Francis, Judi Fonzi, Steve Uebbing, Harv Peris, and Tim McElheran
- Support Team—Kathy Ritchie and Mary Beyer

### Office of External Relations

**Assistant Dean  
and Director of External Relations  
Photography**  
Laura Brophy  
lbrophy@warner.rochester.edu

**Writer**  
Theresa Danylak  
tdanylak@warner.rochester.edu

**Editor  
Design/Layout  
Additional Photography**  
Christopher Penders  
cpenders@warner.rochester.edu

The *Warner Word* is the newsletter of the Warner School of Education, and is published monthly during the academic year by the Office of Communications and External Relations. E-mail news@warner.rochester.edu to submit news items.



**WARNER**  
SCHOOL OF EDUCATION  
UNIVERSITY of ROCHESTER

www.warner.rochester.edu

## News Around Warner

### Francis Attends NIA Workshop

Linda Francis, doctoral student in human development, presented "Positive Aspects of Caring for Family Members Living with Alzheimer's Disease: African American Male Care Giving" at the National Institute on Aging (NIA) Technical Assistance Workshop for emerging scientists and students committed to research careers related to aging and health disparities in Boston, Mass. in November.

### Ares Re-elected Chair at Charter School

Nancy Ares, associate professor, was re-elected to a second term as chair of the Academic Committee and member of the Board of Trustees for the Eugenio Maria de Hostos Charter School. Hostos is a dual language (Spanish/English) K-7 school in northeast Rochester.

### Ares, Harris, Simmon, Dache-Gerbino Present Symposium at AESA

Nancy Ares, Donna Harris, assistant professor, and doctoral students Amalia Dache-Gerbino and Charlana Simmon presented the symposium "Addressing the Black/Brown Divide: Latina/o and African American Coalitions in Theory and Practice" at the American Educational Studies Association (AESA) meeting in St. Louis, Mo. in November.

### Curry, Wall Present Research

Mary Jane Curry, associate professor, gave the research talk "English-medium Publishing in a Global Context: Drawing on the Resources of Academic Research Networks" at Carleton University in Ottawa, Canada in October.

Curry and Andrew Wall, assistant professor, presented the paper "Writing for Publication by Engineering Graduate Students: Academic Research Networks and 'Network Brokers'" at the Association for the Study of Higher Education in Charlotte, N.C. in November.

### Rubenstein, Mackie Present at Conference

Bonnie Rubenstein, associate professor (clinical), and Karen Mackie, assistant professor (clinical), co-presented the session "Never the Twain Shall Meet? Creating an Effective School Counselor-Mental Health Counselor Partnership to Overcome Barriers to Achievement for Students" at the New York State School Counselors Annual Conference in Rochester in October.

### Finnigan Named Officer at AERA, Participates in Policymaking Meeting

Kara Finnigan, associate professor, has been named an officer of Division L (Educational Policy and Politics) of the American Educational Research Association (AERA) and will serve on both the executive committee and as the chair of the dissertation award committee to be awarded at the 2012 meeting in Vancouver, Canada.

In addition, Finnigan was invited to participate in the fellows meeting of the National Education Policy Center at the University of Colorado Boulder in September to discuss ways to strengthen the linkages between research and policy and identify current barriers (and solutions) to having research shape policymaking at all levels of the educational system.

### Lawrence Wins Transportation Award

Doctoral student Peter Lawrence, the transportation director in the Fairport Central School District, has been honored as the recipient of the 2011 Distinguished Service Award presented by the National Association for Pupil Transportation.

### Glazer Named an Educator of the Year

Doctoral student Tracy Glazer has won the state Art Teacher's Association Educator of the Year award for Region Two during a ceremony at the association's annual conference in Tarrytown, N.Y. With receiving the award, Glazer will be nominated for the 2012 New York State Art Educator of the Year among a pool of ten nominees.

### White Presents Paper

Julia White, assistant professor, presented "We Have a Lot of Papers, Really Nice Papers: Educational Policies, Laws, their Implementation, and Equal Opportunity for Romanies in Slovakia" at the Inaugural Conference in Romani Studies at the University of California, Berkeley in November.

### Dache-Gerbino Attends Workshop

Doctoral student Amalia Dache-Gerbino was selected to attend the ASHE IPEDS Workshop in Charlotte, N.C. in November. Additionally, she received an award for travel assistance. IPEDS is the Integrated Postsecondary Education Data System—a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES).

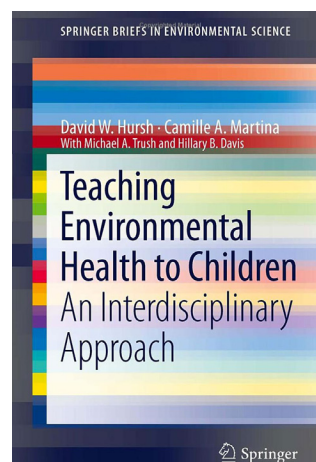
## New Book Shows Environmental Health Belongs in the Classroom

In a world of human-produced and natural environmental hazards, the need for environmental education has never been greater. Yet, schools rarely teach school-age children about these toxins in the environment and the associated health risks, according to a new book, *Teaching Environmental Health to Children: An Interdisciplinary Approach*, co-authored by Professor David Hursh and alumnae Camille Martina '05 (PhD) and Hillary Davis '84 (EdD) of the Warner School of Education, in collaboration with Professor Michael Rush of Johns Hopkins Center in Urban Environmental Health.

"Given the pervasiveness and enormity of these environmental problems, it is inexcusable that schools rarely teach students to evaluate their risks and reduce their exposure to toxicants in our environment," say the book's co-authors. "Examining our relationships with our environment is central not only to our health, but also to the

health of all living species. It is a crucial topic that must become an essential part of the curriculum."

The book, released this fall from Springer Publications, provides an interdisciplinary look at how schools can educate children about everyday toxic materials that pollute our air, water, land, and food and how students can reduce their own health risk and the risk of those in their family, school, and community. By highlighting activities and curricula developed at nine U.S. universities, which were funded by a grant from the National Institute of Environmental Health Sciences (NIEHS), the authors seek to extend these lessons to classroom teachers of all



subjects and grade levels to include environmental health in their own teaching.

Together, the environmental health project sites developed hundreds of lessons, all of which are available on the NIEHS website. *Teaching Environmental Health to Children* provides an overview of some of these lessons, including the rationale, methods, and resources, so that educators have a basis for creating lessons appropriate for their students, schools, and communities. Some of these lessons look at health issues,

including lead poisoning, the connection between air pollution and asthma, and food preparation and safety, among many more.