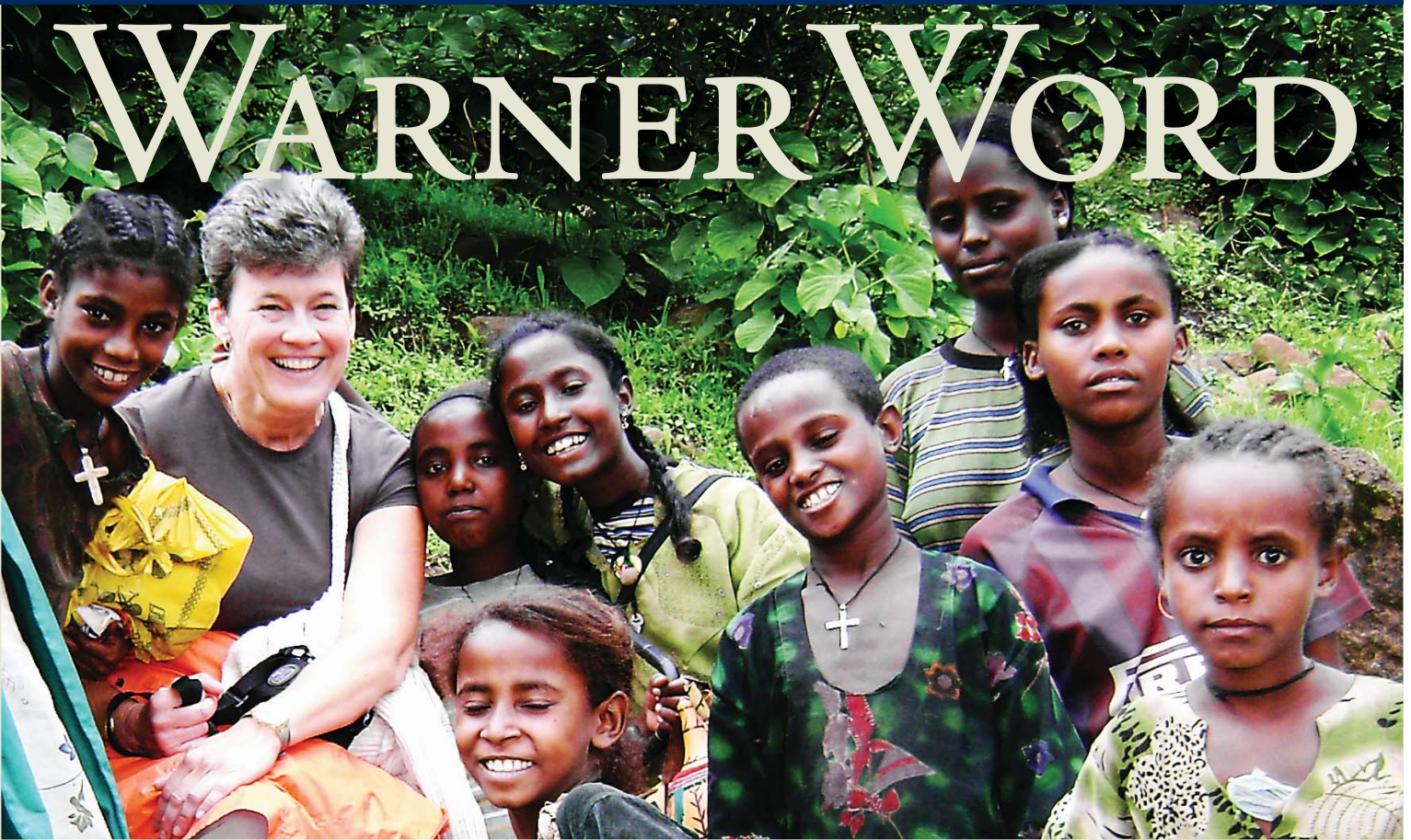


WARNER WORD



Warner Student Creates Hope, Builds a Culture of Literacy in Ethiopia

Alicia Van Borssum was one of 11 teachers and librarians from the United States who volunteered their time to changing the lives of children living in one of the poorest countries in the world. She traveled to Ethiopia—where only 43 percent of Ethiopian adults can read and write—to bring hope, vision, and educational skills to Ethiopian children.

Van Borssum, an English for Speakers of Other Languages (ESOL) teacher at Craig Hill Elementary School in the Greece Central School District and a doctoral student pursuing her Ed.D. in teaching and curriculum at the Warner School, participated in Ethiopia Reads, a nonprofit organization that strives to establish and stock children's libraries in communities and schools, publish children's literature, and train educators in effective literacy strategies to create a culture of literacy and cultivate a love of books among Ethiopian children.

Van Borssum, along with other Ethiopia Reads volunteers, began her mission by raising funds that bought wordless picture books and materials that enabled her to train educators to teach reading and writing to Ethiopian children, many of whom have never seen a book before. "I started raising money a year before my trip," explains Van Borssum. "My goal was to raise \$5,000, and I surpassed that goal by collecting \$10,000 from clubs, churches, organizations, and individuals. I sent all of the picture books over ahead of time so the first that I saw all 500 books was when I arrived in Ethiopia."

During her first trip in June 2007, she shared the books and demonstrated literacy strategies and techniques to 38 Ethiopian teachers and librarians, who came for training on how to use picture books to develop

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Calendar

March 12
Wednesday Lunch Hour
Faculty Colloquia: Dena Swanson

March 15
Writing Workshop: Writing
Conference Proposals

March 19
Wednesday Lunch Hour
AERA Practice Runs

March 26
RSRB Training

March 31 - April 1
Conference on Globaliza-
tion and Society

April 21
The Rochester Area Film
Premiere of *Including
Samuel*





News Around Warner...

Featured

Randall Curren, professor in educational leadership, has a busy semester ahead of him. He was an invited keynote lecturer at an International Congress of Philosophy of Education in Madrid, Spain and an invited plenary lecturer at a conference on Philosophy of Education and Educational Practice in Sofia, Bulgaria. In Sofia, Curren was one of 12 speakers whose work was selected as the best work in philosophy of education published in the last 20 years.

One of his papers will be reprinted in a journal, *Critique & Humanism*, and then translated into Bulgarian. This will be the 4th reprinting of the paper, "Coercion and the Ethics of Grading and Testing," originally published in 1995. Curren's book, *A Companion to the Philosophy of Education* (Blackwell, 2003), will appear in Chinese translation in June. A Chinese translation of his book, *Aristotle on the Necessity of Public Education* (Rowman & Littlefield, 2000), is also in the works. Both will be published by the East China Normal University Press in Shanghai.

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 or call (585) 276-3986 to submit news items.

Wall Named Emerging Scholar, Publishes Articles, Co-Presents Paper in Switzerland

Andrew Wall, assistant professor in educational leadership at the Warner School, has been named an Emerging Scholar by the American College Personnel Association (ACPA) for 2008. The Emerging Scholars Program, implemented in 1999, provides promising new faculty and practitioner scholars with mentoring and support to further develop research skills and pursue research initiatives of interest to ACPA. As an Emerging Scholar, Wall will attend a research institute and work with one or more Senior Scholars on research projects, and as a culmination of this work, he will present his research at the Emerging Scholar Research Symposium held at the Annual Convention.

Wall has published several articles in the last couple of months. His article titled, "Examining a Higher Education Funding Formula in a Time of Shifting Currents: Kentucky's Benchmark Approach," was published in the *Journal of Education Finance*, Winter 2008, along with colleagues Robert Frost, Ryan Smith and Richard Keeling. The paper examines the ability, or inability, of higher education funding formulas to promote desired state government higher education goals.

Another article, "Evaluating a Health Education Website: The Case of AlcoholEdu," was published by the *NASPA Journal*, Fall/Winter 2007 issue. Wall's paper is based on an extension of his dissertation, and finds a limited set of empirical evidence supporting the use of technology in ameliorating the harm associated with heavy college student alcohol use.

Wall's article, "Horizontal and Vertical Structures: The Dynamics of Organization in Higher Education," was published in *Liberal Education* in Fall 2007. His paper examines how the geometry of higher education organization and government prohibits and supports student learning and development among undergraduates. This was co-authored with Richard Keeling and Ric Underhile.

His article, "Improving the Assessment of Learning Outcomes: Stronger Measures of Student Success are Critical to Accountability," was published in the Fall 2007 issue of *NASPA Leadership Exchange*. The article presents the findings of a review of major assessment instruments in higher

education and critiques those instruments based upon the limited nature of their ability to measure desired student learning among college students.

In addition to publishing a host of articles, Wall along with David Hursh, associate professor in teaching and curriculum, presented the paper, "Re-Politicizing Higher Education and Research Within Neoliberal Globalization," at the World Universities Forum held in Davos, Switzerland from Jan. 31 to Feb. 2. The paper examined how recent efforts to develop quantitative measurement and accountability systems in higher education undermine the historical purposes of higher education, reduce faculty autonomy, and harm the public good. In response, Hursh and Wall proposed a system of measurement and accountability that promotes teaching and learning responsive to the interests of students, faculty, the university, and local and global communities.

Marquis Co-Authors Article Published in Journal of Mental Health Counseling

Andre Marquis, assistant professor in counseling and human development, has co-authored an article titled, "Mental Health Professionals' Evaluations of the Integral Intake, A Metatheory-Based, Idiographic Intake Instrument," which was published in the January 2008 edition of the *Journal of Mental Health Counseling*. These three instruments were then evaluated on several dimensions. Overall, Marquis' Integral Intake was evaluated as the most clinically helpful, comprehensive, and efficient of the instruments.

Admissions Staff Welcomes Pia Bunton

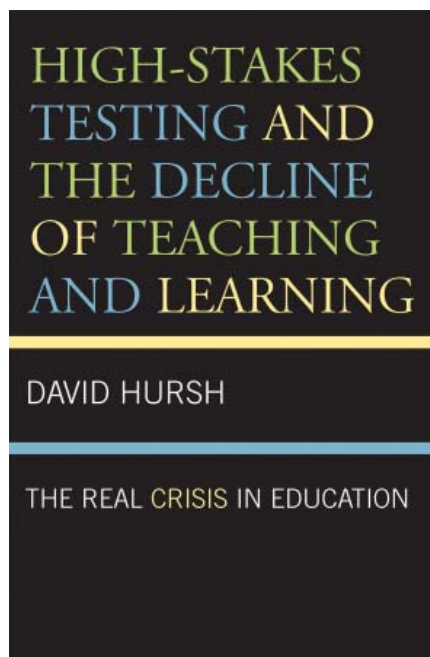
Pia Bunton has joined the admissions staff to replace Karen Abramowitz, who left Warner to return home to sunny Florida. Bunton is a graduate of Trinity College in Hartford, Conn. with a degree in education studies. She recently relocated to Rochester from her hometown of New York City where she was a preschool teacher. She is currently a student here at Warner.

Warner Professor Releases Book on High-Stakes Testing

Author, educator, and education policy expert David Hursh has written his newest book, *High-Stakes Testing and the Decline of Teaching and Learning: The Real Crisis in Education* (Rowman and Littlefield) which released in January 2008.

Hursh, an associate professor in teaching and curriculum, has written the book as an autobiographical memoir of his 40-year career as an educator in both K-12 schools and in higher education. The book uncovers how over the last decade New York State and then the federal government, through No Child Left Behind, have imposed increased testing and other regulations on students and teachers.

Hursh discusses how these reforms have resulted in less, not more learning, as the curriculum has been made easier and how teachers are being deprofessionalized as they have less input into the curriculum. He also describes why such regressive reforms have occurred and what educators, parents, and community members can do to improve schools.



Gloria Ladson-Billings, Professor and Kellner Family Chair of Urban Education at the University of Wisconsin-Madison, states that this book has given us the most compelling reason to challenge today's high-stakes testing mania. "By moving from his personal story of exploring the real meaning of schooling in a democracy, Hursh explores the impact of high-stakes testing and draconian accountability measures in the widening circles of local, state, and international schooling," says Ladson-Billings. "You must read this to understand the contours of this important debate."

Over the last decade, Hursh has been writing and speaking about the hazards of high-stakes testing and the impact it has had on teaching and learning. Most recently, Hursh's chapter, "The Purpose of Schools," was published in the 2nd volume book, *Battleground Schools*, edited by Sandra Mathison and E. Wayne Ross (Greenwood Press). *Battleground Schools*

provides a historically situated description of the most salient controversies in schooling during the past century. Hursh's chapter focuses on the ongoing conflict over whether education should prepare students to be efficient workers or democratic citizens.

Coming in April...

The Rochester Area Film Premiere of *Including Samuel*
Followed by a conversation with filmmaker and photojournalist Dan Habib

Monday, April 21, 2008
Dryden Theatre
George Eastman House
900 East Avenue
Rochester, NY

Dan Habib rarely thought about the inclusion of children with disabilities before he had his son Samuel eight years ago. Now he thinks about inclusion every day. Habib documented his family's efforts to include Samuel in every facet of their lives, a journey that transforms each of them. *Including Samuel* also features four other families with varied inclusion experiences, plus interviews with dozens of teachers, young people, parents and disability rights experts. A trailer and additional information are available at www.includingsamuel.com.

This event is free and open to the public. Reservations are required. Please call (585) 276-3986 or e-mail events@warner.rochester.edu. The film is open captioned, and a sign language interpreter will be provided for the discussion.



Genesee Valley Writing Project Seeks Participants for 2008 Summer Institute

The Genesee Valley Writing Project invites local educators from all disciplines and at all levels of instruction, from pre-kindergarten to university, to apply for the 2008 Genesee Valley Writing Project Summer Institute to be held at the University of Rochester from July 7 to August 1. Applications for the 2008 Summer Institute must be submitted by March 14.

The four-week Invitational Summer Institute, the heart of the Genesee Valley Writing Project, will accept up to 16 Fellows. Applicants must be practicing teachers from urban, suburban, and rural regions of Monroe and surrounding counties who embrace writing and literacy as central components of learning in the classroom and who are looking for innovative ways to integrate literacy practices into learning. All participating teachers will receive a \$500 stipend and three graduate credits through the Warner School.

The Summer Institute, which uses a teachers-teaching-teachers approach to help pre-kindergarten through college-level teachers advance and support writing and literacy development throughout area schools, will feature collaborative writing groups, teacher demonstration workshops, reading research groups, and presentations that draw from local and national expertise. Participating teachers will have the opportunity to study classroom strategies for teaching writing, read and discuss research, and improve their knowledge by writing themselves.

Sponsored by and housed within Warner School and administered through the Warner Center for Professional Development and Education Reform, the Genesee Valley Writing Project is one of the newest sites to join the National Writing Project, a nationwide network of nearly 200 project sites reaching more than 137,000 educators last year, working together to improve writing and learning in America's schools. In its second year, the 2008 Summer Institute will be directed and facilitated by Meg Callahan, assistant professor at the Warner School.

Callahan believes that the newly established Genesee Valley Writing Project site arrived not a moment too soon. "Teachers who participated in last year's Summer Institute



made it clear that they were hungry for professional development opportunities that would enable them to focus their energies toward improving teaching and learning in their classrooms," explains Callahan. "The fundamental philosophy behind the writing project is that effective teachers boost their teaching skills by writing themselves. The Summer Institute offers teachers professional development opportunities to expand their knowledge of exemplary practices and research skills while focusing on improving their own writing skills."

Summer Institute sessions will be held Monday through Thursday (plus Friday, August 1) from 8:30 a.m. to 1:30 p.m. on the University of Rochester's River Campus. In addition to the Summer Institute, the Genesee Valley Writing Project will host follow-up programs and activities—community outreach programs, school-based inservice workshops, collaborative programs, and teacher study groups—throughout the remainder of the year.

Upon completion of the Summer Institute, teachers become members of the Genesee Valley Writing Project and the National Writing Project and are eligible to participate in ongoing professional development related to teaching and writing.

To receive an application or for more information about the Genesee Valley Writing Project Summer Institute, visit www.rochester.edu/warner/gvwp, or contact Meg Callahan at 273-5090 or by e-mail at meg.callahan@rochester.edu.

UR Conference Examines Impact of Globalization on Health, Education, Culture, Environment



Covering a wide range of distinct economic, political, and cultural trends, the term “globalization” has quickly become a buzzword in the public arena. That’s why nine nationally-known speakers, including educators, authors, activists, and business leaders will convene at the University of Rochester’s first-ever Globalization Conference on Monday, March 31, and Tuesday, April 1.

The two-day conference, themed “Globalization and Society: Health, Education, Culture, and the Environment,” will benefit students and professionals alike as it focuses on how economic, political, and cultural aspects of globalization affect health, education, culture, and the environment, with the goal of better understanding the processes and consequences of globalization and the intersections between health, energy, and education within a globalizing world.

The conference’s keynote address will be delivered by Simon Szreter, author and history professor at St. John’s College at the University of Cambridge at 7 p.m. on March 31. Szreter, who will speak on “Global Economic Growth, Health, and Security—A Troubling History,” has written extensively on health and public policy. Three consecutive sessions on health, education, and energy will take place the following day, April 1, between 9:30 a.m. to 2:45 p.m., and will be followed by a closing discussion with all speakers at 4:15 p.m.

David Hursh, associate professor at the Warner School and a lead organizer of the event along with faculty from the College of Arts, Sciences, and Engineering and the School of Medicine, said that the conference aims to bring the University of Rochester community and the Greater Rochester community together to better understand the issues of globalization on health, education, culture, and the environment. “The conference provides a unique opportunity for students, faculty, staff, and community members to examine how globalization impacts their professions or areas of interest,” explains Hursh.

The conference is sponsored by the University of Rochester, including the University Committee in Interdisciplinary Studies Cluster on Global Studies, University Committee in Interdisciplinary Studies on Environmental Sustainability, Warner School of Education, Department of Medical Humanities, Office of Medical Education, URM Faculty Development and Medical Education, and University of Rochester President Joel Seligman and Provost Ralph Kuncl.

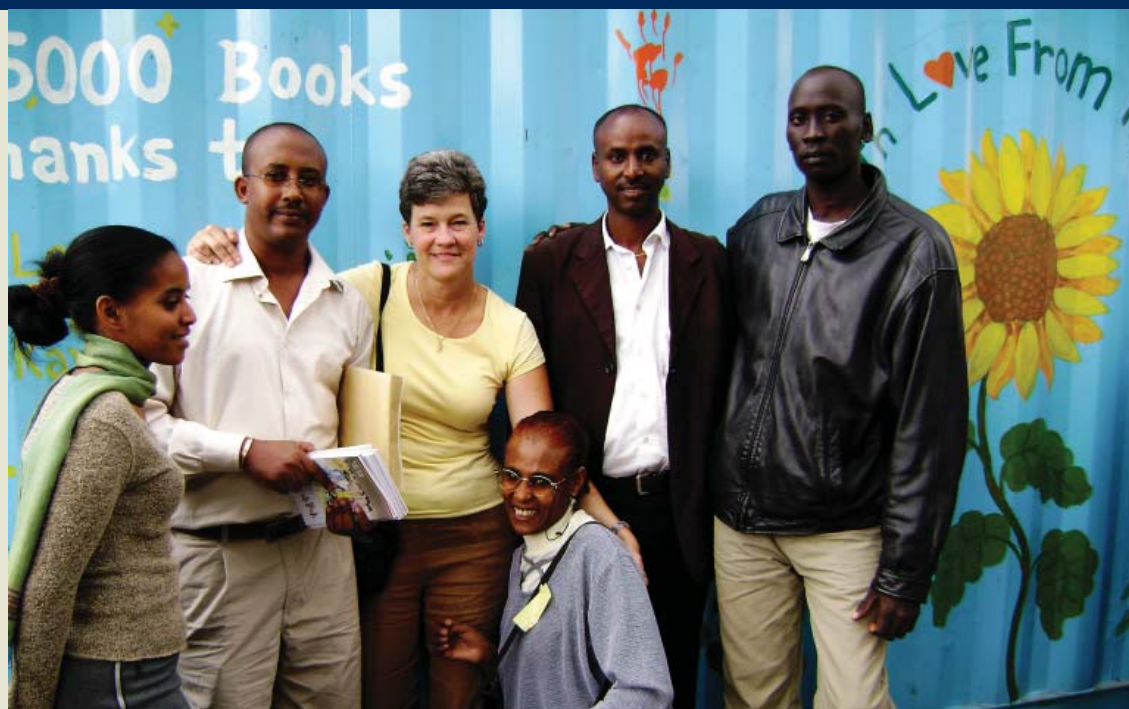
The two-day conference, which will take place in the University of Rochester Medical Center’s Class of 1962 Auditorium, Room G-9425, is free and open to the public. For more information about the conference, visit www.rochester.edu/warner/globalization, or send an e-mail to dhursh@warner.rochester.edu.

Warner Promotes Diversity in Education

The Warner School seeks to create and maintain a welcoming environment that represents the broadest spectrum of diversity among people and ideas. Supporting a policy of inclusiveness that reflects the communities we serve and the world in which we live, the Warner School has created a new diversity and inclusion statement that was constructed with the input from students, faculty, and staff. The new statement resides on the Warner Web at www.rochester.edu/warner/warneratagance.com/diversity.html.

“Among the Warner School’s values are a commitment to promoting diversity, broadly defined, and being a welcoming and inclusive community that supports and fosters a valuable and effective learning community for everyone,” explains Nancy Ares, Diversity and Inclusion committee chair and University of Rochester faculty diversity officer for the Warner School. “Diversity and inclusion are among the foremost issues facing education today. Advancing diversity within will not only benefit the Warner School community but also society at large as we continue to prepare leaders and agents of change to enter the education professions.”

The statement, which represents Warner’s ongoing, dynamic work around these issues, is a living document. Warner Diversity and Inclusion committee members—Nancy Ares, Donna Harris, Susan Hetherington, and Stephanie Waterman—are devoted to encouraging and fostering sustained, meaningful dialogue about the issues of diversity and inclusion. For more information about diversity and inclusion at Warner, please contact Nancy Ares at nancy.ares@rochester.edu.



Warner Student Creates Hope

continued from front page

children's literacy. Her decision to use wordless picture books was driven in part by the great success that she had when using these books with her ESOL students in the past. After teacher training, she spent some time modeling strategies for the librarians at the Shola Library, the first free public library for children in a country of 77 million people.

Upon her arrival back to the United States, Van Borssum started planning her second trip to Ethiopia, which took place six months later in December. During this visit, she focused her time and energy on collecting data. As an observer and a listener, she learned about what was taking place literacy-wise in the classrooms and new school libraries and talked with teachers and librarians about their perceived needs for improvements. With the guidance of her Warner School advisor, Mary Jane Curry, Van Borssum is now learning how to analyze the data, with the hope that this data will guide her in her dissertation research at Warner.

Adults and children in Ethiopia are not the only ones who have benefited tremendously from Ethiopia Reads. Van Borssum explains how she has grown as a student and as a teacher from

this experience. "As a student, this has given me a goal to work with, and it's real tangible work," she says. "As a professional, this has expanded and intensified my mission as an ESOL teacher. I am modeling new strategies for other teachers. Additionally, the whole school is now interested in learning about Ethiopia."

Van Borssum, who is described as being energetic, compassionate, and determined by her colleagues, continues to share photographs, clothing, toys, and experiences that she brought back with students and teachers at Craig Hill Elementary School and organizations in the Rochester area.

She also has established a new pen pal system between Ethiopian children and her own students, who also played an instrumental role in raising money for her trips. "The most rewarding part of this experience is the personal friendships that I made in Ethiopia and the new friendships that I helped to create between my students in Greece and Ethiopian children," adds Van Borssum as a smile glistens across her face.

Save the Date

Rochester Area Colleges and Universities Teacher Recruitment Day

April 9, 2008
880 Elmgrove Rd
Rochester, NY

On Teacher Recruitment Day, school districts from across the country will send recruiters to Rochester to conduct employment interviews with prospective candidates.

Doctoral Portfolio Evaluation Information Session

April 11, 2008
4:30 p.m.

Hawkins-Carlson Reading Room

Rush Rhees Library

To RSVP or for further information, contact Logan Hazen at (585) 275-1007 or lhazen@warner.rochester.edu.

Research Subjects Review Board Training

The Warner School is providing an RSRB training course to all dissertation-level students. Courses have been scheduled for the following dates: March 28, and April 25. The courses will be held in Dewey Hall 1-315 from 6:30-9:30 p.m.