

Warner Word

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

Warner's LGBTQ & Allies Student Interest Group Launches Website

The Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning (LGBTQ) & Allies SIG at Warner has launched a resource center website. The SIG strives to bring awareness to LGBTQ issues in our communities, schools, higher education institutions, and social programs and be a resource for individuals who would like to learn more about current research, topics of debate, and critiques of heteronormativity. The group also hopes to develop a safe and supportive space for students to share ideas and pursue academic interests and to work with other LGBTQ groups at the University and in the community. All Warner students are welcome to join the fun, meet friends, learn about resources, and get support as a student. Visit blogs.rochester.edu/LGBTQ_SIG to learn more.

Upcoming Events

2/18/2011 Job Search Workshop - The Job Search

2/25/2011 Job Search Workshop - Resume Writing

2/25/2011 Writing Workshop - Critiques and Literature Reviews

3/05/2011 Writing Workshop - Citations, Referencing, and APA Style

3/11/2011 Writing Workshop - Writing Conference Proposals

4/01/2011 Job Search Workshop - Writing a Cover Letter

4/06/2011 Annual Town Meeting with President Seligman

4/08/2011 Job Search Workshop - Preparing for a Professional Interview

Visit warner.rochester.edu for details on these and other events at Warner.



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New Academic Partnership Builds Understanding of Interdistrict Collaboratives

A new research collaboration between the Warner School, the College of Education at the University of Texas at Austin, and the University of Minnesota Law School's Institute on Race and Poverty, and funded by the Ford Foundation, will bring attention to the potential that regional educational policy has on reducing racial segregation and promoting equity for low-income students and students of color.

Scholars at these three institutions are closely examining policies that allow students to cross school district boundaries to better understand the extent to which these interdistrict collaboratives address inequality and isolation in education. Only nine of these collaboratives exist across the country and these remain an under-examined policy tool to reduce metropolitan segregation. The study focuses on regional collaboratives in Rochester, N.Y., Omaha, Neb., and Minneapolis, Minn.

Kara Finnigan, associate professor of educational policy, is a co-principal investigator on the study. In addition, she oversees the Rochester component which involves the Urban-Suburban Interdistrict Transfer Program (USITP), the oldest of these programs which began after the Rochester race riots of 1964. This new joint project will be a subcomponent of her current study of USITP. Jennifer Jellison Holme, an assistant professor of educational policy and planning at the University of Texas at Austin, serves as the project's

principal investigator and directs the Omaha component, while Myron Orfield, a professor of law at the University of Minnesota and executive director of the Institute on Race and Poverty, serves as a co-principal investigator and oversees the Minneapolis component.

Phase one of the project, which has been funded by a \$200,000 grant from the Ford Foundation, will investigate the issues relating to the implementation of these three regional collaboratives, as well as create local and national venues for stakeholders to network and dialogue around these complex issues. Phase two would allow a longitudinal examination of these programs as well as a more in-depth focus on the structures of access and opportunity, and resulting outcomes, for low-income students and students of color across each of the metros.

"We have the opportunity as a community to better understand this long-standing program and the ways in which it has reduced isolation, improved opportunities for low-income students and students of color, and enhanced the awareness and sensitivity of all students involved," says Finnigan. "The fact that only a few of these collaboratives exist across the country means that we are in the unique position through this joint project to inform ongoing national policy debates relating to segregation."

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Genesee Valley Writing Project Gears Up for 2011 Summer Institute

Local Classroom Teachers Encouraged to Apply by March 1



Photo: 2010 Fellows of the GVWP Summer Institute

The Genesee Valley Writing Project (GVWP) seeks local classroom teachers from all subjects and all grade levels, from pre-kindergarten to university level, for its 2011 Summer Institute to be held from July 5 through 29, four days a week, at the Warner School. Applications must be submitted by March 1.

The Annual Summer Institute, hosted by the Warner School, administered through the Warner Center for Professional Development and Education Reform, and funded by the National Writing Project (NWP), gives teachers the opportunity to learn new teaching strategies to improve their students' writing skills, study the latest research, learn effective classroom practices, and improve their knowledge of writing by writing themselves.

The GVWP will accept up to 20 teachers to participate as GVWP Fellows in the Invitational Summer Institute. All participating teachers will receive a \$150 fellowship award and three free graduate credits toward a master's or doctoral degree at the Warner School. Applicants must be practicing teachers from urban and suburban districts in Monroe County and rural districts in Ontario, Livingston, and Wayne 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.

"We are seeking strong classroom teachers and other educators who are helping students to become better writers, who promote equity for all students, and who are interested in taking on

leadership in the ongoing work of the Genesee Valley Writing Project," says Warner School Professor Joanne Larson who directs the GVWP. "Our goal is to reinvigorate teachers and to help them take new ideas and inspiration into the upcoming academic year. Every year, teachers come out of the Summer Institute learning how to be better writers and teachers of writing."

Using a teachers-teaching-teachers model, the GVWP allows participating teachers to tap into what is known about writing and the teaching of writing from all sources—key research findings, important books and articles, and most importantly, the classroom practices of effective and successful teachers. The Summer Institute, the heart of the GVWP, will feature collaborative writing groups, teacher demonstration workshops, reading research groups, and presentations that draw from local and national literacy expertise.

Teachers also will learn to embrace an array of digital media tools for teaching writing across subject areas and helping students to become accomplished writers in the digital age. A unique component of this year's Summer Institute will be a focus on integrating new media and technology into classroom instruction.

To receive an application or for more information about the GVWP 2011 Summer Institute, visit www.warner.rochester.edu/gvwp, or contact Joanne Larson at (585) 275-0900 or by e-mail at jl Larson@warner.rochester.edu.

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Warner Launches Initiative to Help Students Hone Valuable Job Search Skills

New career consulting services designed to assist and support students with their job search are now being offered at the Warner School. This new initiative will help students to distinguish themselves from the crowd in a competitive job market.

Beginning mid-February, the Warner School will host four free workshops to give students hands-on assistance with resume and cover letter writing, interviewing, and networking. (See schedule in Upcoming Events on page 1.) Students attending a workshop will also have the opportunity to meet one-on-one with a career consultant for individualized services, including resume and cover letter critiques, mock interviews, networking strategies, and methods for conducting local and national job searches. During the spring semester, Warner will offer career consults by scheduled appointments or by walk-ins during office hours from 4 to 6 p.m. on Mondays and 3 to 5 p.m. on Wednesdays.

Initially, the pilot program will be offered to students in the teacher preparation and counseling and human development programs. Following the spring launch, the Warner School plans to expand these services to other program areas.

Pam Black-Colton, executive director of marketing and recruitment who is leading this effort with support from doctoral student Elaine Casquarelli, says that the goal of this new initiative is to help students begin their career journey with confidence and success.

"It's important that we provide students with not only relevant, rigorous graduate programs in education and human development but also career development resources and services that will help them to polish their resumes, sharpen their interview skills, and embark on a successful job search," explains Black-Colton. "We hope that students will take advantage of these free services available to them."

To learn more about upcoming Job Search Workshops at Warner or to make an appointment with a consultant, please visit www.rochester.edu/warner/programs/career or e-mail Elaine Casquarelli at Elaine.Casquarelli@warner.rochester.edu.

News around Warner

Stapleton Contributes to WXXI Series on Educational Policy

The WXXI-AM 1370 *Connection* radio talk show with Host Bob Smith presented a series of theme-based programs devoted to educational policy. Kathleen Stapleton, a graduate student in educational policy, developed and produced shows for this series as part of her field work. Topics included Latino Students and City Schools, After School Programs and Off School Time, and Bullying and Cyberbullying.

Additional shows are in development on school violence, a new wellness policy for the Rochester City School District, Race to the Top, charter schools and choice, school nutrition, obesity, and teen pregnancy.

Meuwissen Appointed Program Chair at NCSS

Kevin Meuwissen, assistant professor, has been appointed to serve as program chair of the National Council for the Social Studies College and University Faculty Assembly (NCSS CUFA) for the 2011-12 academic year. CUFA is an affiliate of the National Council for the Social Studies that consists of higher education faculty members, graduate students, and other social scientists and historians who generate scholarship around and advocate for social studies education. Its three-day annual meeting is the flagship national conference for social studies education scholars. Meuwissen will serve a one-year term as program chair.

Smalls Featured in *HigherEdJobs.com* Article

Doctoral student Monica Miranda Smalls, the director of fraternity and sorority affairs at the University of Rochester, addresses key topics on campus today and tips for enhancing a career in fraternity and sorority affairs in a recent article published on *HigherEdJobs.com*. Visit "In the News" at www.rochester.edu/warner/newsevents for a link to the article.

Waterman Publishes Short Story

Stephanie Waterman, assistant professor, published "A Night Like This" in *Short Story*, volume 18, spring 2010, an issue devoted to Upstate New York writers.

Soler Contributes to WXXI Story on Transforming Rochester Schools

In part 3 of WXXI's series on Transforming Rochester Schools, reporter Julie Philipp looks at the transformation under way at East High School under the leadership of Warner doctoral student and East High principal Anibal Soler. To listen to the WXXI story "Transforming Rochester Schools - Part 3," visit "In the News" at www.rochester.edu/warner/newsevents.

Duffy Publishes Journal Article

Doctoral student Jason Duffy published the article "A Heroic Journey: Re-conceptualizing Adjustment

Disorder through the Lens of the Hero's Quest" in the winter issue of the *Journal of Systematic Therapies*. His article presents an overview of fiction-based bibliotherapy and then transitions into a cursory explanation of both Carl Jung's concepts of the collective unconscious and archetypes, and Joseph Campbell's concepts of the mono-myth and the archetypal hero's quest. Duffy is a transitional support program coordinator and English teacher at West Irondequoit Central School District.

Lawrence Presents in Turkey

Doctoral student Peter Lawrence presented at TOTAK School Transportation Conference in Istanbul, Turkey in November. Lawrence, director of transportation at the Fairport Central School District, presented on school bus driver qualifications and sat on a panel to discuss current and future transportation issues. He was only one of two Americans to present at the conference, which seeks ways to improve safety and best practices in school transportation in Turkey.

Finnigan Co-publishes Journal Article, Book Chapter

Kara Finnigan, associate professor, co-published "The Ebb and Flow of Social Network Ties Between District Leaders Under High-Stakes Accountability" in the *American Educational Research Association Journal* February 2011 issue; Vol. 48, No. 1.

Additionally, Finnigan co-wrote a chapter she co-wrote, "Learning at a System Level: Ties Between Principals of Low-Performing Schools and Central Office Leaders," in *Social Network Theory and Educational Change* (Harvard Education Press, 2010), a book that explores how social networks in schools can impede or facilitate the work of education reform.

Ovcharov Joins NAFSA

Master's student Lena Ovcharov has joined the staff of the University's International Services Office as an international student advisor. In Addition, Ovcharov, who was raised in Russia and the Ukraine and has studied in Italy and the Dominican Republic, was recently accepted into the Association of International Educators' Academy at the National Association of Foreign Student Advisers (NAFSA). The Academy is an extensive 11 month professional development training program.

Lynch Receives Licensure

Martin Lynch, assistant professor, who successfully completed the examination for the professional practice of psychology and all other requirements for academic coursework and supervised experience, is now licensed to practice as a psychologist in New York State.

Academic Partnership

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Currently, the Rochester City School District, Brighton Central School District, Brockport Central School District, Fairport Central School District, Penfield Central School District, Pittsford Central School District, West Irondequoit Central School District, and Wheatland-Chili Central School District participate in USITP, which is administered by Monroe #1 Board of Cooperative Educational Services (BOCES).

Finnigan has conducted research and evaluations of K-12 educational policies and programs at the local, state, and federal levels for more than 17 years through her work at several prominent research organizations, including SRI International, RPP International, the George Lucas Educational Foundation, and the Wisconsin Center for Education Research. She has written extensively on the topics of charter schools and interdistrict choice, low-performing schools, and high-stakes accountability. Her work has garnered grants from other prominent organizations supporting educational research, including the William T. Grant Foundation and the Spencer Founda-

Three Defend Dissertations

Congratulations to our three Warner students that have recently defended their dissertations. Elizabeth Hallmark, PhD (teaching and curriculum) defended "Arts as Collaborative Inquiry: Re-defining and Re-centering Quality Arts Education in Schools;" Tricia Stewart, PhD (education policy and theory) defended "Social Capital, Interdistrict Transfer and Middle Class Education: Experiences from a Voluntary Program;" and Essie Sierra-Torres, PhD (human development) defended "Assessing the Attitudes, Beliefs, Perceptions, and Practices Surrounding Tobacco Use and Exposure Among Pregnant Women in the Dominican Republic."

Visit www.rochester.edu/warner/researchprojects/dissertations to learn more about their research and read the complete dissertation abstracts.

UR Night at Amerks Hockey

Amerks vs. Manitoba Moose

Blue Cross Arena

February 25 - Game at 7:35 p.m.

Tickets are \$5 and are available at the Common Market in Wilson Commons for students and River Campus faculty/staff.

Professor's New Book Paves the Way to Success for K-12 School Leaders



A new book that teaches school leaders important lessons about the development of effective schools was written by Stephen Uebbing, associate professor in the K-12 school leadership program.

Uebbing, a former school superintendent for 23 years, is co-author of *The Life Cycle of Leadership: Surviving and Thriving in Today's Schools*, a book published this year by Learning Forward publishers that shows administrators how to improve leadership skills and competencies in education. The fourteen chapters in *The Life Cycle of Leadership* were written collaboratively with Mike Ford, a school leader with eleven years of experience as superintendent of the Phelps-Clifton Springs Central Schools who also teaches courses in the K-12 school leadership program at Warner.

The book came out of an effort to help school leaders make a meaningful difference in the lives of students. Uebbing and Ford write, "The best job in the school is the one in which you can have the deepest impact on the most students. ... Leadership matters. The leader can shape the collegial environment and create a focus on the school's moral purpose. The leader can help address the larger context and be certain that all children are respected and valued, at least while in school."

According to the authors, the challenges of leadership come in distinct cycles of survival, creation, and legacy. Using real-life, real-time case studies, Uebbing and Ford guide readers on a journey from survival to legacy, highlighting not only the challenges but also the opportunities and successes that educational leaders may encounter along the way.

Throughout the book, the authors encourage current and potential leaders to take a more reflective approach to school leadership and to use principles gathered from research and experience to move beyond the survival stage to leadership legacy. They also share strategies for developing into a leader who creates deep, meaningful reform that will result in more effective schooling for everyone.



Former educator Gary McGuey, author of *The Inspirational Teacher and The Mentor in Me*, explains that *The Life Cycle of Leadership* is the foundational book for any great leader. "Administrators will discover how to inspire trust and build credibility with their team," he states.

"Deep down, we all aspire to greatness and desire to leave an enduring legacy. This book is the blueprint to help you achieve your purpose."

Uebbing has extensive school and district leadership experience in the world of education.

He began his career in education with 10 years as a social studies teacher, coach, and advisor to student clubs in the Letchworth Central School before serving six years as high school principal and then superintendent of the Fort Plain Central School. Most recently, he served as superintendent in the Canandaigua City School District for 18 years. Now at the Warner School, Uebbing teaches courses in educational leadership, with a focus on K-12 school leadership and educational decision making. In addition to preparing future school leaders, he helps school districts develop strategic plans and oversees a program that provides coaching to school leaders.

Uebbing is a former New York State Superintendent of the Year and the recipient of the 2009 New York State Council of School Superintendents (NYSCSS) Distinguished Service Award, the council's highest honor.