

OCTOBER 2016



ANNOUNCEMENTS

Counseling Program Publishes Annual Evaluation

In compliance with the Council for Accreditation of Counseling & Related Educational Programs (CACREP) guidelines, the counseling program conducts an annual evaluation to assess a wide array of program activities and publish the results of this report, along with yearly vital statistics survey. [Read the annual report and vital statistics survey.](#)

Hursh to Present at Two Local Events

David Hursh, professor, will be delivering two local lectures this month. On Wednesday, October 12, he will be presenting "The End of Public Schools?" at SUNY - Geneseo from 2:30 - 3:45 p.m. in the MacVittie Union Ballroom. [Learn more.](#) Also on October 12, Hursh will present at the community forum "The Future of Public Education" at SUNY - Buffalo from 6 - 8 p.m. in the Burchfeild Penney Art Center Theatre. [Learn more.](#)

EVENTS

10/5/2016

[Wednesday Lunch Talk - Cultural Humility](#)

10/8/2016

[Quantitative Consulting Workshop - Missing Data in Secondary Data Analysis](#)

10/12/2016

[Wednesday Lunch Talk - Environmental Sustainability and the Local Food Movement](#)

10/14/2016

[Writing Workshop - Critiques, Reflective Writing, and Summarizing](#)

10/19/2016

[Wednesday Lunch Talk -](#)

Flexible Career Services for Warner Students

Your career success is important to Warner. Whether you are just embarking on your academic program or you are actively looking for employment in your field of study, we can assist you. Pursuing a professional position can be daunting, particularly if you are working and caring for your family and completing coursework at the same time.

We understand your challenges and have designed a comprehensive career program with you in mind.

A full range of career services is readily available to you including:

- Personal consultations and coaching on resumes and CVs, interviewing, job search strategies and more.
- Career information on Blackboard: relevant articles, resources, templates, videos.
- Three free career-relevant employment databases: Careershift, Goinglobal (register on Blackboard), and Handshake (<https://rochester.joinhandshake.com/login>).
- Current job postings on Blackboard.
- Referrals to alumni and education professionals for networking and information meetings.
- Career Programs: Teacher Recruitment Day, for example.
- Warner School LinkedIn Group: join today!

Are you ready to get started? Contact Harriette Royer at hroyer@warner.rochester.edu or 585.276.7427.

NEWS

Lessons from the Trail:

Transitioning from Activity to Advocacy

10/21/2016

Child Abuse Prevention Certification Workshop

10/22/2016

Quantitative Consulting Workshop - AMOS Refresher

10/26/2016

Wednesday Lunch Talk - Vocational Education and Training: Policies and Practices

10/28/2016

Dignity for All Students Act (DASA) Training

10/29/2016

Writing Workshop - Constructing an Argument in Academic Writing

11/5/2016

Fall Open House

11/5/2016

Quantitative Consulting Workshop - Introduction to Sampling Design

11/19/2016

Quantitative Consulting Workshop - Introduction to R Programming

Control, Stress & Poverty: Research Identifies How Perceived Control Triggers Frailty Among Older Adults

Estimated to affect approximately one in 10 adults aged 65 and older, physical frailty is a common component of older adult development, and is an important risk factor for multiple geriatric outcomes, including institutionalization, morbidity, and mortality. Chronic stress and poverty, which are associated with physical frailty in old age, becomes problematic when these factors result in lower perceptions of control, Warner School alumnus Christopher Mooney '16W (PhD) reports in a study recently published in the *Journals of Gerontology*. [Read more.](#)

NSF Grant Awarded to Warner School for Online Teacher Professional Development, Research in Rural Schools

The Warner School was awarded a \$2.8 million grant from the National Science Foundation (NSF) to provide teachers in rural school districts access to innovative online professional learning experiences in mathematics. The Discovery Research PreK-12 (DRK-12) program of the NSF awarded the four-year grant, which will support research of an online-based professional development model that includes synchronous online courses and online video coaching, in addition to demonstration lessons that can be viewed via online meeting software, with the goal of increasing the quality of professional development opportunities for teachers in rural areas in the U.S. [Read more.](#)

FACULTY/STUDENT NOTES

IN THE NEWS

9/22/2016

[Shaun Nelms on Teacher Diversity in City Newspaper](#)

9/16/2016

[Shaun Nelms on East-UR Partnership on WXXI-TV's *Need to Know*](#)

9/13/2016

[RBJ Features NSF Grant to Support Online Teacher Professional Development, Research in Rural Schools](#)

9/09/2016

[WROC-TV Feature on East's Second Year of UR Partnership](#)

9/07/2016

[Ed-Talk by Kara Finnigan: Failing Systems, Complex Fix](#)



Vespone Publishes Thesis on LGBTQ Support in Higher Education

Brianna Vespone '15W (MS) recently published her thesis, "Integrating Identities: Facilitating a Support Group for LGBTQ Students on a Christian College Campus," in *Christian Higher Education*, volume 15, issue 4. In her article, Vespone uses a review of the current literature to address the need for LGBTQ support groups on Christian college campuses as a means to help LGBTQ students resolve internal identity conflicts. She also demonstrates a rationale for why these groups are needed, identifies specific interventions that can be effective, provides implications for counselors, and offers suggestions for future research. [Read the article.](#)

Lustica Publishes Article on School Attendance

Doctoral student Hennessy Lustica co-wrote the recently published article "Attendance Works" in the September issue of the American School Counselors Association (ASCA) *School Counselor*. In the article, Lustica outlines the Successes of the Geneva City School District in Geneva, N.Y. as they collaborated with a local community agency to develop a program to increase school attendance awareness. [Read the article.](#)

Xin, Curry Co-Write Book Review, Curry Co-Writes Book Chapter

Doctoral student Yifei Xin and Mary Jane Curry, associate professor, co-wrote a review of *Before the Dissertation: A Textual Mentor for Doctoral Students at Early Stages of a Research Project* by C. Casanave (Ann Arbor: University of Michigan Press, 2015), which published in the 2016 issue of *Journal of English for Academic Purposes*. [Read the article.](#)

Additionally, Curry, curry co-wrote the book chapter "Academic Writing for Publication in a Multilingual World" in R. Manchon & P.K. Matsuda (Eds.), *Handbook of Second and Foreign Language Writing* (Berlin: De Gruyter Mouton, 2016).

Finnigan Discusses "Failing Systems, Complex Fix" in Ed-Talk

Kara Finnigan, associate professor, gave the Ed-Talk "Failing Systems, Complex Fix" at the American Educational Research Association (AERA) Knowledge Forum events earlier this year. Held as part of AERA's Centennial year programming, the Knowledge Forum created an opportunity for leading education scholars and policy leaders to engage in an open, in-depth discussion of research on education and learning using Ed-Talks as catalysts for a series of conversations. [View Finnigan's Ed-Talk](#). [View a list of all Ed-Talk videos.](#)

Meuwissen, Thomas Publish Paper on Social Studies Teaching Practice

Kevin Meuwissen, assistant professor, and doctoral student Andrew Thomas co-published the article "Can Studying Adolescents' Thinking Amplify High-Leverage Social Studies Teaching Practice? Challenges of Synthesizing Pedagogies of Investigation and Enactment in School–Institutional Contexts" in *Theory & Research in Social Education*, volume 44, issue 3. Their paper suggests that the process of qualitatively investigating adolescents' thinking about complex historical concepts and conflicting evidence can strengthen preservice teachers' understandings of high-leverage social studies teaching practices, like modeling strategic reading and eliciting students' thinking. Yet institutional factors that devalue systematic investigation of students' thinking as a way to impact instruction may impede their enactments of this process in schools. [Read the article.](#)

Luehmann, Meuwissen Publish at *Huffington Post*

April Luehmann, associate professor, and Kevin Meuwissen, assistant professor, co-wrote the article "Beyond the 'I Quit' Narrative: What Powers Persistence in Teaching?," which was published on *The Huffington Post* in July. In response to the Internet proliferation of "why I quit teaching" stories, Luehmann and Meuwissen gathered accounts of persistence from 20 practicing educators and synthesized them into reasons why good teachers stay in the field, despite the myriad pressures teachers face in the current educational climate. The article was designed to appeal to practitioners and those considering teaching. [Read the article.](#)



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