

WARNER WORD



New Warner Student Recognized as One of Nation's Top Future Science Teachers

Incoming Warner School master's student Kimberly Brucz was awarded a 2009 Science Teaching Fellowship by the Knowles Science Teaching Foundation (KSTF). She was one of only nine science finalists selected from across the nation to receive this prestigious Fellowship.

"I am really excited to win a Knowles Fellowship," says Brucz. "I was initially nervous about making the career transition, but I know that this is the right path for me, and I'm so confident of it. Between the Warner School and the Knowles Fellowship, I will now have the support system on both the local and national levels. This will be especially advantageous during my first few years of teaching, when one can feel isolated or alone. It's perfect for someone like me who is a career changer."

Explicitly designed to meet the financial and professional needs of new science and mathematics teachers, the KSTF Fellowship helps ensure that the nation's best teachers remain in the profession to

become leaders in the field. This national program supports individuals with a degree in science, engineering, or mathematics who want to teach high school science or mathematics.

The funding will be used to provide her with tuition assistance, monthly living stipends, and support for summer professional development, as well as regular meetings, online discussions, a structured mentor relationship, and teaching materials. Following an orientation meeting in June, Brucz, along with other KSTF Fellows, will meet three times per year—in the spring, summer and fall—and communicate regularly via an electronic bulletin board system.

Starting in June, Brucz will be enrolled in the Get Real! Science Project, a 15-month science teacher preparation graduate program at Warner. Get Real! Science, which is designed to engage

—continued on back page

Calendar

5/11/2009
Rochester Film Premiere of *The Key of G*

5/14/2009
Warner School Orientation

5/16/2009
Warner School Commencement

8/26/2009
Warner School Orientation

Visit warner.rochester.edu for event details.





Commencement

Warner School Commencement
Saturday, May 16 at 2 p.m.
Strong Auditorium

Reception to follow in the
Multi-Activity Center of the
Goergen Athletic Center

Degrees being conferred

105 master's degrees
10 Ph.D. degrees
31 Ed.D. degrees
49 certificates

For more information, please
contact Brenda Grosswirth at
275-1009.

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.

Faculty Attend American Counseling Association Meeting

Kathryn Douthit, associate professor and chair of counseling and human development, and Howard Kirschenbaum, professor emeritus, presented at the annual American Counseling Association (ACA) meeting in March. Douthit's presentation, "Guided Autobiography as a Therapeutic Tool in Gerontological Counseling," outlines the structural elements of a guided autobiography program and implications for professional practice.

Kirschenbaum gave two presentations on "Re-Discovering Carl Rogers: Biography as Surprise." He also took part in an ACA authors book signing.

Karen Mackie, assistant professor in counseling and human development, attended the meeting in her role as the advisor to the University of Rochester's honor society chapter. Mackie hosted a meeting as president of the New York Association for Counselor Educators & Supervisors.

Doctoral Student Publishes in *School Social Work Journal*

Katy Allen, a doctoral student in counseling and human development, published her article, "Dealing with Bullying and Conflict Through a Collaborative Intervention Process: The Social and Emotional Learning Intervention Team," in the *School Social Work Journal*, volume 33(2). The article describes the student support system, a bullying/conflict intervention method, that has been implemented in a suburban high school in the northeastern United States. Based on a social-emotional learning philosophy, this system is part of a concerted effort to improve school social climate, improve the quality of students' social interactions, reduce bullying, and improve the social competencies of students.

Faculty, Students Present at Linguistics Conference

MJ Curry, assistant professor in teaching and curriculum; Kevin O'Connor, assistant professor in counseling and human development; Rachel Chaffee, a doctoral student in teaching and curriculum; and Nan Zhang, a doctoral student in teaching and curriculum, presented "Engineers Writing for Publication: The Production of Access to Professional Practices" at the American Association of Applied Linguistics Conference in Denver, Colo. in March. The presentation discussed their findings that different academic genres (dissertations, conference proceedings, and journal articles) indexed a range of identities and ideologies about engineering work along academic and industry trajectories.

Hursh Speaks at Kansas State University

In his presentation "The Failure and Promise of Education Reform: From High-Stakes Testing to Education for a Socially Just World," at Kansas State University in April, David Hursh, associate professor in teaching and curriculum, addressed the negative effects of high-stakes testing and how recent reforms fit into the movement to privatize education, and suggested what might be done to create the schools he says are needed. The address is part of the Lou Douglas Lecture Series, which honors Douglas, a distinguished professor of political science at the University who was widely known for his power to inspire students, faculty, and citizens to instigate change.

Hursh, who earned a B.S. and M.S. from Kansas State, is the author of the recently published book *High-Stakes Testing and the Decline of Teaching and Learning: The Real Crisis in Education*.

Students Present at the Gender and Women's Studies Interdisciplinary Graduate Conference

Several Warner School students took part in the graduate conference sponsored by the Susan B Anthony Institute for Gender & Women's Studies. Jeremiah Frink, a doctoral student in teaching and curriculum, and Amy Rosechandler, a master's student in counseling and human development, shared their research in the Bodies and Selves panel. Thomas Boatwright and Burke Scarbrough, doctoral students in teaching and curriculum, spoke of their individual research projects in the intersectionalities panel. BJ Douglass, Licensed Master Social Worker (LMSW) and doctoral student in counseling and human development, gave a narrative on the importance of offering Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ) studies courses at the University of Rochester.

Waterman's Book Review Included in *Counseling Today*

A review by Stephanie Waterman, assistant professor in educational leadership, of White and Henderson's (2008) edited book, *Building Multicultural Competency: Development, Training, and Practice*, appeared in the resource review section of *Counseling Today*, volume (51)10. Waterman states that the book utilizes a multicultural centered model and emphasizes self reflection and self study to guide instructors and students. Waterman highlights chapters that claim that diversity should be made a priority in higher education. She views this book as an important resource to those teaching courses on multicultural issues and diversity.

Warner Student Presents Research at Three Conferences

Jonathan Howard, a master's student in educational leadership, recently presented his research on college student development as influenced by their online social presence at conferences in the United States and Canada. Howard served as a panelist at the Mid-Atlantic Popular/American Culture Association's (MAP/ACA) annual conference in Niagara Falls, Canada, and as a panelist at the Popular Culture Association/ American Culture Association's (PCA/ACA) annual conference in New Orleans, La. In April, he facilitated a 90-minute interactive workshop at the Expanding Literacy Studies Conference at Ohio State University. His research examines identity development and construction in various social networking sites with the common thread being his critical examination of online social spaces/utilities. He explains that the biggest danger is when we stop using online social utilities to supplement, but rather substitute, in-person interactions.

Doctoral Student Presents at Equity and Social Justice Conference

Rabia Hos, doctoral student in teaching and curriculum, presented at the Equity and Social Justice Conference in May. The conference theme was "Preparing Educators for Diversity and Inclusion." Hos' presentation, "Rejecting Deficit Views of English Language Learners (ELLs): The Case of Adolescent Students with Interrupted Formal Education (SIFE)," explored the experiences of adolescent SIFE in secondary schools through the use of literature review. Hos found a deficit in literature available and plans to conduct research with local adolescent refugee SIFE in secondary schools to explore their in- and out-of-school experiences as well as find out the funds of knowledge that these students may possess in order to support their education through the use of proper curriculum that would integrate and value their past experiences.



Rochester Film Premiere of *The Key of G* Explores the Relationship Between a Young Man with Severe Disabilities and His Artist and Musician Caregivers

The Institute for Innovation Transition, a collaboration of the Golisano Foundation and the University of Rochester, will showcase *The Key of G*, an award-winning documentary about a disabled man's transition into adulthood, at 7 p.m. on Monday, May 11, at the Dryden Theatre at George Eastman House.

The Key of G is an intimate documentary about disability, caregiving, and interdependence. Director Robert Arnold tells the story of Gannet Hosa-Betonte (or "G," as his friends call him), a 22-year-old man with physical and developmental disabilities, as he moves out of his mother's home for the first time to share a new home with three artists and musicians who support him, not only as primary caregivers, but also as friends. Together, they create a uniquely successful model of supported living and a compelling alternative to institutionalized care. The Rochester movie premiere of *The Key of G* will be followed by a discussion with Gannet and his mother, as well as film Director Robert Arnold.

Born with Mowat-Wilson syndrome, Gannet has difficulty integrating what he hears, sees and feels because the two halves of his brain do not communicate well. However, he is able to express "yes" and "no"

by touch, and can reveal his wants and needs by pointing at icons in a specially made book. Arnold films Gannet over a three-year period in San Francisco, detailing the assistance he needs in order to do routine things that most people take for granted, such as taking a shower, getting dressed, and walking down the street.

The event is sponsored by the Golisano Foundation and the University of Rochester, including the Strong Center for Developmental Disabilities, the Warner School of Education, the Rochester Disabilities Cluster, and the Office of University Disability Resources. Additional support provided by The Advocacy Center, the Midwestern Regional Transition Coordination Site, and the Regional Special Education Training and Resource Center (SETRC).

The event is free and open to the public. The film is open captioned, and a sign language interpreter will be provided for the discussion. For more information about the event, please call (585) 276-3657 or e-mail transition@urmc.rochester.edu. To learn more about *The Key of G*, please visit www.lateralfilms.com/keyofg/index.html.

Warner Students Launch Literacy Program for Limited English Proficient Families

Family Literacy Program Builds Better Bridges Between Community, School

Warner School students' investment in the Rochester community continues to grow as an area library is now up-and-running with a new English for Speakers of Other Languages (ESOL) literacy program that two doctoral students helped launch. Michelle Palermo-Biggs and Jennifer Smith, who are both in the teaching and curriculum program at Warner, first got the idea to create a family literacy program when they were enrolled in Professor Joanne Larson's course, EDU 498 Literacy Learning as Social Practice.

The program, Literacy and Lunch (Almorzamos y Aprendemos), which got its start in fall 2008, is now functioning at the Lincoln Branch Library on Joseph Avenue in the City of Rochester. The library, which is located in an ethnically diverse neighborhood with a population base of approximately 25,000 people, provides a range of services to a growing number of Spanish-speaking people, Asians, African Americans, and a remnant of the Russian-Jewish, Polish, and Ukrainian populations that were once dominant.

Literacy and Lunch, which promotes English family literacy while supporting native language skills, aims to improve communication skills and reading practices among Spanish-speaking and immigrant families. The program is unique in that it also provides parents with the skills they need to help their children succeed in school.

"I really believe that the community makes up the school, and I think you need to start at the community level in order to really improve schools," says Palermo-Biggs, who spent 12 years as a Spanish teacher. "The building itself doesn't really determine why the school is good. The community that pushes for good initiatives and that supports their children at home—it's those types of things that foster good education. If you

help parents understand and grow as individuals, thinkers, and learners, that will help improve education as a whole."

The program is part of Mayor Robert Duffy's Literacy Initiative, which acknowledges the city's illiteracy issues and aims to make Rochester the most literate mid-sized city in the country. The Mayor's community-wide initiative promotes awareness and involvement in advancing literacy, as well as identifying and developing partnerships to enhance local literacy programs.

Palermo-Biggs is working hand-in-hand with doctoral students Jennifer Smith and Eileen Radigan and master's student Clare Zuraw to implement the family literacy program. The four students volunteer their own time each month—every first and third Saturday—to working with families who want to improve their English skills. The program includes bilingual book talks, family activities, and themes based on participants' interests.

"I always wanted to do something where I can give back, and that's why I went into teaching," recalls Palermo-Biggs. "I love helping people and working with kids. I missed the daily interactions and connections that I made with my students in the classroom, so doing something—whether it's family literacy or working with my own children in their schools—keeps it alive in me."

Future Science Teacher Recognized

—continued from front page

students in real science, is grounded in authentic experiences including the summer Get Real! Science Action Camp, Science STARS (Students Tackling Authentic and Relevant Science) program, and more. Upon receiving her master's degree in education, she plans to teach biology or chemistry in an urban school setting.

"I don't necessarily want to make little scientists," adds Brucz whose high school chemistry teacher impacted her passion for science and influenced her to use her scientific talents to inspire future students. "Instead, I hope to encourage and support my students and make science not so intimidating for them."

Brucz completed her bachelor's degree in biology at St. Bonaventure University in 2001 and her master's degree in structural biology at the State University of New York at Buffalo in 2005. Most recently, she has served as the technical director at the High Throughput Screening Core Facility at the University of Rochester where she works with researchers to screen diverse chemical libraries for identification of molecules that can subsequently be used in grant proposals or as leads for therapeutics.

The Science Teaching Fellows program began in 2002 with four Teaching Fellows. Since its inception, the program has admitted between 9 and 14 new Fellows each year. Highly competitive, the KSTF Teaching Fellowships are awarded after a rigorous selection process by KSTF program staff and a judging panel of esteemed scientists, mathematics and educators. KSTF awards Fellowships to candidates who demonstrate exceptional content knowledge, a commitment to teaching, ability to teach, and leadership. In the 2008-09 academic year alone, KSTF Fellows, who teach in high schools nationwide, will impact nearly 10,000 students.