



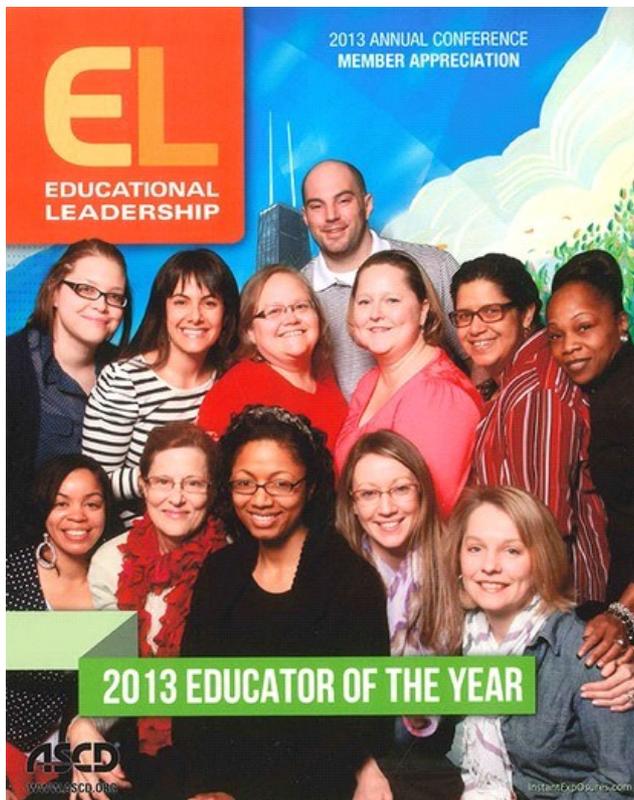
The E-Newsletter of the Warner School of Education at the University of Rochester

April 2013

HAPPENINGS



The Warner Graduate Student Association hosted a multicultural event in March that celebrated cultural diversity and multilingualism. Participants supplied refreshments traditional to their country/culture to share with others. [View video and photos and read more.](#)



EVENTS

- 4/03/2013
[Wednesday Lunch Talk – Navigating the Academic Job Search Process](#)
- 4/08/2013
[Practical and Engaging Research-Based Strategies for All Teachers And Classrooms](#)
- 4/10/2013
[Black Male College Access & Achievement](#)
- 4/13/2013
[Science STARS' Red Carpet Day at the Cinema Theater](#)
- 4/16/2013
[A Conversation with Filmmaker Dan Habib and Kelsey Carroll](#)
- 4/16/2013
[Film Event - Who Cares About Kelsey?](#)
- 4/17/2013
[Wednesday Lunch Talk — Local Expertise: Teacher and Librarian Literacy Practices in Addis Ababa, Ethiopia](#)
- 4/24/2013
[Wednesday Lunch Talk — Beginning at the End: Life-Long Learning Through the Care of Others at End-of-Life](#)
- 5/02/2013
[Administrative Internship Seminars](#)
- 5/02/2013
[K-12 Administration Internship Orientation](#)
- 5/04/2013
[Genesee Valley Writing Project Spring Workshop - How to Survive the Common Core: Getting a Game Plan](#)
- 5/13/2013
[Orientation for New Students](#)
- 5/18/2013
[Warner School Commencement](#)

NEWS

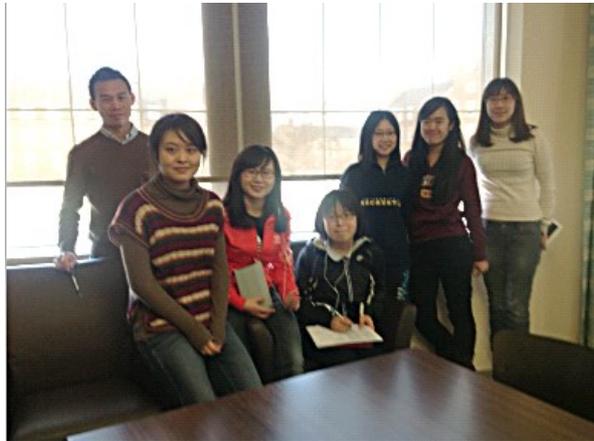


[Local Events Focus on Students with Emotional, Behavioral Disabilities](#)

Students in the first cohort of the Clinically Rich Urban School Leadership Program attended the 2013 Annual Conference of ASCD (formerly the Association for Supervision and Curriculum Development) in Chicago, Ill. in March. ASCD is an educational leadership organization that develops programs, products, and services essential to the way educators learn, teach, and lead. Pictured are Mary Rapp, director of the K-12 school leadership preparation program and instructor, along with program participants Leslie Rivera, Shalonda Garfield, Khieta Davis, Samantha Brody, Kristine Schultz, Melody Bishop, Michael Henry, Rosemary Ramos Bradley, Nichole White, Kelly Higgins-Flagler, and Eileen Kalbfus.



The Urban Teaching and Leadership Program (UTL) at the Warner School hosted a Spring Forum, themed "Disrupting and Rerouting the School-to-Prison Pipeline," on March 14. Panelists shared personal, professional, and community experiences that informs their knowledge about this topic. They also shared strategies and recommendations for disrupting and rerouting the school-to-prison pipeline.



Current Warner School students reached out to newly accepted students via phone and Skype in March to welcome them to Rochester and discuss housing, transportation, and course content. Seven international students from China (Zhichun Zhou, Peng Wang, Qijiang Huang, Fang Wang, Yingjia Zheng, Sophie Hu, and Kenneth Leow) contacted newly accepted students, also from China (top photo), and four students in the higher education program (AnneMarie Cucci, Nicee Gonzalez, Benjamin Nissan and Rachel Snyder) contacted newly accepted students in higher education.

ANNOUNCEMENTS



Fonzi to Step Down as Director of the Warner Center

With great appreciation, Dean Raffaella Borasi has announced that after 12 years as the founding director of the Warner Center for Professional Development and Education Reform, Judi Fonzi has decided to step down from this role at the end of the academic year. Fonzi, however, will continue as a part-time clinical professor, directing

A series of events in April will look at the tough road that students with emotional and behavioral problems face in school and spark new conversations about an education revolution that empowers emotionally and behaviorally challenged youth. Filmmaker Dan Habib, who made the documentary *Who Cares About Kelsey?*, and subject of the film, Kelsey Carroll, will be featured speakers at the events.

IN THE NEWS

[Warner Research Study Referenced in Story on School Safety](#)

[Warner Student Sophie Hu Reflects on NCIV National Meeting of Emerging Leaders](#)



and teaching in the health professions education program, as well as work on selected grants and projects. The Warner community thanks Fonzi for her tremendous contributions to the development of the Warner Center.

Warner Offers Online Courses

Beginning this summer, the Warner School will offer some new opportunities for students to participate in selected courses taught online – some entirely online, and others combined with face-to-face class time. While new territory for Warner, this presents exciting opportunities for instructors and students alike.

There is not a set format for Warner online courses. Some of the courses could be best described as “hybrid-online” (i.e., 30%-80% of the course takes place online, but there is still some face-to-face class time, however reduced), while others can be considered “fully online” (in that they require no face-to-face class time), yet they may differ in whether they do or do not include synchronous components (i.e., times when all students are expected to be online at the same time, engaging in some common activities). In each case, a great deal of care has been taken to harness the power of technology and online communication so as to best meet the course goals and enhance teaching and learning opportunities for students, while also increasing flexibility.

The following courses have at least some portion of the class taught online: All result in less time in a physical classroom.

SUMMER A

- 1 [ED 432 Professional Writing and Communication](#) (King)
(Fully online course with weekly synchronous sessions taking place each Tuesday 8:30 - 9:45 p.m. – NOTE: this time was chosen so as to not interfere with other courses students may want to take in Summer A)
- 1 [EDU 446 Entrepreneurial Skills for Educators](#) (Miller & Borasi)
(Fully online course with weekly synchronous sessions taking place each Wednesday, 8:30 - 9:45 p.m. – NOTE: this time was chosen so as to not interfere with other classes students may want to take in Summer A)
- 1 [EDE 479 Assessment, Accreditation and Accountability in Higher Education](#) (Wall)
(New hybrid-online course – class meets once a week, rather than twice, with remainder online)
- 1 [EDU 498 Literacy Learning as Social Practice](#) (Larson & Webster)
(Class meets twice a week on Tuesday and Thursday for a shorter period of time - 4:50 - 7:30 p.m. – to take into account several online assignments and components)

SUMMER A+B

- 1 [ED 406 Master's Research Methods](#) (Donnelly)
(Fully online course including no synchronous sessions)

FALL

- 1 [EDE 484 Online Teaching and Learning](#) (Miller)
(Hybrid online course, meeting on selected Thursdays, 4:50 - 7:30 p.m.)
- 1 [EDE 422 Motivation in Human Development](#) (Lynch)
(Entirely online, probably no synchronous sessions)

SPRING

- 1 Designing Online Courses (Fredericksen)
(Hybrid online course – details about the content and format of this course still to be decided)

COHORT SEQUENCE FOR HEALTH PROFESSIONS EDUCATION STUDENTS ONLY

The following set of three courses will need to be taken as a cohort by students in the M.S. in Health Professions Education over the fall/spring semester, and will be mostly online although students will also be required to attend a few intensive face-to-face meetings at key points throughout the year:

- 1 [EDU 580 Foundations of Health Professions Education](#) (Wall, Wolf & Shapiro)
- 1 [EDU 497 Teaching and Learning in Higher Education](#) (Fonzi)
- 1 [EDU 581 Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods](#) (Fonzi & Marconi)

Public Dissertation Defenses

The Warner School offers an option for PhD candidates to present a public lecture immediately preceding the closed defense of the dissertation. A public lecture is part of the defense. It replaces the presentation/introduction a candidate typically gives at the beginning of a defense that is “closed” in its entirety.

The PhD candidate speaks no longer than 45 minutes, and will take questions from the audience. At the conclusion of the public lecture, the audience is dismissed. The candidate and his/her committee remain in the room in which the public lecture was given, with the independent chair conducting the closed dissertation defense.

Warner and University of Rochester faculty, staff, and students, as well as invited relatives and friends of the PhD candidate, may attend the public lecture. Unfortunately, children may not attend.

Listed below are Warner’s public lectures for PhD candidates planning to graduate in May 2013. Please feel free to attend those lectures with dissertation topics that interest you.

Jennifer King

Monday, April 1: 1 – 1:45 p.m.

LeChase Hall 215 (Genrich-Rusling Room)

Dissertation: Expanding Literacies with Students: Youth Participatory Action Research (YPAR) in a School-Based Setting

Alfred Vitale
Monday, April 8: 2 – 2:45 p.m.
LeChase Hall 481
Dissertation: "I Can Trace My Life by the Music I've Loved": An Intersubjective Phenomenological Study of Music and Identity Across the Life Course

Julie White
Tuesday, April 9: 9 – 9:45 a.m.
LeChase Hall 215 (Genrich-Rusling Room)
Dissertation: Community College Students' Experiences with Financial Aid Policies and Practices: A Critical Case Study

Kristen Love
Thursday, April 11: 8 – 8:45 a.m.
LeChase Hall 215 (Genrich-Rusling Room)
Dissertation: Working My Way Through College: Experiences of College Students Labeled with Intellectual Disabilities

Kristen Willmott
Thursday, April 11: 2 – 2:45 p.m.
LeChase Hall 215 (Genrich-Rusling Room)
Dissertation: Gender, Tenure and the Pursuit of Work-Life-Family Stability: An Exploration of Female Faculty Experiences at a "New Ivy" Research Institution

New Discussion Boards for Textbooks Sale or Exchange

We have added a discussion board on Blackboard for use in selling, trading, and lending textbooks for Warner School courses.

In the organization "Warner All Students," under the tab "Books Available or Needed," there are two discussion boards: one to post textbooks that you want to sell, trade or lend, and the other for textbooks that you are looking to buy or borrow.

When posting to these discussion boards, please be specific and include the author, edition, and course ID.

This is available to Warner students only and is intended for the use of recycling textbooks from Warner School classes.

Registration Open for Annual Diversity Conference

On Friday, April 12, representatives from across the University will gather to discuss diversity and inclusion at the 2013 Diversity Conference: "Our Differences, Our Strength." The keynote speaker is Lani Guinier, civil rights attorney and the first-tenured African-American woman professor at Harvard University. Visit the [conference website](#) to learn more about the keynote and the 15 workshops planned for the day. The conference is free and open to the public. The deadline to register is April 15.

Rochester Fringe Festival Seeks Performers

Featuring 10 days of performing and visual arts, the 2013 First Niagara Rochester Fringe Festival is accepting submissions for performers. University performers are encouraged to participate in the festival, of which the University is a sponsor. [Read more.](#)

FACULTY/STUDENT NOTES



Quiñones Named Young Person on the Move

Sandra Quiñones '12 (PhD), visiting assistant professor, was named "Young Person on the Move" for 2013 by the National Multiple Sclerosis Society, Upstate New York Chapter. She received the award at a luncheon on March 15, during MS Awareness Week at Locust Hill Country Club. The luncheon spotlighted some of the area's stars in the MS movement – people who are on the move to create a world free of multiple sclerosis, an often disabling disease of the central nervous system that affects more than 2,700 people in the Greater Rochester area and more than 2.1 million people worldwide.

Waterman Speaks at Rutgers, Keynotes for NASPA Pre-Conference

Stephanie Waterman, assistant professor, presented on her book chapter "Native American Millennial College Students," which was published in the book *Diverse Millennial Students in College* (October 2011), at Rutgers University in March. Her talk was part of a panel on Diverse Millennial Students in College as part of their Samuel DeWitt Proctor Lecture Series. Additionally, Waterman was the keynote speaker for the National Association of Student Personnel Administrators (NASPA) Indigenous Peoples Knowledge Community pre-conference in Orlando, FL in March. Her talk, titled "Always Pushing Back: Bold About Boundaries," was part of the "Bridging Transition Boundaries in Indigenous Student Development" pre-conference workshop.

Gatto Publishes Study

Lynn Gatto, visiting assistant professor and executive director of Horizons at Warner, published "Lunch is Gross: Gaining Access to Powerful Literacies" in *Language Arts*, 90 (4). The ethnographic study documents how a space for critical literacy practices emerged as one teacher attempted to make literacy learning authentic. The school lunch program in an urban elementary district provided the theme for an authentic and focused literacy unit. Read the study: www.ncte.org/journals/la/issues/v90-4

Curry Presents at Three Conferences

Mary Jane Curry, associate professor, presented at three conferences in March. She gave the invited talk, "Englishes and Literacies in the Processes of Globalization: Constructing a Doctoral Seminar in Education" to the Translingual Writing SIG Symposium at the Conference on College Composition and Communication in Las Vegas, Nev.; presented "Three Ways to Support Undergraduate Engineers in Writing for Publication: Findings from

an Ethnographic Study" in the symposium, themed "Using Applied Linguistics Methodologies to Research STEM Discourses and Learning," which she co-organized at the American Association of Applied Linguistics Conference in Dallas, Texas; and presented "Drawing on Research to Support Multilingual Scholars in English-Medium Academic Publishing," part of the "Multilinguals Navigating Advanced English Literacies in Higher Education" symposium at the TESOL convention in Dallas, Texas.

Kiyama Presents at ACPA

Judy Marquez Kiyama, assistant professor, gave two presentations at the American College Personnel Association (ACPA) in March, in Las Vegas, Nev. She presented "We're Serious About our Education': Exploring How Forms of Violence Influence the College Transition Experiences of Urban Latinas," which was part of the Emerging Scholars Presentation that was based on her research on Latina violence and the transition into higher education. Additionally, she was part of an invited panel presentation on the process of moving from student affairs administration into faculty positions, titled "Convention Institute – Transitioning from Administrator to Faculty (Part 3 of 3): Constructing a Successful Career."

Hylton Named Journal Copy Editor

Doctoral student Nadine Hylton was recently added to the editorial board for the *Journal of Education Policy, Planning and Administration* (JEPPA). JEPPA is an international peer-reviewed, open-access journal that publishes the work of graduate students that is suited not only for educational practitioners and researchers, but also for policymakers, political leaders, administrators, and students around the world. JEPPA's mission is to examine, discuss, and critique educational policymaking and administrative planning that impacts K-12 and higher education.

Finnigan Guest Edits, Publishes Article with Che in *Journal of Educational Administration*

Kara Finnigan, associate professor, was guest co-editor, along with her colleague, Alan Daly of the University of California, San Diego, of a special issue of the *Journal of Educational Administration*, Volume 51 issue 4. The topic of the issue was "Systemwide Reform: Examining Districts Under Pressure." Additionally, Finnigan co-wrote an article published in the issue with Daly and doctoral student Jing Che. The article, titled "Systemwide Reform in Districts Under Pressure: The Role of Social Networks in Defining, Acquiring and Diffusing Research Evidence," examines the way in which low-performing schools and their district define, acquire, use, and diffuse research-based evidence.



LeChase Hall 384 University of Rochester | Rochester, NY 14627 US

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