

# WARNER WORD



## Project SEARCH Celebrates Launch, Expansion

*Program Helps Young Adults with Developmental Disabilities Transition to Work World*

A dozen 18- to 21-year-olds with developmental disabilities are in internships around the University of Rochester Medical Center (URMC), learning skills in office, clinical and customer service settings, thanks to a new program, Project SEARCH, that helps young adults with developmental disabilities transition to the work world by giving them hands-on experience. And next fall, the program will expand to incorporate 12 more students from the Rochester City School District who will have internships in the City of Rochester government.

Coordinated by the Institute for Innovative Transition, Project SEARCH is directed by Susan Hetherington, who holds joint appointments at the Warner School and URMC's Department of Pediatrics, where she is an assistant professor of education and clinical pediatrics. The Institute is a collaboration of the Golisano Foundation, Strong Center for Developmental Disabilities, and the Warner School and is under the leadership of Martha Mock, who also holds joint ap-

pointments at Warner and in the Department of Pediatrics, where she is an assistant professor.

"The students are only a few months into their Project SEARCH experience, but already we can see what a big success this is for individuals with developmental disabilities," says Hetherington. "The students are enjoying this opportunity, and several URMC departments have asked if they can keep their students."

A partnership among Monroe 2-Orleans BOCES, The Arc of Monroe County, and New York State's Vocational and Educational Services for Individuals With Disabilities (VESID) and a NYS Developmental Disabilities Planning Council (DDPC) \$100,000 grant helped bring the first Project SEARCH program to Rochester and, with support from the Golisano Foundation, two additional Project SEARCH programs in Monroe County are scheduled to launch fall 2010.

For more information on Project SEARCH, visit [www.urmc.rochester.edu/pediatrics/transition](http://www.urmc.rochester.edu/pediatrics/transition).

### Calendar

12/05/2009  
2009 Science STARS  
Conference

12/09/2009  
Wednesday Lunch Hour - The  
Latest Technology and the New  
Blackboard Updates

Visit [warner.rochester.edu](http://warner.rochester.edu) for  
event details.



## News Around Warner...



### Finnigan Receives Urban School Improvement Research Grant

Kara Finnigan, assistant professor, has been awarded a grant from the William T. Grant Foundation with her colleague Alan Daly, an assistant professor at the University of California, San Diego, for a study of how low-performing schools use research evidence in an effort to improve outcomes for youth.

Finnigan and Daly will use the funding—\$342,246—to research how urban systems and high schools in need of improvement diagnose problems; identify strategies; and define, acquire, use, and diffuse research evidence to improve under No Child Left Behind (NCLB).

This study will be the first attempt to provide an in-depth longitudinal examination of schools under sanctions in two regions of the U.S. representing two distinct types of urban districts. The study will employ mixed methodologies and will take place in secondary schools in San Diego, Calif. and Rochester, N.Y.

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](mailto:news@warner.rochester.edu) to submit news items.

### Warner Graduate Student Association Forms New LGBTQ Student Group

A new student group at Warner 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, learn about resources available, and get support as a student. For more information, contact co-chairs Amy Shema at [amyshema@netscape.net](mailto:amyshema@netscape.net) or BJ Douglass at [angel4lily@aol.com](mailto:angel4lily@aol.com).

### Warner Doctoral Student Named a New Columnist for *La Voz*

Doctoral student Amalia Dache-Gerbino is a new columnist writing about Latina/o issues in education for *La Voz*, the Latina/o newspaper in Rochester. You can read her first column, "Worse Than H1N1: The State of Latina/o Education in Rochester," (under her former name Amalia Pritchard) at [www.rochesterlavoz.com/current\\_edition/LAVOZ\\_Nov\\_2009.pdf](http://www.rochesterlavoz.com/current_edition/LAVOZ_Nov_2009.pdf).

### Hursh Gives Address at Green Schools Coalition

David Hursh, associate professor, gave the keynote address at the inaugural Green Schools Coalition of Westchester (GSCW) in White Plains, N.Y. in November. Teams from 25 Westchester County public school districts and private schools participated in the conference that provided a venue for collaborative efforts and resource sharing for schooling within the county.

Hursh's keynote talk, "Education for Sustainability," promoted sustainability as an essential interdisciplinary issue that includes not only science, but also ethics, economics, government, math, language, and the arts. For more information, and a video of the address, visit the GSCW Web site at [www.westchestergov.com/environment\\_gscw.htm](http://www.westchestergov.com/environment_gscw.htm).

### Hos Presents at ESOL Conference

Doctoral student Rabia Hos presented at the local conference organized by the Coordinating Committee for ESOL Services in October. The topic of the presentation was students with interrupted formal education (SIFE).

### Kless Presents at Educators Conference

Sylvia Kless, associate director in the International Services Office, adjunct Warner School faculty member, and a Warner School alumna '91 (M.S.), along with Warner alumna YiJi Wang '09 (M.S.), presented at the NAFSA: Association of International Educators Bi-Regional Conference in Springfield, Mass. in November. Kless was a guest presenter on a panel discussing U.S. immigration policies relating to Border Patrol's enforcement activities on the northern border.

### Choppin Presents at Two Mathematics Education Colloquiums

Jeff Choppin, assistant professor, presented "Investigating the Conditions and Practices that Facilitate Change in Instruction from the Use of Innovative Curriculum Materials" at the University of Missouri Mathematics Education Colloquium in October. In his talk, Choppin explored the conditions in school districts that facilitated teacher growth from the use of innovative curriculum materials.

Choppin also presented "Knowledge of Curriculum and Student Thinking: Teacher Learning from Multiple Enactments of Standards-based Curriculum Materials" at the Michigan State University Mathematics Education Colloquium in November. Here he discussed results that showed how two teachers closely attended to the development of student thinking over time and how this led to enhanced knowledge of how to use curriculum materials.

### Warner Faculty/Students Present at AESA

Several Warner faculty and students presented at the American Educational Studies Association (AESA) meeting in Pittsburgh, Pa. in November.

- Doctoral students Mindy J. Hopper and Sandra Quiñones, along with Nancy Ares, associate professor, (discussant), presented "Co-constructing Meanings from Nonverbal and Verbal Video Analyses: Deaf and Latina Researchers Collaborative Process."
- Doctoral students Emily A. Daniels and Tomás Boatwright presented "Suited for Resistance: Counterstorytelling the Zoot Suit Riots."
- Ares, along with doctoral students Dawn Evans and Alice Harnischfeger, presented "Learning is Everywhere, Everyday, Every Second: Contradictions in Youths Views of Learning and Schooling."
- David Hursh, associate professor, presented "The Long Emergency: Educating for Democracy and Sustainability During Global Crisis" and co-presented "Neoliberal Educational Reconstruction: Past, Present, and Future."

## Baby Einstein Controversy: Warner Professor Offers Healthy Language Learning Alternatives for Young Children

*Baby Einstein* videos have become a staple in many American households until recently when the Walt Disney Company decided to refund the product, acknowledging that these ever-popular videos were not intended to be educational or promote better brain development among young children.

Lucia French, a developmental psychologist who studies language and cognitive development in young children at the Warner School, says nothing contributes more to a child's early development than actual parent-child interaction. "Babies learn language best when adults spend time with them, talking about things other than behavior," explains French.

She stresses that most children learn language readily if they are in a language-rich environment and that strong language skills are an essential foundation for eventual academic success. Parents can interact with infants and toddlers, and there are lots of ways to do that without using a video as a prop. She offers parents the following tips to help enhance young children's language skills:

- Go beyond "housekeeping" talk (e.g. stop, come here, go to sleep, eat your food, etc.) to talk about recent experiences and plans for the future.
- Be positive! Use more positive comments and "extra" feel-good words and vocabulary.
- Be sensitive to what your child is interested in.
- Remember that children understand a lot more language than they can use themselves.
- Be alert to whether or not your baby is interested in what you have to say.
- Babies and toddlers like faces, music, movement and bright colors, and while *Baby Einstein* videos offer some of these features, the screen time isn't going to help them learn a language.
- Read to your baby two to three times a day.
- Use picture books for children under 18 months, and as language develops, the amount of text can be increased.
- As children become older, they enjoy both simple stories and non-fiction books that help them understand the world they live in.



French's research explores the relationship between language and cognitive development during the preschool years, with emphasis on the roles of social interaction and prior knowledge. Based on her research, French has developed the ScienceStart! Curriculum, a science-based preschool curriculum that fosters language development, learning, cognition, and school readiness

### Warner Institutes New Quantitative Consulting Services Initiative

New services designed to provide general assistance with quantitative methods and analysis to Warner School doctoral students have been instituted this month. The new initiative, called Quantitative Consulting Services, will be piloted during the remainder of the 2009-10 academic year.

Co-directed by Karen DeAngelis and Martin Lynch, both assistant professors at Warner, Quantitative Consulting Services was created to give doctoral students assistance with quantitative research tools that will ultimately help to support them in the dissertation research process.

To learn more about the Warner School's Quantitative Consulting Services or to make an appointment, please visit [warner.rochester.edu/programs/quantconsulting](http://warner.rochester.edu/programs/quantconsulting).



Doctoral student Sandra Quiñones speaks at the Urban Teaching and Leadership Fall Forum on Urban Education, themed "Luchar Para Aprender: Latino Youth in City Schools." The event, sponsored by the Warner School's Urban Teaching and Leadership (UTL) Program in November, brought together education professionals to discuss strategies for improving the educational experiences of Latino youth in U.S. urban schools. Warner's UTL program is directed by Edward Brockenbrough, assistant professor.



The future is looking a little "greener" as more than 65 middle school girls learned how to use science to make the world a better place. Seventh- through ninth-grade girls from Wilson Foundation Academy, East High School, and Freedom School joined the Science STARS (Students Tackling Authentic and Relevant Science) afterschool program to explore the real science behind improving the environment.

The theme for the 2009 Science STARS program, led by graduate students at the Warner School, is "Shrinking Our Footprints: Exploring the Science Behind Walking in Balance with Our World." Science STARS is part of the Get Real! Science Project, a teacher preparation program designed to engage students in real science. Get Real! Science is directed by April Luehmann, associate professor.

## Warner and Eastman Teacher Education Programs Awarded NCATE Reaccreditation

An ongoing commitment to the highest quality in the preparation of teachers and other school personnel has earned the University of Rochester reaccreditation from the National Council for Accreditation of Teacher Education (NCATE), the organization responsible for professional accreditation of teacher education nationally.

Programs at the Warner School that prepare teachers, counselors, and administrators at various levels, as well as music education programs at the Eastman School of Music, were evaluated under NCATE national standards and received renewal in accreditation.

"Achieving this reaccreditation is very rewarding," says Dean Raffaella Borasi. "It speaks largely to the high quality of our programs and our faculty, staff, and administration, as well as the quality of our partnerships with school districts. Achieving this reaccreditation marks a major milestone in our continuing efforts to meet national standards of excellence in preparing quality educators for our nation's schools."

## Warner Students, Faculty Take Day-Trip to Ithaca to Learn About Teaching Sustainability

A group of Warner students and faculty members took a day-trip to Ithaca in November to learn more about teaching sustainability in the classroom and how sustainability can form the foundation for how we might live.

The first stop was the New Roots Charter School, a public high school that opened this fall with a mission to teach students about environmental sustainability. The Warner group met with teachers and administrators, visited classrooms, and joined students and faculty for a lunch of mostly locally grown produce.



The next stop was EcoVillage, an intentional community and a non-profit educational organization dedicated to cooperative, sustainable living. Here the group visited two residences and common rooms, and

learned about alternative energy, water, and sanitation systems.

The group also visited the Museum of the Earth, a paleontological research institution in which the history of life on earth is portrayed through exhibits and fossils.

Students from teaching, curriculum, and change, the seminar on teaching environmental sustainability, and the University of Rochester

Medical Center's (URMC) medical ecology course were led by David Hursh, associate professor at Warner, and Camille Martina, research assistant professor at URMC.