

WARNER WORD



Urban Teacher Leadership Academy Increases Racial Understanding, Builds Learning Communities in RCSD Schools

Teachers and staff from Rochester's School 58, World of Inquiry School, pulled out their backpacks and notebooks and stepped uncertainly into an August day's downpour as they participated in a two-day urban expedition into the City. Guided by their students' parents, they embarked on an exhilarating journey into the communities and homes of their students.

Trekking through urban neighborhoods, hitting all six zip code areas in which the largest numbers of their students reside, they immersed themselves in activities with families as they visited their homes throughout the day. During the tour, parents also shared the hidden gems and obstacles within their neighborhoods and introduced teachers to their community resources. Teachers kept an expedition journal which they later shared with their colleagues back at school.

The urban expedition is only one example of how Rochester City School District (RCSD) teachers are working collaboratively to increase the levels of equity and academic achievement among students as part of the Urban Teacher Leadership Academy (UTLA), a partnership between the Rochester City School District and the Warner School, and administered through the Warner Center for Professional Development and Education Reform. Co-facilitated by Professor Sonia James-Wilson, UTL program director, and Michele Hancock, Rochester City School District's chief of professional development and diversity, UTLA provides opportunities for teachers to develop as leaders who influence others toward equity-based educational practices and school improvement.

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Calendar

1/21/08

Andrew Young Presents Martin Luther King Jr. Commemorative Address (Classes Cancelled in Honor of Martin Luther King, Jr. Day)

01/23/08

Wednesday Lunch Hour Faculty Colloquia: Jeff Chopin

01/24/08

Graduate Program Information Session

01/25/08

RSRB Training

01/26/08

Writing Workshop: Constructing an Argument in Academic Writing

01/30/08

Wednesday Lunch Hour Race & Gender Article (reading & discussion)



News Around Warner...

Curry Reappointed to Board

Mary Jane Curry, assistant professor in teaching and curriculum, has been reappointed to the editorial board of the *Journal of Adolescent and Adult Literacy* for 2008.

Guiffrida, Warner Alumna Co-Author Article Published in *Journal of Counseling & Development*

Douglas Guiffrida, associate professor in counseling, human development and educational leadership, and Rachel Jordan, a recent graduate of the Warner School's doctoral program in counseling, co-authored the article, "The Use of Metaphor in Clinical Supervision," with Steve Saiz from SUNY Plattsburgh and Kristin Barnes from St. John Fisher College. The article appeared in the fall 2007 issue of *Journal of Counseling & Development*, which is the flagship journal of the American Counseling Association.

Warner Mourns the Loss of a Colleague, Friend

The Warner School community is mourning the loss of a colleague and friend. Patricia (Patty) Carney, 51, who served as a mentor teacher for three years on the ScienceStart! program through the Early Reading First Grant and worked primarily with St. Andrew School in Rochester, died on January 6, 2008 after a courageous battle with Leukemia.

Patty's commitment to young children manifested in her day-to-day work. "Patty was one of the most committed special educators I have ever known," says Martha Mock, an assistant professor who worked closely with Patty on the ScienceStart! program. "She brought her knowledge of early childhood and years of experience from BOCES to work here at the Warner School and with the inner-city Catholic schools, and we all have benefited from that. She always had a positive outlook on her work and helped us remember what makes the field of education so important."

Patty joined the Warner School in 2004 after a career at BOCES 2 as an early childhood special educator. She also was a puppeteer and used her talents to entertain and educate young children and adults.

The Warner School community extends its deepest sympathy to Patty's husband, Maynard, and her family.

Warner Doctoral Students Win Big at AESA Conference, Set Sights on Publishing a Book

Twelve Warner students added a prestigious honor to their resumes this year. Doctoral students, who took EDU 527 Advanced Seminar in Teaching and Learning in the spring semester, collaborated on a symposium, "Youth Cultural Practices as Resources for Learning and Development," that they presented at the Annual American Educational Studies Association (AESA) Conference in the fall. The students' and their professor's efforts have opened up new opportunities for them to collaborate on a book, which they hope to release in spring 2009.

The symposium is the result of the students' great work over the course of a semester as they researched and led class discussions on topics that made connections to mathematics, literacy, science learning, and cultural practices with a focus on informing pedagogy and future research. The grounding concept is that youth are active agents in creating knowledge, cultural practices, and social spaces. Students then prepared a series of presentations that they presented at the AESA Conference.

"I have observed such astounding results of the students' work," says Nancy Ares, associate professor in teaching and curriculum. "They not only played a significant role in determining the structure and outcomes of the course, which is not a conventional approach to teaching, they also had the unique opportunity of presenting their work to a scholarly organization and we are now pursuing a book contract to write about our research."

Doctoral students used the symposium as a way to present research and practice that bring social and cultural perspectives to understanding learning and the development of youth. Joe Pow, a part-time Ed.D. student in teaching and curriculum who focused his research efforts on science learning and cultural practices, credits Professor Ares' course for helping him to see why attracting minorities into scientific and technical career fields is so problematic in this country.

"Having this cultural perspective has given me greater insight as to why there is such a dramatic achievement gap between white students and students from marginalized populations when it comes to science," explains Pow. "As a result, I've become more sensitive to the fact that science is itself a culture with a characteristic set of practices, and consequently, any time a student walks into a science classroom, they are crossing a cultural border. This crossing can, and usually does, cause tensions that can significantly impact the learning process."

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Featured

Andre Marquis, assistant professor in counseling and human development, published his book, *The Integral Intake: A Guide to Comprehensive Idiographic Assessment in Integral Psychotherapy*.

The book, published in December 2007 by Routledge, is an idiographic, biographical, multidimensional assessment instrument based upon the Integral Psychology pioneered by Ken Wilber. The intake form is designed to provide the practitioner with a range of background information that can then be used to more quickly and effectively formulate a counseling/treatment approach.

Marquis is co-author of *Theoretical Models of Counseling and Psychotherapy* (Brunner-Routledge, 2004), as well as numerous articles in such publications as *Constructivism in the Human Sciences*, *Psychoanalytic Inquiry*, *Counseling and Values*, *Journal of Humanistic Psychology*, and *Journal of Psychotherapy Integration*.

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 or call (585) 276-3986 to submit news items.

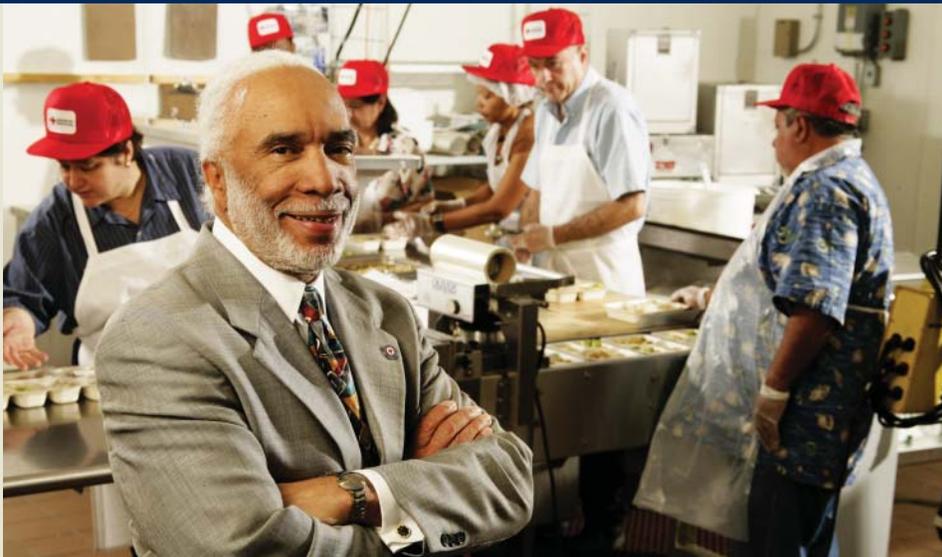
Jefferson Honored for Service to the Community

Frederick C. Jefferson, professor emeritus who oversees the Leadership and Organizational Development program initiative in the Warner Center for Professional Development and Education Reform, has been recognized locally by Preferred Care and the Charles Settlement House for his volunteerism and leadership in the community.

The first honor from Preferred Care credits Jefferson for his volunteerism in the community that exemplifies living well and features him in Preferred Care's 2008 calendar, themed "What it means to live well." As one of the 2008 12 Gold "stars" showcased who knows how to live life well and to the fullest—always challenging himself in mind, body and spirit—Jefferson is the featured Preferred Care Gold member for the month of January.

Jefferson, who believes volunteering "nourishes the soul of the community and the volunteer," is commended for his community achievements throughout the years. "I had the pleasure of working with Dr. Jefferson at the American Red Cross back in the 1980s," says Elaine Fallesen, a Preferred Care employee who nominated Jefferson for the 2008 calendar. "His work in the community exemplifies living well in many ways. He reminds us that volunteering is a great way to give back to the community while getting something back for ourselves, too."

The second honor, the community leadership award which Jefferson received from the



Frederick Jefferson featured as the Preferred Care Gold member for the month of January in Preferred Care's 2008 Calendar for Preferred Care Gold and GoldAnywhere members.

Charles Settlement House at its 90th Anniversary & Award Luncheon in November, credits his work in improving settlement houses and serving several other non-profit and human service organizations in Rochester. As a board member for the United Neighborhood Centers of Greater Rochester Foundation, he helped raise the funds needed to upgrade facilities and transform settlement houses locally. Jefferson remains active with the United Way of Greater Rochester, where he is a past chairman. He also chairs the Greater Rochester Chapter of the American Red Cross and serves in numerous other non-profit roles.

Jefferson joined the Warner faculty in 1985, serving as director of the institute for urban schools and education from 1996 to 1999, and continues to teach courses at the Warner School in counseling and human development. A University intercessor since 1973, he was recently appointed by President Seligman to serve as a consultant to the vice provost for faculty diversity and development and to chair a Diversity Advisory Panel consisting of trustees and local business leaders.

New Gleason Library Designed for Group Study

On November 2, 2007, the Gleason Library officially opened for student use on the 1st floor in the east wing of Rush Rhees Library. The renovation project was largely funded by a \$5 million grant from the Gleason Foundation. Previously, the 23,000 square foot location was home to library staff offices, which have been relocated throughout the library.

From the large picture windows, which brighten up the interior, to the wood-grain walls, earthy colors, and the colorful mesh ergonomic chairs on wheels, the library's new design fully supports student learning.

Designed from student inspiration, the conversion has provided space for a wide-open group study area. The learning center features comfortable lounge furniture that can be easily configured, a media lounge,

a theater, private work areas, group cubicles, public workstations, and electric outlets for laptops.

For those who prefer smaller study sessions, the library offers four smaller cubicles with sliding doors, containing a table and chairs, and walls to write on, for more intimate group work.

For those who need to view a film and would like to do so in a larger group setting, there is a theater with a full projection screen, which holds about 20 people, that can be reserved. Reservation requests can be made at GleasonTheater@library.rochester.edu.

Students will have access to the new collaborative study area 24 hours a day, 7 days a week. This is conveniently

connected to the IT Center on the ground floor.

Susan Gibbons, associate dean of River Campus Libraries and a Warner School doctoral student in the accelerated Ed.D. program, played an integral part in the development stage. She, along with her staff, held design workshops where students gave their input by drawing their own designs for the space and noting what features they wanted to include in the library.

Urban Teacher Leadership Academy

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Teachers apply to the Academy in teams of three and commit two years to completing the program, which meets once a month for nine hours over the weekend. During that time, they develop, implement, and assess a school-wide project designed to meet the needs of their students as identified in their school's improvement plan.

At School 58, teachers and administrators created and administered a survey to staff that addressed equity and poverty components. After analyzing the survey, they noticed discrepancies in the ways in which they thought about and responded to issues of inequity and poverty, and this concern helped generate the idea of sponsoring an urban expedition endeavor. The objective was to get teachers and staff into the communities in which their students live in and to better familiarize them with their students' cultures as a way to increase the levels of equity and build more effective learning communities.

Teachers at School 58 share how this experience has impacted teaching in their classrooms. "I am more willing to bring up issues of race and prejudice after this experience," says Kerry Robertson, a third grade teacher at School 58, who has comfortably established new relationships with parents as a result of the expedition. "All of us are now more open to discussing these racial issues and tensions upfront."

Teachers like Peter Hilling say it has helped provide skills to correct teachers in uncomfortable situations. "For me, there were times in the past when a colleague would say inappropriate things to a student, and at the time, I didn't know how to handle the situation. I now feel prepared and comfortable to confront a teacher about how to approach these situations in an effective way," explains Hilling, a sixth grade teacher at School 58.

Teachers have also witnessed a change in parents' attitudes. "The urban expedition tour has had an enormous impact on parents," says Sheelarani Webster, an English language arts specialist at School 58. "Because we gave parents the freedom and flexibility to lead the urban expedition tour for teachers, they now feel more empowered and connected with the school. As a result, parents are proactively looking for ways to become more involved in their children's education by connecting with teachers and other parents and tapping into community resources."

School 58 has designed professional development for teachers to follow up on the activities of the summer, and have continued to build links to families through panel discussions and upcoming family-centered school events.

Other UTLA projects taking place within the 11 schools involved have related to concerns for equity to vocabulary development, mathematics learning in early childhood, social emotional wellness, and violent behavior in school. "We work with an amazing group of professionals who have demonstrated the positive effects that teacher collaboration, leadership development, and an increased understanding of issues of diversity can have on a school community," explains Professor James-Wilson. "Our collaboration with the district through this program has helped us to meet the Warner School mission in a very powerful way."

For more information about the Urban Teacher Leadership Academy, contact Sonia James-Wilson at (585) 275-3948 or by e-mail at sjwilson@warner.rochester.edu.

Warner Doctoral Students Win Big at AESA Conference

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Doctoral students Burke Scarbrough, Jennifer King, Maryam Razvi Padela, Alice Harnischfeger, Jeremiah Frink, Rebecca DiTomasso, Matilda Tang, Joe Pow, Eleanna Tsoumani, Kankana Mukhopadhyay, Emily Daniels, and Rabia Hos explored and presented the following papers as part of the symposium: Youth as Active Agents; Mathematics and Numeracy as Social Practice; Literacy and Literacies as Social Practice; Science Learning and Cultural Practices; Cultural Practices and the Production of Social Space.

As an extension to the class, Ares and her students have turned their focus to writing a book about their work. They currently have senior scholars from the United States and the United Kingdom who have agreed to partner with them in contributing chapters.

In Brief

SAVE Workshop Required for Students Pursuing NYS Certification
The Workshop on School Violence Prevention and Intervention (SAVE) will be offered by the Warner School on Friday, March 7 from 4 to 6:30 p.m. in Dewey 2-162. The SAVE Workshop is required by all students applying for certification in the State of New York. Please note that online workshops will not fulfill this requirement. The workshop is free to all Warner students; however, registration is required. Registration materials will be distributed to all students in spring classes. If you have any questions, please contact Brenda Grosswirth at 275-1009.

Save the Date

The Conference on Globalization and Society: Health, Education, Culture, and the Environment is scheduled for March 31 and April 1. The event is free and open to the public. For more information, contact David Hursh, associate professor, at dhursh@warner.rochester.edu.

Book Signing and Reading

A book signing and reading is scheduled for *High Stakes Testing and the Decline of Teaching and Learning: The Real Crisis in Education*, authored by David Hursh, on March 1st, 7 p.m., at the Barnes and Noble Booksellers at Pittsford Plaza.

Scheduled for release in mid-February, the book, published by Rowman and Littlefield, describes how over the last decade first New York State and then the federal government, through the No Child Left Behind Act, have imposed increased testing and other regulations on students and teachers. Such reforms have resulted in less, not more learning, as the curriculum has been made easier.

Moreover, teachers are being deprofessionalized as they have less input into the curriculum. This book explains why such regressive reforms have occurred and what educators, parents, and community members can do to improve schools.