

WARNER WORD



Warner Gets Clean and Goes Green

The Warner School's participation in the University's "Clean and Go Green" campaign was a huge success. With significant faculty and staff participation, the Warner School filled up 46 large recycling totes, accounting for approximately 2.72 tons of paper and over a million individual sheets. The University's campaign aims to ensure that both confidential and non-confidential paper documents and electronic files are disposed of properly, and provides a way to safely discard out-dated equipment and disks.

A unique Warner School twist to "Clean and Go Green" was a "recycling" center where faculty and staff were able to discard unneeded but usable office supplies and equipment for reuse by other departments. Various periodicals and books were also made available to Warner School students.

University IT and Facilities and Services provided considerable support and guidance in executing and supporting the day, with lots of staff on hand to haul away the full recycling totes.



The Warner School has signed on for a second day of "Clean and Go Green" at the end of the semester, tentatively set for Friday, May 22.

For additional information on "electronic cleaning," and for some tips to help keep your offices green until the next cleaning, visit www.rochester.edu/sustainability.

Calendar

- 2/11/2009
Warner Lunch Hour
Working as a Research Team:
Best Practices and Challenges
 - 2/18/2009
Warner Lunch Hour
Warner School Building Update
 - 2/25/2009
Warner Lunch Hour
Songs of Freedom
 - 3/04/2009
Warner School Town Meeting
with President Seligman
 - 3/04/2009
Warner Lunch Hour
Faculty Colloquium
 - 3/26/2009 Scandling Lecture
Making Voluntary Expertise
Count - Embedding, Envision-
ing, and Enlisting Adolescent
Literacy, Dr. Shirley Brice Heath
- Visit warner.rochester.edu for a complete list of events.



News Around Warner...



Featured

Warner School teaching and curriculum doctoral student Sandra Quiñones was recently selected as a 2009 American Association of Hispanics in Higher Education (AAHHE) Graduate Fellow. Quiñones is one of only 12 graduate students selected nationwide to receive this fellowship.

The funding will be used to support her attendance at AAHHE's 2009 Graduate Student Conference and Graduate Fellow Meetings. At the conference in March, she will have the opportunity to meet with Hispanic professors and administrators from across the nation and receive guidance, instruction and mentors to help her navigate the complexities of higher education. More than 115 doctoral students have participated in the Graduate Fellows program since its inception.

A bilingual educator with nearly ten years of diverse teaching experiences at the elementary, secondary, and college levels in New York and Puerto Rico, Quiñones hopes to impact the field of teacher education. Her research interests center around improving the status of Latino education with a particular emphasis on curriculum theory, college access, and the development of critical educators.

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.

Finnigan Speaks at National Summit

Kara Finnigan, assistant professor in educational leadership, spoke as part of a panel of researchers at the National Summit on Interdistrict School Desegregation held in January by the Charles Hamilton Houston Institute for Race and Justice at Harvard Law School. The summit brought together researchers, policymakers, advocates and practitioners from the country's nine major interdistrict desegregation programs; Rochester's Urban-Suburban Interdistrict Transfer Program was one of the nine.

DeLeon Publishes Article

Abraham DeLeon, assistant professor in teaching and curriculum, published his article, "Oh No, Not the 'A' Word! Proposing an Anarchism for Education" in *Educational Studies*, Volume 44, Number 2.

DeLeon's article considers the multidiscipline history of anarchist theory and the impact modern day anarchists have on staging effective protests. In this article, DeLeon makes anarchist theory applicable to education and highlights how it can inform educational praxis. The article also utilizes the anarchist framework of direct action and strategies that educators can use to resist oppressive practices sometimes found in institutions today.

Warner Faculty, Doctoral Students Publish in *Journal of Diversity in Higher Education*

Douglas Guiffrida, associate professor in counseling and human development, along with Andrew Wall, assistant professor in educational leadership, and doctoral students Ana Gouveia and Derek Seward recently published "Development and Validation of the Need for Relatedness at College Questionnaire (NRC-Q)" in the *Journal of Diversity in Higher Education*, Volume 1, Number 4.

Hsiao Presents Paper in China

Doctoral student Ching Hung Hsiao presented her paper, "Achievement Goals, Language Anxiety and Learning the Chinese Language in the West and the East," at the 9th Annual International Conference of Chinese Language Teaching in Beijing, China. This conference brought together nearly 3,000 people from around the world to bear witness to the trend of learning Chinese as a foreign language.

Hsiao's paper, which was co-written with Professor Liu Yan in China, investigates how individual achievement goals and various forms of language anxiety affect Chinese language learning. It was one of only 20 papers chosen from 499 to receive a book certificate for excellence in cutting-edge research.

Waterman Publishes Encyclopedia Entry, Wins Fiction Award

Stephanie Waterman, assistant professor in educational leadership, wrote an entry, titled "Native American Higher Education," that was published by Sage in the *2008 Encyclopedia of Social and Cultural Foundations of Education*. In addition, Waterman's short story, "The Scribe" in *Stone Canoe: A Journal of Arts and Ideas from Upstate New York*, also won the 2009 Allen and Nirelle Galson Prize for Fiction.

Curry Co-Presents at Conference

In December, Mary Jane Curry, assistant professor in teaching and curriculum, and Theresa Lillis from the Open University in the UK, presented "Multilingual Scholars and Issues of Language Choice in Writing for Scholarly Publication" at the International Conference on Multilingualism in Castellon, Spain. Their presentation examines the increasing pressure that scholars face to publish research in English-medium publications.

Warner Students Participate in Panel; Vitale Presents Paper at Conference, Joins Editorial Board

Alfred Vitale, a doctoral student in human development and a program assistant at the Warner Center for Professional Development and Education Reform, presented a paper at the American Evaluation Association Annual Conference in Denver. His paper, "But is it Authentic?—Discursive Formations and the Role of Critical Reflexivity in Program Evaluation Education," was part of a panel, Integrating Evaluation Education with Theory: A Practice-Based Approach. The panel included Sherri Lauver, former assistant professor in educational leadership, and Warner doctoral students Lisa Hiley, Tia Neely Kauffman, and Gail Evans, along with Vitale.

Vitale has also joined the Editorial Board for the "Studies in Esotericism" Book Series, published through Michigan State University Press. The first book for the series, *Esotericism, Art and Imagination*, was published in November.

Kirschenbaum Publishes Book on Carl Rogers

The American Counseling Association recently published Howard Kirschenbaum's book, *The Life and Work of Carl Rogers*, which details the enormous influence Rogers made in the counseling profession. Kirschenbaum is professor emeritus in counseling and human development.

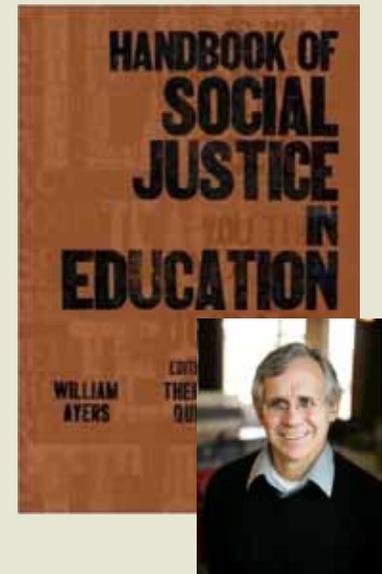
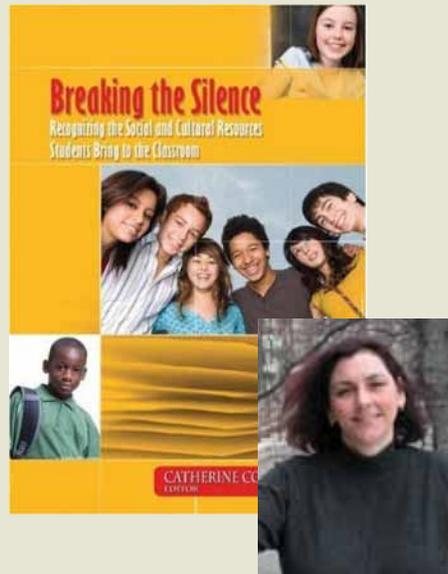
Warner Offers New Scholarships to UR Undergrads

The Warner School of Education is pleased to support the University of Rochester undergraduate community by making 20 new scholarships available to 2009 graduating seniors. During the upcoming year, scholarships will be awarded to qualified seniors who are interested in pursuing graduate study at the Warner School. These Warner scholarships, available to applicants for master's programs in teaching and curriculum, counseling, higher education, and human development, will cover 50 percent of tuition costs for qualified students graduating May 2009.

At Warner, we realize graduating seniors face a potentially challenging job market ahead. The University has long been committed to attracting the best and the brightest to the educating profession, and through these scholarships we are not only able to provide financial assistance to students, but we're also able to invest in the University's talented pool of students as we prepare the next generation of educators.

Candidates must meet the standard Warner School selection criteria and must apply by April 1, 2009. A complete list of the Warner School's application materials can be found at www.rochester.edu/Warner/admissions.

Additional scholarship opportunities, including the Fifth Year in Teaching scholarships and Robert Noyce scholarships, are available to University of Rochester undergraduates for graduate study at the Warner School. The Fifth Year in Teaching Scholarship program offers full tuition, room and board to select students pursuing teaching careers in urban schools and the Robert Noyce Scholarship program offers full tuition to up to 10 students per year who have a degree in math or science.



Larson and Hursh Contribute Book Chapters

Joanne Larson, Michael W. Scandling Professor of Education and chair of the teaching and curriculum program, and David Hursh, associate professor in teaching and curriculum, have each contributed chapters to recently published books.

Larson contributed a chapter in *Breaking the Silence: Recognizing the Social and Cultural Resources Students Bring to the Classroom* (International Reading Association, 2009), a book edited by Warner alumna Catherine Compton-Lilly. The book, which features chapters from several leading scholars, explores the connections that exist among teaching and learning and the sociocultural contexts in which schooling occurs while highlighting the relevance of social and cultural diversity.

Larson's chapter, "New Literacy Studies: Literacy Learning Through a Sociocultural Lens," introduces theory related to new literacy studies and takes readers into two remarkable classrooms in which teachers are exploring the potential of literacy instruction to provide students with experiences that have very real consequences on students' lives. Larson demonstrates that literacy is not just a set of skills that are taught to children; it is a set of social practices that children use in school, at home, and in their communities.

Hursh contributed a chapter, "Beyond the Justice of the Market: Combating Neoliberal Discourse and Promoting Democracy and Economic Equality," in the *Handbook of Social Justice in Education* (Routledge,

2008), edited by William Ayers, Therese Quinn, and David Stovall.

With 52 chapters from leading scholars in education, including Zeus Leonardo, Cris Mayo, Ray McDermott, Christine Sleeter, Julio Cammarota, and Augustine Romero, the Handbook is the first comprehensive and up-to-date review of social justice in education that looks at education theory, research, and practice from multiple perspectives.

Hursh's chapter examines the ongoing debates over the purposes and organization of education and the shift from social democratic liberalism represented by the policies of Franklin D. Roosevelt to the neoliberal policies most recently promoted by George W. Bush. Roosevelt argued that social justice could be achieved if both the government and civil society worked to provide jobs, housing, health care, and free education. In contrast, the Bush administration worked to privatize and introduce competitive markets into all aspects of society, including social security, health care, and education. In his chapter, Hursh argues for the need to repudiate the current neoliberal approach and reaffirm the principles espoused by Roosevelt. He also emphasizes the importance of engaging in discussions centered on our basic rights, such as health care or affordable postsecondary education, and the government's role in providing them.



Genesee Valley Writing Project 2008 Summer Institute Participants

Genesee Valley Writing Project Accepting Applications for the 2009 Summer Institute

The Genesee Valley Writing Project invites local educators from all disciplines and at all levels of instruction—from pre-kindergarten to university—to apply for the 2009 Genesee Valley Writing Project Summer Institute to be held at the University of Rochester from July 6 – 30. Applications must be submitted by February 27.

The four-week Invitational Summer Institute, the heart of the Genesee Valley Writing Project, will accept up to 16 Fellows. Applicants must be practicing teachers from urban, suburban, and rural regions of Monroe and surrounding counties who embrace writing and literacy as central components of learning in the classroom and who are looking for innovative ways to integrate literacy practices into student learning. All participating teachers will receive a \$500 stipend and three graduate credits through the Warner School.

The Summer Institute, which uses a teachers-teaching-teachers approach to help pre-kindergarten through college-level teachers advance and support writing and literacy development throughout area schools, will feature collaborative writing groups, teacher demonstration workshops, reading research groups, and presentations that draw from local and national expertise. Participating teachers will have the opportunity to study classroom strategies for teaching writing, read and discuss research, and improve their knowledge by writing themselves.

Sponsored by and housed within the University of Rochester's Warner School of Education, and administered by the Warner Center for Professional Development and Education Reform, the Genesee Valley Writing Project is one of the newest sites to join the National Writing Project, a nationwide network of nearly 200 university-based project sites reaching more than 100,000 educators every year, working together to improve writing and learning in America's schools. In its third year, the 2009 Summer Institute will be directed and facilitated by Ruthanne Vitagliano, assistant professor at the Warner School.

Summer Institute sessions will be held Monday through Thursday from 8:30 a.m. to 3 p.m. on the University of Rochester's River Campus. In addition to the Summer Institute, the Genesee Valley Writing Project will host follow-up programs and activities throughout the year to bring Institute participants together for professional development and to plan Writing Project programs and activities.

Upon completion of the Summer Institute, teachers become members of the Genesee Valley Writing Project and the National Writing Project and are eligible to participate in ongoing professional development related to teaching and writing.

To receive an application or for more information about the Genesee Valley Writing Project Summer Institute, visit www.rochester.edu/warner/gvwp, or contact Ruthanne Vitagliano at 275-8361 or by e-mail at rvitagliano@warner.rochester.edu.

Warner Perspectives Excerpts From the blog

The Dichotomy at the Heart of our Warner Experience

"While it may be safer to ride the bandwagon, what does that do for the development of our fields? Sure, we can read and cite from Foucault, Bourdieu, Habermas, Freire, Dewey and all those other renowned thinkers of yore—but are we working to produce the next ones? Are we, in the constant pursuit of accuracy and certainty and professional productivity, losing the ability to construct new language games to understand our experience in the world? Have we forgotten the value of questions in the development of innovation and social change, especially when our critical questions are asked of hegemonies to further causes of social justice?" — Alfred Vitale, doctoral student

Obama and the Continued Framing of Educators as the Problem

"Throughout the history of public schooling in the US, teachers have more often than not been blamed for the failures of our public schools. Under the Bush administration, for example, the teachers' unions were marginalized during the writing of the No Child Left Behind Act, and Bush's education department's disdain for teachers was exemplified by Secretary of Education Rodney Paige referring to the teachers unions as 'terrorist organizations.'" — David Hursh, associate professor

Read the most recent posts at warner.rochester.edu/blog.