

WARNER WORD



Warner Blog Chronicles Student Experience

Two Warner School master's students – Eric Scheele (educational policy) and Jenna Temple (teacher preparation) – have been chronicling their year as students at Warner on the *Warner Perspectives* Blog. They give us a view into the Warner experience and what it means to commit to a career in education. And their posts chronicle the growth that takes place in the master's program, as students acquire the skills, knowledge, and experience to make meaningful contributions to the educating fields.

Scheele, a 2008 graduate of the University of Rochester with degrees in English and history, often links the importance of what he learns about policy in the classroom to current policies and programs affecting education on a national level. Throughout the 2008 presidential campaign, he considered how the policies of both candidates would impact the future of education. Scheele has also blogged about the role of evaluation in effective leadership and the Warner School's social justice mission and the integral role that plays in the Warner student experience. His reflections and experiences in his classes take readers on his journey as a master's student.

Temple writes with the prospective student in mind, sharing not only her experiences, but also sug-

gestions on how to navigate the admissions and interviewing process. A 2008 Syracuse University graduate pursuing her master's degree and certification as a mathematics and inclusion teacher, Temple is also in the Urban Teaching and Leadership (UTL) program. Her blog posts provide insight to prospective students by examining topics discussed in classes such as classroom management and successfully utilizing collaborative teaching methods. Temple also takes readers through her experiences while student teaching in a Rochester city school as a special educator in math classrooms. Placement in an urban school is a vital part of the UTL program. Through her student teaching experiences and classes, Temple posted on her blog, "I have come to the realization that I really am ready to be a 'real' teacher."

Warner Perspectives is a multi-authored educational blog for the Warner School community. Faculty and students provide lively commentary on the complex issues that affect policy and practices related to education and human development, as well as share their experiences as students at Warner and their identity development as educators for change. Check it out at warner.rochester.edu/blog/.

Calendar

3/16/2009
Solving the "Algebra for All" Problem: Constants, Variables, Inequalities, and Unknowns
Edward A. Silver

3/19/2009
Admissions Information Session

3/26/2009
Warner School Orientation

3/26/2009
Scandling Lecture
Making Voluntary Expertise Count - Embedding, Envisioning, and Enlisting Adolescent Literacy
Shirley Brice Heath

4/07/2009
Dean's Annual Student Forum

Visit warner.rochester.edu for a complete list of events.





Warner Perspectives

Excerpt From the Blog

"I have been asked many times why I choose to study Education Policy or what I will do with my degree when I finish? I often come to these thoughts: Education is a vast and ever changing field. I say this because every year there are new students in new classrooms taught by new teachers (to them or to the field). As our society changes every day, year, and decade so does our education system. Most of the driving forces of the American education system are found in policy. Through policy we fund education, set a precedent of achievement for our student, and call on all Americans to be held accountable for the results. Many educators go into policy after a long career in teaching. This experience is extremely necessary for our educational systems success, but sadly most do not continue on to affect policy by working as a Senator's Education Aid, a new Program Specialist for the U.S Department of Education, or a Policy Analyst on the Congressional Health and Human Services Committee. Not to say that can't, won't, or even that we will all spend time there."

— Eric Scheele, master's student and Warner blogger

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.

News Around Warner...

Kirschenbaum and Alumni Organize Counseling Association

Howard Kirschenbaum, professor emeritus of counseling and human development, along with Warner alumni Steve Demanchick '07 (Ph.D.) and Rachel Jourdan '07 (Ph.D.), joined two Rochester area therapists to organize the Rochester Area Person-Centered Association. This association of counselors, therapists, and counselor educators meets monthly to discuss the person-centered approach as it pertains to their professional practices. The group expects to host the annual conference of the National Association for the Development of the Person-Centered Approach next year in Rochester.

Blokhuis Presents at Professional Associations

Doctoral student Jason Blokhuis co-presented his paper "Dispositional Discipline: Fact or Fairy Tale?," as well as served on a legal panel at the 61st annual meeting of the American Association of Colleges for Teacher Education in February.

In addition, Blokhuis has also been invited to present his paper, "Defending the Defenders of

Affirmative Action in Higher Education" at the 2009 Annual Meeting of the Philosophy of Education Society in Montreal, Canada later this month.

Choppin Publishes in *Curriculum Inquiry*

Jeffrey Choppin, assistant professor in teaching and curriculum, published his article, "Curriculum-context knowledge: Teacher learning from successive enactments of a Standards-based mathematics curriculum" in *Curriculum Inquiry*, 39 (2).

In this article, Choppin investigated what three teachers had learned from successive enactments of innovative curriculum materials over several years. He looked at the ways the teachers adapted the curriculum materials and how these adaptations signaled learning with respect to how those materials engaged students with mathematical ideas and processes. The article conceptualized how teacher learning from using these innovative materials was related to other forms of teacher knowledge associated with effective teaching, particularly the specialized form of knowledge termed pedagogical content knowledge.

Warner Building Update: Site and Architects Selected

A site has been identified for the new Warner School building. The 55,000-square-foot facility will be in the heart of the River Campus on a triangular site bound by Intercampus Drive, Meliora Hall, and Harkness Hall, at the location of the current Meliora parking lot near the Rush Rhees Library.

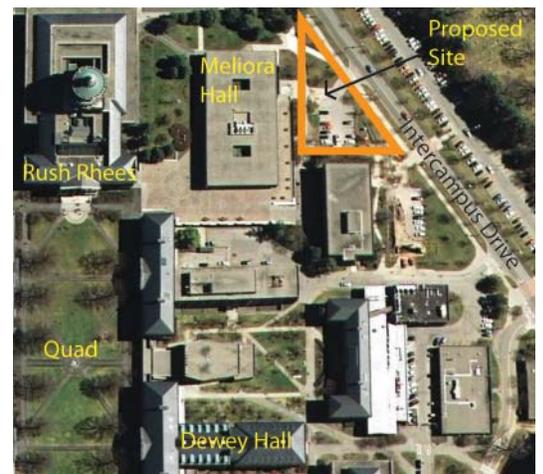
The site presents some exciting architectural opportunities, including the potential for spectacular views of the Rush Rhees dome and creative ties-ins to the Meliora Plaza, as well as great access to parking. The triangular piece of land also presents some challenges, including a relatively small and unusual footprint to build on and underground utilities that will need to be moved before construction begins.

Bergmann Associates of Rochester, N.Y. has been employed as the architect of record, and SHW Group, a Michigan firm with extensive background in designing creative learning environments, will provide consulting services in doing the design architecture for the site. A Rochester-headquartered firm, LeChase Construction Services, will assist in constructing the site.

Bergmann and SHW have been actively working with the Warner School community to identify needs and finalize the "program" for the building,

so there is a clear understanding of the classroom, office, and other space needed to effectively accommodate the Warner School today and in the future. We are quickly approaching the "schematic" design phase, which is where these space needs begin to map onto a floor plan and into actual design possibilities for the selected site.

Construction on the building will not begin until additional funds are secured from donors and other sources. Designing the building and creating architectural renderings are important parts of the process in securing funding.



Warner School Offers New Educational Policy Master's Program

The Warner School of Education at the University of Rochester is offering a new Master of Science (M.S.) degree in Educational Policy for individuals who want to have a meaningful impact on schools, school systems, and the lives of children.

The new interdisciplinary master's program will prepare individuals for careers as policy analysts, educational researchers, educational policymakers, and more. The program can be completed in one year of full-time study and will enroll its first cohort starting in July.

"Education policy is central to improving our nation's schools," says Kara Finnigan, who directs the educational policy program at Warner. "This new program will provide our graduate students with the tools to become active and effective leaders in shaping policy that supports an

education system that allows all children to thrive in the 21st century."

Graduates of the master's program will acquire an acute understanding of our education system and education reform nationwide. The curriculum provides a solid foundation for students to think critically and systematically about contemporary educational issues and equips them with the knowledge and tools to design, implement, and analyze local, state, or federal policies.

"We're looking for people who are committed to social justice and who desire to effect a more equitable educational system," adds Finnigan. "That includes working within the existing school system or endeavoring to improve it." The Warner School is the first in the Rochester area to offer a master's degree program in educational policy.

A cohort of Twelve students will be admitted to the master's program each year. Students will be able to tap into the resources of the Warner School and the University at large in developing their own areas of interest and expertise and will have access to a diverse faculty, who are involved in the analysis and evaluation of educational policies and programs at the national, state, and local levels.

For more information, contact the Warner School Admissions Office at (585) 275-3950 or admissions@warner.rochester.edu or visit the Warner School Web site at www.warner.rochester.edu.

Ares Publishes Study on Innovative Classroom Technologies in Top-tier Education Journal

Warner School Associate Professor Nancy Ares, who teaches doctoral-level courses in the teaching and curriculum program, is author of a new article, "The Power of Mediating Artifacts in Group-Level Development of Mathematical Discourses," that appeared in *Cognition and Instruction*, a top-tier journal in education.

The article, which Ares co-authored with Alfred Schademan, a professor at California State University, and Walter Stroup, a professor at the University of Texas, appears in the January 2009 issue. Schademan was a 2008 Warner School graduate.

The study examines, from a sociocultural point of view, the impact that innovative classroom technologies—ranging from networked technology, real-time display, calculators, and white board—have on student learning. In particular, they give attention to the role that highly interactive networked technologies have on the development of group interactions and construction of mathematical concepts.

"As innovative technologies make their way into classrooms, researchers are trying to understand the roles they play in classroom instruction and learning," says Ares. "The goal of this study was to provide insight into the ways that such interactive tools leverage the power of groups and foster generative mathematical discourse."

By taking a closer look at classroom activity of a diverse group of under-represented and migrant students from a public charter school out West that used the networked technology, Ares and her team found that networked activities provided the opportunity for students and the teacher to work with varied forms of mathematical objects that they created through their collaborative activities and produce mathematical discourse and practices, rather than reproducing mathematics content from textbooks or worksheets. These opportunities fostered the development of powerful mathematical discourse and shifted



the balance of teacher versus student talk to increase student contributions.

Ares, who brings critical sociocultural perspectives to studying learning in classrooms using next-generation networked technology, recently published two other articles on similar topics. The first, "Cultural Practices in Networked Classroom Learning Environments," appeared in the August 2008 issue of the *International Journal of Computer Supported Collaborative Learning*. The second, "Appropriating Roles and Relations of Power in Collaborative Learning," was published in the March 2008 issue of the *International Journal of Qualitative Studies in Education*.

DeLeon and Four Scholars Edit Book Highlighting New Perspectives on Anarchist Theory



Abraham DeLeon, an assistant professor at the Warner School, together with four other editors, recently published *Contemporary Anarchist Studies: An Introductory Anthology of Anarchy in the Academy* (Routledge, 2009).

A volume of collected essays, the book highlights the diversity of contemporary thought around anarchism, indicating the relationship between anarchist theory, critical pedagogy, and praxis.

This interdisciplinary anthology, which documents the growing interest in anarchism as it is expressed through scholarly work, brings together a wide variety of anarchist voices and features some of the most prominent academics studying anarchism from around the world, including Richard Kahn, Lisa Kemmerer, and Todd May, to name a few.

Contemporary Anarchist Studies attempts to bridge the gap between anarchist activism and theory on the streets and anarchist studies and activism in the academy. This interdisciplinary work helps teachers, students and activists interested in the anarchist studies to draw connections between anarchism and other perspectives, such as feminism, queer theory, critical race theory, disability studies, post-modernism and post-structuralism, animal liberation, and environmental justice.

Peter McLaren, a professor at the University of California, Los Angeles, says "*Contemporary Anarchist Studies* is an urgently needed text at this current historical juncture when powerful arguments for anarchism are needed that are capable of loosening the death grip of capitalist ideology. This book contains important essays by some of the world's leading anarchist scholars: it's a necessary instrument in today's anti-capitalist toolkit."

DeLeon also contributed a chapter, "Anarchist Theory as Radical Critique: Challenging Hierarchies and Domination in the Social and 'Hard' Sciences," which he co-authored with Kurt Love. Their chapter suggests ways that educators can transform social studies and science classrooms into environments that strive toward creating a new society that resists capitalism and supports a non-hierarchical form of social governance.

DeLeon, who joined the Warner School faculty in 2008, has directed the social studies teacher preparation program. His research interests include social studies education, cultural studies, the works of Michel Foucault, anarchist theory, and various critical theories in education. Specifically, he explores how social studies education and radical theory can be combined to equip students with the knowledge and understanding of how ideology is reproduced. DeLeon received his master's degree in history and doctorate in curriculum and instruction from the University of Connecticut.

DeLeon has accepted a position in Foundations of Education at the University of Texas at San Antonio, starting in fall 2009.



2009 Scandling Lecture

Making Voluntary Expertise Count: Embedding, Envisioning, and Enlisting Adolescent Literacy

Dr. Shirley Brice Heath
Brown University and Stanford University

Thursday, March 26 at 7:30 p.m.
Interfaith Chapel-Sanctuary

All around us, adolescents voluntarily seek opportunities to build their self-chosen areas of expertise. They do so by identifying causes and niches, finding expert guides, practicing long and hard, and relishing time with peers and adults who share their interests. These areas of expertise rarely line up with academic disciplines, though such learning often engages young people in the very kinds of activities that sit at the core of academic and life skills success: setting goals, planning ahead, considering consequences, and self-monitoring of progress.

Please join Shirley Brice Heath, a linguistic anthropologist, in a discussion of how different kinds of social and cultural learning environments support children's early and later language development. Dr. Heath will discuss three examples of effective and sustained social innovations that enlist young people in advancing science, technology, and arts in their community schools, libraries, and youth organizations. The evening's dialogue will provide insight on building highly effective learning environments where young people can thrive.

This event is free and open to the public. An interpreter will be provided for the hearing impaired.