Warner School’s Fall Scandling Lecture Addresses Diversity, Equity in Education

Nationally-known educator, literacy expert, and author Carol Lee will present the Fall 2011 Scandling Lecture at 7:15 p.m. on Thursday, Oct. 13, in Hoyt Auditorium on the University of Rochester’s River Campus. Her lecture, “Every Shut Eye Ain’t Sleep: Culture, Cognition, and Human Development as Systemic Foundations for Addressing Equity in Educational Outcomes,” is free and open to the public.

With several dimensions to understanding and addressing the persistent gap in educational outcomes associated with race, ethnicity, and class, Lee argues the need for a holistic framework to inform responses to these persistent inequities—whether educational policy, teacher training, standards and assessment, or curricular interventions. This holistic framework integrates cognitive, social and emotional, and physical development through the lens of people’s participation in cultural communities. During her lecture, Lee will articulate the framework and illustrate its implications for teaching in the disciplines, with a special focus on literacy, and conclude with a discussion of implications of this kind of instruction for teacher education.

The Edwina S. Tarry Professor of Education and Social Policy in the learning sciences program at Northwestern University, Lee is recognized as an expert on both literacy and teacher preparation for urban and linguistically diverse students. Her research focuses on ecological influences on learning and development, including the design of instruction that leverages everyday knowledge and experiences of youth to support discipline-specific learning. Recently, she completed research at a
Educators are invited to discover new innovative teaching strategies to help students develop as writers and enhance their own abilities as writers when the Genesee Valley Writing Project at the Warner School offers a half-day workshop on Saturday, Oct. 15. The workshop is open to classroom teachers from all subjects and all grade levels, from pre-kindergarten to university level.

The goals of the workshop, themed *Conformity vs. Risk-Taking: Where Does Excellent Writing Come From?*, are to show educators how they can help students find pleasure and rewards in writing, support students in becoming engaged and confident writers, and explore the many issues connected to writing instruction by using their own writing as a starting point. Individual breakout sessions, however, also are designed to meet such objectives as helping students to discover their own good ideas, take risks, know the rules and when to bend them with finesse, see drafting and revising as natural essential steps toward good writing, contribute toward creating a supportive community, and take bold steps to become excellent and engaged writers.

Workshop instructors are directors of the Genesee Valley Writing Project and local public and private school teachers who have participated in the Writing Project’s Annual Summer Institute and are now teacher consultants for the Writing Project. “These are strong classroom teachers who are committed to advancing writing and literacy development throughout area schools, with the ultimate goal of helping all students to become better writers and learners,” says Warner School Professor Joanne Larson, a leading scholar in new literacies who directs the Genesee Valley Writing Project.

Since its inception in 2007, more than 50 participants from urban and suburban districts in Monroe County and rural districts in Ontario, Livingston, and Wayne Counties have taken part in the Summer Institute presented by the Genesee Valley Writing Project, which is hosted by the Warner School, administered through the Warner Center for Professional Development and Education Reform, and funded by the National Writing Project. Using a teachers-teaching-teachers model, the Genesee Valley Writing Project allows participating teachers to tap into what’s known about writing and the teaching of writing from all sources—key research findings, important books and articles, and most importantly, the classroom practices of effective and successful teachers.

The professional development workshop will run from 8:30 a.m. to 12:30 p.m. in the Hawkins-Carlson Room of Rush Rhees Library on the University of Rochester’s River Campus. The cost of the program is $35, and teachers will receive three professional development hours upon completion.

A registration form and information for the Oct. 15 workshop are available online at www.warner.rochester.edu. Information also can be obtained by contacting Mary Beyer at (585) 275-2616 or by e-mail at mbeyer@warner.rochester.edu. For more information on the Genesee Valley Writing Project, visit www.rochester.edu/warner/gvwp.
Danielle Spartano, a math teacher at the Young Adult Evening High School, has always had a strong passion to teach. Sean Coffey, a biology teacher at John Marshall High School, was a college senior majoring in biology when he decided to pursue his earlier childhood dream of teaching. Today, Spartano and Coffey, both past Noyce Scholars and graduates of the Warner School, continue to transfer their enthusiasm and knowledge for math and science with students and help meet the need for strong math and science teachers in Rochester city schools.

With a new $749,994 grant from the National Science Foundation’s Robert Noyce Scholarship Program, the Warner School will enhance current efforts to address the shortage of highly-qualified math and science teachers locally. The funding will encourage more talented science, technology, engineering, and math (STEM) undergraduate majors and professionals to become certified K-12 math and science teachers, ultimately expanding the number of quality teachers serving the Rochester City School District and other high-need districts across state.

The University of Rochester Robert Noyce Scholars Program, which targets teacher preparation for high-need schools, was launched three years ago through a partnership of the Warner School, the Colleges of Arts, Sciences, and Engineering, and the Rochester City School District. This grant is a Phase II Noyce grant, and it follows a successful Phase I grant for $760,983. The combined funding of $1.5 million provides full tuition scholarships to talented STEM undergraduates and professionals who wish to pursue a career in teaching.

“Receiving these two competitive grants is a great tribute to our teacher preparation programs and to the strong collaborative efforts among education faculty at Warner and STEM faculty at the College, as well as with the Rochester City School District and Rochester Museum and Science Center,” says Raffaella Borasi, dean of the Warner School and principal investigator on both grants. “Together, both grants will continue to allow us to prepare graduate students to develop strong teaching skills and prepare them for meeting the challenges of working in underserved school districts most in need of committed, talented, and well-prepared math and science educators.”

Over the next three years, a total of 27 new Noyce Scholars will be able to enroll tuition-free into one of the Warner School’s 15-month graduate teacher preparation programs in mathematics or science. Qualifying applicants include undergraduates or recent graduates majoring in STEM programs and STEM professionals who are considering a career change to the teaching profession. In return, the Noyce Scholars will commit to teach for at least two years in Rochester or another high-need district upon successful completion of their master’s program.

**A $750K Boost for Math, Science Teacher Preparation**

Warner Receives NSF Grant for Scholarships and Program Support

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Rochester City School District teacher and Noyce Phase I graduate Kathryn Jensen, 09W (MS)
A $750K Boost for Math, Science Teacher Preparation

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All Noyce Scholars will participate in high quality, innovative teacher preparation programs leading to teaching certification in mathematics, biology, chemistry, physics, or earth science. Scholars enrolled in the mathematics teacher preparation program will participate in mathematics education courses and related field experiences that will empower them to teach mathematics with understanding and by capitalizing on high-quality mathematics instructional materials. Similarly, scholars in the science teacher preparation program will experience inquiry-based science from both learners’ and teachers’ perspectives by participating in authentic science investigations and teaching reform-based science in both out-of-school and school-based settings.

“The Noyce scholarship offered me a rich experience at Warner that blended current research and theory with practical applications in the classroom, and it taught me to critically examine my own practice regularly, in an effort to become a more reflective, reform-based teacher,” says Coffey. “Because of this, my students now get to experience science rather than absorb it. Unlike other classrooms, my students actively engage in authentic science and benefit from receiving instruction that aligns with current research on how people learn.”

In addition to the financial support, Noyce Scholars will receive unparalleled academic support, such as mentoring from and student teaching placements with experienced Rochester city school teachers participating in the Warner School’s Noyce Master Teaching Fellowship Program. A selected number of scholars will have the opportunity to pursue additional certifications, tuition-free, in urban education or teaching students with disabilities.

Scholarship recipients will continue to receive training during their initial years in the classroom. This will consist of mentoring and networking support, opportunities for further professional development, and opportunities to experience and explore innovative STEM teaching in informal settings during summer breaks through the Warner School’s Horizons Summer Enrichment Program and the Rochester Museum and Science Center.

Quality math and science teachers are in demand in Rochester. Twenty-nine percent of students in grades 3 through 8 are proficient in math and 27 percent of high school students passed the Regents competency tests in mathematics and science last year. The new Phase II grant will give city students access to teachers who have a passion for teaching and who share a long-term goal of teaching and improving math and science education in Rochester.

Coffey believes that the continuation of the Noyce Scholars Program will help to strengthen the population of reform-based teachers in the area. “In order to help actuate the change that Noyce Scholars want to see in the current education system, there needs to be a community of them in the District,” adds Coffey. “I hope that the Phase II grant will continue to put teachers in a position where they can create a culture shift and make the educational system more congruent with the current research on how students learn.”

There is growing evidence of the high quality impact of these Noyce Scholars. The program has already recruited and provided 30 talented Noyce Scholars, all of whom will graduate by October 2011, with a strong foundation to serve math and science students in high-need schools. More than half of these Noyce Scholars were career changers, while others were recent graduates in one of the STEM fields, and two were recipients of the prestigious Knowles Foundation’s Teaching Fellowship awarded each year to nearly 30 promising soon-to-be new teachers nationwide. In 2010, Coffey received the Career
In Teaching Award for First Year Teachers at the Rochester City School District. Phase I was not only successful at attracting stronger students, ranging in age from 22 to 50 years, to Warner’s mathematics and science teacher preparation programs, but also in more than doubling the number of graduates each year who have a passion for and deep understanding of their subject matter, awareness of real-world applications of math and science, and a commitment to underserved schools.

The Warner School has a long tradition of being a leader in mathematics and science education reform and the preparation of inquiry-minded teachers. Over the last three years, 95 percent of Warner’s Noyce Scholars have acquired teaching jobs, most right as they finished their program and the rest within a year of completion.

“Thanks to the first Noyce grant, we have already made a significant impact on students locally,” says Borasi, “and our newly awarded Noyce Phase II grant will allow Warner School faculty to gain a better understanding of what it takes to prepare future math and science teachers most effectively. Throughout the duration of the project, faculty will begin to measure the effectiveness of Phase I and Phase II Noyce Scholars as beginning math and science teachers, with the ultimate goal of informing and strengthening STEM teacher preparation programs nationwide.

The NSF Robert Noyce Scholars Program is aimed at stemming the loss of mathematics and science teachers in the nation’s neediest schools. The scholarship is named for Dr. Robert Noyce, co-founder of Intel Corp and the scientist awarded the 1961 patent for the integrated conductor.

For more information about the University of Rochester Robert Noyce Scholarship Program or the Warner School’s teacher preparation programs, please visit www.warner.rochester.edu/admissions or contact admissions at (585) 275-3950 or by e-mail at admissions@warner.rochester.edu.
Except for a short adolescent stint playing Dr. Mario and Pac-Man, Jayne Lammers had no interest in video games—and certainly rejected the notion that they had any educational value.

“I had always been the kind of English and reading teacher who had the impression they were a waste of time, that kids should be outside playing or reading a book instead,” says Lammers, an assistant professor in teaching and curriculum at Warner and director of the School’s secondary English teacher preparation program. “So when I was asked in graduate school to be a research assistant on a project with girls in an afterschool gaming club, I thought, ‘Oh my gosh, what am I going to do with this?’”

Turns out plenty. While working at Arizona State University with James Paul Gee and Elisabeth Hayes, leading researchers in the gaming field, she realized that thousands of girls around the world are using video games to engage in meaningful, complex learning systems—and becoming equipped for the computer science industry in the process.

Lammers learned that through a strategic life-simulation computer game called “The Sims,” which has become the best-selling video franchise in history, girls are writing elaborate narratives (some of them hundreds of pages long), pairing them with pictures to create digital graphic novels, and posting their work to online communities for feedback. One such discussion board inspired her dissertation, The Hangout was Serious Business: Exploring Literacies and Learning in an Online Sims Fan Fiction Community, a virtual ethnography of storywriters who use Twitter feeds, YouTube channels, and personal websites to promote and seek support for their work.

“I tried to make sense of what was really going on here,” she says, “and ultimately, I was also asking the question of why should English teachers care. I knew I was passionate about this and could find some answers.”

In an effort to heighten awareness of how digital media can help prepare students for successful futures in the 21st century, Lammers has been advocating for broadening definitions of literacy learning in the classroom—a job she hopes to soon share with a teacher/research partner.

In the meantime, she incorporates digital literacies into her own classroom, encouraging the use of laptops and promoting their capacity for cooperative learning.

“It’s just this idea of not having to hide those devices,” she explains. “We can maximize their potential. I infuse that into my teaching right away.”
Faculty Spotlight: Jayne Lammers

School Academic Support Office at the Scandling Lecture Series, please visit discussion. For more information about language interpreter will be provided for the local education community.

With colleagues in the University and the alumni at the Warner School, as well as exchange ideas with faculty, students, and professional educators from throughout the world who contribute their insights and research. Lee, who is also a member of the National Academy of Education, received her PhD in education from the University of Chicago.

Lee’s work and contributions to education have earned her many honors, and she is a past president of the American Educational Research Association, the most prestigious international professional organization focused on educational research. Lee, who is also a member of the National Academy of Education, received her PhD in education from the University of Chicago.

Hosted by the Warner School of Education, the Scandling Lecture Series, named to honor the generosity of William F. Scandling, brings to campus other noted researchers, policymakers, and professional educators from throughout the world who contribute their insights and exchange ideas with faculty, students, and alumni at the Warner School, as well as with colleagues in the University and the local education community.

Registration is not necessary. A sign language interpreter will be provided for the discussion. For more information about the Scandling Lecture Series, please visit the Warner School website at www.warner.rochester.edu or contact the Warner School Academic Support Office at (585) 276-5405.

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News around Warner

Douthit, Marquis, Elliot Publish Article

St. George, Robinson Co-Write Article

Choppin Authors Two Articles
Jeffrey Choppin, associate professor, published two articles this summer. “The Impact of Professional Noticing on Teachers’ Adaptations of Challenging Tasks” was included in Mathematical Thinking and Learning, issue 13, volume 3, and “The Role of Local Theories: Teacher Knowledge and Its Impact on Engaging Students with Challenging Tasks” was published in Mathematics Education Research Journal, issue 1, volume 23.

Schrader Wins Fellowship
Master’s student Caitlyn Schrader has won a fellowship through the Franco-American Fulbright Commission, in which she will participate in the only pre-service French-American teacher exchange program called the Franco-American Teachers-in-Training Institute. Schrader will be living in Amiens, France for four months this fall, working in the French education system and teaching English as a second language to both ninth-grade French students and French elementary pre-service teachers.

Curry Appointed to Two Boards
Mary Jane Curry, associate professor, has recently been appointed to two advisory boards: University of Rochester Press and the Rochester International Academy at the Rochester City School District.

Hawkins Selected as NASPA Graduate Associate
Master’s student Janai Hawkins has been selected as a NASPA-Student Affairs Administrators in Higher Education graduate associate for 2011-12. The NASPA graduate associate (GA) program is an initiative to increase leadership opportunities of graduate students within NASPA. GAs work collaboratively with other GAs throughout the world to become another communication conduit for NASPA events, publications, and programs offerings within a campus community. GAs also have the opportunity to serve on an unofficial graduate student council, providing another perspective for NASPA student membership.

French, Swanson, Torres Among Authors of Tobacco Use Investigation
Lucia French, Earl B. Taylor Professor, Dena Phillips Swanson, associate professor, and Essie Torres, ’11W (PhD), were among the authors who published “Tobacco Use and Exposure to Secondhand Smoke Among Pregnant Women in the Dominican Republic: An Exploratory Look into Attitudes, Beliefs, Perceptions, and Practices” in the Nicotine and Tobacco Research Journal in September. Torres, currently a researcher at Roswell Cancer Center in Buffalo, was the corresponding author. Her dissertation at Warner was Assessing the Attitudes, Beliefs, Perceptions, and Practices Surrounding Tobacco Use and Exposure among Pregnant Women in the Dominican Republic.

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Young Competes with YellowJackets
Rochester’s YellowJackets a cappella group is currently competing on NBC’s The SingOff. Warner master’s student in social studies and inclusion education Christopher Young is in the group. (front left).
Borasi Reappointed as Warner School Dean

Raffaella Borasi, dean of the Warner School during a decade of significant growth in student enrollment and in research funding, has been appointed to a third five-year term.

The reappointment of Borasi, who holds the Frederica Warner Professorship, was announced by University President Joel Seligman, following approval by the University Board of Trustees.

“Of all her attributes, I am most impressed with Raffaella Borasi’s fierce determination to see Warner students and faculty develop the strategies and methods to improve America's classrooms,” says Seligman. “She forged an agreement with our Arts, Sciences, and Engineering deans to share classrooms in a new building, which will give Warner the space to continue its growth and will promote further collaborations with Rochester public schools. The concrete is being poured and Raymond F. LeChase Hall is moving ahead.”

The Warner School’s outreach to K-12 teachers, educational leaders, counselors, students, and their parents exhibits the reach of Warner’s involvement in local schools and education issues under Borasi’s leadership. One of Borasi’s first initiatives established a center as an anchor in support of systemic reform practices, research and evaluation, and professional development in school settings.

“Raffaella Borasi created the Warner Center for Professional Development and Education Reform to be a community resource with the direct involvement of Warner faculty and students,” says University Provost Ralph Kuncl. “It has been a productive and inclusive agent for change while securing more than $14 million in grants and $1.3 million in contracts over the past ten years to evaluate a range of educational programs.”

A mathematics educator, Borasi is known as an innovator in designing programs that prepare teachers to be effective leaders in the classroom. She is widely published in the field of mathematics education and is the author of *Learning Mathematics Through Inquiry* (Heinemann, 1992); *Reconceiving Mathematics Instruction: A Focus on Error* (Ablex, 1996); and *Reading Counts: Expanding the Role of Reading in Mathematics Classrooms with Marjorie Siegel* (Teachers College Press, 2000) and the co-editor of *Blogging as Change: Transforming Science and Math Education Through New Media Literacies* with April Luehmann (Peter Lang, 2011).

Since 2001 when she was chosen as the Warner School’s sixth dean, Borasi has taken leadership roles in pursuing institutional grants, including two recent National Science Foundation (NSF)-funded grants from the Robert Noyce Scholarship Program. The combined funding of $1.5 million will encourage talented science, technology, engineering, and math (STEM) undergraduate majors and professionals to become certified K-12 math and science teachers.

At more than 600 full- and part-time graduate students and 60 faculty and staff members, the Warner School has been growing faster than any other academic division within the University. The School has doubled its student enrollment, more than doubled support from state and federal grants, and tripled its budget and the number of fully-funded doctoral students.

During her tenure as dean, the Warner School has started master’s and doctoral programs in mental health counseling; a master’s degree in educational policy; a master’s degree in health professions education (an interdisciplinary program offered in conjunction with the School of Nursing and the School of Medicine and Dentistry), and it has initiated several non-degree certificate programs, including one in program evaluation and another for educators preparing for urban schools.

Borasi is a graduate of the University of Torino in Italy and received a Fulbright scholarship to study in the United States. She earned a master’s degree and doctorate in mathematics education from the University at Buffalo and joined the Warner School faculty in 1985.