

Warner Word

The Margaret Warner Graduate School of Education and Human Development at the University of Rochester

Excerpt from the Blog:

David Hursh, associate professor, spent some of his summer in Uganda and blogged about his experience.

I'm working in a small school, pre-k to grade 7, developing sustainable resource systems and teaching about sustainability, so I'm part engineer, part educator. I spent all of yesterday designing a rainwater harvesting system, including meeting with a contractor to design a gutter system, shopping for pumps, ordering a 5,000 liter plastic water storage tank, and tubing to get the water from the gutters to the storage tank and then from the storage tank to an existing tank 20 feet above the ground. When school is in session, I'm teaching them about photovoltaic systems, energy, sustainability, and the energy cycle. However, I think my hosts are more impressed with my engineering than teaching ability.

Visit warner.rochester.edu/blog to read his and other Warner faculty and student blog posts.

Upcoming Events, Talks, and Activities

9/14/2010

Warner School Information Reception

9/15/2010

Publishing Productivity in STEM Fields: Exploring Why Women Publish Less than Men

9/17/2010

Teaching. Learning. Giving: A Lesson in Education, Health, and Sustainability in Makindye, Uganda

9/17/2010

Writing Workshop: Critical Reading of Academic Texts

9/25/2010

Writing Workshop: Genres of Academic Writing

11/06/2010

Save the Date: Improving Student Achievement While Overcoming Adversity



School's In For Summer

First Lady Michelle Obama brought summer learning loss to the headlines in June with her "Let's Read. Let's Move." campaign. And at the same time, the Warner School employed a summer learning loss method of their own: Horizons, a six-week summer program aimed at giving city students meaningful, hands-on learning experiences while boosting confidence that took place June 28 through August 6.

An affiliate of the national non-profit called Horizons Student Enrichment Program, Warner's Horizons program is one of 18 in the country, and the second in Rochester. The first in Rochester began 15 years ago at The Harley School in Brighton, where Warner temporarily held Horizon this summer.

"We recruited 16 kindergartners and 17 fifth graders from School 33," says Lynn Gatto, a Warner doctoral student, adjunct professor, and executive director for Warner's Horizons program. "Horizons' programs generally begin with only a kindergarten class, but we wanted Warner students to have opportunities to participate. And since many are secondary education graduate students, we wanted to have an older group of students, too."

Warner plans on adding two grades every year until they have kindergarten through eighth grade, so next year's classes will include grades kindergarten, first, fifth and sixth.

Though the Harley School hosted Warner's two classes this year, next summer's program will be housed on the University of Rochester campus. The relationship between Warner students and city students will be symbiotic, as Warner students will reap the benefits of hands-on work in the classroom with seasoned educators, and kids will reap the benefits of being marinated in an environment of academics, creativity, and encouragement.

Caitlyn Schrader, a master's student in the teaching and curriculum program, described it this way: "I haven't had much experience in the classroom, but I have never heard of one that runs quite like this one. It is pretty amazing. These, without a doubt, are not classic classroom lessons, yet life-long lessons. The idea of learning for not just the here and now, but for the future is also something supported by the program. Teachers continuously encourage kind words and ask and teach the students to recognize

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School's In For Summer

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their peers as positive attributes to their classroom, families, and school communities.”

Consistency is another key of Horizons. Students return to the program every summer, creating a community that supports children over the years and encourages long-term academic success and emotional well-being. And with Gatto at the helm, the children are sure to thrive.

“Lynn is the best elementary teacher with whom I have worked,” says Joanne Larson, chair of the teaching and curriculum department at the Warner School. “She exemplifies the theories and practices we teach at Warner. Everything I know about how to enact social practice theories of literacy and learning in practice, I have learned from Lynn.”

In talking with Gatto, her humble words mention little of her methods. For her, it’s all about the kids.

“I view my role as constructing an atmosphere where children see themselves as valuable to the process of learning within the classroom,” says Gatto, who was a teacher in the Rochester City School District for more than 30 years, a winner of the Presidential Award for Excellence in Math and Science Teaching,

a New York State Teacher of the Year, and Disney’s American Teacher. “We really scaffold learning and thinking. There is an emphasis on choice, a concept that is liberating to children who are used to a traditional school day.”

Though Horizons has an extensive list of long-term goals—including experiences in new cultural practices; space for Warner students to work with kids from underprivileged backgrounds; and lessons to increase confidence—Gatto says their first year has already brought success.

“One little kindergartner couldn’t spell or write his name on the first day of the program,” she says. “In fact, he identified every letter of the alphabet as ‘n.’ After two-and-a-half weeks, he could spell and write his name and was even copying sentences from books.”

And a fifth grader wrote in her journal: “At Horizons this summer, I learned to share more often, help other people, make more friends, make up with people I had problems with in school, do yoga, get much better at swimming, and lower my stress level. I’m healthier and happier!”

Santiago Presents at ACA Annual Meeting

Doctoral student Susan Santiago presented “Best Practices for Addressing the Mental Health Needs of Latina/o Elders” at the Annual Conference of the American Counseling Association in Pittsburgh, Pa. in March. Her presentation introduced best practices in gerontological mental health counseling for work with Latino/a elders, including a specific understanding of the importance of folk/indigenous and other culturally relevant remedies in newly acculturated Latino/a clients and their families.

Curry Co-Writes Book Chapter, Presents at Conferences

Mary Jane Curry, associate professor, co-wrote the book chapter “Making Academic Publishing Practices Visible: Designing Research-Based Heuristics to Support English-Medium Text Production” in *English Language Teaching Materials: Theory & Practice* (Cambridge University Press, 2010), edited by Nigel Harwood. In the chapter, Curry and her co-author present an approach to teaching about writing for publication that is based on their empirical ethnographic research, from which they have designed heuristics, or frameworks for considering the social practices of publishing in English.

In addition, Curry co-presented “Women Writing for Publication in Engineering” at the Conference on College Composition and Communication in Louisville, Ky. in March, and “Trajectory Dilemmas of Engineering Graduate Students: Publication Genres and the Formation of Professional Identities” at the American Association for Applied Linguistics in Atlanta, Ga., also in March.

Kirschenbaum Presents Workshops in France and Switzerland

Howard Kirschenbaum, professor emeritus, presented workshops in France and Switzerland in April on the subject of “Re-Discovering Carl Rogers and the Person-Centered Approach.” As part of the workshop, Kirschenbaum discussed his experience writing a new, definitive biography of Rogers, as well as enacted a tongue-in-cheek dialogue he recently wrote that raised important issues about the development of the person-centered approach since Rogers’ death.

Marquis Joins Editorial Board

Andre Marquis, assistant professor, joined the editorial board of the *Journal of Unified Psychotherapy and Clinical Science (JUPCS)*. *JUPCS* reflects the view that human life span development, personality and interpersonal relatedness, adaptive and dysfunctional behavior, as well as processes of change are most comprehensively and meaningfully understood from perspectives that appreciate the multilevel structural complexity of humans and the systems in which they are embedded.

Vitale Publishes Journal Article, Presents Poster

Karen Vitale, a doctoral student in counseling and human development, published “Physician Perspectives on Incentives to Participate in Practice-Based Research: a Greater Rochester Practice-Based Research Network (GR-PBRN) Study” in the *Journal of the American Board of Family Medicine* in July. The paper is based on a survey of primary care physicians in the Greater Rochester area to understand incentives associated with primary care physician research participation in a practice-based research network (PBRN), and to compare perspectives by specialty.

In addition, Vitale presented a poster, based on this survey, at the National Institutes of Health Clinical and Translational Science Awards Community Engagement Face-to-Face Meeting in May.

Finnigan, Stewart Publish Articles in *Journal of School Leadership*

Kara Finnigan, associate professor, and Tricia Stewart, a visiting instructor and doctoral student, published the article “Leading Change Under Pressure: An Examination of Principal Leadership in Low-Performing Schools” in the September 2009 issue of the *Journal of School Leadership*. This article examines principal leadership in low-performing schools through case studies of ten elementary schools in Chicago. Their study suggests that districts should carefully assign leaders to these schools with appropriate knowledge and skills and reassign ineffective principals, given the critical role principals play in bringing about improvement under pressure.

Finnigan also wrote the article “Principal Leadership and Teacher Motivation under High-Stakes Accountability Policies,” which was published in *Leadership and Policy in Schools*, volume 9, issue 2. The article examines principal leadership and teacher motivation in schools under accountability sanctions. The study, which involves a survey of Chicago teachers, indicates that principal instructional leadership and support for change are associated with teacher expectancy. In addition, teacher experience, advanced education, and race, as well as the school’s performance level, are associated with teacher expectancy. Finally, teacher expectancy is associated with a school’s ability to move off of probation status. These findings have important implications in the current policy context.

Lastly, Finnigan co-wrote the article “A Bridge Between Worlds: Understanding Network Structure to Understand Change Strategy” in the *Journal of Educational Change*, volume 11, issue 2. In the article, the authors suggest the importance of the central office as a support to the work of reform and offer strategies for building relations between district offices and sites in order to implement and sustain change efforts.

Douglass Presents at Conference

Doctoral student BJ Douglass presented “LGBTQ Activism on Campus: The Need for Leadership and Visibility in Starting an LGBTQ Studies Program” at the Southeastern Women Studies Association Conference, held at the University of South Carolina at Columbia in March. The conference theme was *Cultural Productions, Gender, and Activism*.

Curren Receives Award, Lectures in Minnesota and Virginia

Randall Curren, professor, was awarded the Squire Foundation Award for his paper “Governing Classrooms Well” presented in March at the Annual Meeting of the Association for Practical and Professional Ethics.

In April, Curren also gave three lectures on higher education and sustainability at the University of Minnesota, and gave the Inaugural GEICO Lecture in Ethics entitled “Academic Integrity,” at Marymount University in Virginia.

Waterman Co-Chairs AERA Working Group, Participates in Program Exploring Native American Health Issues

Stephanie Waterman, assistant professor, co-chaired an AERA Working Group, titled “The Role of Indigenous Knowledge Systems in the Education of American Indians,” at the 91st Annual Meeting of the American Educational Research Association (AERA) that took place from April 30 to May 4 in Denver, Colo. The AERA Working Group program was inaugurated in 2009, limiting each group to 20 members who are interested in the same topic. The group met twice during the conference, attended Indigenous themed sessions together, and will continue the discussion on their listserv. Waterman focuses her own research on Native American college experiences, the role staff plays in student retention, race and gender in higher education, indigenous methodologies/pedagogy, college transition, and critical race theories.

In addition, Waterman recently participated in “Reclaiming Our Health, Native Style,” a program sponsored by the School of Nursing and the Friends of Ganondagan devoted to exploring aspects of the history, culture, and changed lifestyles of Native Americans that have led to an epidemic of obesity and diabetes. Waterman, Onondaga, turtle clan, along with other local Haudenosaunee (Iroquois), offered commentary following the film viewing of *Bad Sugar*, which looks at the causes and effects of diabetes within two Native American communities.

News around Warner continued on back page

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New Interdisciplinary Curriculum Enables Schools to Pioneer Global Environmental Sustainability Efforts



A new interdisciplinary curriculum in environmental sustainability helped two independent schools in the U.S. and Africa to educate and lead communities toward a more sustainable energy future by teaching about the science, maintenance, and use of energy technologies. Fifth- and sixth-grade students from Greater Rochester and Uganda engaged in cross-cultural dialogues about how energy and other resources are used in their schools in an effort to solve larger sustainability and environmental issues.

The Harley School, located in Brighton, N.Y., and Circle of Peace School, located in Makindye, Uganda, have been at the cutting edge of integrating education for sustainability into their classrooms and operating their facilities with renewable energy. Resource sustainability has become a focus at The Harley School, leading to an onsite organic garden and a new energy-efficient campus facility. In 2009, AHEAD Energy, a Rochester-based nonprofit, worked with the Circle of Peace School to install efficient institutional cook stoves, solar photovoltaic panels for onsite electricity generation, and energy-efficient lighting.

Research on curriculum, learning, and assessment, conducted by faculty and students from the University of Rochester, helped middle school students at both schools to gain a better understanding of renewable energy and how to operate the systems installed at their schools. Unlike more traditional curricula that guide students on how to think, this curriculum is unique in that it encouraged students to generate questions to pursue around issues of sustainability, efficiency, and cultures.

“Central to global awareness is an understanding of different cultural perspectives,” says Tim Cottrell, head of school at The Harley School. “This was a wonderful opportunity for students from Circle of Peace and The Harley School to share their life experience and grow as citizens of the world.”

A collaboration between the two schools was spearheaded by David Hursh, an associate professor at the Warner School who has a passion for integrating sustainability issues into school curricula. Hursh has worked with Ben Ebenhack, a former faculty member in the Hajim School of Engineering and Applied Sciences, and Elaina Stover, a former undergraduate

student at the University, to develop the curriculum. In May, Hursh and Stover co-taught at The Harley School and then Hursh traveled to Uganda where he worked with teachers to pilot educational initiatives at Circle of Peace School.

At both schools, the University of Rochester team used a collaborative, experiential approach aimed at equipping students and teachers to develop expertise that could be shared with others at the school and in the wider community. Renewable energy technologies formed the basis for teaching science principles and investigating the impact technology has on people’s lives.

Students at both schools used Internet teleconferencing to communicate directly with one another. They used technology, art, and media to learn about building sustainable communities and to discuss solutions.

Hursh says, “Our goal was to develop cross-cultural understanding and support for one another around sustainability issues. Our efforts have allowed children to see the world through different eyes, resulting in a global perspective for future generations.”

The team’s novel approach has caught the attention of educators around the world, and Hursh was invited to present their work to the World Congress of Comparative Education Societies meeting in Istanbul, Turkey in June.

Hursh has written extensively on school reform, educational policy, and action research. He has previous experience working with educators in South Africa, Chile, Australia, and New Zealand. His most recent book is *High Stakes Testing and the Decline of Teaching and Learning: The Real Crisis in Education*.

For the last two decades, Ebenhack’s research and teaching have focused on energy, development, and global energy transitions. A former oil company executive, Ebenhack is the founder of AHEAD Energy and a noted speaker and writer.

Hursh will discuss his teaching and engineering experience at the Circle of Peace School and his efforts to bring electricity and water to a primary school in Makindye, Uganda on **Friday, September 17 from noon to 1 p.m. at Whipple Auditorium (2-6424) in the Medical Center**. Visit warner.rochester.edu for additional information.

Curry Publishes Book Exploring the Consequences of English as the Dominant Language in Global Academic Journal Publishing

As the academic world becomes increasingly globalized, English has emerged as the default international language in academic publishing in many fields. According to Mary Jane Curry, an associate professor at the Warner School, this growing dominance of English has put scholars from non-English speaking countries at a disadvantage to publish and share research across borders.

Her new book, *Academic Writing in a Global Context: The Politics and Practices of Publishing in English* (Routledge, 2010), which she co-wrote with Theresa Lillis, a senior lecturer in language and communication at The Open University in the United Kingdom, delves into the pressures on academics worldwide to produce their work in English and the growing use of academic English. Throughout the book, the authors contribute to debates and understandings about the broader practices and politics surrounding academic writing in a global context.

Suresh Canagarajah, the William J. and Catherine Craig Kirby Professor in Language Learning at Pennsylvania State University, says this book takes the exploration of academic writing and publishing in new directions. “Through their research, the authors have provided rich experiences into the way texts are shaped, who is involved in the process, and where this happens,” he explains.

The book draws on an eight-year longitudinal study that tracks the text production, practices, and experiences of fifty scholars, who are working in the fields of education and psychology in southern and central Europe, using English in the academic world. Curry and Lillis explore the effects of the dominance of English on these scholars who work and live in contexts where English is not the official or dominant means of communication.

The study, the first longitudinal ethnographic investigation to focus on the ‘expanding circle’ of users of English as an additional language, shows that while scholars experience growing institutional and governmental pressures to publish in English, and to do so as broadly as possible and in journals having high-impact factors, they often lack the resources and support to meet these challenges.



Curry and Lillis’s research demonstrates that writing is not as much of a barrier as are the social aspects of the publication process. For example, a key to scholars’ success in publishing in English entails more than a direct translation of academic writing. Rather, it’s about gaining access to networks and literacy brokers, who are people such as journal editors and peer reviewers as well as disciplinary and language specialists who may help at various points in the trajectory of writing and publishing research.

The scholars participating in this study do not always have the financial means to attend conferences, collaborate on research, and access other resources. They also often struggle to find the extra time needed to write in English. In addition to these limitations, which hinder scholars’ ability to publish in English, the global research community at large suffers by not receiving their research findings, insights, and methodologies.

The study also shows that scholars are not giving up publishing in their own language, and in some cases publishing in different languages, so they have a dual burden for publishing in English and their local language, which creates more than double the work for them. While English has in most cases not replaced scholars’ publication activity in local language, it does influence what happens on a local context. Privileging English has been shown to have a detrimental effect on the evolution of local language and research cultures.

“We hope this book will help to raise awareness among scholars in both English speaking countries and other contexts that there’s no such thing as simply publishing in English,” says Curry. “It’s not a straightforward process; it’s about realizing that scholars from non-English speaking countries are facing growing demands and barriers in publishing in English. We need to move more toward an academic utopia where we are less focused on numbers and more focused on providing access and support appropriately so that information can be shared across borders, for the benefit of other scholars and the public.”

Academic Writing in a Global Context will appeal to anyone with an interest in English language teaching, academic literacies, World Englishes, and language and globalization.

A former book editor, Curry received her Ph.D. in curriculum and instruction from the University of Wisconsin. She has recently published articles, reviews, and book chapters on teaching English as an additional language, the experiences of immigrant students learning English writing at the community college, and other research in second language literacy. Prior to working in higher education, she taught English and writing to immigrant workers, international students, and non-traditional students in Boston, Costa Rica, and Madison, Wis.



Three School Counseling Graduates Receive City School District's Award for First Year Excellence

The Rochester City School District (RCSD) recently celebrated the achievements of first-year educators and presented three Warner School counseling alumni with the Career in Teaching (CIT) New Counselor of the Year Award. The recipients, who all graduated in 2009 with their master's in the school counseling specialization, were honored for their achievements and contributions to education this past year.

The Warner alumni recipients, who represent three of the four school counselors in the entire District receiving an award, include Crystal Clark from Northeast & Northwest College Preparatory High Schools, Kelly Garner from Dr. Freddie Thomas High School, and Adam Laycock from East High School.

"These outstanding new counselors are passionate advocates for their students and have worked hard to advance equity and access to rigorous programs and services for their students and families," says Bonnie Rubenstein, director of counseling at the RCSD who also is an associate professor at the Warner School. "In only one year they have already demonstrated that they are systemic change agents within their buildings. They are a real credit to the Warner School."

Clark is also the 2009 recipient of the Warner School's Harold Munson Counseling Award, which recognizes a graduate student who reflects the mission and objectives of the Warner School counseling program.

Pictured (l-r): Crystal Clark, Adam Laycock, and Kelly Garner

Finnigan Earns Tenure and Promotion in 2010

Kara Finnigan was awarded tenure by the University of Rochester's Board of Trustees based on her excellence in teaching, research, and service to the University. Her tenure and promotion to associate professor became effective July 1.

Finnigan is an educational policy expert who currently directs the educational policy program at the Warner School. Since joining the faculty in the Department of Educational Leadership in 2003, she has been instrumental in redesigning the Ph.D. program in educational policy and theory and launching a new educational policy master's program, the first of its kind in the Rochester area.

As an assistant professor, Finnigan has had a prolific and remarkable career. She has conducted research and evaluations of K-12 educational policies and programs at the local, state, and federal levels for more than 17 years through her work at several prominent research organizations, including the Wisconsin Center for Education Research, SRI International, RPP International, and the George Lucas Educational Foundation.

Her work has garnered grants from prominent organizations supporting educational research, including the William T. Grant Foundation, the Spencer Foundation, and New York State's Education Finance Research Consortium based at the Center for Policy Research at the University at Albany. Her most recent study, a collaborative effort with her colleague Alan Daly at the University

Rochester Summer Camp Keeps Teens Interested in Science

The Get Real! Science Action Camp kept Rochester-area middle school students learning about science through hands-on experiments of water quality issues during summer vacation. Wearing hip-waders, 45 middle school students from Rochester's Freedom School, a literacy school offering summer school classes to children in distressed neighborhoods, embarked on real scientific investigations that unveiled answers to Lake Ontario's water quality issues as part of the week-long camp in July, put on by the Warner School.

Created seven years ago by April Luehmann, associate professor at the Warner School, the program is aimed at showing students that science is more than memorizing the facts. It gives seventh- through ninth-grade students a chance to see that science is creative and to experience science first-hand.

"One hundred percent of the kids leave the camp learning about science by doing science, plus it



of California at San Diego and funded by the William T. Grant Foundation, examines the improvement processes of low-performing schools under No Child Left Behind (NCLB) sanctions and the flow of information, innovation, and other resources between these low-performing schools and other schools in their districts, as well as the central office using social network analysis.

"Counted among Kara's many strengths is her capacity to address issues that are at the forefront of educational policy," says Raffaella Borasi, dean of the Warner School. "Through her research on low-performing schools and accountability, Kara strives to impact policies and decisions that will greatly affect the future of education for America's youth."

makes science fun," says Michael Occhino, a Warner School doctoral student directing this year's camp. "This experience learning science is very different from what students are used to in the classroom because they get to define the specific question that gets studied, the protocol they follow to do the investigation, and the primary implications for their community. Science could not get more real."

The students spent two days at the Ontario Beach lakeshore collecting water samples and then performed several tests in laboratories on the University of Rochester's River Campus to determine water quality variables like pH balance, dissolved oxygen levels, bacteria and algae, temperature, and turbidity. They then presented their findings about the water quality to the community and shared recommendations for improving the current beach conditions on the camp's last day, August 2, at the Freedom School.

Institute Offers Outlet for Local Teachers to Practice Writing Instruction over Summer Vacation

Teachers at the Genesee Valley Writing Project Summer Institute relived what it's like to be students again as they helped each other become better writers and, in the process, better teachers. The Genesee Valley Writing Project hosted 12 teachers at its 2010 Summer Institute in July.

The intensive four-week program, the heart of the Genesee Valley Writing Project, equipped teachers with innovative strategies for helping students to improve their writing back in the classroom. The Institute met four days a week, from July 6 through 30, at the Warner School. Professor Joanne Larson, a leading scholar in new literacies who works toward empowering students to achieve the kinds of literacy needed to be successful, served as the site director.

The Genesee Valley Writing Project Summer Institute participants, representing elementary, middle, and high school teachers from various disciplines, teach in the Rush-Henrietta, Rochester, Greece, Honeoye Falls-Lima, Webster, Batavia, Pittsford, and Genesee school districts, as well as Derech HaTorah of Rochester.

During the four weeks, teachers studied the latest research on the teaching of writing and shared knowledge, expertise, and effective classroom practices. They also explored current issues related to understanding the power of writing to support social justice work. Fellows read about and participated in critical literacy projects where students and teachers work to change local problems or social justice issues.

"The community of teachers forming the 2010 Summer Institute have taken their experiences back to their school districts this fall where they are working



with students to improve their writing," says Larson, "and sharing new ideas, approaches, and practices essential to enhancing student writing and learning with other teachers."

For more information about the Genesee Valley Writing Project, visit www.rochester.edu/warner/gvwp, or contact Joanne Larson at (585) 275-0900 or by e-mail at jl Larson@warner.rochester.edu.

Scarborough Awarded University-Wide Edward Peck Curtis Teaching Award



Teaching and curriculum doctoral student Burke Scarborough received the 2010 Edward Peck Curtis Award for Excellence in Teaching by a Graduate Student from the University of Rochester. He was one of seven Ph.D. student selected by Bruce Jacobs, vice provost and university dean of graduate studies, to receive an award this year.

The award recognizes students for outstanding performance as a teaching assistant, their dedication and commitment to students, and their exceptional service to their department.

Scarborough has taught literature, writing, and education courses from middle school to the graduate level, including an undergraduate writing course for the College and master's and doctoral courses at the Warner School. Prior to coming to the Warner School, he taught English for two years at a high school that he helped open in New York City. His research focuses on learning settings, curricula, and pedagogies that challenge historical inequalities among diverse youth. A native of Ridgefield, Conn., he earned a master's in English education from Teachers College at Columbia University and a bachelor's in English from Duke University.

Wall Receives Excellence in Teaching Award



Andrew Wall, assistant professor in educational leadership, received this year's G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Non-tenured Member of the Faculty. He was honored with a citation for his outstanding teaching at the Warner School Commencement Ceremony in May.

The University-wide award is given annually to recognize an untenured faculty member who excels in both teaching and research.

Wall has impressed his students and colleagues with both his teaching and doctoral advising abilities. His exemplary teaching extends across eight courses, each of which he created or revamped, and his doctoral advising is unprecedented as demonstrated by his involvement as program advisor for 18 students, serving as their dissertation chair or committee member.

Since joining the faculty in 2006, Wall has been charged with and successful at redesigning the higher education program curriculum. His vision and efforts have helped to attract a growing number of students, thus more than doubling enrollment in the program over the past three years.

Institute Receives Nearly \$1 Million Grant to Improve Transition for Young Adults with Developmental Disabilities



The Golisano Foundation has awarded a three-year grant of \$960,000 to the Institute for Innovative Transition at the University of Rochester to continue and expand its work to improve transition outcomes and experiences for students and young adults with developmental disabilities as they shift from school to the adult world.

The Institute for Innovative Transition, founded in 2008 with an initial two-year grant of \$600,000 from the Golisano Foundation, is a partnership of the University of Rochester's Strong Center for Developmental Disabilities and Warner School of Education and the Golisano Foundation. This is the Golisano Foundation's signature project and largest single gift given annually.

The new grant will allow the Institute to increase its support in transition by providing more information and assistance to young adults with developmental disabilities; coordinating three job training sites at the University of Rochester Medical Center (URMC), City of Rochester, and Wegmans; training adult service providers and teachers; working with state agencies on transition policy improvements; and expanding its Web site to include a

college database for students with developmental disabilities, online communities of practice, and a blog.

"We thank the Golisano Foundation for the past two years of support and for partnering with us to improve the quality of life for adolescents and young adults with developmental disabilities and their families," says Martha Mock, director of the Institute for Innovative Transition and assistant professor at the Warner School and URMC's Department of Pediatrics. "The lessons learned from these two years and the relationships developed have helped us to create a vision for the next three years that will signal a new age in transition for young adults and their families."

For more information about the Institute for Innovative Transition, housed at Strong Center for Developmental Disabilities, visit www.nytransition.org.

Pictured (l-r): Susan Hetherington, Thomas Golisano, Ann Costello (Golisano Foundation director), and Martha Mock

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French, Wagner Publish Paper on Center-Based Early Childhood Programs

Lucia French, Earl B. Taylor Professor of Education, and Brigid Daly Wagner '06 (Ph.D.), published the article "Motivation, Work Satisfaction, and Teacher Change Among Early Childhood Teachers" in the April-June issue of the *Journal of Research in Childhood Education*. Their paper provides a rationale for the need to study professional development activities of teachers in center-based early childhood programs, and identify factors that influence teachers' intrinsic motivation to engage in professional development activities.

Harnischfeger Attends "Summer School" in Moscow

Doctoral student Alice Harnischfeger was selected among 25 international applicants to attend the first International Society for Cultural and Activity Research (ISCAR) summer school program. The week-long program, which took place in June at Moscow State University of Psychology and Education in Russia, brought together Ph.D. students from different disciplines from across the world and combined an intensive teaching program with spaces for informal interaction and exchange of ideas with Russian cultural-historical scholars and other members of ISCAR.

ISCAR is an association whose purpose is the promotion and development of multidisciplinary theoretical and empirical research on societal, cultural, and historical dimensions of human practices.

Coffey Named a New Teacher of the Year by RCSD

Noyce scholar Sean Coffey, a master's student in the science education program who graduated from Warner in 2009, has already seen his hard work pay off in the classroom. This spring, the Rochester City School District (RCSD) celebrated the achievements of first-year educators through the presentation of the Career In Teaching (CIT) New Teacher of the Year Award, and Coffey was one of the select teachers to receive the award for their excellence in teaching.

Coffey, who always had a love for science and working with people, says that the science education program at Warner has really allowed and encouraged him to develop his own teaching philosophy. He credits his time at Warner for providing him with an excellent background in the latest theory and teaching techniques and creating a superb teaching network of like-minded individuals who share the same ideals, one being a commitment to social justice.