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

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...”
School’s In For Summer

continued from front page

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 presents “Best Practices for Addressing the Mental Health Needs of Latino/Hispanic Elders” at the Annual Conference of the American Counseling Association in Pittsburgh, Pa. in March. Her presentation introduced best practices in geropsychology mental health counseling with work with Latino/a elders, including a specific understanding of the importance of multiculturally relevant norms and values in the care of Latino/a clients and their families.

Carry Co-Writes Book Chapter, Presents at Conferences

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

Kirschbaum Presents Workshops in France and Switzerland

Howard Kirschbaum, 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, Kirschbaum discussed his experience writing a new, definitive biography of Rogers, as well as enacted a tongue-in-cheek dialogue he stereotypically would reserve important issues about the development of the person-centered approach since Rogers’ death.

Marquis Joins Editorial Board

André Marquis, professor emeritus, joined the editorial board of the Journal of Unified Psychotherapy and Clinical Science (JUPCS). JUPCS reflects the view that human service professionals, personality and interpersonal theorists, adaptive and dysfunctional behaviors, as well as processes of change are most comprehensively and meaningfully understood from perspectives that appreciate the multilevel structural complexities of human systems 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 Networks: A Greater Rochester Practice-Based Research Network 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” 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 provide support to 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 School, 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 design of the teacher evaluation system, are associated with teacher expectancy. Finally, teacher expectancy is associated with a school’s ability to move beyond pressure. Finnigan’s article was highlighted as a “Top 40” paper in the Journal of School Leadership.

Doyle Publishes Journal Article

Tara Doyle, associate professor, published “Gender of the Teacher and Teacher Beliefs About Role Expectations and Support for Students’ Learning in Math and Science” in the Journal of Teacher Education.

News around Warner continued on back page
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, management, and use of energy technologies. Fifth- and sixth-grade students from 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, and a noted speaker and writer. "Central to global awareness is an understanding of different cultural perspectives," says Timi 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 Ebenstock, a former faculty member at the higher 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 in 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.

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.

Carry 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 their research across borders.

Her new book, Academic Writing in a Global Context: The Politics and Practices of Publishing in English (Basingstoke, 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 Kirky 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 ways 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’ work and in their 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 there is international and governmental pressure 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.

“Carry 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 is entails more than a direct translation of academic writing. Rather, it’s about gaining access to networks and literary 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 languages, 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.

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

Teachers at the Genesee Valley Writing Project Summer Institute relished 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 Laron, 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 Dreich HeTahor 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 Laron, “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/writing/ or contact Joanne Laron at (585) 275-0960 or e-mail jlarson@warner.rochester.edu.

Wall Receives Excellence in Teaching Award

Andrew Wall, assistant professor in educational leadership, received this year’s G. Graydon ’58 and June 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.
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