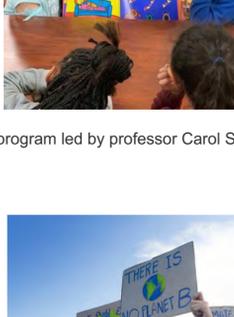




## WINTER 2022



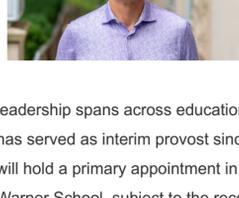
### [Foundation's \\$1.75 million gift supports literacy](#)

The William & Sheila Konar Foundation made a \$1.5 million gift to establish the Sheila Konar Professorship that will forever support a Warner School of Education faculty member who has a strong focus on literacy learning, is engaged in community-based instruction programs and is involved in partnerships that elevate reading and comprehension skills for students. The foundation also made a \$275,000 gift to support Project READ, a literacy program led by professor Carol St. George.



### [Teaching about climate change in America's rural schools](#)

Research shows that rural communities across the United States are more likely to doubt or dismiss climate change. Because of this trend, scholars set out to understand how students in conservative places understand and interact with climate science relative to their places in the world. Then, they considered how to effectively reach students who might resist learning about the subject.



### [Campaign promotes value of reading to kids](#)

A month-long reading initiative themed "What Are You Reading?" encourages readers to share on social media and tag photos of themselves reading together with a child — or even a favorite childhood book — throughout February, using the hashtags #Read4Luv and #WhatAmReading.



### [University names Northwestern education dean as provost](#)

David Figlio, the dean of Northwestern University's School of Education and Social Policy, will serve as University of Rochester Provost beginning July 1. An internationally recognized educational leader and economist whose research and academic leadership spans across education, economics and social policy, Figlio succeeds Sarah Peyre, who has served as interim provost since July 2021 and will return to her role as Warner School dean. He will hold a primary appointment in the Department of Economics and a joint professorship at the Warner School, subject to the recommendation of the faculty after a tenure review process.



### [Postdoctoral researcher to review science motivation in students with learning disabilities](#)

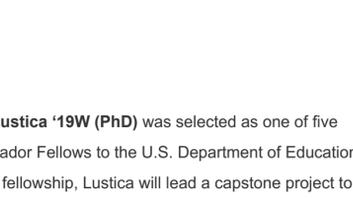
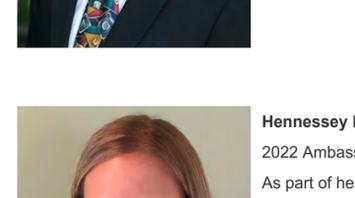
Halil Ibrahim Sari joins the Warner School as a postdoctoral researcher. Sari earned his doctorate in research and evaluation methodology from the School of Education at the University of Florida in 2016, then completed a postdoctoral position there before returning to Turkey to become a faculty member at the Muallim Rifat College of Education. He joins assistant professor Samantha Daley's National Science Foundation CAREER project, focusing on the motivational beliefs of students with learning disabilities in their experience of science classrooms. Sari will support data collection and analysis of quantitative data.



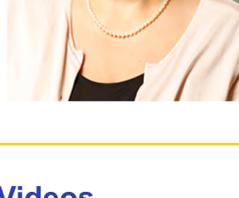
### ['Lift Off' equity, diversity and inclusion leadership summit](#)

The inaugural equity, diversity and inclusion leadership summit hosted by the Office of Equity and Inclusion will feature keynote speaker Gloria Ladson-Billings, president of the National Academy of Education, and experienced leaders and practitioners. Save the date for Thursday, April 7 for a leadership summit that will inspire, encourage and transform spaces for institutional and organizational excellence.

## Kudos



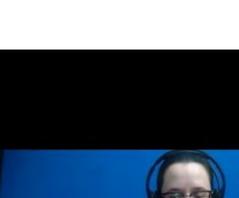
**Jayne Lammers**, associate professor, and **Samantha Daley**, assistant professor, have been named new *associate editors of AERA Open*. They join Kara Finnigan, professor, who was appointed new editor-in-chief of AERA's publication in July 2021, and Warner alumna Cecilia Rios-Aguilar '03W (MS), '07W (PhD), who is serving as one of six co-editors on the editorial team. AERA launched its publication in 2014 as one of the first open-access journals published by social and behavioral science associations. In 2019, *AERA Open* was named the "Best New Journal in Social Sciences" by the Association of American Publishers.



**Frederick Jefferson**, professor emeritus of counseling and human development, was one of the 2022 recipients of the University's *Presidential Stronger as One Diversity Awards*. He was honored with the 2022 Presidential Diversity Lifetime Achievement Award at a virtual ceremony in January. The award honors a faculty, staff or retiree member who has made lasting impact through sustained and significant contributions.

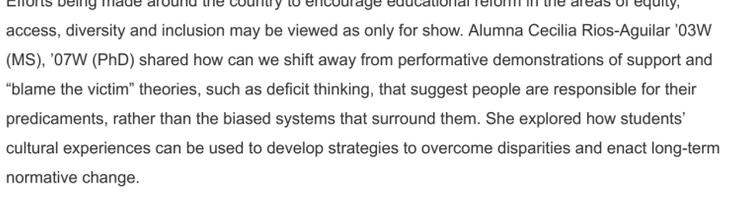


**Hennessey Lustica '19W (PhD)** was selected as one of five 2022 Ambassador Fellows to the U.S. Department of Education. As part of her fellowship, Lustica will lead a capstone project to design and implement professional development for teachers and administrators on mental health, trauma, collaboration and relationship building. She holds a doctorate in counselor education and supervision and serves as a community school mental health program director at Sodus Central School District and a clinical assistant professor in counseling and clinical psychology at Medaille College.



The University of Rochester School of Nursing has added new leadership within Education and Student Affairs. **Lisa Brophy '19W (EdD)** has been named *assistant dean for education*. An assistant professor of clinical nursing, Brophy has been a nurse for three decades and held numerous positions in practice, education, and leadership, most recently serving as co-director of the Accelerated Bachelor's Program for Non-Nurses. She received her doctorate in educational leadership (higher education).

## Videos



### [Professor focuses on creating inclusive learning experiences](#)

Samantha Daley, assistant professor and program director for human development, focuses her research on disability and inclusive education. Specifically, she looks at ways to create inclusive learning experiences inside and outside the classroom. Her research museums has focused on creating welcoming, inclusive spaces where they think about visitors' emotions and engagement. Daley has found that museums are starting to use guidelines and frameworks that they've created to design new exhibit spaces where visitors have the typical exciting, high energy types of experiences, but also opportunities for reflection and deep learning experiences.



### [Performative vs. normative EDI: Moving away from deficit thinking](#)

Efforts being made around the country to encourage educational reform in the areas of equity, access, diversity and inclusion may be viewed as only for show. Alumna Cecilia Rios-Aguilar '03W (MS), '07W (PhD) shared how can we shift away from performative demonstrations of support and "blame the victim" theories, such as deficit thinking, that suggest people are responsible for their predicaments, rather than the biased systems that surround them. She explored how students' cultural experiences can be used to develop strategies to overcome disparities and enact long-term normative change.

## Scholarship

### [A retrospective study of a dialogic elementary classroom](#)

*Lynn Gatto, founder and former executive director of Horizons at Warner; retired associate professor and director of elementary education*

Former faculty member Gatto published *A Retrospective Study of a Dialogic Elementary Classroom: Understanding Long-Term Impacts of Discursive Pedagogies* (Routledge 2022), which combines data from a study using interviews of her former students on their beliefs about the classroom environment, interactions and authority. The book offers valuable insight into the long-term impacts of discursive practices on young learners' attitudes to learning and their educational trajectories.



### [Behavior-analytic interventions for oral health care](#)

*David McAdam, associate professor and program director for the Applied Behavior Analysis program; Zhichun Zhou '18W (PhD)*

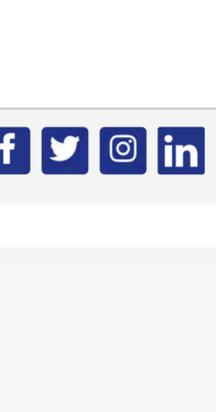
The December 2021 issue of *Review Journal of Autism and Developmental Disorders* features an article, "Behavior-Analytic Interventions for Oral Health Care: A Review of the Literature and Recommendations for Clinical Practice and Research," coauthored by McAdam and Zhou. Their paper highlights areas for future research, makes recommendations related to the integration of behavior analysis with the practice of dentistry, and provides recommendations related to clinical practices and research.



### [Two generations of mother-child relationships: A self-determination theory analysis of the social situation of development](#)

*Martin Lynch, associate professor in counseling & human development, et. al*

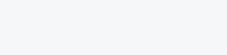
Lynch and his colleagues from Russia coauthored the article "Two Generations of Mother-Child Relationships: A Self-Determination Theory Analysis of the Social Situation of Development" that published in *Psychology in Russia*, Volume 14, Issue 4. Their objective was to assess the relationship between the basic need support a woman received from her mother, the woman's basic need support toward her child, and the quality of the woman-child interaction.



**Hursh, D. (2021). Repoliticizing pedagogy: Developing critically and ethically reflective teachers within the liberal discourse of teacher education. In John Smyth (ed.) Criticality and teachers' work: A collection of essays from the Critical Pedagogy Networker, 1998-2002. Originally published in 1991.**

**McAdam, D., Loo, K., Hutman, T., Yang, J. & Nyp, S. (December 2021). Disorders, disabilities, and differences: Reconciling the medical model with a neurodiversity perspective. Journal of Developmental and Behavioral Pediatrics, Volume 42, Issue 9.**

**Lammers, J., (November, 2021). Global meaning making in action: Learning from the digital literacies of Indonesian youth. Presented at a Lancaster Literacy Research Centre talk.**



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