HAPPENINGS

Santa was a surprise guest at the Warner School annual staff party, where he graciously passed out presents to children and took pictures with many of the staff. Here he is with Patty Peters (l), accounting bookkeeper, and Molly Kirchhoff, director of finance and operations.

Warner students Ruby Qianru Shen, Megan Canne, Nicole McCarthy, and Laura Brophy volunteered at Foodlink in December as part of a service learning project in ED483: Communication and Counseling Skills for Teachers, Administrators, and Other Helping Professionals, taught by Douglas Guiffrida, associate professor. The project was a part of the course that focused on group dynamics and effective communications in groups.

EVENTS

1/22/2014
Wednesday Lunch Talk — Culturally Responsive Pedagogy for Black and Latino Urban Queer Youth

1/24/2014
Martin Luther King Jr. Commemorative Address

1/25/2014
Writing Workshop - Incorporating Sources and Avoiding Plagiarism

1/31/2014
Writing Workshop - Critical Reading of Academic Texts

2/1/2014
Writing Workshop - Genres of Academic Writing

3/1/2014
Writing Workshop - Citations, Referencing, and APA Style

3/7/2014
Writing Workshop - Critiques and Literature Reviews

3/15/2014
Safe Schools Against Violence in Education (SAVE) Workshop

3/15/2014
Writing Workshop - Writing Short Proposals for Papers and Conferences

NEWS

Randall Curren Appointed to Honorary Professorship

Randall Curren, professor and chair of the Department of Philosophy...
Students at Roberto Clemente School No. 8 had the opportunity to evaluate the “health” of water samples from local water ways on November 22. Here, students are using whirl pak bags to take samples of water in a process similar to the one used to get the actual samples that were evaluated. Because of their scientific work studying the lake, Get Real! Science was solicited by the school to support students with project-based science. Jo Ann Marrede, science educator in residence at Warner, and Warner master’s students and members of the current Get Real! Science cohort Breanna Eng (pictured above left), Claire Winchester, and Andrea Polanski, volunteered their morning to run stations around lake ecology.

ANNOUNCEMENTS

Call for Nominations for Scandling Lecture

Planning is under way for the 2014 and 2015 Scandling Lectures, and we invite your nominations of nationally-known speakers. The Scandling Lecture Series brings to campus 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 colleagues in the University and the local education community. In considering your nominations, please review Scandling Lecturers from prior years (available at www.warner.rochester.edu/warnerataglance/scandlinglectures/) to get a sense of the types of scholars who fit the criteria and to avoid nominating speakers from the recent past. To nominate a speaker, please send an e-mail to laura.brophy@rochester.edu.

Diversity Conference Call for Proposals

Students, faculty, staff, and alumni are invited to submit proposals for workshops and posters at the University’s 2014 diversity conference on March 28. This year’s conference, “Crossroads: An Opportunity for Progress,” will explore where the University and community stand in regards to race, power, and redefining diversity. Workshop proposal submissions can showcase best practices, research, outreach strategies, training methods, and other topics related to the theme. Read more about the theme and proposal process.

FACULTY/STUDENT NOTES

Finnigan Co-Writes Article for Educational Policy

Kara Finnigan, associate professor, co-authored the article “Misalignment and Perverse Incentives: Examining the Politics of District Leaders as Brokers in the Use of Research Evidences;” which published in the January 2014 issue of Educational Policy. The study examines the network of relations between central office administrators and principals using a political lens to consider the ways in which the underlying politics in a district may call into question some of the assumptions around evidence use and change under accountability policy sanctions. Results indicate that relational ties regarding evidence use (data use in this case) are sparse in comparison with other work-related networks. The authors find a misalignment between what one would expect based on evidence use (data use in this case) are sparse in comparison with other work-related networks. The authors find a misalignment between what one would expect based on evidence use (data use in this case) are sparse in comparison with other work-related networks. The authors find a misalignment between what one would expect based on data use initiatives, formal lines of authority, and communication patterns and the underlying informal social interactions of the leaders around the use of data. They discuss the implications of this research for district improvement and the use of evidence in the current policy context. Read the article.

Lammers, Marsh, Larson Participate at Literacy Research Association Conference

Jayne Lammers, assistant professor, and doctoral student Valerie Marsh presented “Positioning Herself as a Writer: Adolescent Writerly Identities Online and Offline” at the Literacy Research Association annual conference in Dallas, Texas in December. Their paper represented an initial analysis of the first two years of data collection with a 16-year-old writer. Their project explores the writing the subject does in school, online, and at home. In particular, this analysis focuses on understanding the ways in which the subject is positioned (and positions herself) as a writer in the three different contexts.

and professor of education, has been appointed to an honorary professorship at the Royal Institute of Philosophy in London—the first in the institution’s 87-year history. The professorship is concurrent with Curren’s appointment to a fractional research Chair in Moral and Virtue Education at the Jubilee Centre for Character and Values in the School of Education at the University of Birmingham in England.

IN THE NEWS

Science STARS Featured on Democrat & Chronicle Blog

Warner Student Jolene Walter Contributes Essay on Giving Voice to City School Students

2013 Science STARS Afterschool Club Featured on WHBC-TV

Rubenstein Essay on Helping Kids Through the Bereavement Process Featured on Huffington Post

FROM THE BLOG

NYS Senate Testimony on Assessment: The Misuse of Testing

By David Hursh, professor

My message today is simple: You
Joanne Larson, Michael W. Scandling Professor of Education and chair of teaching and curriculum, also attended the conference and was a discussant on the topic of “Critical Sociocultural Theory and New Spaces for Literacy and Learning.”

**Henderson Co-Writes Paper for Environmental Science Journal**

Doctoral student Joseph Henderson co-authored the article “Drilling into Controversy: The Educational Complexity of Shale Gas Development,” which published in the January 2014 issue of the *Journal of Environmental Studies and Sciences*. The authors review an emerging body of research showing that nurturing environmental literacy requires more than the clear explication of evidence, and instead requires interrogating one’s existing worldview and comparing alternative options for action, as opposed to analyzing energy options in isolation. They then apply the results of this research to the challenging task of creating meaningful learning experiences and engagement with complex issues, such as emerging energy systems and shale gas development in particular. For more information, visit [link.springer.com/article/10.1007/s13412-013-0161-9](link.springer.com/article/10.1007/s13412-013-0161-9).

**Henderson, Chaffee, Luehmann Participate in Conference**

Joseph Henderson and doctoral student Rachel Chaffee presented “Analyzing Series of Images to Represent Urban Girls’ Informal Science Learning Processes” at the 2013 American Anthropological Association meeting in Chicago, Ill. in November. Their presentation, co-written with April Luehmann, associate professor, was based on their work with the Science STARS afterschool program. Henderson also presented “Realizing the Future: Sustainability and the Politics of Educational Change,” a paper based on his dissertation research.

**Meuwissen Publishes Articles, Presents at Conference**

Kevin Meuwissen, assistant professor, wrote the article “Readin’, Writin’, Ready for Testin’? Adaptive Assessment in Elective and Standardized-Tested Social Studies Course Contexts,” which published in *Theory and Research in Social Education*, 41(3). Read the article.

Additionally, Meuwissen contributed the commentary article “Teachers as Political Actors,” which published in *Education Week*, 33(8). Read the article.

Meuwissen also presented “How Research on High-Leverage Practice Might Contribute to Scholarship in Social Studies Teacher Education,” which he presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) in St. Louis, Mo. in November.