



# The Warner Word

The E-Newsletter of the Warner School of Education at the University of Rochester

January 2014

## 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 Kirchoff, 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 Gufrida, 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](#)

2/14/2014

[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](#)

3/7/2014

[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 Mareale, science educator in residence at Warner, and Warner master's students and members of the current Get Real! Science cohort Breama Eng (pictured above left), Claire Winchester, and Andrea Polanski, volunteered their morning to run stations around lake ecology.

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.



**Warner Doctoral Student Nora Dimmock Earns 2013 Messinger Award For Leadership in Digital Humanities**

With the rise of digital technology, libraries are beginning to reinvent themselves, re-imagining the role of technology in teaching and learning. As the director of the Digital Humanities Center and Film & Media Studies Librarian, Nora Dimmock, who is working on a doctorate at Warner, is front and center in that transformation at the University of Rochester. Her dedication and leadership in digital technology for interdisciplinary studies has earned her the 2013 Messinger Libraries Recognition Award. The annual award, created and funded by life trustee Martin Messinger '49, includes a \$5,000 prize.

## ANNOUNCEMENTS

### Call for Nominations for Scandling Lecture

Planning is under way for the 2014 and 2015 Scandling Lectures, and we invite your nomination 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/](http://www.warner.rochester.edu/warnerataglance/scandlinglectures/)) to get a sense of the types of scholars who fit this criteria and to avoid nominating speakers from the recent past. To nominate a speaker, please send an e-mail to [laura.brophy@rochester.edu](mailto: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 Evidence," 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 district 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 Writery 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.

## 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 WHEC-TV](#)

[Rubenstein Essay on Helping Kids Through the Bereavement Process Featured on Huffington Post](#)

## FROM THE BLOG

[NYS Senate Testimony on Assessment: The Missuse of Testing](#)

By David Hush, 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](http://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.



should not believe any test scores reported by the New York State Education Department. You should neither be dismayed when you learn that test scores have declined, nor should you celebrate when they improve.

[Read more](#)

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