



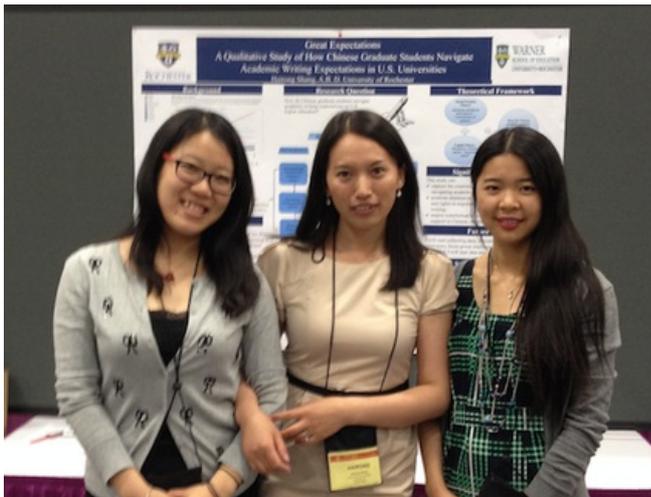
The E-Newsletter of the Warner School of Education at the University of Rochester

July 2014

## HAPPENINGS



Faculty and staff (l-r) Meghan Miller, Pam Black-Colton, Karen McCarthy, Danielle Ianni, Jayne Lammers, Kristine Mager, Kim Starken, and Claire Urbanowicz represented the Warner School in the Chase Corporate Challenge in May.



Doctoral student Jiaojiao Li; Hairong Shang-Butler, a doctoral student and visiting assistant professor; and master's student Na Yang were presenters at the Association of International Educators (NAFSA) Annual Conference in San Diego in May. Together, they presented "English Education with Chinese Characteristics: Unpacking China's New College English Curriculum." Shang-Butler also presented "Great Expectations: A Qualitative Study on How Chinese Graduate Students Navigate Academic Writing Expectations in the U.S."

## EVENTS

7/7 - 7/25/2014

[Genesee Valley Writing Project  
Modified Invitational Summer Institute](#)

7/11/2014

[Writing Workshop - Constructing an  
Argument in Academic Writing](#)

7/24/2014

[Institute for Innovative Transition's  
Annual Summer Institute](#)

8/4 - 8/8/2014

[Young Writers Summer Camp](#)

8/12/2014

[Administrative Internship Seminars](#)

8/18 - 8/29/2014

[Orientation for New International  
Warner School Students](#)

## NEWS



[Warner School Professor Awarded  
Fulbright Scholar Grant to Study  
Human Motivation in Russia](#)

Associate Professor Martin Lynch has been awarded a Fulbright Scholar grant to teach and conduct research in Russia. Lynch's award will take him to Kazan Federal University for the 2014-15 academic year to teach in the Department of Psychology and conduct research on the beliefs of local childcare and child development experts on what is needed to help children develop and thrive in psychologically and emotionally healthy ways.

## ANNOUNCEMENTS

**Message to All Warner School Students from Dean Raffaella Borasi:**

We are now another step closer to partnering with our colleagues in the Rochester City School District to support the revitalization of East High School. President Seligman, together with colleagues from the district, announced on June 30th that some preliminary agreements were reached that allows the University of Rochester to be considered by the State Department of Education as the Educational Partner Organization (EPO) for East High School. If approval is granted by the State of New York, we have many steps ahead of us in this complex process, including immediately implementing some new initiatives at East High during the 2014-15 school year that will directly lead to increased learning opportunities for students.

The preliminary plan submitted to the State, referred to as Phase I of the planning process, represents a framework for more collaborative and inclusive Phase II planning with all stakeholders that will take place between now and the December 2014 deadline to submit a more comprehensive school plan to the State of New York. Over the next six months, we will continue to engage all stakeholders—including East High teachers, administrators, staff, students, community and community organizations—in additional planning to create a full proposal (due in December 2014) that is aligned with creating a best practice, comprehensive community school, where students receive a full and rich learning experience.

The plan anticipates doubling East High School graduation rates from the current 42 percent to 84 percent over a seven-year period. Additionally, we have proposed potentially adding grade 6 and organizing East High into three grade level groups—Lower School, Freshman Academy, and Upper School—to help manage and meet the needs of different age levels; offering ongoing and intensive mandated professional development, coaching and other training for all school personnel; adding more counselors and social workers to meet the social emotional needs of students; extending the school day (or year) with extended periods in core academic subjects; and creating summer and evening school programs to serve both students and families.

This will be an important project for the Warner School. It will be led by Steve Uebbing, professor of educational leadership, with the involvement and support of many, and it will be managed through the Warner Center for Professional Development and Education Reform. While we will have significant responsibility for East High School, it is important that we all approach this as partners, respecting the great talent, passion, and potential that exists at East in its leaders, teachers, students, parents and the surrounding community. There is much work to be done in the days ahead, and we are very excited to be a part of this unique collective effort designed to significantly improve opportunities and outcomes for students at East High School.

Additional information may be found here:  
[June 30, 2014 Press Release](#)

University of Rochester EPO Application (submitted to RCSD June 23, 2014)  
[Executive Summary](#)  
[Full Proposal](#)

[Media Coverage of East High School Partnership Proposal](#)

**DeAngelis Appointed Chair of Educational Leadership**

Karen DeAngelis, associate professor, has been appointed chair of the Department of Educational Leadership. A member of the faculty since 2007, DeAngelis is director of the educational policy program and teaches courses on educational policy, education finance, economics of education, decision making, and quantitative methods. In 2012, she was the recipient of the G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Nontenured Member of the Faculty, a University-wide award given annually to recognize faculty members who excel in both teaching and research. She received her bachelor's degree in economics from Colby College and both her master's in economics and doctorate in economics of education/policy analysis from Stanford University.



River Campus, is giving city parents an opportunity to expand their understanding of the best ways to support their children in school. A unique program, called Parents as Learning Support (PALS), piloted this summer will help reduce barriers to parent participation in schooling.



**Doctoral Student Wins National SEP! Dissertation Award**

Deborah Hudson, a PhD candidate in counseling and counselor education at the Warner School, has received the 2014 Dissertation Award from the Society for the Exploration of Psychotherapy Integration (SEPI) for a project that explores the use of an integrative therapy approach in the treatment of personality disorders.

**IN THE NEWS**

### **Institute for Innovative Transition's Annual Summer Institute**

July 24, 2014

8:30 a.m. to 3 p.m.

University of Rochester's Memorial Art Gallery



Please join us for the Institute for Innovative Transition's 2014 Annual Summer Institute. This year's Institute, designed for parents, students, and professionals, will focus on **inclusive higher education and transition** and will feature a keynote address by Claire Bible of the University of Wisconsin-Madison. The general session, *Future Quest Island: Promoting College and Career Readiness for All Middle School Students*, will be presented by Nancy Hurley of the University of Massachusetts Boston. Breakout sessions will include: *In the Driver's Seat: Ways to Support Self-Directed Services*, "Claire Unplugged," and *Diving Deeper into Future Quest Island*. Coffee, a light breakfast, and lunch will be provided. For more information or to register for the Summer Institute, visit [www.cme.urmc.edu](http://www.cme.urmc.edu). For student and parent scholarships, please contact Mary Judge at [mary\\_judge@urmc.rochester.edu](mailto:mary_judge@urmc.rochester.edu) or (585) 276-5915. [Read more.](#)

7/1/2014

[Coverage of East High School Partnership](#)

6/19/2014

[David Hursh on State Assessments](#)

6/17/2014

[La Voz Features New Parents as Learning Support \(PALS\) Program](#)

6/17/2014

[Horizons Executive Director Lynn Gatto on Parental Engagement on WXXI](#)

6/13/2014

[Lynn Gatto on Summer Learning on WXXI's Education Friday](#)

6/11/2014

[David Hursh Discusses the Money Behind the Common Core on WXXI's Connections](#)

6/8/2014

[Teaching and Curriculum Chair on Early Learning in Democrat & Chronicle](#)

### **Save the Date: Meliora Weekend, October 16–19**

Mark your calendars for Meliora Weekend, four days of panels, performances, athletic events, and more. Check out [www.rochester.edu/melioraworkshop](http://www.rochester.edu/melioraworkshop) for a full listing of events, as well as hotel and parking information. If you're bringing friends and family, it's recommended that you book rooms early this summer.

### **Institute for Innovative Transition Moves to LeChase Hall**

The Institute for Innovative Transition, a partnership of the Galisano Foundation, the Warner School and Strong Center for Developmental Disabilities, has relocated to LeChase Hall. Martha Mock, associate professor and director of the Institute, and her team have been supported by the Galisano Foundation and additional funders since 2008 to conduct work in the community with school, adult agency, and parent partners to improve the quality of life for young adults with intellectual and developmental disabilities in our region.



### **Results of UR Study on Teacher Effectiveness Published**

A press release announcing results from a recent study on teacher effectiveness, conducted by UR Professors Edward Deci and Ronald Rogge, is now online. [Read more.](#)

## FACULTY/STUDENT NOTES

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### **Lammers Participates in Panel Discussion**

Jayne Lammers, assistant professor, participated in a live streamed panel discussion sponsored by the Literacy Research Association on the topic of Gaming in Education in June. She drew on her research of Sims fan fiction and adolescent literacy practices in videogame-related affinity spaces to contribute to the episode's focus on what's interesting about games and literacy and what, if any, role they have in literacy classrooms. The video and episode materials are available [here](#).

### **Hursh Speaks on Common Core, NY Education Policy**

David Hursh, professor, spoke at the rally 'Stand with Spencerport Teachers' at the Ogden Farmer's Library in Spencerport in June. Other speakers included teachers, parents, and Rand Weingarten, president of the American Federation of Teachers. Hursh has been working with teachers and parents in the Spencerport School District who are protesting the Common Core exams. The teachers are demanding that, as in the past, the exam questions are made public, and that the length of the exams shortened. Currently, teachers are provided students' test scores months after the students take the exams, and the scoring changes every year due the grading curve.

Additionally, Hursh gave the talk 'Follow the Money: How Education Policy is made in New York' at the First Unitarian Church in Rochester in June. His talk was co-sponsored by the Coalition for Justice in Education and the First Unitarian Church social justice council.

### **DeAngelis Leads Seminar, Conducts Workshop**

Karen DeAngelis, associate professor, along with Shaun Nelms '13W (EdD), deputy superintendent, Greece Central School District, led a Rochester Urban Fellows seminar discussion on the topic of urban education in June. Seventeen fellows participated in the seminar, which was held in LeChase Hall.

Additionally, DeAngelis conducted the workshop "Using Survival Analysis to Examine Educator Turnover and Other Educational Events," at the Strategic Data Project (SDP) Fellows' two-day retreat in Syracuse in June. SDP is a non-profit organization based out of the Center for Education Policy Research at Harvard University that places fellows in urban districts and state education agencies across the U.S. The mission of SDP is to transform the use of data in education to improve student achievement.

### **Ares Elected Program Chair for AERA SIG**

Nancy Ares, associate professor, has been elected to a two-year term as program chair for AERA's Cultural Historical Research Special Interest Group. Her duties will include recruiting and choosing proposal reviewers, developing the 2015 annual meeting program for the SIG, and developing and coordinating professional development workshops open to all AERA members.

### **Choppin Writes Journal Article, Book Chapter**

Jeffrey Choppin, associate professor, wrote the article "The Role of Curriculum Design and Language in Informal Assessment," which published in the *New England Mathematics Journal*, 46, 25-36. The practitioner-oriented article focuses on the role of curriculum design and language use in how teachers informally assess their students during instruction. The article focuses on one rich mathematical task and shows how the task's open design and teachers' discourse practices facilitated student strategies that revealed how the students were thinking about proportional reasoning. [Read the article.](#)

Additionally, Choppin wrote the book chapter "Situating Expansions of Students' Explanations in Discourse Contexts," which published in A. Roth McDuffie & K. Karp (Eds.) *Annual Perspectives in Mathematics Education (APME) 2014: Using Research to Improve Instruction* (Reston, VA: National Council of Teachers of Mathematics). The chapter explores teachers' expansions of students' explanations. Expansions involve repairing or adding to a student explanation, similar to what has been termed revising. Expansion moves are an important part of teachers' repertoires, as they provide opportunities for teachers to emphasize important mathematical features of students' strategies and for students to reflect on those features. Expansion moves can serve to invite students into more active discursive roles when the teacher uses expansions as grounds for further collective reflection. The data show that expansions are effective when teachers first probe for more details or interpretations before repairing or revising a student's explanation of a strategy. This provides a fuller context for the expansion and maintains the importance of the student's contribution. The data also show how expansions serve as launching points for further student interpretation of the strategy by clarifying the key points of the explanation.

#### **White Participates in TASH Capitol Hill Day 2014**

Julia White, assistant professor, met with staff members of the U.S. House of Representatives as part of TASH Capitol Hill Day 2014 in June. TASH is an international advocacy association of people with disabilities, their family members, other advocates, and people who work in the disability field. White, along with other advocates, met with House staffers from the offices of Rep. Louise Slaughter (D-NY), Rep. Eliot Engel (D-NY), Rep. Tim Bishop (D-NY), and Rep. Carolyn McCarthy (D-NY) to promote TASH's federal public policy agenda around four areas: (1) to protect youth with disabilities from abuse by establishing federal restrictions on the use of seclusion and restraint practices in schools (advocating for the passage of the Keeping All Students Safe Act); (2) promoting inclusive education for all students, including students with complex support needs; advocating for sustained accountability of local school districts with respect to the progress of all students [Elementary and Secondary Education Act (ESEA)]; and advancing stronger measures to ensure improved personnel preparation around inclusive education (ESEA); (3) presuming that all citizens with significant disabilities can work and participate in competitive, integrated employment (supporting the Transition toward Excellence Achievement & Mobility (TEAM) legislation, phasing out sub-minimum wages for workers with disabilities, advocating for the inclusion of customized employment strategies as part of the reauthorization of the Workforce Investment Act, and the removal of clauses related to allowing sheltered work); and (4) ensuring Medicaid supports focus on helping people with significant disabilities live, work, and achieve optimal self-sufficiency in the community (supporting TASH's policy recommendations for rebalancing Medicaid resources towards support in home and typical community settings that lead to independent living, integrated employment, and meaningful engagement in society for citizens with significant disabilities). Learn more at [TASH.org](http://TASH.org).

#### **Clark-Taylor Appointed to Leadership Roles, Receives Awards**

Doctoral student Angela Clark-Taylor, program manager for the Susan B. Anthony Institute for Gender and Women's Studies at the University, was recently appointed co-coordinator of the sponsorship and awards program of the Student Affairs Administrators in Higher Education (NASPA) Student Leadership Programs Knowledge Community and co-chair of the Mentoring Project for the National Association of Women's Studies.

Additionally, Clark-Taylor was a 2014 nominee for the Presidential Diversity Award for her work with LGBTQI initiatives at the College, a finalist for Resolve's 2014 Resolutionary Award for advocacy and prevention of violence against women, and awarded Greater Rochester American Association of University Women (AAUW) 2014 Emerging Leader Award at the AAUW NY State Annual Meeting in April.

#### **Finnigan Co-Writes Conference Paper**

Kara Finningan, associate professor, co-wrote the paper "Learning in Low-Performing School Districts: Conceptual and Methodological Challenges Resulting from Network Churn," which was presented at the 2014 International Conference of the Learning Sciences (ICLS) in Boulder, Colo. in June. The article, which was one of five nominees for ICLS 2014 best paper, uses theories of organizational learning and social network analysis to examine the structure and types of 'ties,' or relationships, among educators across an entire low-performing district. The paper uncovers critical aspects of the context, some of which are directly related to the accountability policies that are meant to bring about improvement, which limit 'learning' in these schools and districtwide. The study has important implications for both the understanding of learning processes in districtwide improvement, as well as methodological strategies for examining these.

#### **Guiffrida, Halligan, Araneda, Duffy Present at Clinical Supervision Conference**

Doug Guiffrida, associate professor, gave the plenary talk at the 10th Annual International Interdisciplinary Conference on Clinical Supervision in Garden City, NY in June. Additionally, Guiffrida co-presented "A Heroic Journey: Using Hero's Journey Stories in Counselor and Supervisor Training" along with Jason Duffy '13W (PhD) and "Constructive Clinical Supervision" with Duffy and doctoral student Erin Halligan. Doctoral student Maria Eugenia Araneda presented "Learning from the Group: A Qualitative Pilot Study of Supervisees' Perceptions of Group Supervision Processes and How to Address Them." Duffy is now an assistant professor and coordinator of the clinical mental health counseling program at the School of Education at Syracuse University.



LeChase Hall 384 University of Rochester | Rochester, NY 14627 US

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