



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

March 2014

HAPPENINGS



Vici Patanella, Xavier Holiday, and Dan Brace, teacher leaders from the Nathaniel Rochester Community School, work on creating a tower model as part of an institute to support its development as a K-8 STEM magnet school. Participants at the February institute, which was facilitated by the Warner Center for Professional Development and Education Reform, learned by doing. They engaged in inquiry projects and engineering design tasks to help create an understanding of how a school that prioritizes the integration of STEM would look and feel to students, parents, and families.



Chi Sigma Iota, the local chapter of Upsilon Rho Iota—the counseling academic and professional honor society—held its 2nd Annual Black Tie Social in February. Graduate students across programs at Warner joined together to celebrate this year's "Universal Love" theme and to show support and care for the community. The event gave participants the opportunity to meet and network with fellow classmates, alumni, faculty, staff, and friends of friends. Voluntary donations were collected in the form of clothing and cash to support Mary's Place Refugee Outreach Center and Boys and Girls Clubs of Rochester.

EVENTS

3/5/2014

[Wednesday Lunch Talk — Open Access Publishing: Is the Future Now?](#)

3/5/2014

[Spread the Word to End the Word](#)

3/7/2014

[Writing Workshop - Critiques and Literature Reviews](#)

3/7/2014

[Safe Schools Against Violence in Education \(SAVE\) Workshop](#)

3/12/2014

[Wednesday Lunch Talk — Living in the Versus: Intentionality and Boundary Crossing in a Community-University Partnership](#)

3/14/2014

[Deadline for Application - Genesee Valley Writing Project Summer Institute](#)

3/15/2014

[Writing Workshop - Writing Short Proposals for Papers and Conferences](#)

3/19/2014

[President Seligman's Annual Town Meeting for Warner Students](#)

3/19/2014

[Wednesday Lunch Talk — Social Justice and Aging: Understanding the Profound Disparities in Late Life Mental and Physical Health](#)

3/20/2014

[Film Event and Discussion: More than a Month](#)

3/26/2014

[Wednesday Lunch Talk — Integrating Mindfulness into Counselor Training](#)

3/28/2014

[2014 Diversity Conference](#)

5/7/2014

[Administrative Internship Seminars](#)

5/7/2014

[K-12 Administration Internship Orientation](#)

5/17/2014

[Warner School Commencement](#)

ANNOUNCEMENTS

Safe Schools Against Violence in Education (SAVE) Workshop

Friday, March 7, 2014

4 to 6:30 p.m.

LeChase Hall, Room 215 (Genrich-Rusling Room)

Registration forms will be distributed in all spring 2014 classes. There is no fee for Warner students; however, registration is required. Please contact Brenda Grosswirth at (585) 275-1009 for further information.

Summer/Fall Course Schedules

The summer 2014 and fall 2014 course schedules have been posted:

www.warner.rochester.edu/programs/schedules/. Registration for both terms opens for matriculated students only on Monday, March 24 and for all others on Monday, April 7.

Please note the following new or unique course offerings:

Summer 2014

EDE 491: The Entrepreneurial University

This course is a critical examination of the emerging entrepreneurial University. Examines five generations of university history, including the emerging entrepreneurial context. Also examines the following major topics: university responses to fiscal resource tensions; advancement; technology transfer; changing faculty behavior and governance; the role of the university in globalization; entrepreneurial leadership and action; assessment and accountability; and development and shifting curriculum (e.g. entrepreneurial education).

ED 511: Introduction to Advanced Academic Literacy ONLINE

This one-credit course will introduce graduate students to the key role that research literature plays in knowledge consumption and production at the graduate level. It will help students identify how to locate useful research relevant to their research areas and to read the literature critically and efficiently. Students will analyze the components of research articles to pinpoint how knowledge claims are made and supported.

EDE 476: Teaching English Language Learners in Content Classrooms

Serves as an overview to teacher candidates and in-service teachers across content areas who will work with English language learners (ELs) during their teaching careers. Introduces students to the key concepts of language learning, cross-cultural communication, methods of teaching English, and testing and evaluation. Engages students in analysis, application, and adaptation of teaching methods, materials, and strategies to support instruction for linguistically and culturally diverse learners.

Fall 2014

EDE 429: Informal Learning – Informal Education

This course explores learning that takes place outside (and near the boundaries) of formal educational settings before, during, and after the school years. Children acquire basic knowledge (e.g., language and math concepts) informally, and adults continue to learn through everyday workplace activities, social interactions, and information gathering for making decisions. During the school years, learning occurs at home and during extracurricular activities, such as sports, clubs, and museum visits. Workplace preparation often involves a blend of formal and informal learning, as evident in apprenticeships in traditional trades as well as professions such as nursing and teaching. This course examines the processes and outcomes of informal learning across the lifespan, addresses specific questions about the assumptions that guide funding for programs that support informal learning, and considers broad questions about goals for human development and learning in the 21st century.

EDU 527: Doctoral Seminar in Globalization

In most countries across the globe, education reform is becoming more similar as countries are concerned with international comparisons on standardized tests. However, a few countries, such as Finland, resist the push toward standardized testing. This course will examine how education policies move across the globe and are adopted, modified, and resisted. The course will begin by developing a theory of globalization, examining the writings of Stephen Ball, Bob Lingard, and others. From there, the course will examine education policy in select countries, which will include but not be limited to the United States, Finland, New Zealand, Australia, and China. Students will examine a variety of issues across nations, such as education and inequality, and education and the economy. Several guest presenters will join the course in person or via Skype. Lastly, while the course will focus on K-12 education, some attention will be devoted to post-secondary education.

2014 Diversity Conference

March 28, 2014

After a year of milestone Supreme Court cases, University communities and the nation at large are at a critical crossroads for defining how diversity impacts college admissions, individual rights and freedoms, political systems, and larger social and cultural implications. This year's conference "Crossroads: An Opportunity for Progress" will explore where we are as a University and community in respect to race, power, and redefining

NEWS



Starting Over in U.S. Education: Author of New Book Aims to Flip a Broken K-12 School System

Dedicated to the children and youth of the future and written by Professor Joanne Larson, *Radical Equality in Education* chronicles how the United States has reached a crisis point in public education and offers suggestions for a complete reboot of the current K-12 educational system that the author claims has been broken for decades. Larson closely examines flaws in the K-12 education system and lays out a plan for fundamental change in schools.



Presidential Symposium Tackles Challenges in Rochester City Schools

The Feb. 4 Presidential Symposium, "Revitalizing K-12 Education in Rochester," featured plenary speaker Rochester Mayor Lovely Warren, Rochester City School Superintendent Bolgen Vargas, and area educators, administrators, and researchers discussing the complexities of urban education, the possibilities for success, and the importance of mobilizing community constituencies to improve Rochester City Schools.

IN THE NEWS

2/27/2014

Joanne Larson on Student Achievement in Democrat & Chronicle

2/23/2014

Alumnus Kevin Coffey '08W (EdD) on Social Work, Counseling Careers in Democrat & Chronicle

2/20/2014

Jayne Lammers on Technology Usage Among Adolescents on WROC-TV

2/18/2014

Alumnus Robert Snyder '12, '13W (MS, CAS) Featured in D&C "Make Schools Better" Blog

where we are as a university and community, integrates race, power, and embracing diversity. As in previous conferences, we seek to promote respectful dialogue, open-mindedness, the acceptance of others, and the celebration of diversity and inclusiveness. [Learn more.](#)



Like Us on Facebook

If you haven't already, please LIKE us on Facebook: www.facebook.com/warner.school. It's a great way to keep updated on Warner news, people, and events.

You can also help us to ensure that you and all our friends see more of our posts in feeds. Facebook is using a complex algorithm to determine who sees what. The more you LIKE posts, the more you'll see from us in the future, and the more of our friends that will see that post in their feeds. They essentially test posts to see if they'll be well received.

Genesee Valley Writing Project Summer Institute Application Deadline is March 14

This year, the Genesee Valley Writing Project (GVWP) will offer a three-week modified Invitational Summer Institute in order to provide space for current Teacher Consultants and new fellows to deepen their writing, research, and teaching. Teachers participating in this GVWP Summer Institute will have the opportunity to build their understanding of Common Core Standards modules, do research writing and publishing, and participate in a collaborative writing project. Furthermore, they will have the opportunity to participate in Horizons at Warner to try out Common Core ideas.

The 2014 Summer Institute will be held on the University of Rochester's River Campus in LeChase Hall from July 7 through 25, four days each week, from 8:30 a.m. to 3 p.m. Fellows must attend one mandatory Pre-Institute meeting scheduled for Saturday, June 7 to be held in LeChase Hall. [Learn more.](#)

Call for Entries - 2014 Rochester Fringe Festival

Calling UR artists of all disciplines - Apply now for the 2014 Rochester Fringe Festival. [Learn more.](#) Application deadline is April 16.

President Seligman's Annual Town Meeting for Warner Students

March 19, 2014

4 to 5 p.m.

LeChase Hall, Gerrich-Rusling Room

President Joel Seligman invites you to his Annual Town Meeting for Warner School students. He will offer highlights of the current year and focus on the future of the University and Warner School. Most importantly, he is interested in hearing what students have to say, your satisfactions, concerns, and questions.

The event will start at 4 p.m. and conclude in time for classes to start. Refreshments will be served. For additional information, please contact [student services](#).

Spread the Word to End the Word

Wednesday, March 5, 2014

University of Rochester Medical Center, Café 601
(9 a.m. to 5 p.m.);

Wilson Commons, Hirst Lounge, River Campus
(11:30 a.m. to 12:30 p.m.)

The Institute for Innovative Transition, the Warner School of Education, and the Strong Center for Developmental Disabilities at Golisano Children's Hospital invite the University community to join the Golisano Foundation and the UR School of Medicine and Dentistry's student chapter of the American Academy of Developmental Medicine and Dentistry at a Sign a Pledge to End the Word event from 9 a.m. to 5 p.m. Wednesday, March 5, in Café 601. Sign the pledge to stop using the r-word and enjoy performances from DJ Louie (9 a.m. to 11:30 a.m.) and the Gregory Street Blues Band (Noon to 3 p.m.).

Wheels in Motion, a dance group of abled bodied persons and persons in wheel chairs, will also perform from 11:30 a.m. to 12:30 p.m. on River Campus in Hirst Lounge of Wilson Commons.

You can also sign the pledge now by visiting www.r-word.org.

The term mental retardation was originally used as a medical term with a specific clinical connotation; however, the derogatory forms, 'retard' and 'retarded' have been used widely in today's society to degrade and insult people with intellectual disabilities. Spread the Word to End the Word is an international effort to end the derogatory use of the word and support individuals with intellectual or developmental disabilities.

2/17/2014

[Joanne Larson on Rebooting U.S. Education on WROC-TV](#)

2/13/2014

[GRADE Student Chris Doser Featured in Democrat & Chronicle](#)

2/10/2014

[Cindy Collard on Statewide Changes to Common Core on WROC-TV](#)

2/5/2014

[Dean Barasi on Mayor Warren's New Early Education Commission](#)

1/29/2014

[Larson and Duckles Appointed to RCSD Advisory Committees](#)



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Hazen Appointed NASPA Faculty Fellow

Logan Hazen, assistant professor and program director for the higher education program, has been appointed a faculty fellow for NASPA - Student Affairs Administrators in Higher Education. Four fellows are selected each year for a three-year term. The faculty fellows, created in 2002, is a group made up of 12 faculty members to present strategic direction from the faculty perspective for the 13,000 member professional organization. The fellows strategic projects include developing a set of research questions for the profession, crafting reports that provide insight/analysis on topics of importance to the profession and/or NASPA, design curriculum for teaching workshops, mentoring students and professionals in the field, and developing projects which emerge from conversations among the fellows, the Research Division, and the NASPA office. Hazen has been a member of NASPA as a professional and faculty member since 1973.

Rhodes Featured by School

Jemelle Rhodes '13W (MS), a sixth grade special education teacher, was recently highlighted by her school, Northside Blodgett Middle School, in Corning, N.Y. [Read the article.](#)

Chen Among Winners in Student Essay Competition

Master's student Sisi Chen has been awarded honorable mention for the American Counseling Association (ACA) student essay competition. A record number of 400 essays were submitted from across the United States. The title of Chen's essay was "Learning the Art of Counseling through Introspection." Chen will be recognized at the ACA Conference Awards Ceremony on March 29 at the national convention in Hawaii.

Kirschenbaum Publishes in French Journal

Howie Kirschenbaum, professor emeritus, published the article "What is 'Person-Centered'? A Posthumous Conversation with Carl Rogers" in the December 2013 issue of the French journal *Approche Centrée sur la Personne - Pratique et Recherche*. The article was originally published by the journal *Person-Centered and Experiential Psychotherapy* in 2011.

Choppin, Carson, Borys, Cerosaletti, Gillis Publish Article

Jeffrey Choppin, associate professor, and doctoral students Cynthia Carson, Zenon Borys, Cathleen Cerosaletti, and Robert Gillis co-wrote the article "A Typology for Analyzing Digital Curricula in Mathematics Education," which published in the *International Journal of Education in Mathematics, Science, and Technology*, Volume 2, Issue 1, 2014.

In the article, the authors developed and applied a framework to analyze a representative sample of digital curriculum programs in order to help educators better understand characteristics of these materials. They documented two distinct curriculum types – individualized learning programs and digitized versions of traditional textbooks. While these programs offered some of the features identified as transformative, particularly with respect to assessment systems that rapidly and visually report student performance, there were many features that did not take full advantage of the digital medium. Read the article at <http://ijemst.com/index.php?p=issue&id=7>.

Finnigan Co-Writes Articles with Che, Stuart, Hylton; Presents Research at Policy Forum

Kara Finnigan, associate professor; Jing Che '13W (PhD); and Stuart Jordan, senior lecturer in UR's political science department, co-wrote the article "Misalignment and Perverse Incentives: Examining the Politics of District Leaders as Brokers in the Use of Research Evidence," published January 2014 in *Educational Policy*. Their 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. [Read the abstract.](#)

Finnigan, along with doctoral student Nadine Hylton, also co-wrote the article "Regional Educational Policy Analysis: Rochester, Omaha, and Minneapolis' Inter-district Arrangements," which also published January 2014 in *Educational Policy*. Their study looks at the potential of regional educational policy to improve opportunity for children by examining inter-district "collaboratives" or cooperative agreements between school districts within a metropolitan area (Rochester, N.Y., Omaha, Neb., and Minneapolis, Minn.) that involve varying degrees of cooperation, funding, and legal force. [Read the abstract.](#)

Additionally, Finnigan attended a February meeting on Capitol Hill, sponsored by the American Youth Policy Forum (AYPF), where she presented her work at a discussion session with policymakers, researchers, and practitioners on challenges to accessing and using research evidence at all levels of the educational system. AYPF's mission is to broaden the awareness and understanding of policymakers and to strengthen the youth policymaking process by bridging policy, practice, and research.

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