

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

*November 2012*

## HAPPENINGS



LeChase Hall's multi-purpose event, meeting, and study room is being named in honor of Willard A. Genrich, Sr., thanks to a generous gift from his daughter Ellen Rusling '66W, '79W (MA) and her husband Thomas Rusling. It will be known as the Genrich-Rusling Room. Ellen Rusling is pictured above with Dean Borasi. [Read the announcement.](#)

## ANNOUNCEMENTS



### Hursh Promoted to Full Professor

David Hursh, a member of the faculty since 1989, has been promoted to full professor following approval from the University's Board of Trustees. Hursh's teaching and research aims to improve education by analyzing current educational policies and practices and engaging in projects to transform schooling. His current educational reform projects focus on education for environmental sustainability and teaching history to young children. During the summers of 2010 and 2011, Hursh traveled to Uganda, where he taught students in a primary school about environmental sustainability (energy) and environmental health (air and water pollution). And for the 2011-12 academic year, he was an invited visiting research scholar at Columbia University at the Earth

Institute where he focused on education in the Millennium Villages and an Adjunct Associate Professor in the School for International and Public Affairs, where in taught a course on education for sustainability. His book, *High-Stakes Testing and the Decline of Teaching and Learning* (Rowman & Littlefield, 2008), examines the rise of high-stakes testing in states like Texas and New York, and at the federal level with No Child Left Behind within larger debates about the purposes of education and the nature of society.

## EVENTS

11/03/2012

[Writing Workshop - Citations, Referencing, and APA Style](#)

11/07/2012

[Wednesday Lunch Talk — Human Rights and Inclusive Education: An International Perspective](#)

11/09/2012

[Writing Workshop - Editing and Peer Reviewing Your Own and Others' Writing](#)

11/09/2012

[Academic Job Search Workshop](#)

11/13/2012

[Inclusive Possibilities Cluster Public Address](#)

11/14/2012

[Wednesday Lunch Conversation — Entrepreneurship in Education: Charter School Leadership](#)

11/14/2012

[UTL Forum - Teacher Evaluations: Making Sense of the Annual Professional Performance Review](#)

11/15/2012

[Film Event and Panel Discussion: Which Way Home](#)

11/17/2012

[Fall Open House](#)

11/21/2012

[NO Wednesday Lunch Conversation — Happy Thanksgiving!!!](#)

11/28/2012

[Wednesday Lunch Conversation — The iPad: A Revolutionary Tool for Teaching, Research and Organizing Your Life](#)

## NEWS

[Experts Address HIV/AIDS Crisis](#)

### 75 DAYS and Counting

Don't forget to check out the 100 Days facts on the [Web](#) or [Facebook](#). We're having a lot of fun sharing information about LeChase Hall each day. Please let us know if you have questions you'd like to see answered. To subscribe, register [HERE](#).

### Clean and Go Green Days

As we prepare for the move, we've set aside two Fridays as school-wide cleanup days.

Friday, November 9, 10 a.m. – 2 p.m.

Friday, December 7, 10 a.m. – 2 p.m.

We expect that Dewey Hall will be a mess and most faculty/staff will be occupied during these times. If you have business at the Warner School, please try to avoid those times and/or call ahead to make sure that your needs can be met.

### SADE (Students of the African Diaspora in Education) Group Formed

The purpose of SADE shall be to enhance the quality of life for graduate students of African, Caribbean, Latin American, Latino, Hispanic descent, and those of any race or ethnicity that support issues related to students of the African Diaspora at the University of Rochester Warner Graduate School of Education; through a unified departmental organizational structure that addresses their academic, social, political, and cultural needs and concerns through programming, services, and advocacy.

Contact Francis Patrick Ellis at [francis.ellis@warner.rochester.edu](mailto:francis.ellis@warner.rochester.edu) for more information.

### Call for Volunteers

Kindergarten through 3rd grade students of School #36, along with their parents and siblings, are invited to attend a Warner and School #36 sponsored Family Fun Literacy Night on Wednesday, November 14 from 5-7 pm. Free pizza dinner, story time fun, and a performance from world famous juggler Nels Ross will highlight the evening. Many other surprises are planned.



Volunteers are needed to greet participants, serve food, read with children and help with story-related crafts. Other volunteer opportunities are available with the Literacy Project as well. Contact [Carol St. George](#) if interested.

### Take These Easy Steps to Make Sure the Warner School Shows Up in Your Facebook Feed

Facebook has made some changes to the way business and organization pages reach individuals' feeds. Over the last several months, we've seen a sharp decrease in the number of friends we reach when we post, despite an increase in friends who like our page. You can do the following to make sure you see more of the feed from the Warner School:

- First and foremost, make sure you **LIKE us!**
- Give us some occasional (or frequent!) LOVE with comments or likes. The more you interact with our posts, the more you AND other people get to see them!
- **SHARE** our posts! If you want to be sure your friends and colleagues (including those at Warner) know what's happening at Warner, spread the love with a share.
- And finally, as something of a last resort, you can create an **INTEREST LIST** feed on your page, where you put all those friend, business and organization posts you want to be sure to see. It's not ideal, because you need to check that feed, but it is a great way to take back some control over what you see from Facebook. Here are the directions for creating and using Interest Lists: <https://www.facebook.com/help/interest-lists>.

## FACULTY/STUDENT NOTES

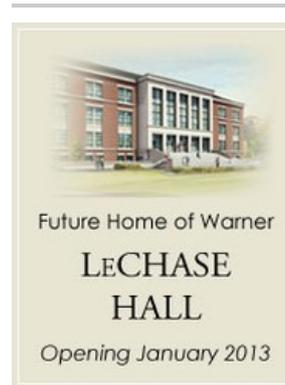
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### Waterman Elder-in-Residence at Dartmouth

Stephanie Waterman, assistant professor, was the Dartmouth College Native American Program Fall Elder-in-Residence, October 24-26, 2012. In addition to speaking with academic deans and other staff, she met with the Occum Scholars students and conducted a workshop with Native students in the Native Student House. The Native American Program provides leadership for Dartmouth as it works to fulfill its founding mission to educate Native students and works in partnership with Dartmouth and tribal communities to educate and empower Native students to be capable of addressing the social, political, and economic needs of Native peoples. The Elder-in-Residence program provides opportunities for elders to role model and address issues such as identity, spirituality, research, and well-being for Native students.

### Among African Americans

An October 19th symposium on AIDS and the black community brought together leading national experts on HIV/AIDS in the African-American community along with local scientists and activists. The speakers explored how racism, homophobia, poverty, politics, and other cultural factors contribute to the disproportionate spread of AIDS among communities of color. The symposium was planned by the University's Frederick Douglass Institute for African and African American Studies and co-organized by Warner's Ed Brockenbrough.



**Finnigan Co-Writes Research Article**

Kara Finnigan, associate professor, co-wrote the research article "Mind the Gap: Organizational Learning and Improvement in an Underperforming Urban System," which was published in the *American Journal of Education* 119 (1): 41-71.

Drawing on the theoretical lens of organizational learning, and utilizing the methodological approaches of social network and case-study analyses, the authors' exploratory study examines whether schools under sanction exhibit the necessary processes, relationships, and social climates that support organizational learning and improvement. They also investigated the degree to which length of time under sanction affects the processes, relationships, and social climates of schools as well as the extent to which the relationships and climate of the larger district facilitate or hinder improvement in schools under sanction. Results indicate sparse ties within these schools, suggesting limited connectedness of staff with greater connectivity in the school that was newly placed on sanction. They also found school climates that did not support the type of collaboration necessary to bring about organizational learning and improvement. Finally, they found that a negative social climate and weak underlying relationships between district leaders inhibited the flow of ideas and practices district-wide, especially to these low-performing schools. These findings have important implications for school and district improvement under high-stakes accountability policies. Read the article:

<http://www.jstor.org/stable/10.1086/667700>



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