



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

November 2013

HAPPENINGS



Representatives from the Warner Graduate Student Association (WGSA), Andrew Thomas (left) and Farzana Hafsa (behind the camera) delivered new books to Rochester International Academy librarian Julianne Wise (right). Proceeds from a fundraiser, hosted by the WGSA in September, helped to purchase the books pictured above.



David Hush, professor, presented the session "High-Stakes Testing and the Demise of Teaching" as part of the University's MEL Talks in October. MEL Talks are dynamic story telling, performance, and presentations by Rochester alumni, faculty, and students. Modeled after the structure and flow of TED Talks, this new program premiered at Meliora Weekend 2013.



EVENTS

11/6/2013

[Wednesday Lunch Talk - Down in the Chapel: Religious Life in an American Prison](#)

11/8/2013

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

11/9/2013

[Fall Open House](#)

11/11/2013

[Enabling Your Teaching and Your Students' Learning with Free Online Resources: A Taste of MERLOT](#)

11/13/2013

[Wednesday Lunch Talk - Teacher and Student Collaborative Lesson Planning within the Common Core State Standards](#)

11/14/2013

[Webinar: The Transsexual Transition in the Workplace](#)

11/14/2013

[Film Event: Wretches and Jabbers](#)

12/12/2013

[Phelps Colloquium - To MOOC or Not to MOOC? Opportunities and Perils in Online Teaching](#)

12/16/2013

[Administrative Internship Seminars](#)

NEWS



[Study Finds New Testing for Common Core State Standards Impacts Classroom Practices for Middle School Math Teachers](#)

States across the country have started to implement the Common



Girls in the Science STARS (Students Tackling Authentic & Relevant Science) afterschool club took a break from being scientific during their annual outing to Camp Cory on Keuka Lake in October.

Core State Standards for Mathematics (CCSSM). But, according to a NSF-funded study, a large majority of middle school math teachers point to the new high-stakes tests and teacher evaluations associated with the CCSSM as challenges for implementing the new standards. In fact, most teachers reported that the content of these new state assessments and the teacher evaluation systems aligned with the CCSSM will ultimately drive their classroom practices.

ANNOUNCEMENTS

Warner Welcomes Diaz, Heidt

The Warner School recently welcomed two new members to its community.

Angelashley Diaz joined the administrative support office in October. She previously held an administrative support position at the Catholic Family Center.

Mariam Abugasea Heidt '08W (MS) joins Warner as a visiting instructor in teaching and curriculum, focusing primarily on TESOL. She is expected to complete her doctorate at the University of Wyoming this summer.

Warner's Counseling Clinical Supervisor Newsletter Available Online

The latest issue of the *Department of Counseling and Human Development Clinical Supervisor Newsletter* has been published. [Read the Fall 2013 issue.](#)

Call for Submissions

The Susan B. Anthony Institute for Gender and Women's Studies at the University of Rochester is excited to announce the 2014 Gender and Women's Studies Interdisciplinary Graduate Conference, "Words and Works: Dialogues in Intersectionality." As a reflection of the implicitly interdisciplinary nature of women and gender studies, this year's conference seeks to push the boundaries of academic scholarship by including traditional paper presentations as well as performances and other creative ways of sharing knowledge.

Each year, the Susan B. Anthony Institute's Graduate Conference features considerations of gender, sexuality, and women's studies from varied disciplinary fields. This year's theme seeks to explore the rich spaces found in the intersections of various ideas, identities, and disciplines. We would like to invite graduate students to present research that addresses a wide array of questions regarding the intersections of gender, sexuality, race, ethnicity, and other aspects of identity. Scholarship that addresses the intersections of identities and politics, arts, media, and other modes of communication and experiences are particularly encouraged. We especially welcome submissions in alternative presentational formats, such as performances of music and poetry, organized dialogue sessions, and other forms of address. Questions one might consider are: In what ways do gender, sexual, racial, and economic identities intersect? How do individuals and groups interact with political, geographical, social, or other borders and boundaries? How do representations of identities in media and popular culture reflect and change individuals' perceptions? How do our modes of communication and language reflect the intersection of our various lived experiences? In what ways is the current field of women and gender studies affecting the possible dialogues surrounding gender and sexuality?

As an interdisciplinary conference, we welcome proposals from a wide range of disciplines. These include (but are not limited to) art, art history, cultural studies, education, English, film studies, history, geography, law, literary studies, linguistics, media studies, medicine, music, philosophy, and political science. We encourage creative interpretations of this year's theme, and welcome work that addresses these topics in relation to all genders, sexes, races, sexualities, classes, (dis)abilities, nationalities, etc. In short, we hope to showcase scholarship that not only reflects the intersectionality of identities and ideas, but also is diverse in terms of disciplinary approaches and delivery. Research topics relevant to this year's theme might include the following keywords and phrases, though this list is far from exhaustive:

- Gender and Language
- Artistic, Intellectual, and/or Physical Production
- Intersections of Public and Private Identities
- Borders, Politics, and Public Policy
- Rhetorics of Race, Class, Gender, and Culture
- Place, Space, Environment, and Geographies

Submission Details:

IN THE NEWS

[Kara Finnigan on School Integration in Democrat and Chronicle](#)

[Kara Finnigan on the Role of School Boards in the Democrat & Chronicle](#)

[Jeffrey Choppin on Common Core-Aligned Tests and Teacher Evaluations](#)

[Kevin Meuwissen on Teachers as Political Actors in Education Week](#)

[Warner Study on Hidden Costs of School Security Featured in Education Week](#)

Please send abstracts (in the form of a Word document) of no more than 300 words to sbaigradconference@gmail.com. At the top of the abstract, please include the scholar's name, home institution, e-mail address/contact information, brief biographical statement, and any audio-visual or technological equipment needed for your presentation. All presentations will be limited to 20 minutes. Submissions are due no later than January 3, 2014. You will receive the committee's decision within a few weeks from the deadline.

FACULTY/STUDENT NOTES

Hursh Publishes Article, Presents Testimony at New York State Senate Committee on Education Hearing

David Hursh, professor, wrote the article "Raising the Stakes: High-Stakes Testing and the Attack on Public Education in New York," which appeared in Volume 28, Issue 5 of the *Journal of Education Policy*, a special issue covering testing regimes, accountabilities, and education policy. In the article, Hursh suggests that high-stakes testing has come about as part of a larger neoliberal agenda to disparage public institutions and educators to justify reducing public expenditures and privatizing schools. [Read the article.](#)

Additionally, Hursh presented testimony at a New York State Senate Committee on Education hearing, "Assessing Our Reforms," in Buffalo in October.

White, Radigan Author Book Chapter

Julia White, assistant professor, and doctoral student Eileen Radigan co-wrote the book chapter "From Teacher Prep to Teacher Limbo: The Experiences of Secondary Inclusive Educators Navigating their Ways into the Field" which was published in *Bringing Insider Perspectives into Inclusive Teacher Learning: Potentials and Challenges for Educational Professionals* (Routledge, 2013).

Curry Guest Co-Edits Journal, Writes Book Chapter with Hos

Mary Jane Curry, associate professor, was a guest co-editor of *Language Policy*, Volume 12, Issue 3. The special issue, "Participating in Academic Publishing: Consequences of Linguistic Policies and Practices," includes four articles that explore the consequences of the growing pressure for English-medium publications applied by academic institutions, governments, and supra-national organizations (e.g., the Organization for Economic Cooperation and Development) on multilingual scholars. Articles report on the effects of neo-liberal policies in Korea, the discursive construal of 'peripheral' scientists in Mexico and Turkey by OECD documents, highly mobile young European scholars' publishing practices in multiple languages, and shifts in China's policies for publishing in Chinese or English. [Read the introduction to the issue.](#)

Additionally, Curry, along with Rabia Hos '12W (PhD), co-wrote the book chapter "Empowering Students with Interrupted Formal Education (SIFE) to Make Choices about Their Futures," which published in *Creating Collaborative Learning Communities to Improve English Learner Instruction: College Faculty, School Teachers, and Pre-Service Teachers Learning Together in the 21st Century* (Information Age Publishing, 2013). The chapter reports on the creation of a collaborative curriculum development team to write a curriculum on educational opportunities for refugee/immigrant students, as part of the U.S. Department of Education-funded grant, "Project CELLS: Western New York Collaboration for English Language Learner Success".

Warner Represented at ACES Conference

Many Warner faculty and students presented at the 2013 Association of Counselor Education and Supervision (ACES) Conference in Denver, Colo. in October.

Douglas Guiffrida, associate professor; Kathryn Douthit, associate professor and chair of counseling and human development; Martin Lynch, assistant professor; and Karen Mackie, assistant professor, presented "Conducting Action Research in Counseling."

Douthit, Mackie, and doctoral student Thomas Christensen presented "Meeting the Challenges of the Emerging Demands in Late Life Mental Health: An Interdisciplinary, Mind-Body Model."

Guiffrida, Jason Duffy '13W (PhD), Alisa Hathaway '12W (EdD), and doctoral student Erin Halligan presented "Constructive Counselor Supervision."

Doctoral student Deborah Hudson and Jessica Germano-Fokin '12W (EdD) presented "Using Integral Theory in the Treatment of Sexual Dysfunction."

Hudson also presented "School-Wide Implementation of Dialectical Behavior Therapy in a Day Treatment Program for Children and Adolescents."

Doctoral student Donna Walck presented "Expanding Our View of Cultural Wealth to Enhance Multicultural Training Practices."

Doctoral student Baine Casquarelli presented "Unity in Diversity: Addressing Religious or Spiritual Issues in Clinical Supervision" and "Narrating Your Professional Story: Using Narrative Strategies in the Academic Job Search Process."

Smith Honored by ACES

Doctoral student Atiya R. Smith recently received recognition for her leadership skills from the Association of Counselor Education and Supervision (ACES), a division of the American Counseling Association. First, Smith was selected to be a 2013 ACES Emerging Leaders Fellow and participated in a leadership retreat with other selected fellows within the counseling profession from across the United States. She was also named a 2013-14 ACES Presidential Fellow and was recognized during the 2013 ACES Conference in Denver, Colo. in October. Smith currently serves as the Graduate Student Committee chair of the North Atlantic Region of ACES (NARACES) and is also the graduate student representative for the NARACES Executive Council.

Waterman Presents on Supporting Native American College Students

Stephanie Waterman, assistant professor, gave three presentations in October. She co-presented on her recently published book, *Moving Beyond the Asterisk: Challenging the Native American Status Quo* (Stylus, 2013), at the College Board Forum in New York City; presented "Understanding Native Students in Higher Education" at the State University of New York, Potsdam; and gave the invited presentation "Native Spaces in Higher Education: Sovereignty in Colonial Environments" to the All Ivy Native American Summit: "Sovereign Spaces" at Cornell University.

Brockenbrough, Boatwright Publish Book Chapter

Ed Brockenbrough, assistant professor, and doctoral student Tomás Boatwright co-wrote the book chapter "In the MAC: Creating Safe Spaces for Transgender Youth of Color," which published in *Cultural Transformations: Youth and Pedagogies of Possibility* (Harvard Education Press, 2013). Their chapter examines the factors that enabled and challenged the inclusion of transgender youth of color at an HIV/AIDS prevention center. Despite its mission to serve lesbian, gay, bisexual, and transgender youth, the center struggled at times to create an inclusive space for transgender youth. The chapter illuminates the need for—and points to strategies for creating—spaces that are inclusive of transgender youth of color.

Finnigan Publishes Article in *Teachers College Record*

Kara Finnigan, associate professor, co-wrote the article "School Diversity, School District Fragmentation and Metropolitan Policy," which was published in *Teachers College Record*, Volume 115, Issue 11. The article explores the dilemmas created by between-district segregation and school district fragmentation in terms of efforts to diversify schools. In their analysis, the authors examine four predominant approaches that have been used in city governance reform to address the problems of municipal fragmentation: annexation, consolidation, mobility programs, and metropolitan governance reform. Within each section, they examine the potential of each of these approaches as a solution to the problems associated with school district fragmentation. [Read the study.](#)

Henderson Presents at Conference

Doctoral student Joseph Henderson gave two presentations at the 2013 North American Association for Environmental Education Conference in Baltimore, Md. in October. He presented "Locating in Space and Time: Discourse Analysis in Environmental Education" as part of the research symposium section of the conference. Additionally, he co-presented "Energy Development, Education, and Creating Conditions for a Sustainable Future" as part of the practitioner general conference.

Whyte Co-Writes Article for *Counseling Today*

Doctoral student Aimee Whyte co-wrote the article "Understanding Deaf People in Counseling Contexts," which published in the October 2013 issue of *Counseling Today*. The article, which was written by five deaf counselors, aims to educate fellow counselors about deaf culture, the deaf community, and working with deaf clients. [Read the article.](#)



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