

WARNER WORD



Golisano Foundation and UR Launch New Institute for Innovative Transition

The Golisano Foundation has teamed up with the University of Rochester to launch an Institute for Innovative Transition. The partnership came as a response to the vital community need for effective transition information, programs, and services for young adults with disabilities and their families. Efforts will impact more than 900 families in Monroe County and focus on the transition from high school to adulthood.

The Institute for Innovative Transition will be led by Martha Mock, director, and Susan Hetherington, co-director. Mock and Hetherington both hold joint appointments as assistant professors in teaching and curriculum at the Warner School and in clinical pediatrics and education in the Department of Pediatrics in the Medical School.

The Institute will be housed at the Strong Center for Developmental Disabilities, a division of Golisano Children's Hospital

at Strong. It is made possible thanks to a \$600,000 grant from the Golisano Foundation, which aims to improve the quality of life for young adults with developmental disabilities, and their families as they transition from school age to adulthood.

"Every child has dreams for the future, but students with developmental disabilities often have difficulty realizing those dreams," said Ann Costello, director of the Golisano Foundation. "After two years of study and research, we are very proud to see this Institute become a reality because it will fulfill a critical role in addressing serious gaps in services in our community that make it very difficult for students to move from high school to further education or employment. Older students with disabilities will be able to better access services and new community-based options and have more opportunities to achieve their potential."

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Calendar

09/20/2008
Writing Workshop - Critical Reading of Academic Texts

09/25/2008
Admissions Application Day

09/26/2008
Writing Workshop - Genres of Academic Writing

10/03/2008
Writing Workshop - Constructing an Argument in Academic Writing

Visit www.rochester.edu/warner for event details.





News Around Warner...

Featured

Martin Lynch joins the Counseling and Human Development faculty this fall. Lynch, a clinical psychologist, will teach in the counseling and counselor education programs. His research focuses on the effects of social context on human motivation, personality development, and well being.

His current research interests include cross-cultural issues in the role of autonomy support; the sources of within-person variability in trait personality, well-being, and life satisfaction; motivation for emigration; and adjustment of international students.

Lynch returned to the University of Rochester after teaching at the University of South Florida Sarasota-Manatee for four years. A former Scandling Scholar at the Warner School, Lynch completed his graduate work at the University in clinical psychology.

Lynch brings unique perspective to cross-cultural studies and the understanding of intercultural relations and experiences.

The *Warner Word* is the newsletter of the Warner School of Education, and is published monthly during the academic year by the Office of Communications and External Relations. E-mail news@warner.rochester.edu or call (585) 276-3986 to submit news items.

Kless Receives Distinguished Service Award

Sylvia Kless, associate director of student services in the international services office, adjunct Warner School faculty member and Warner School alumna ('91 M.S.), was awarded the Distinguished Service Award by the Rochester International Council. Kless was recognized for her work in helping to significantly improve the quality of life for international students at the University of Rochester, while increasing the Council's visibility and promoting their goals.

Curry Publishes on Academic Literacies in *Journal of Applied Linguistics*

Mary Jane Curry, assistant professor in teaching and curriculum, published a commentary, "Drawing on funds of knowledge and creating third spaces to engage students in academic literacies," in a special issue of the *Journal of Applied Linguistics* on academic literacies.

In addition, Curry, along with colleague Dr. Theresa Lillis from the Open University in the UK, presented a paper, "Polishing the texts": Exploring the interventions of literacy brokers in English academic texts by multilingual writers," in the symposium, What is 'Proofreading' in Academic Text Production?, at the Writing Development in Higher Education Conference in Strathclyde, Scotland in June.

Padela Receives Funding to Support Work

Maryam Razvi Padela, a doctoral student in teaching and curriculum, received a \$1600 scholarship from the Fadel Foundation to support her doctoral work investigating social studies textbooks and how they influence classroom discourse regarding Islam and Muslims. The foundation supports education for Muslim U.S. citizens and permanent residents.

Finnigan and Lavner Publish on the Politics of School Closure

Warner alumnus Mark Lavner ('07 Ed.D.) and Kara Finnigan, assistant professor in educational leadership, published the article, "The final decision: community participation and school closure decisions," in *School Business Affairs*, Volume 74, Number 2.

The article discusses the politics of school closure in an urban school district, and argues opportunities to participate must exist for all interested community members, not just the most vocal, visible, or powerful members of the community.



April Luehmann, assistant professor in teaching and curriculum, was presented with the G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Nontenured Member of the Faculty on May 17 at Commencement.

Guiffrida Publishes in *Journal of School Counseling*

Douglas Guiffrida, associate professor in counseling and human development, published an article, "Preparing rural students for large colleges and universities," in the *Journal of School Counseling*, Volume 6, Number 14.

The article provides rural school counselors with steps they can take to prepare their students to attend such schools.

DeLeon Publishes in *Theory and Research in Social Education*

Abraham DeLeon, assistant professor in teaching and curriculum, published the article, "Are we simulating the status quo? Ideology and social studies simulations," in the top-tier journal in social studies education, *Theory and Research in Social Education*, Summer 2008, Volume 36, Number 3.

The article gives a broad overview of text-based simulations and their use for teachers that want to provide exciting and experiential learning experiences for their students. However, the analysis demonstrates simulations can contain problematic information, stressing the need for teachers and students to question representations some simulations contain. The article ends with suggestions on how teachers can employ simulations in building a critical social studies pedagogy.

Vitagliano Assumes Director of Genesee Valley Writing Project

Ruthanne Vitagliano, assistant professor in educational leadership, has been appointed to serve as the director of the Genesee Valley Writing Project. Vitagliano led the 2nd Annual Genesee Valley Writing Project Summer Institute and will lead all follow-up school year programs focused on improving the quality of student writing and learning in K-16 schools across the Genesee Valley region.

The Genesee Valley Writing Project is one of the newest sites to join the National Writing Project, a nationwide network of nearly 200 project sites reaching more than 137,000 educators last year, working together to advance writing and learning in America's schools.

Summer Institute Focused on Technology, Cyberspace Trends in Catholic Education

The Warner School sponsored its annual two-day Summer Institute on Catholic Education on July 10 and 11 with this year's programs addressing some of the central trends that contribute to the continued effectiveness of Catholic education. The program's director, Evelyn Kirst, brought together international and local presenters who share the vision of faith-based schools.

This year's program included lectures, discussions, and social conversation around the theme of "Catholic Education: Culture, Creativity, Collaboration, and Cyberspace." Participants explored the roles of technology and the digital world in Catholic education, and how creativity, culture, and religion contribute to vibrant Catholic schools. Local and national educators and experts led small group discussions on a range of topics from technology integration in the 21st Century and online crime experiences of Catholic children to the Catholic school culture.



Mathematics Educator Receives Prestigious National Science Foundation Career Grant

The National Science Foundation (NSF) has awarded a CAREER grant to Jeffrey Choppin, assistant professor of mathematics education in teaching and curriculum. Choppin will receive \$598,389 for his research over the next five years as part of NSF's program to help improve the quality of mathematics curriculum and instruction in U.S. middle schools.

The funds will allow Choppin to develop new theoretical and empirical knowledge and to inform efforts to improve middle school mathematics education. His five-year study is designed to increase the understanding of teacher usage of innovative curriculum materials and how districts support the use of the materials. Specifically, Choppin will focus his study on how teachers adapt materials from the Connected Mathematics Project (CMP), one of the NSF-funded middle school curricula. In addition to studying individual teachers, Choppin will also focus on the ways in which districts support and sustain the implementation of CMP.

As a mathematics educator, Choppin directs the mathematics education program at the Warner School. Prior to joining the Warner faculty in 2003, he received a doctorate in mathematics education from the University of Wisconsin-Madison. In 1995, he was named a Presidential Awardee for Excellence in Mathematics and Science Teaching while teaching in the Washington, D.C. public schools.

"There has been little research on the long-term implementations of NSF-funded curricula, and consequently little is known about what teachers learn by using the materials and the ways teachers can be supported to use them most effectively," said Choppin. "CMP is a challenging curriculum because teachers need to pay close attention to student thinking while managing multiple approaches to problems. Teachers who are most effective with CMP know how to connect student strategies to conventional mathematical terminology and representations, but do so in a way that emphasizes student participation and engagement in the classroom."

Choppin will use findings from his research to inform the design of professional development and the allocation of district resources to better support teachers. As a result, students will have the opportunity to develop a flexible and deep understanding of how and why math works.

The NSF established the CAREER program in 1995 to support the early career development activities of teacher-scholars who are most likely to become academic leaders of the 21st century. The highly competitive national program supports faculty members who most effectively integrate research and education in line with the mission of their institutions.



Institute for Innovative Transition

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The new Institute will provide a robust and comprehensive set of initiatives to all constituencies --young adults with developmental disabilities, their families, schools, and adult service providers -- involved in making transition a seamless, successful process. The services offered under this umbrella organization will include innovative pilot programs, improved information dissemination, technical assistance, training and professional development, and policy initiatives.

The Institute for Innovative Transition is timely for Monroe County, as low graduation and employment rates for these individuals are exacerbated by inconsistent transition planning and lack of employment and internship opportunities.

"This investment is a testament to the confidence that the Golsano Foundation has in the Rochester community to improve the staggering low graduation and employment numbers for people with developmental disabilities," said Mock. "Securing employment, and the confidence that comes from meaningful school experiences that lead to employment, is crucial for adolescents with developmental disabilities to become contributing members of our community."

Families, students, agencies, and schools have been, and will continue to be, fundamental to this effort. The Institute has already developed a number of key partnerships with organizations, including the Finger Lakes Developmental Disabilities Services Office (FLDDSO), Midwestern Regional Transition Coordination Site, Monroe I BOCES, Monroe 2-Orleans BOCES, the Rochester City School District, and adult-service providers such as Lifetime Assistance and the Arc of Monroe.

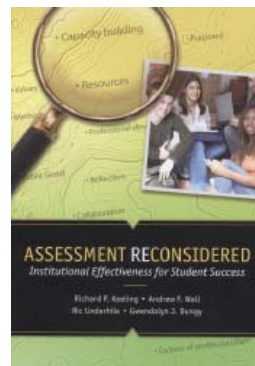
"For transition to be successful, students with developmental disabilities and their parents need partners from across the community," explained Jeanne Ricigliano, the parent partner at the Midwestern Regional Transition Coordination Site. "When these students transition, they are transitioning into the real world -- our community, so it's important for them to have community partners that can build opportunities, be a resource, and, most importantly, be a champion. Everyone needs a champion, and that's especially the case for children with disabilities."

Warner Professor Co-Authors Book on Assessment

Scholar Andrew Wall, assistant professor at the University of Rochester's Warner School of Education, has co-authored the book, *Assessment Reconsidered: Institutional Effectiveness for Student Success* (ICSSIA, 2008), with Richard P. Keeling, Ric Underhile, and Gwendolyn J. Dungy. *Assessment Reconsidered* examines assessment practices in higher education, responding to greater expectations for institutional accountability and to build capacity to engage in assessment to support student learning and success.



Assessment Reconsidered situates the practice of assessment in higher education as a tool to respond to external calls for accountability, but, more importantly, as a tool for on-going institutional renewal and improvement. Assessment for learning is emphasized as collectively shared and organically implemented by higher education institutions. The book is not intended to be a how-to manual. It builds a case for viewing assessment as a valuable practice, balancing the need to provide those inside and outside of academe with quality information associated with student learning and success.



Wall's contribution is specifically related to framing assessment methodology with the social and political context of institutions of higher education. The book calls attention to the need of administrators to see assessment as a practice linked to student learning, one of the foundational goals of higher education. *Assessment Reconsidered* argues for the need of higher education to reconsider how rigor, inquiry, use of results, and questions of institutional core values are honored in current assessment practice.

As a project of the International Center for Student Success and Institutional Accountability (ICSSIA) of which Wall is an Advisory Board Member, *Assessment Reconsidered* focuses on the collaborative use of all campus resources in promoting student success. ICSSIA, a joint initiative of the National Association of Student Personnel Administrators (NASPA) and Keeling & Associates, LLC (K&A), seeks to help postsecondary institutions improve student success and achieve desired student learning outcomes through professional development, applied research, and the creation and sharing of unique resources.