

Warner Word

The Margaret Warner Graduate School of Education and Human Development at the University of Rochester



Upcoming Events, Talks, and Activities

7/31/2012
Institute for Innovative Transition - Summer
Institute 2012

8/6 - 8/10/2012
Genesee Valley Writing Project Young
Writers Summer Camp

8/16/2012
Administrative Internship Seminars

8/28/2012
Warner School General Student Orientation

8/28/2012
2012 Doctoral Portfolio Evaluation
Information Session

Visit www.warner.rochester.edu for details
on these and all Warner School events.



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

Caps Off to Warner Graduates: A Look at May 2012 Commencement

It was a day of pride and celebration for the 215 students receiving doctoral and master's degrees and advanced certificates from the Warner School of Education. The graduating class gathered with family, friends, faculty, and staff on May 19 to make their walk across stage in recognition of earning their graduate degrees in education.

Commencement festivities began Saturday morning with the University's doctoral degree ceremony. The Warner School commencement ceremony then followed in the afternoon at Kodak Hall at Eastman Theatre and opened with a welcome and words of pride and triumph from the University's Board of Trustees Chairman Edmund Hajim, President Joel Seligman, and Dean Raffaella Borasi.

"I am impressed by what you are doing and the commitment you make to students," Seligman said to the graduating class as he reflected on some of his most influential teachers growing up. "I know that you will move lives."

After welcoming remarks, special student awards were presented to the following eight Warner graduates for their exceptional academic performance and commitment to education:

The **Walter I. Garms Award for Educational Leadership** was presented to Miranda MacKay Cairns and Kathleen Smith. The Garms Award is named in honor of Walter Garms, professor emeritus and former dean of the University of Rochester's School of Education, who was a

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Warner Commencement

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leader in the study of both school finance and state funding in public schools. The Garms Award recognizes graduate students who show academic excellence and potential for excellence in educational leadership.

Cairns received her master's in educational policy. Born in Washington D.C., she moved several times while growing up before graduating from Victor High School in 2004. In college, she discovered her passion for education and received a bachelor's in childhood education. Her desire to improve education led her to pursue a master's in educational policy at Warner and to search for policy-related work.

Smith, who received her master's in higher education student affairs, graduated summa cum laude with a bachelor's in psychology and Spanish from SUNY Geneseo. Following college, Smith completed a year of service through Rochester AmeriCorps working at Strong Behavioral Health in adolescent psychiatry. While pursuing her graduate degree at Warner, she also worked as a graduate assistant in the Rochester Center for Community Leadership supporting student leadership programs at the University of Rochester.

The **Eleanore F. Larson Award for Excellence in Teaching** was presented to Chelsea Audin and Javier Bermúdez Reverón. The Larson Award is named in honor of Eleanore F. Larson, an extraordinary professor who taught both undergraduate and graduate students in the University of Rochester's School of Educa-

tion. Larson's passion for instructional excellence inspired her students to embrace a strong commitment to the education of children. The Larson Award recognizes graduate students whose commitment to teaching reflects Larson's work.

Audin has worked with at-risk students in Rochester, where she worked to integrate mathematics into the afterschool curriculum in engaging ways. She used this experience to influence her student teaching. A native of Sudbury, Mass., Audin graduated with a bachelor's from the University of Rochester last May. With a specialization in teaching inclusion adolescence mathematics and urban teaching and leadership, she will begin her career as a special educator at William Smith High School, an expeditionary learning school, in Aurora, Colo. next year.

Reverón, a native of Puerto Rico, earned a bachelor's degree in secondary history from the University of Puerto Rico in 2009. He came to Warner to pursue a master's degree that aligned with his belief of social justice, access, and hope. Now, through his knowledge of social studies education, Reverón will design a school and a curriculum that caters to the needs of Puerto Rican youth.

The **Harold Munson Counseling and Human Development Award** was presented to Lee A. Kehoe and Alyse M. O'Brien. The award is named for Harold Munson, professor emeritus, who initiated the school and community

counseling programs at the University of Rochester's School of Education and developed the programs' high standards recognized by school districts and community agencies. The Munson Award is given to graduate students who reflect the mission and objectives of the Warner School counseling program.

As an undergraduate in brain and cognitive science at the University of Rochester, Kehoe was involved in research projects, which included the publication of an article in the *Journal of Family Psychology*. While working toward her master's in community mental health counseling, she volunteered at the Alzheimer's Association and completed her internship at College Health Enterprise Senior Psychological Services. Kehoe hopes to continue on for a doctorate in counseling in the future.

As a volleyball coach at her old high school and club team, O'Brien's athletes went to her for school, family, personal, and social issues, which was when she realized she wanted to work with youth in a counseling capacity. With her master's in school counseling and a concentration in school leadership, O'Brien will continue subbing as a school counselor at her internship site in Greece through the end of the 2011-12 school year, and eventually look for a full-time position in New York, Virginia, or the Carolinas. O'Brien is considering pursuing a doctorate in either counselor education or educational leadership in the future.

The **Tyll van Geel Award** was presented to Theodore Joseph Pagano and Joseph Anthony Siracuse. The award is named for Tyll van Geel, professor emeritus, who is a renowned scholar of education law and applied ethical issues in education. Professor van Geel was instrumental in designing the educational leadership program at the Warner School. The Tyll van Geel Award is presented to doctoral students in educational leadership who demonstrate Professor van Geel's commitment to thoughtful, ethical leadership and decision making, and rigorous application of scholarship to practice.

Pagano, originally from Syracuse, earned a bachelor's degree in comparative literature from Binghamton University and a master's degree in higher education administration from Warner. Soon after, he began his doctoral degree in higher education and conducted a program evaluation for the Center for Study Abroad and Interdepartmental Programs at the University of Rochester. Pagano, an academic counselor at the University, will focus his efforts on diversity in study abroad at the University.



Siracuse, who received his doctorate in educational administration with a specialization in K-12 schools, is the assistant superintendent for instruction at the Wayne Central School District, having been a second grade teacher and a principal at the elementary and high school levels. A year into his current position and his dissertation behind him, he looks forward to putting his knowledge to use wherever the future may take him.

In addition to applauding the graduates for their great academic achievements, President Seligman and Provost Ralph Kuncel proudly recognized Karen DeAngelis, assistant professor in educational leadership, for her outstanding teaching and research, academic advising, and leadership in developing foundations in quantitative research. On behalf of the University of Rochester, Seligman presented DeAngelis with the G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Nontenured Member of the Faculty.

To celebrate the great academic accomplishments of Warner graduates, the ceremony also included the reading of biographies for those receiving master's and doctoral degrees. "It has been our tradition to focus this commencement ceremony entirely on our graduates," Dean Borasi noted to the audience. "So, there will be no commencement speeches. Rather you will learn something about the story of each of our 2012 graduates."

On behalf of the University of Rochester community, the Warner School congratulates its graduates and their families.



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Making the GRADE for Education

Chelsea Audin '11, '12W (MS) mathematics and inclusion teacher education

GRADE Students Excel on Their Way to Becoming Educators

In second grade, every week, Clay Monson '12 would head from his classroom to the one across the hall to help students with special needs. When he later learned about mainstreaming, he couldn't shake that experience—one he felt established a hierarchy in education early on and did a disservice to all students.

As a result, Monson is working toward a triple teaching certification in secondary English, inclusion, and literacy education through a unique program at the University of Rochester. Students in the Guaranteed Rochester Accelerated Degree in Education Program, otherwise known as GRADE, enter the University as freshmen with a guaranteed admission to the Warner School of Education.

"It would be possible to do all of this somewhere else, but not nearly with the time frame I'm looking at," says the ambitious native of Phelps, N.Y., who double majored in English and modern languages & cultures, with minors in American Sign Language (ASL) and psychology. "I'll be all finished at 23 or 24 and super-competitive because this is virtually unheard of in the education market. It's just amazing what this program allows us to do."

For students like Monson, GRADE, a five-year BA/BS + MS program for students interested in becoming educators that is modeled after other combined-admissions programs on campus, offers a flexible, expedited route to a future career in education. The program requires students to complete a minimum of 15 months of graduate study at the Warner School, where they may specialize in counseling, higher education, educational policy, or elementary or secondary education, with the option of additional certification in special education, literacy, or (Teaching English to Students of Other Languages (TESOL). Along with eliminating the stress of searching for graduate schools, GRADE also offers extensive

research, internship and professional development opportunities, as well as special invitations to book talks and speaker series; and takes care of one-third of tuition costs for all five years through the Steven Harrison Scholarship, named in memory of a former Warner School graduate and dedicated teacher.

While similar programs at other colleges and universities exist, none start during freshman year—a particularly important perk given that the University no longer offers an undergraduate education degree. Raffaella Borasi, dean of the Warner School, and Jonathan Burdick, dean of admissions and financial aid at the University, realized that an unmatched program like GRADE would aid in recruitment efforts while increasing interdisciplinary offerings on campus.

Interest in GRADE has grown annually, from an original 25 inquiries to 258 last year. Yet the program is highly selective, admitting just six students in 2011-12. The current incoming cohort will have 14 students, and the eventual goal is a new cohort of about 40 students each year.

"We're asking the Warner School to make a decision about these students as seniors in high school, so we're looking for people who've always known they wanted to be involved in education," says Stacy Wells Shea, associate director of combined-admissions programs at the University.

Even so, Shea, who helped design the GRADE program, emphasizes that program advisors encourage students to take full advantage of undergraduate life, including participation in sports and social clubs. "Rather than inundate them with education courses right in the beginning, we slide them in slowly and offer opportunities for experiential learning," she explains. "We make sure they know they don't have to figure out their whole life as freshmen. And in the end, if education isn't for them, we get it."

To make sure these academically accomplished students become—and remain—well-rounded in the process, Danielle Ianni, assistant director of admissions at the Warner School, provides steady support along the way as an advisor. A consistent face for students throughout their time at the University, Ianni interviews them when they apply and helps tailor the program for each one "so they feel taken care of and connected, and are able to do what they want to do," she says. "Their passion for education is always there, but their interests vary, so we adjust the program to allow them to explore different options. My goal is to make sure that nothing is a surprise for them."

To highlight that point, Ianni points to the incoming class for 2012-13, which includes students who want to pursue degrees in educational policy, teaching and curriculum, and higher education.



Danielle Ianni, assistant director of admissions

Kierstin Hakes '11, '12W (MS), who earned an undergraduate degree in psychology and graduated in May with a master's in teaching and curriculum, found the constant support invaluable. After spending two summers as an undergraduate in Africa, where she worked with former child soldiers at a rehabilitation center and later helped teach and develop curriculum for preschoolers, she felt called to shift her focus from being an educator in the U.S. to working with at-risk youth and children in developing or war-torn countries.

"I felt lost and wasn't sure what to do with that epiphany," says Hakes of Macedon, N.Y. "I was told, 'We want you to pursue what you're interested in, not force you in a cookie-cutter mold of what an education student looks like. What is it you want to do, and how can we help you with that?' I don't know what I would've done otherwise."

The program's flexibility has allowed Hakes to create an independent study looking at the needs of the African education system. She says her professors not only are aware that her program path is atypical, but they take time to openly acknowledge her needs in the classroom.

"They're passionate about empowering students to pursue what they're passionate about," she says. "They help us take a critical look at the world and evaluate what we're learning in light of our own experiences and where we see ourselves going. I just really appreciate that they incorporate our diverse backgrounds into classroom discussions and what we're studying."

Kathryn Lantuh '12, who has a major in psychology and a minor in music, recently switched her master's degree focus from teaching to educational policy. From kindergarten through middle school, the Webster, N.Y., native modeled what her teachers did at school, using a whiteboard in her parents' office and her grandmother and younger sister as pupils. But after learning about testing, teacher preparation, and other aspects of education reform in a class late last year, she realized she wanted to help create change outside the classroom.

"This is a really great environment to be in, because you're allowed to explore different aspects of education and still get actual field experience," says Lantuh, who alongside Warner assistant professor Carol Anne St. George has been helping first-graders at a Rochester elementary school with literacy skills. In addition, through the Young Entrepreneurs Acad-

emy (YEA!), she coaches students at a Rochester high school as they strive to transform their business ideas into reality.

Despite her busy academic schedule, Lantuh has made time for the University of Rochester crew team over the past four years (she has been captain for the last two), jobs as an on-campus resident advisor and in various positions at the nearby Mt. Hope Family Center, and as a volunteer with the University's M.K. Gandhi Institute for Nonviolence.

Her coping mechanism: "Lots of to-do lists."

David Hursh, associate professor in teaching and curriculum, observes that as undergraduates, GRADE students tend to do as well in introductory courses as those pursuing master's and doctoral degrees. To more experienced students initially skeptical of the mix, he suggests reserving judgment until they've had a chance to see the value of such varied perspectives.

"I just tell them, 'My experience has been that you shouldn't worry about it. They're going to contribute. Our job is to make sure we all learn from one another,'" he says. "Because of the kind of courses we offer, it works."

Chelsea Audin '11, '12W (MS), a graduate of the mathematics and inclusion teacher education programs, recalls her first class at Warner during her junior year: "It was a nice and intimidating mixture. I learned a lot by having that exposure to other people's ideas, which made me reassess my own personal views on education."

Audin, who majored in mathematics and minored in psychology and history as an undergraduate, says the diversity of her peers gave her more than insight—she had a network of connections to tap into when she embarked on her job search. She adds that her time at Warner had exposed her to opportunities she never knew existed, such as the Urban Teaching and Leadership Program, which matches teachers committed to social change with innovative teaching practices. From the Boston suburb of Sudbury, Mass., where she first became interested in social issues as a high school freshman, Audin will begin her career as a special educator at William Smith High School, an expeditionary learning school, in Aurora, Colo. next year.

"Everything has fit so well and fallen into place at the perfect time," she says. "It doesn't even seem real. I can't imagine having been in another program."

Monson, meanwhile, has begun contemplating several post-degree options, including jobs in the Northeast, down South, and overseas in England.

"Everything is open for me right now," he says. "I know that I'll get something I love, which is the good part."

U.S. Department of Education Awards \$1.95 Million to Warner School of Education

Federal Grant Will Help Improve Classroom Instruction for English Learners

New York State is home to a rapidly growing population of English language learners (ELLs), where nearly one-third of students in the state are immigrant children learning English as an additional language. As student demographics are rapidly changing, the Warner School of Education is leading a new charge to champion the needs of nearly 6,000 ELLs in the Greater Rochester Area and support them in meeting high academic standards.

The U.S. Department of Education's Office of English Language Acquisition awarded the Warner School a five-year, \$1.95 million National Professional Development grant to provide ELLs access to high-quality instruction across academic subjects and prepare them for success beyond high school.

The federal grant will fund a new project, *Western New York Collaboration for ELL Success (Project CELLS)*, through which the Warner School will partner with the Mid-West Regional Bilingual Education Resource Network (RBE-RN); the Rochester City School District; and Monroe 2-Orleans, Wayne-Finger Lakes, and Genesee Valley BOCES to help school personnel—including teachers, counselors, and leaders—better serve students learning to speak English, as well as increase the number of highly-qualified teachers certified in Teaching English to Speakers of Other Languages (TESOL).

The Warner School will be the lead institution of higher education for Project CELLS, which will be directed by associate professors Mary Jane Curry and Judith Fonzi, with assistance from Warner School alumna Rabia Hos, PhD, who brings research and expertise on the experiences of adolescent refugee students with interrupted formal education in secondary schools.

“This grant will enhance our graduate programs across the board by helping teachers, counselors, and administrators to support this growing student population and



Mary Jane Curry,
associate professor

it will allow our students and faculty, as well as educational professionals locally, to respond to the needs of English learner communities,” says Curry, who directs the TESOL teacher education program at Warner. “Together with



Judith Fonzi, associate professor
(clinical) and director of the
Warner Center

our partner institutions, we hope to make a significant impact on the quality of life for culturally and linguistically diverse students in the region.”

Project CELLS will support scholarships for new and veteran teachers to earn TESOL certification, develop curriculum particularly for refugee ELLs, many of whom are students with interrupted formal education (SIFE), and professional development activities intended

to improve instruction for students learning English and assist education personnel serving ELLs. In addition to language acquisition, the

project also aims to help students learn math and science by providing professional development for science and mathematics teachers who work with ELL students and to address the needs of SIFE, who encounter some of the biggest obstacles to learning enough English language and content knowledge to graduate from high school.

Over the next five years, Project CELLS will prepare a total of 48 TESOL-certified teachers with the support of full- and half-tuition scholarships. Eight aspiring teachers will be able to enroll tuition-free into an entry-level TESOL master's program and 16 current teachers into an advanced certificate TESOL program for certified teachers. Additionally, 24 aspiring teachers will receive 50 percent scholarships for the entry-level TESOL master's program. Through coursework and field experiences, all graduate students will deepen their understanding of the English language, linguistics, and language acquisition while learning innovative and effective ways to teach this growing population, particularly SIFE.

The project also capitalizes on the opportunities presented by the creation of the Rochester International Academy, launched last fall in the Rochester City School District as a “newcomer program,” which focuses on intense English language learning and provides additional support and services to immigrant/refugee students who are new to the United States. Under Project CELLS, Warner faculty and teachers in the newcomer program will develop and field test high-quality curriculum, instructional materials, and professional development.

In addition, Project CELLS is intended to provide professional development to all members of the educational team to support student achievement in K-12 schools. Over the next five years, the project will offer training opportunities for all personnel—ESOL teachers, content teachers, counselors, and school leaders—working with ELLs in Monroe and surrounding counties. Nationally known for its expertise in science, technology, engineering, and mathematics (STEM) professional development, the Warner Center for Professional Development and Education Reform will collaborate with national colleagues, bringing additional expertise in ESOL education, STEM education, and knowledge of ELLs, to develop a cadre of professional development providers and higher education instructors to provide training during and after the grant funding period.

According to Fonzi, who directs the Warner Center, the ongoing professional development is a critical component to supporting the needs of ELLs. “Through this project,” she says, “we will develop a professional development model for teachers, counselors, and school leaders to meet the particular needs of ELL students.”

The National Professional Development program is administered by the Department of Education's Office of English Language Acquisition (OELA). To date, the OELA has awarded more than \$24.4 million for professional development activities intended to improve instruction for English learners and assist education personnel working with such children to meet high professional standards.

To learn more about Project CELLS, contact Mary Jane Curry at (585) 273-5934 or mjcurry@warner.rochester.edu, or visit www.warner.rochester.edu.



Dena Phillips Swanson,
associate professor

Swanson and Collaborators Presented 2012 Provost's Multidisciplinary Award

Dena Phillips Swanson, associate professor in counseling and human development at the Warner School of Education, is a recipient of a 2012 Provost's Multidisciplinary Award along with Sandra Jee, associate professor of pediatrics, and Jean-Philippe Couderc, research associate professor of medicine-cardiology, for their collaborative research project entitled “HEALTHY (Health Education Adolescent Leadership Training to Help Youth) Leaders.”

Swanson, who will serve as a co-principal investigator on this project, is the first Warner School faculty member to receive this award.

With the support of the Provost award, Swanson and the team will bring together a collaborative effort comprised of experts in health services research, adolescent development, psychiatry, and cardiology to study stress-reduction for traumatized youth in foster care. Many youth in foster care have experienced adverse childhood experiences that often lead to lifelong social-emotional problems, overall poor adaptation, and cardiovascular health problems in adulthood.

“Foster care youth struggle to cope with traumatic events such as parental abuse, neglect, or exposure to domestic violence that led to an out-of-home placement,” says Swanson. “At a time when they really need stability, they are trying to navigate the unstable and complex experience of being in foster care while also dealing with the same developmental challenges as other youth. These pressures often trigger health and social issues, and we hope that as an interdisciplinary

team concerned about these issues, our study will result in improved psychological and physical well-being for the youth.”

The collaborative team will work directly with high school-aged foster care youth at Starlight Pediatrics in Rochester to address the mental health needs and experiences of chronic stress among this high-risk group. The HEALTHY Leaders project will pilot a program that focuses on mindfulness-based training to manage stress and prepare youth as health education facilitators who address problems related to stress. Swanson and the team will subsequently measure the program's impact on mental health and cardiovascular symptoms that accompany chronic stress and trauma.

Five diverse research projects at the University have been selected as recipients of the fifth annual Provost's Multidisciplinary Awards. Faculty were invited to submit research proposals for projects that have taken an innovative, multidisciplinary approach to scholarship, will have sustained impact, and are capable of leveraged support elsewhere.

In 2007, President Seligman established this initiative, providing \$250,000 each year to support faculty research that crosses multiple disciplines, either within one or across two or more schools. To learn more about the Provost's Multidisciplinary Awards, visit www.rochester.edu/provost/multidisciplinary/index.html.

Improving Urban School Reform

Finnigan Receives Second Award from William T. Grant Foundation

Educational policy expert Kara Finnigan, an associate professor at the Warner School of Education, has received a \$560,000 grant to co-lead a study, with her colleague Alan Daly, associate professor at the University of California, San Diego, of how low-performing schools use research evidence to improve outcomes for youth. The William T. Grant Foundation awarded the funds in the second of a phase-two project. The Foundation also supported the first phase with an earlier grant of \$342,300.

The five-year study examines schools designated as needing improvement under the No Child Left Behind Act (NCLB) and the extent to which they acquire and use different types of evidence as part of their improvement processes. The study takes place in the San Diego Unified School District, the second largest district in California and the eighth largest district in the United States, and the Rochester City School District, one of the largest school districts in New York State. The supplemental award involves expanding the study to an additional district and adding two more years of data collection for a total of four years of longitudinal data within these schools and their broader districts.

“We are so grateful to the William T. Grant Foundation for their continued support of our research,” says Finnigan. “The Foundation has allowed us to focus this cutting edge research on the challenges schools face under NCLB to understand the ways in which they undergo improvement under sanction and the extent to which they share ideas and practices within these schools and between the schools and central office.”

According to Finnigan, the Foundation has been instrumental in expanding their knowledge base by joining together grantees in a learn-

ing community. “Through collaborative meetings a couple of times a year, the Foundation also has strengthened our own research and the broader body of research relating to the use of evidence at all levels of the educational system,” she adds.

Preliminary findings from phase one indicate that low-performing schools are isolated from central office and higher performing schools; teachers value personal experience over research and data; principals are the primary source of research but are not always central players in the networks; a pervasive lack of trust limits the exchange of innovative ideas and practices district wide; and low-performing schools do not undergo the types of organizational learning that is necessary for complex reform. Phase two is critical to the study, Finnigan explains, as it allows them to continue examining the evolving nature of research evidence, organizational learning, and social networks in these low performing schools and districts.

Finnigan, who directs the educational policy programs at Warner, has conducted research and evaluations of K-12 educational policies and programs at the local, state, and federal levels for more than 18 years through her work at several prominent research organizations, including SRI International, RPP International, the George Lucas Educational Foundation, and the Wisconsin Center for Education Research. She has written extensively on the topics of low-performing schools, high-stakes accountability, and school choice, including charter schools and interdistrict choice. Her work has garnered grants from prominent organizations, in addition to the William T. Grant Foundation, supporting educational research, including the Ford Foundation and the Spencer Foundation.

Van Borssum Honored with RACCE Outstanding Adult Student Award



The Rochester Area Colleges Continuing Education Association (RACCE) presented a Warner School of Education student with a 2011 Outstanding Adult Student Award. Alicia Van Borssum was formally honored by the RACCE at an award banquet this spring.

The RACCE award is given to candidates who exemplify a strong commitment to higher education despite the unique challenges adult learners may face. Eligibility for the award requires not only academic

excellence, but also a demonstrated ability by the candidates to balance responsibilities outside the classroom, such as work, family, and community involvement, while pursuing their degree. Van Borssum was one of three distinguished University of Rochester students honored.

Van Borssum, a doctoral student pursuing her EdD in teaching and curriculum at the Warner School, is an English to speakers of other languages (ESOL) teacher in the Greece Central School District, where her immigrant and refugee elementary students benefit daily from her use of innovative teaching methods. She is on schedule to complete her EdD in only five years of part-time study, while working full time and raising two children as a single mother.

According to Mary Jane Curry, associate professor in teaching and curriculum, Van Borssum’s research on primary school classroom and literacy practices in Addis Ababa, Ethiopia, is as innovative as are her teaching methods.

Five years ago, Van Borssum was one of 11 teachers and librarians from across the U.S. and Europe to go to Ethiopia for the purpose of training Ethiopian educators in the uses of picture books to promote early literacy. As a volunteer for the non-profit organization Ethiopia Reads, Van Borssum raised \$10,000 before the trip to help stock new libraries in communities and schools with the books she used for training.

In working with educators in sub-Saharan Africa in July 2007, Van Borssum quickly learned that some of the best practices embraced by U.S. educators did not mirror what educators in developing countries, like Ethiopia, desired. This realization sparked her own interest in identifying the literacy expertise of primary school teachers and librarians in Ethiopia and led her to focus her dissertation research on this topic. Funded by Ethiopia Reads and the Fulbright–Hays Group Projects Abroad Program, Van Borssum has since returned to Ethiopia five times to collect classroom data and create teacher and librarian study groups for Ethiopian educators to share their expertise and develop classroom materials. On each return trip she has brought more books, especially non-fiction, to continue equipping Ethiopia Reads libraries.

“Alicia represents the best of the Warner School’s values in so many ways, from her own teaching, research, and collegiality,” says Curry, who supported her candidacy for the RACCE award. “As an active participant in my monthly doctoral student cohort group, she has assiduously offered useful feedback to others as well as presented her own work on several occasions. I don’t know anyone more deserving of this honor.”

A resident of Hilton, N.Y., Van Borssum has taught for nearly 30 years. She received her bachelor’s in French and art history from Austin College in Sherman, Texas and her master’s in TESOL education from The College at Brockport. Van Borssum will be defending her dissertation this fall and expects to graduate in December 2012.

Science STARS Hit the Red Carpet Debuting New Documentaries



Get Real! Science, the science teacher preparation program at the Warner School of Education, hosted a red carpet event on Thursday, Apr. 26 at the Cinema Theater to premiere documentaries created by East High School girls. Science STARS (Students Tackling Authentic & Relevant Science), a science inquiry afterschool club for seventh- through twelfth-grade girls at East High School that is led by graduate students studying science education, met every Thursday this school year. The first half of the year students developed and conducted scientific investigations around the topic of urban ecology (science in our city) that led to noticeable, positive change. As an extension of this work, a subset of the girls then focused on honing their literacy skills the second half of the school year as they worked alongside professional filmmakers and University of Rochester undergraduate science majors to create science documentaries that aired on Red Carpet Night for the community.

Students debuted two science documentaries—one, titled “Txtg can b Trgc,” on the dangers of texting and driving and the other, titled “BPA and our Bodies,” on how BPA plastics affect our health. The event also featured interactive science displays where students answered questions about science being done in their own community. To learn more about Science STARS, visit www.rochester.edu/news/show.php?id=3941.



City School Students Reach New Horizons with Summer Enrichment Program

Horizons at Warner Begins Second Summer on River Campus

At a time when budget cuts have scaled back after-school and summer programs across the country, the Horizons Program at the University of Rochester's Warner School of Education is growing. Horizons at Warner, a six-week summer enrichment program, is hosting 81 city school students this year, up from 62 last year.

Horizons at Warner brings together Rochester City School District students, from kindergarten to eighth grade, on River Campus from June 26 to Aug. 3 for a summer learning experience that blends high-quality academics with arts, sports, cultural enrichment and confidence-building activities. More than three-quarters of the students come from John James Audubon School No. 33, with the rest coming from other city schools.

The Horizons at Warner program allows children from low-income families to engage in learning opportunities that they wouldn't otherwise have during the summer months. The full-day program runs daily, providing students with an outlet to continue learning outside the traditional classroom and to engage in hands-on educational enrichment in math, reading, social studies, and literacy. This year, Horizons at Warner, themed *Inventions*, is helping students put their creativity to the test as they invent prototypes that they then present to the community at an Invention Convention on the program's last day, Aug. 3. The summer enrichment program also offers weekly afternoon field trips to various sites around Rochester that relate to the inventions theme.

Additionally, the program launches a new workshop initiative that focuses on science, technology, engineering, and mathematics (STEM) academics. These workshops, which meet every Tuesday and Thursday afternoon and are led by doctoral students from various departments at the University, teachers, and professional volunteers, tap into children's interests and connect to real-life activities, like moviemaking, bookmaking, crime scene investigations, furniture construction, cooking, chemistry, optics, rocketry, and LEGO® robotics.

In addition to gaining academic skills this summer, all Horizons students take part in daily swim lessons, helping them to make tremendous gains in self-confidence that will carry over into the classroom during the school year.

According to Executive Director Lynn Gatto, who leads Horizons at Warner, Horizons has been shown to address summer learning loss—a phenomenon in which students fall behind in reading and math skills during the summer—and help keep children excited about learning.

"Horizons students grow in skills and confidence and return to school each fall better prepared," Gatto says. "By hosting Horizons on a university campus, we not only help to make the learning process a fun experience for children, but we also expose them to college, which in turn inspires them to set high goals for their education beyond high school."

Horizons at Warner is an affiliate of the national non-profit called Horizons National, which currently serves thousands of students in summer enrichment programs across the country. Horizons at Warner was the first-ever Horizons affiliate nationwide to be housed on a college campus and the second Horizons affiliate to open in Rochester, N.Y. Today, Horizons at Warner is one of four Horizons affiliates in the Rochester area.

The program has made a great impact on Laquanda Simmons' three children, who have returned this summer, along with her other two children who are participating in Horizons at Warner for their first time.

"My kids have learned a lot academically from the program," says Simmons, who can see the difference in their schooling, "and they have also learned a lot about teamwork and working together. They are excited about the program during the summer and can't wait for it to start."

Students have plenty of support throughout the program. Classes are led by paid certified teachers, with support from Warner graduate students studying to become teachers, education majors from local colleges, and high school students, who volunteer their time as teaching assistants. Children who attend the Horizons Program are given the opportunity to spend more than half of their summer with professional teachers who know how to engage students in critical thinking, reading, writing, and math experiences and keep them motivated about school.

City students are not the only ones who benefit from the program. Horizons teacher Mary Kokinda, who graduated from the Warner School in 2005 with a master's in inclusive elementary education, says that working with motivated and dedicated educators from other school districts is a true opportunity for professional development. "I've learned from my Horizons colleagues and implemented some of their instructional and management techniques into my own classroom during the regular school year," says Kokinda.

The Horizons at Warner program is part of the summer LEAP coalition along with The Harley School, Nazareth College, Monroe Community College, SUNY Geneseo, and EnCompass/Norman Howard School. Horizons at Warner is funded by Rochester-area individuals, organizations, and foundations, including the Max and Marian Farash Charitable Foundation, Marie C. & Joseph C. Wilson Foundation, Rochester City School District, and the Joan and Harold Feinbloom Supporting Foundation and John F. Wegman Fund of the Rochester Area Community Foundation. Additionally, First Book, a non-profit organization, recently awarded Horizons at Warner 945 hardback children's books.

The goal is for the program to reach 135 students in kindergarten through eighth grade each year by 2014. Horizons is designed to allow new students to enroll into the new kindergarten class every year and current Horizons students to return each summer for meaningful and authentic learning experiences.

"At Horizons, I've seen the twinkle in the eyes of a young boy who has suddenly come to understand the number line during a math lesson," adds Kokinda. "I've seen middle school students crave hours alone with a book because Horizons is an escape into a world they've come to love—one that's full of people that support and encourage them to be their best self. It's a great way to spend my summer."

Founded in 1964, Horizons National has become a network of 26 program sites reaching 2,500 students across the nation. On average, Horizons students tend to improve three months in reading skills each summer and are far more likely to graduate from high school and attend college than they would be without the strong foundation support from Horizons. To learn more about Horizons National, visit www.horizonsnational.org. For more information about Horizons at Warner visit www.warner.rochester.edu/research/projects/Horizon or contact Lynn Gatto at (585) 739-1168 or lynnatto@rochester.rr.com.

DeAngelis Selected to Receive University's Excellence in Teaching Award

Karen DeAngelis, assistant professor in educational leadership at the Warner School of Education, was this year's recipient of the G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Nontenured Member of the Faculty. DeAngelis was honored with a citation for her outstanding teaching at the Warner School Commencement Ceremony on May 19, in Kodak Hall at Eastman Theatre.

The University-wide award is given annually to recognize an untenured faculty member who excels in both teaching and research.

"The Curtis Award serves to remind all of us about the importance of disseminating and generating knowledge through teaching—an act that can seem secondary as we pursue our research," says Brian Brent, associate dean for graduate studies and chair of the educational leadership program at Warner. "Karen's curriculum vitae reveals that she is an accomplished scholar and excellent instructor and is deserving of this award."

DeAngelis is an emerging master teacher and scholar, admired for her commitment to engaging students, both inside and outside of the classroom, through teaching, research, and mentoring. Her exemplary teaching extends across seven courses, each of which she created or revised, and her academic advising is unprecedented as demonstrated by her involvement on 26 doctoral dissertation committees over the past five years.

Excellence in teaching has not been at the expense of DeAngelis' research productivity. Her research focuses on the recruitment, distribution, and retention of teachers and administrators. Most recently, she was awarded a Spencer Foundation grant to study the academic skills and racial/ethnic diversity of teachers entering K-12 public schools in Illinois. Her research has been



published in a number of academic journals such as the *Journal of Education Finance*, *Educational Administration Quarterly*, *Leadership and Policy in Schools*, *Education and Urban Society*, and *Education Policy Analysis Archives*.

She has taken a lead role in redesigning the Warner School's offerings in quantitative research methods to include new courses and consulting support services consisting of monthly workshops and one-on-one consultations offered by advanced doctoral students. With her vision and clear guidance, DeAngelis, together with her Warner colleague Martin Lynch, established the Quantitative Consulting Services (QCS) initiative three years ago, where graduate students can re-

ceive extra support in the learning and application of quantitative methods.

Before joining the Warner faculty, DeAngelis conducted pre-kindergarten through postsecondary policy research for the Illinois Education Research Council. In addition, she has done educational consulting and evaluation work for a number of organizations, including the American Institutes for Research, the Danforth Foundation, the St. Louis Desegregation Task Force, and the St. Louis Public School District.

DeAngelis 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.