

# WARNER

educator

## Career Changers:

Great teachers don't  
just fall from the sky...  
Or do they?

**Build It and They will Come**  
*Inside Warner's Higher Ed Program*

**Finding Passion in Empowering Others**

**Warner Plans a New Home**

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**On the Cover:**

Kathryn Jensen, a Warner School Teaching and Curriculum Student in her Classroom  
Photo by Laura Brophy

## From the Dean

These difficult financial times have called many of us to pause and reconsider our priorities. This, too, is true at Warner, as we continue to serve our students and provide leadership on critical issues in education.

As a result of careful planning, the Warner School is in a healthy position to weather the storm. We remain committed to our mission and to the initiatives outlined in our strategic plan, although we will responsibly adjust our timeline on projects and growth to reflect the new reality we face and work to slow expenditures and scrutinize budgets.

Quality educators and educational researchers and policymakers are needed now more than ever, as schools, community agencies, and educational institutions grapple with how to do more with less and to make quality decisions about programs that promote learning and positive human development.

We also see more recent graduates considering entering the education professions than ever before, an interesting effect of the economy and President Obama's call for service and social justice. A staggering 11 percent of Ivy League graduates applied to Teach for America this year. We have seen a healthy increase in applications to our teaching programs as well.

We realize that these are challenging times for many of our students and prospective students. We have been particularly concerned about the University of Rochester's Class of 2009, an incredibly talented group of seniors who face a difficult job market ahead. As such, we are pleased to award up to 20 new 50-percent-tuition scholarships to graduating seniors applying to our master's programs in teaching and curriculum, counseling, higher education, educational policy, and human development. We see this as a great opportunity to serve our students and attract some of the best and the brightest to the educating professions.

You will also see in the story on page 6 that we are proceeding with the design phase of a new building for the Warner School, another critical component of our strategic plan. Not only do we need the additional space to complete our strategic growth, but it will also provide the kind of space where we can foster and build community and provide an exceptional teaching and learning environment for the entire Warner community. We will not continue past the design phase until funds are secured, but we are excited to see this project get underway after years of study and planning.

Despite the many stresses of these times, our important work continues.

Regards,

Raffaella Borasi  
Dean and Frederica Warner Professor



# Career Changers

Great teachers don't just fall from the sky...

Or do they?

"I graduated from Naval Fighter Weapons School in Nevada, better known as Top Gun, and was responsible for taking what I learned at Top Gun and training perspective instructors in my squadron."

— Jeffrey Corriveau

It has been said that a person will change careers three to five times in their life. And for many, the change has been to teaching. Kathryn Jensen, a Warner School teaching and curriculum student, came to education via engineering.

"The 3M Company shut down its manufacturing plant in Rochester, so I was laid off," says Jensen. "I thought I'd take a break and stay home with the kids for a year or two—but it turned into 10. When I did think about going back to work, it was to teach. That's what had been there forever: I was the 12-year-old that ran a preschool. My friend and I would gather up the toddlers in the neighborhood and pretend."

Jensen is one in a growing trend of people entering education after having a successful career in another field. In fact, according to Teaching as a Second Career, a survey released in September 2008 by the Woodrow Wilson National Fellowship Foundation, 42 percent of college-educated Americans, aged 24 to 60, would consider becoming a teacher.

continued next page

These colors aren't in rainbow order but they're just as beautiful. They are organized from lowest pH to highest pH (left to right) and were made using red cabbage juice indicator, vinegar, and ammonia on my classroom overhead. It was one of my favorite demos - well right up there with the flaming metal halides that I did for my middle school students!

—Kathryn Jensen on her blog, *Colloquies with Kathryn*, at [getrealscience.com/teacherkathrynj](http://getrealscience.com/teacherkathrynj)



Tapping into this valuable resource, programs across the country have been created to recruit, prepare, and support career changers looking to become teachers. Warner's Noyce Scholarship for math and science teachers is one of them. The school awards 30 full scholarships over three years to highly-qualified science and mathematics majors and professionals considering teaching. In turn, graduates commit to teaching in a high-need school for at least two years within six years after graduation.

"I attended a [Warner] information session five years ago and, at the time, was discouraged that it was night school," says Jensen. "Between the schedule and price, I stepped back. But it was miraculous when I opened the newspaper and saw the Noyce scholarship for science and math teachers. That made it doable for me."

April Luehmann, assistant professor of science education at Warner, says the Noyce scholarship has attracted interesting people with exceptional backgrounds.

"The career changers bring rich and diverse professional as well as personal life experiences to the cohort's conversations," says Luehmann. "Eager to learn, they mix their expertise with new understandings about teaching and learning in insightful ways that inspire their peers as well as interest their students."

Jeffrey Corriveau was also awarded the Noyce scholarship.

"I spent almost 10 years in the Marine Corps as an aviator, and held a number of important billets, most recently as the head instructor of tactics, weapons and systems,"

says Corriveau, age 33. "I graduated from Naval Fighter Weapons School in Nevada, better known as Top Gun, and was responsible for taking what I learned at Top Gun and training perspective instructors in my squadron."

Today, Corriveau's training happens at the A.D. Oliver Middle School in Brockport, New York, where he is finishing an internship teaching sixth, seventh and eighth grade mathematics. Though his former students were "type-A personalities, who had a deep desire to succeed and be the best," Corriveau says the transition has been smooth.

Children often require some external motivation, and can't see the bigger picture for why they need to learn math," says Corriveau. "...I find myself relying on my former experience, and using many techniques I learned in the Marines in my classroom teaching today."

Jensen's fieldwork as an eighth grade science teacher at Wheatland Chili Middle School in Scottsville, New York has come naturally.

"I have an eighth grader and did volunteer work at my kids' school, so I knew what to expect," she says. "I love being around middle school children—the silliness and the goofiness."

With the demand for new teachers expected to exceed 1.5 million over the next decade as members of the baby-boomer generation of teachers retire, career changers like Jensen and Corriveau may be one of the nation's best hopes to fill vacancies. And though challenges in the transition are inevitable, career changers seem to be committed to making their new profes-

sion work. Example: 68 percent of potential teachers said teaching would mean a pay cut but, for most, the cut isn't a deterrent.

"Yes, it will be a substantial cut," says Jensen. "I will probably start at just over half what I made as an engineer. But teaching is more portable and a 'sticky' career. There are many more locations that need teachers than there are that need chemists. Most of the chemistry jobs have moved south or overseas. Plus, retirement and benefits are better for teachers than in corporate America."

Career changers also say preparedness, beyond actual schooling, helps with the transition.

"I didn't have rose-colored glasses about teaching because my parents were teachers," says Jensen. "I didn't go into it because of the schedule. I knew what was coming. I think people should find a way to spend time in the schools and make sure it's where they want to be."

Corriveau was also prepared.

"It's exactly what I envisioned, probably because my mother was a teacher, and my wife is a teacher, so I knew ahead of time what the deal is," he says.

Beyond the practical aspects of job security is the personal reward teaching offers.

"What I enjoy most is watching the light bulb go on for a kid when they understand something," says Jensen. "Another great thing is to help a student gain confidence in science so that they can answer a question without having to check it out by whispering it to me as I'm walking around. Or they will say it in my direction with no sound until they get a nod from me that it is right. Then, they volunteer it to the whole class."

Many of those working with career-changers, including Nancy Hackett, the Principal of Brighton High School in Rochester, New York and a Warner Doctoral student, speak highly of those who are teaching after having had a successful career elsewhere.

"I have two teachers who came from other fields who are incredible," says Hackett. "When the kids talk about amazing teachers, they are it. They bring the world with them."

For more information about the September study, visit [www.woodrow.org](http://www.woodrow.org).

# Alumna Finds Her Passion in Empowering Others

"They have experienced all the pitfalls life can dish out, and yet to sit down with them and see their resiliency makes it all worthwhile. When the healing starts, that's just magic; it's when they see there is hope."



As a child growing up, Lena Kieliszak '06 (M.S.) learned how to advocate for those who had limited resources. It was her beloved mother who influenced her life the most by teaching her to take her values, spirituality, and unyielding spirit and use these as tools to empower others who are less privileged. And, in this life lesson, Kieliszak ultimately discovered her calling.

In 2007, her interests, experience, and education guided her to her current job as a primary therapist for adults at Unity Health System/St. Mary's Outpatient Mental Health Services in Rochester, N.Y. Here, she works with individuals who struggle with mental illnesses—including depression, anxiety and the challenges of poverty, which consist of violence, substance abuse and addictions, disparity and isolation.

"My job is employment of the heart," explains Kieliszak. "To witness the beauty and strength of struggling, pain, faith and spirit with the people whom I see daily is so fulfilling. They have experienced all the pitfalls life can dish out, and yet to sit down with them and see their resiliency makes it all worthwhile. When the healing starts, that's just magic; it's when they see there is hope."

While individual therapy is the main focus of her work, she also facilitates a variety of therapy groups. She notes that group therapy is a great opportunity for people to interact and heal with others. Her current groups include Depression Reduction, Dialectical Behavioral Therapy, Crisis Stabilization, and an Interpersonal group for Hispanic women, which she newly developed for the clinic. Her next project is to start up a Father's Interpersonal group.

Kieliszak's recipe for group success is simple: kindness, understanding, and opportunity. For her, the uniqueness of the group provides a microcosm of people's real world. It's a great opportunity for participants to learn from each other and to actually try out new behaviors.

Empowering people, women in particular, to become self-sufficient and to feel less isolated is a common theme that she brings to her work. "Advocating for others is gratifying, and helping people to see their strengths that are sometimes hidden deep within is truly exciting," adds Kieliszak, who says that a strong commitment to social justice work is embedded in her practice. "Of the people I work with and advocate for, I want to be their champion because they

struggle with systems that anyone would find difficult. I want to cheerlead and empower people to get back on their feet, to do their best, and to make positive change, however big or small, in their lives."

Staying humble and grateful are the valuable lessons her mother taught her many years ago. Her mother is now living with advanced Alzheimer's disease, but continues to inspire Kieliszak to advocate for those who are the most vulnerable in our society. She has initiated petitions to government for people who live with this disease. She continues to advocate for changes in the treatment of Alzheimer's patients to an improved, socialization model of intervention.

Kieliszak is a counselor who has a variety of interests. She notes that professionals often want to know what her area of specialty is—often suggesting that she pick one particular area or population to work with. To this she responds, "I don't need to pick just one."

She then adds with a sense of pride, "There is never a dull moment. I can go home and rest at the end of the day and it just feels good. I am so thankful to be able to use my education and skills in this way.

## Warner Offers Educational Policy Master's Program

The Warner School now offers a new Master of Science (M.S.) degree in Educational Policy for individuals who want to have a meaningful impact on schools, school systems, and the lives of children.

The new interdisciplinary master's program will prepare individuals for careers as policy analysts, educational researchers, educational policymakers, and more. The program can be completed in one year of full-time study and will enroll its first cohort starting in July.

"Education policy is central to improving our nation's schools," says Kara Finnigan, who directs the educational policy program at Warner. "This new program will provide our graduate students with the tools to become active and effective leaders in shaping policy that supports an education system that allows all children to thrive in the 21st century."

Graduates of the master's program will acquire an acute understanding of our education system and education reform nationwide. The curriculum provides a solid foundation for students to think critically and systematically about contemporary educational issues and equips them with the knowledge and tools to design, implement, and analyze local, state, or federal policies.

"We're looking for people who are committed to social justice and who desire to effect a more equitable educational system," adds Finnigan. "That includes working within the existing school system or endeavoring to improve it."

The Warner School is the first in the Rochester area to offer a master's degree program in educational policy.

A cohort of Twelve students will be admitted to the master's program each year. Students will be able to tap into the resources of the Warner School and the University at large in developing their own areas of interest and expertise and will have access to a diverse faculty, who are involved in the analysis and evaluation of educational policies and programs at the national, state, and local levels.

For more information, contact the Warner School Admissions Office at (585) 275-3950 or [admissions@warner.rochester.edu](mailto:admissions@warner.rochester.edu) or visit the Warner School Web site at [warner.rochester.edu](http://warner.rochester.edu).

# Planning a New Home for Warner

Proposed location of Warner's building



The long-sought goal of having a new academic home for the Warner School's faculty, staff, students, and research and reform projects on River Campus is now within reach. Design of a new building is underway with plans to commence construction once additional funding has been secured through donors and other sources.

The year 2008 not only marked the 50th anniversary of the School of Education at the University of Rochester but also a major milestone in the design and construction of the new building. At its October meeting, the University's Board of Trustees approved the Warner School to move forward with its plans of building a new facility of about 55,000 square feet. A tentative site has been

identified between Intercampus Drive, Meliora Hall, and Harkness Hall. This location will put the School's new building in the heart of campus.

The site for the building, which is at the location of the current Meliora parking lot, presents some exciting architectural opportunities, including the potential for spectacular views of the Rush Rhees dome and creative tie-ins to the Meliora Plaza, and provides great access to parking. On the flip side, this site, which is a triangular piece of land, also presents some challenges, including a relatively small and unusual footprint to build on and underground utilities that will need to be moved before construction begins.

The Building Committee, under the leadership of Stephen Uebbing, associate profes-

sor in educational leadership, who has extensive building experience in his previous position as superintendent of the Canandaigua Schools, participated in the selection of the architects. Bergmann Associates of Rochester, N.Y. is employed as the Architect of Record, and SHW Group, a Michigan firm with extensive background in designing creative learning environments in higher education, will provide consulting services in the design phase. A Rochester-headquartered firm, LeChase Construction Services, will act as the construction manager.

The concept for new space began in 2006 as part of the School's strategic plan. The plan proposed a new building that would create a healthy and vibrant learning environment as well as allow for growth. Over recent years, the Warner School has already

experienced substantial and steady growth, which resulted in the School outgrowing its space in Dewey Hall, and the strategic plan calls for more.

"Our growth, along with the needs of our students and programs, calls for us to create this unified teaching and learning space specific to Warner," says Raffaella Borasi, dean of the Warner School. "As we continue to grow, this new building will provide many new and exciting opportunities for our students to study, learn, and interact with their fellow students and experts in the field. Our new space will also allow us to remain committed to and strengthen the unique vision of Warner, which is to prepare leaders and agents of change in the field of education and to use research to improve educational policies and practices in service of social justice."

The new modern facility, which will include classrooms, research facilities, administrative and faculty office space, conference rooms, casual gathering places, and community space to hold events, will offer the latest in technological facilities for instruction, training, and research. The design phase of the project will engage the entire Warner School community.

All academic programs and classrooms will continue to be housed in Dewey Hall until completion of the building. To find out how you can participate in building the new Warner School, please contact Preston Faulkner, director of advancement, at (585) 276-3636.

# Great Expectations

Discovering the literate lives of urban children



Before her first day of class as an inner-city school teacher in Rochester, N.Y., Warner alumna Catherine Compton-Lilly mentioned to the teacher next door that she was going to start the year with some nursery rhymes.

These kids don't know nursery rhymes, she recalls the colleague telling her.

"Then she went on and on about these families, about what they don't do and how they don't care."

Compton-Lilly, who received a master's in teaching and curriculum in '87 and a doctorate in teaching and curriculum in '99, was determined to disprove that widely circulated notion. She headed to the neighborhood community center and tape-recorded jump rope and clapping rhymes, then used those rhymes in the classroom to help children match spoken words with those on the page.

"We expect certain things and when we don't see them, we tend to be judgmental," says Compton-Lilly, an assistant professor of graduate-level literacy courses at the University of Wisconsin-Madison. "These kids bring a wealth of knowledge and information—it's just not always what we expect. We need to open our

eyes a little wider and find out what they can do instead of denigrating them for not bringing what we assume they will bring."

Parents in urban communities do model and promote literacy, though perhaps not in conventional ways, she adds.

For example, while researching her first book, *Reading Families: The Literate Lives of Urban Children*, Compton-Lilly was impressed when one mother brought out an appliance-sized box of mostly worn and tattered books she had collected over the years: Little Golden Books, Dr. Seuss Books, discarded library books, and old school textbooks. The woman's children routinely exchanged books from their bedrooms for books in the box. There was a second, similar box in another room.

**"These kids bring a wealth of knowledge and information—it's just not always what we expect. We need to open our eyes a little wider and find out what they can do instead of denigrating them for not bringing what we assume they will bring."**

In some ways, Compton-Lilly, a former Reading Recovery teacher in Rochester and a New York State public school teacher for 18 years, can relate to many of the families she has interviewed for various projects over the years. She was in second grade when the University of Rochester eliminated the department in which her father, a professor in Chinese literature, worked. All the way up through high school, she recalls, her family struggled at the poverty line.



"It was an interesting mix of not having a lot of economic resources but, at the same time, having an incredibly wealthy academic and literate background," she says.

That background has served her well. In addition to working for one of the country's top-ranked research institutions for curriculum and instruction, Compton-Lilly coordinates the Reading Recovery program for the state of Wisconsin and edits an online research journal for teachers. She also recently edited *Breaking the Silence: Recognizing the Social and Cultural Resources Students Bring to the Classroom* and has authored several books, articles and book reviews.

She notes that Warner's emphasis on social justice issues greatly impacted the way she teaches, and led to her commitment to highlight creative approaches to standard one-size-fits-all strategies that don't work for everyone. Now at work on her second follow-up to *Reading Families*—she has been following the same group of parents and children for more than a decade—Compton-Lilly hopes her research leads to more long-term qualitative studies and begins to include other groups such as the middle-class and second-language learners.

"We live in our little rubber ball sometimes, and what we think is reality is not always what it is," she says. "We jump to real conclusions, and they are not always very thoughtful."

# Build It and They Will Come



"Much of our esteem is due to the foresight of the faculty that came before us. They created this, but retired before they could see the full implementation."

## Applied learning and vibrant teaching are making Warner's Higher Education program one to watch

There's a quiet buzz within the halls of Dewey these days, and it's not just excitement about warmer weather. More and more, the students and faculty of the higher education program are getting noticed.

Associate Professor Doug Guiffrida, who has taught in the program for 8 years, has noticed it, too.

"We've brought in a number of very bright, energetic teachers and word of mouth has gotten around that the classes are really interesting and meaningful," he says.

Masters student Nathan Kadar, the program manager for both student services and the Center for Leadership Development at Rochester's Simon Business School, easily connects his studies and real life. He says, "I've taken two student development

classes, and when talking to people of different races and ethnicities, I can apply certain aspects of developmental theory to how they arrived to graduate school."

The contemporary nature of the program's coursework has evolved over time, culminating in an updated collection of student learning outcomes. Assistant Professor Andrew Wall, who has been with the program for four years, says, "Students walk away with the ability to articulate and understand student development and learning; the understanding of how higher education is organized; the broad issues in higher ed; the ability to apply educational research; and practical experience on the job through an internship."

In some cases, these internships turn into jobs. Master's student Suzanne Hess, a former litigator at a large law firm in Man-

hattan, combined her love for law and counseling at Warner. After interning at the University's Career Center, she was offered a job.

"My master's program provided me with the opportunity to intern at the University of Rochester Career Center, which was my first professional exposure to career counseling," she says. "Through a stroke of luck, that internship turned into a full time position, and I spent a year there gaining a great foundation in career counseling by working with undergrads. When, in fall 2007, a position came open in the Career Services Office at Cornell Law School, my alma mater, I had all of the qualifications and experience necessary to get the job."

*continued next page*

## Tip of the Iceberg

Just some of the research happening in higher ed.

- **Brian Brent:** Micro-level resource allocation practices, nontraditional revenues at the local level, and the cost-effective use of education dollars
- **Randall Curren:** Philosophy of education and the ethics of educational leadership
- **Karen DeAngelis:** How policies, such as salary levels and certification requirements, impact the qualifications and distribution of teachers
- **Kara Finnigan:** Low-performing schools and high-stakes accountability, principal leadership, teacher motivation, and charter schools
- **Doug Guiffrida:** Issues of African American students attending a predominately white college
- **Donna Harris:** How educational institutions, policies, and practices affect learning opportunities and experiences—especially for students of color
- **Logan Hazen:** The impact of residential living on student development; alcohol use, knowledge, and behavior in college women
- **Evelyn Kirst:** Catholic and private school educational leadership
- **Judy Marquez Kiyama:** The development of educational ideologies and college knowledge in Mexican families
- **Stephen Uebbing:** Leadership development
- **Andrew Wall:** Alcohol abuse prevention; assessment
- **Stephanie Waterman:** Native American college experiences; the role staff plays in student retention; race and gender in higher education.

Commuting weekly from Ithaca to Rochester to finish her thesis, Hess speaks of her studies.

"One of the best and most useful courses that I've taken is 'Communication and Counseling Skills for Administrators' with Doug Guiffrida," she says. "That class taught me skills that I use daily in my interactions with students. Even better, Logan Hazen also worked with me to develop both an independent study and a thesis that directly address student affairs issues in the law school context."

Preparing exceptional students who are in demand doesn't happen by chance. A thoughtful and deliberate foundation—laid by former Warner scholars—provided a rich history upon which the current coursework was built.

"There was a paradigm shift in the preparation of education leaders," says Brian Brent, professor and chair of the educational leadership program. "Some of the most highly regarded schools in higher education, like Vanderbilt, USC, and University of Pennsylvania, changed how they prepare leaders, and we have joined them."

Brent, a 12-year veteran of the University, has seen the program through its evolution. With the help of Assistant Professor and Director of Programs and Student Services Logan Hazen, who has more than 30 years of lived experience in higher education, and Assistant Professor Andrew Wall, who brings 10 years of full time administrative

and policy research experience, higher ed has remained fresh and relevant.

Newer additions to the higher education faculty include Assistant Professor Judy Marquez Kiyama, who knew she belonged at Warner right away.

"During my job search, colleagues advised me that I would find an institutional 'fit'," says Kiyama. "I wasn't quite sure what that would feel like until I interviewed with Warner and specifically, with the higher education faculty. I found a group of people who appreciated my experiences in the field of student affairs and the approach that I took with my research...."

Assistant Professor Stephanie Waterman is also on the higher education team. Waterman, who grew up on the Onondaga Nation south of Syracuse, was attracted to the program's diversity.

"We study institutions, national and institutional policy, students, k-12 preparation, leadership, student development, learning styles, etc ....," she says. "Our students are college administrators, residence life personnel and administrators, coaches, faculty—I mean, the variety in the classroom is fascinating. Everyone brings their own expertise to the table."

In some cases, students bring a unique culture, too. Classes have recently included international students from China and India.

"There is an emerging national and international presence in the program," says Brent. "The U.S. has the best higher education system, so our international students learn about that system, and then take their findings back to their own country and culture."

Professionals from nearby institutions, such as Syracuse University and University at Buffalo, are also coming to Warner to study, as are professionals employed right here at Rochester.

"The U of R community has signaled its support as evidenced by the number of university employees in student services and admissions enrolling with us," says Brent. "From the school of medicine and dentistry, to the college and the medical center—we have the opportunity to work with all of them."

With the program growing in numbers and excitement, the higher education team is ever mindful of what lies ahead.

"We are in the enviable position of adjusting to serve everybody," says Brent. "Much of our esteem is due to the foresight of the faculty that came before us. They created this, but retired before they could see the full implementation. We are the ones who are able to implement. But we no longer take for granted that what we are doing today is right for tomorrow. We have our eyes wide open and are always watchful for what is next."

## ALUMNI NOTES

**Mary Lupiani Farrell '66 (B.A.), '72 (Ed.M.)**, a Fairleigh Dickinson University (FDU) professor in the Peter Sammartino School of Education and a learning disabilities expert, received the Outstanding Achievement Award from the New Jersey branch of the International Dyslexia Association (IDA). Farrell was honored for her role in developing six Scottish Rite Masonic Learning Centers in New Jersey that provide free tutoring to children, who have been diagnosed as dyslexic, from kindergarten through high school. Farrell is also director of FDU's Center for Dyslexia Studies. She developed and directs the University's Dyslexia Specialist Certificate Program, a nationally-accredited program for training teachers in multisensory reading instruction and one of the first of its kind in the nation.

**Jenny Servo '71 (B.S.), '80 (M.S.E.), '82 (Ph.D.)**, founder of Dawnbreaker, Inc. was recently recognized by the Rochester Business Journal for her company's growth. Dawnbreaker was selected as one of the 2008 Rochester Top 100 Fastest Growing Companies, with a ranking of 43rd in its second year on the list. Her company helps small businesses understand the competitive market. Founded in 1990, Dawnbreaker is a professional services firm providing commercialization assistance to advanced technology firms and their investors.

**Lisa Prefontaine '05 (M.S.)** has been named program director at Horizon Health Services. She joined the agency in 2006 as a senior mental health counselor at the Boulevard Counseling Center.

**W. Scott Gould '87 (Ed.D.)** has been nominated by President Barack Obama to serve as Deputy Secretary of Veterans Affairs. Gould, a former naval reservist who served in the Iraq War and most recently as the vice president for public sector strategy at IBM Global Business Services, will work under Secretary Eric K. Shinseki to transform the Department of Veterans Affairs into a 21st Century organization.

**Donna Howland '07 (M.S.)** was featured in a *Counseling Today* article on counseling in a time of economic upheaval. Howland, who serves as a combination mental health and career counselor for the Lifespan agency's Women in Transition Services program in Rochester, N.Y., says that the economy is affecting us greatly. In the Feb. 25, 2009 article, Howland explains that clients' financial burdens have placed increased stress on relationships, leading to more separations and divorces. Women in Transition helps women who are widowed, divorced, separated, have been caring for a family member or are single mothers on social services to get back into the workforce and become self-sufficient.

**Chereze Hall '95 (M.S.)**, Baobab Village Council member, discussed Rochester-area youths at Baobab's Youth Voices Dialogue Series in February. Hall's discussion focused on how today's youth are disengaged in what happens in their communities and therefore are not actively involved in any movements, grassroots efforts, or leadership opportunities.

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# Warner Perspectives

## Excerpts From the Blog



"I have been asked many times why I choose to study Education Policy or what I will do with my degree when I finish? I often come to these thoughts. Education is vast and ever changing

field. I say this because every year there are new students in new classrooms taught by new teachers (to them or to the field). As our society changes every day, year, and decade so does our education system. Most of the driving forces of the American education system are found in policy. Through policy we fund education, set a precedent of achievement for our student, and call on all American's to be held accountable for the results. Many educators go into policy after a long career in teaching. This experience is extremely necessary for our educational systems success, but sadly most do not continue on to affect policy by working as a Senator's Education Aid, a new Program Specialist for the U.S Department of Education, or a Policy Analyst on the Congressional Health and Human Services Committee. Not to say that can't, won't, or even that we will all spend time there."

"My larger point is that the energy, vitality, and ambition of young professionals with a M.S. in Educational Policy will help stir up education and foster new ideas and avenues of thought into the way we legislate education. With my job search in full swing and graduation not far away I am excited to enter the education work force and bring my knowledge, experiences, and can-do attitude towards education with me to the policy table. It is my hope that the nation will see our successes as a generation of young professionals and continue to call on us to help shape society, education, and policy."

— Eric Scheele, master's student



"Throughout the history of public schooling in the US, teachers have more often than not been blamed for the failures of our public schools. Under the Bush administration, for example, the teachers'

unions were marginalized during the writing of the No Child Left Behind Act, and Bush's education department's disdain for teachers was exemplified by Secretary of Education Rodney Paige referring to the teachers unions as 'terrorist organizations.'"

"One might hope that teachers and teacher educators would fare better under an Obama administration. However, early indications are not auspicious. During the media debate over who should be the Secretary of Education designate, Linda Darling-Hammond, who served as Obama's education advisor during the campaign, and as a Stanford professor is one of the more well known and respected educators who has worked in the nitty-gritty of school reform, was cast by most of the media as a defender of the status quo. For example, the New Republic called her 'Obama's old-school, pro-union education guru.'"

— David Hursh, associate professor

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