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In this issue . . .

Warner Earns NCATE Accreditation

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in Teacher Preparation

Harnessing Educational Technology



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MARGARET
WARNER
GRADUATE SCHOOL
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HUMAN DEVELOPMENT

Think. Learn. Grow.



On the cover

Emma Monroe Baillargeon
and Thai student

Seligman Named University's 10th President

The University of Rochester's Board of Trustees named Joel Seligman as the University's 10th president. Seligman, Ethan A. H. Spley University Professor and dean of the School of Law at Washington University in St. Louis, will take office July 1, 2005. Seligman will succeed Thomas H. Jackson, who has served as Rochester's president since 1994.

"In multiple dimensions, Joel Seligman shows himself to be a person of remarkable vision, someone who can lead a national research university like ours toward its greatest potential," said G. Robert Witmer Jr., chairman of the Board of Trustees. "As law school dean at Washington University and previously at the University of Arizona, his energy and accomplishments have been nothing short of astonishing. Seligman, 54, has been dean at the Washington University School of Law since 1999. A 1971 graduate of the University of California at Los Angeles and a cum laude graduate of Harvard University School of Law in 1974, he served

on the law faculty of Northeastern University (1977-83), George Washington University (1983-86), and the University of Michigan (1986-95). He was named dean of the University of Arizona College of Law in 1995.



"I am delighted to accept the opportunity to serve the University of Rochester and to live in the city of Rochester. The University of Rochester is a national institution with a well-deserved reputation for outstanding scholarship and wonderful teaching. In recent years, under the inspired leadership of Tom Jackson, the undergraduate program and the Medical Center have been strikingly strengthened. I have been so impressed by the enthusiasm, collegiality, and dedication of the faculty, administration, students, and trustees I have met! I am honored to join you."

Seligman and his wife, Friederike, have two children, Andrea, 20, and Peter, 18.



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Warner Programs Earn Professional Accreditation

The Warner School has demonstrated its commitment to producing quality educators for the nation's children by achieving accreditation under the performance-oriented standards of the National Council for Accreditation of Teacher Education (NCATE).

Warner education programs that prepare teachers, counselors, and administrators, as well as music education programs at the Eastman School of Music, were assessed against NCATE standards and earned accreditation. NCATE is the organization responsible for professional accreditation of teacher education and other programs preparing pre-school to grade 12 school personnel.

"We are proud of this achievement and the recognition of our rigorous standards and quality education programs," says Warner

Dean Raffaella Borasi. "We strive to prepare graduates who are of unequalled excellence, and this process has helped us to evaluate and demonstrate that our programs meet the highest standards and prepare practitioners who are the best in their fields and can make a difference in the education of children."

NCATE currently accredits 588 institutions, which produce two-thirds of the nation's new teacher graduates each year. NCATE-accredited schools must meet rigorous standards set by the profession and members of the public. NCATE also ensures that the institutions have partnerships with preschool to grade 12 schools that enable candidates to develop the skills necessary to help students learn.





deliver the proceeds themselves. A few strategic e-mails and a few trips to Staples to pick up surplus goods allowed them to deliver more than 150 school packs to elementary schools and orphanages. Being able to make these deliveries themselves made the gift more meaningful both to the giver and the receiver.

“My daughter Emma was amazed by the impact a single pencil made on one boy,” says Monroe-Baillargeon. Seeing the value this child placed on something people in our culture would take for granted was enlightening as well as rewarding. (The success of this venture inspired Martha to establish Global Advocates, an organization to raise funds for organizations that provide relief to oppressed and displaced people through the University of Rochester’s Young Entrepreneurs Academy.)

Repeated visits to Thailand also have given Monroe-Baillargeon a chance to explore her interest in supporting the needs of teachers in inclusive educational settings. Her meetings with teachers there, who face incredible challenges with very little formal training, underscore the

Personalizing Global Relief

When Ann Monroe-Baillargeon, assistant professor of education, traveled to Thailand last summer, she had a bit of extra baggage. This excess was related—though not in the usual way—to having two teenage daughters in tow. In addition to their own personal baggage, the threesome carried four extra suitcases packed with school supplies contributed by members of the Warner community and the Staples store in Henrietta. Their mission was to deliver packets of supplies to Burmese school children living in Mae La, a refugee camp near the border city of Mae Sot. The venture was inspired by a desire to make their return to the camp more meaningful.

No stranger to international travel, Monroe-Baillargeon has spent part of the past seven summers teaching in developing countries as an adjunct professor for the graduate global studies program of the College of New Jersey (TCNJ). Her last four assignments have taken her to Bangkok. She and her daughters, Emma, 17, and Martha, 16, made their first visit to Mae La three summers ago at the invitation of a former TCNJ student who lived near the camp and worked for Partners Development and Relief, a nongovernmental organization that supports the Mae La relief effort. As the family prepared to return a third time, they felt a need for a greater sense of purpose.

“We didn’t want to go simply as visitors or tourists,” says Monroe-Baillargeon. “Each year we look to increase our involvement both in terms of learning and service. As we planned this year’s trip, we asked ourselves what we could do for the people we had come to know there,” she explains. A newsletter from Partners offered the direction needed. When they learned how little it took to meet the basic educational needs of the school children in the camp, they decided to launch a campaign among friends and colleagues and

need for greater global outreach in the area of inclusive education. “If children with disabilities aren’t included in the regular classroom in Thailand, they have no educational opportunity at all,” she explains.

During her last visit, Monroe-Baillargeon was called upon to reassure the director of one preschool that enrolling a boy who could not speak in her program was a sound decision. Ordinarily such a child would be turned away, but his parents’ urgings and the boy’s apparent eagerness prompted the director to make an exception.

“I explained that it was essential to include children with disabilities because there was no way of knowing how they might benefit,” she says. “They might begin to interact in ways that no one ever expected.” In this case, there was real progress in the boy’s ability to interact with others over time.

Monroe-Baillargeon, excited about how her interest in international education will fit into her work at Warner, is seeing many powerful connections. Her current research focuses on understanding the lives of teachers in inclusive educational communities.



Understanding Interactions Between Parents and Preschoolers

As a student in Warner's human development program, Meredith Rowe M.S. '95 worked with Professor Lucia French on a study of the effect of reading aloud to low-income preschoolers. Each day for several weeks she read to a classroom of 3-year-olds at a Catholic school in Rochester. Afterward, she compared the children's listening comprehension to another class.

"The difference was amazing," says Rowe. "They were so much better at comprehension! That was so promising to me."

The fact that she had been able to help the children made a strong impression on Rowe. After graduation Rowe spent a year teaching at a preschool in Cambridge, Mass., attended largely by children of Harvard professors. She was struck by the stark contrast between the Cambridge children and those in her Rochester study. "The classroom was so different," she remembers. "The kids were so much more advantaged."

Not only were the children very different, but the way they were taught and what was expected of them was different, Rowe says. Seeing disparities manifested so early on made her realize she was more interested in research than teaching and set her on the

path toward an Ed.D. in human development and psychology from Harvard.

At Harvard, Rowe took part in a long-term study of children enrolled in Early Head Start. She looked at how parents' interactions with their preschoolers affected the children's language development, an important factor in later school performance. Although all of the children in the study were from low-income families, there were wide variations among them. Rowe found three significant variables: the diversity of vocabulary the mothers used in speaking to their children, the mothers' overall language and literacy skills, and whether or not the mothers were depressed.

"Basically I'm trying to argue that social class isn't the whole story," says Rowe. "There are other factors that need to be identified that influence children's development."

Rowe is continuing her study of interactions between parents and preschoolers as a post-doc at the University of Chicago, where she is working with Professor Susan Goldin-Meadow. While the study is not yet finished, Rowe says one of her most interesting findings is that there appears to be a correlation between the parents' knowledge of child



development and their children's language skills.

Rowe, who laments the gap between research and practical applications, hopes her study and other work like it will be useful in designing intervention programs for low-income families. If the connection between knowledge of child development and language skills holds up, it will be exciting, she says. "That's something you can do something about."

Aligning School Resources and Performance Expectations



For the past two decades, John Augenblick Ed.D. '81 has worked with state lawmakers and education officials across the nation, evaluating and designing school funding systems. The topic can get so partisan that states often call on a neutral outsider like him to cut through political logjams.

Prior to taking graduate classes at Rochester, Augenblick had been a fifth-grade teacher. He often says, "The best training I had to deal with legislators was that I taught 10-year-olds," he says. "That prepared me to deal with people who weren't paying attention to me."

After finishing his coursework, Augenblick served as the research director of the New Jersey Commission on Financing Higher Education. Then he moved to Denver to work at the Education Commission of the States. In 1983, he created the consulting firm that bears his name.

Augenblick, Palaich and Associates Inc., consults with legislatures, education agencies, and other state policymakers on education finance, governance, and school improvement issues. For many years the firm's work focused primarily on *equity*: equalizing funding differences between schools in wealthier and poorer communities. Over the past decade, however, as most states have moved toward standards-based reform, the focus has shifted to *adequacy*: whether schools have enough money to meet basic education standards.

"What that did is moved us away from relativism to 'How much does it cost to meet state expectations for students?'" says Augenblick. "So the standard becomes absolute. It's a much more rational way of dealing with government. "If a school district is given enough money, then money isn't an excuse if schools don't meet performance expectations."

Even if a state can't afford to fully fund the needs of school districts in the short run,

"it's always useful to have a target to shoot at," says Augenblick. "It helps people for years to come. They can say, 'We might not be able to get here for a while, but we know where we're trying to get to.'"

Augenblick's firm has worked with more than half the states in the nation and helped several states create new school finance systems. Most recently, the firm worked with Maryland to review its school funding levels and develop a new funding plan. The result: Maryland legislators passed a landmark bill to increase education spending by more than \$1.3 billion over five years. Augenblick is currently working with the Council of Chief State School Officers to set up a framework for estimating the costs of implementing the federal No Child Left Behind Act.

The work is fun, and on occasion—when the firm is called upon to enter uncharted waters—terrifying, Augenblick says.

"It's certainly something that needs to be done," he adds. "We think the world's a better place for it."

Harnessing Technology to Improve Teaching and Learning

A technology explosion at the Warner School has had a significant impact on teacher education, research, and thinking about the role of technology in learning and mediating culture. “Four years ago, Warner faculty made a commitment to take the steps necessary to ensure that the teachers we graduate are able to use technology to support student learning and achievement,” explained Dean Raffaella Borasi.

Fueled by a \$725,000 grant from the U.S. Department of Education’s Preparing Tomorrow’s Teachers for Technology program and supported by partnerships with area K–12 schools, Warner set an ambitious agenda for faculty development, infrastructure and administrative supports, and curriculum development designed to better support teacher educators and prospective teachers in their use of technology as a teaching and learning tool.

“Preparing technology-proficient teachers is not simply about learning technology skills,” explains Borasi. “Teachers need to have the capacity to integrate technology into subject matter content using what is known about effective pedagogy while demonstrating an appreciation of how available educational technologies can transform the teaching and learning of specific subject matters.” It is also important that teachers have a critical understanding of the potential, as well as limitations, of technology to enhance teaching and learning with diverse students and in a variety of instructional contexts.

Warner faculty and students break with tradition and regularly ask one another at the start of a project or a course: **What** should we teach and how? **How** can technology help us do that better? How can technology help us bridge, rather than widen, current achievement gaps?

“New technologies are powerful tools when used in ways that help students make sense of their world and to act upon that world,” explains Ellen Santora, principal investigator for the grant and Warner assistant professor. “They can assist students in collaborative problem solving, researching, discovering meaningful relationships, constructing and disseminating new knowledge, and communicating and collaborating visually and verbally with one another and with others around the globe.”

One of the foundational principals of Warner’s approach to preparing technology-



proficient teachers is that prospective teachers must have opportunities not only teaching with technology but also learning with technology. In social studies education, for example, Santora assigns the production of 10-minute video documentaries of a person, place, or event prominent in Rochester history. “This activity allows prospective teachers to engage in historical inquiry in ways that are more in line with students’ natural propensity to work with new technologies and assists them in deconstructing the work of those who produce documentaries from a critical perspective,” she points out.

Similarly, as media literacy becomes an increasingly important component of English education, assistant professor Meg Callahan has found that providing students with the opportunity to produce media themselves gives them first-hand experience in understanding the kinds of decisions that shape a story, a commercial, a documentary, or other media production.

As students bring their diverse creative, visual, and technical skills to the table, the



dynamics of the classroom change to create a community of learners. Callahan suggests technology provides unique opportunities “to build on and respect students’ knowledge base while still teaching them how to write clearly, read thoughtfully, and think critically.”

Assistant professor Nancy Ares is exploring the use of networked technologies to engage students in rigorous math and science learning. Classrooms at Rochester’s East High School serve as research and field-testing sites for a system using networked graphing calculators being developed by Texas Instruments.

“These classrooms provide unique contexts for examining participation of underserved students and issues of culture in design and use of educational technologies.” Ares continues, “Research associated with this networked technology considers the cultural practices of students within these classrooms and the potential to leverage this knowledge to enrich math and science learning.”

In the end, the sharpened focus on technology is really not about the technology per se, but on how powerful it can be as a tool for active student learning. “The PT3 grant was a catalyst to transform the culture at Warner about technology and the use of technology,” says Dean Borasi. “In effect, we had the opportunity to put into practice all that we know about professional development and education reform to fundamentally change the way we think about the role of technology in education. And in the process, it really changed the way we think about how we do all our work, incorporating much wider and more creative uses of technology in our teaching, research, and operations.”

Equity in Athletics Drives the Interests of Coach Turned Student

Colleen Doyle's involvement in athletics spans many years and many different levels. As a four-sport high school athlete, a college standout, an elite U.S. National Team player, and a veteran coach, she has seen many changes in women's sports and the athletes who play them.

Doyle's commitment to gender equity in sport drives her pursuit of a doctoral degree in higher education. As a high school athlete on Long Island, Doyle was among the first generation of female athletes to benefit from Title IX of the Education Amendments of 1972, commonly known as "Title IX." This civil rights statute prohibits sex discrimination in education programs receiving federal funds, requires that schools and colleges

provide women and girls an equal chance to play sports, and ensures parity when it comes to scholarships, coaching, equipment, and facilities.

A lacrosse All-American at SUNY Cortland, Doyle's playing career was cut short by a knee injury sustained during tryouts for the U.S. National Field Hockey team. After a brief stint coaching at her alma mater, Doyle arrived at the University of Rochester to coach women's lacrosse. She soon found herself at the helm of the field hockey team and, over her 14-year tenure, coached the Yellow Jackets to the New York State Women's College Athletic Association playoffs four times and to a ranking as high as 11th in the nation.

Doyle has experienced firsthand the tremendous gains for girls in sports since the passage of Title IX, but notes that equity has yet to be achieved. "Female coaches are still paid sixty-four cents for every dollar that a male coach is paid." She is alarmed that many young female athletes today are virtually unaware of Title IX and its impact on women's athletics. "Coaches

need to do a better job of educating kids about Title IX. We are so happy about the progress we have made that we tend to forget about where we came from. We have this false sense of security that the gains we have made can't be taken away."

After completing her M.S. in administration with a concentration in higher education at Warner in 2002, Doyle resigned from the coaching ranks to pursue her Ed.D. full time.

She continues to study Title IX, with a special interest in the three-pronged test used by the Office for Civil Rights to determine athletic department compliance with the law. It is the third prong, how colleges show that the athletic interests and abilities of women are being accommodated, that will likely become the focus of her dissertation.

Doyle, the 2005 recipient of the Allison Schmidt Memorial Scholarship, credits the Warner faculty for inspiring her decision to take her passion from the playing field to another level of influence. She will likely seek a position as a college athletic director or in student affairs when she completes her doctorate in 2006. "I feel that, at this point in my career, I can contribute more at an administrative level than at the coaching level."



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