

**University of Rochester Educational Partner Organization Proposal for
Rochester East High School**

#3. VENDOR RESOURCES

Resumes or curricula vitae have been included for the following:

- **Stephen Uebbing**, *EPO Team Leader and Proposed Superintendent*
- **Sue Meier**, *EPO Chief Academic Officer*
- **Mike Ford**, *EPO Professional Learning Coordinator*
- **Mary Rapp**, *EPO Curriculum Coordinator*
- **Bonnie Rubenstein**, *EPO Socio-Emotional Services Coordinator*
- **Joanne Larson**, *EPO School-Community Engagement Coordinator*
- **Dena Swanson**, *EPO Student Life Specialist*
- **Michael Occhino**, *EPO Science Specialist*
- **Carol St. George**, *EPO Literacy Specialist*
- **Jane LaVoie**, *EPO Math Specialist*
- **Martha Mock**, *EPO Special Education Specialist*
- **Alicia Van Borssum**, *EPO English as a New Language (ENL) Specialist*
- **Dave Miller**, *EPO Instructional Technology Specialist*
- **Gary Valenti**, *Business Operations Consultant*

Resumé

STEPHEN J. UEBBING

236 Roseland Lane
Canandaigua, New York 14424

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suebbing@warner.rochester.edu

PROFESSIONAL PREPARATION

Doctor of Education

State University of New York at Buffalo, 1987

Master of Science, Bachelor of Arts

State University of New York, College of Arts and Science at Geneseo, 1980, 1972

PROFESSIONAL EXPERIENCES, K-12 SCHOOL ADMINISTRATION

1988-2006- Superintendent of Schools, Canandaigua City Schools, Canandaigua, New York (enrollment 4,251). *Accomplishments*: The development and implementation of four five-year strategic "Plans for Excellence;" participation in planning and implementation of nearly \$80 million in capital improvements; reconfiguration of district; incorporation of organization-wide participatory decision making and planning; development of nationally recognized technology model; incorporation of principled collective bargaining; development and implementation of instructional improvement models; development of partnerships with area and national corporations; introduction and implementation of total quality principles; development of nationally cited character education initiative; focused improvement resulting in high levels of student performance; and extensive work in regional ventures.

1983-1988 - Superintendent of Schools, Fort Plain Central School, Fort Plain, New York (enrollment 1,050). *Accomplishments*: Completion of a comprehensive study of district reorganization; implementation of school and district improvement plans focused on needs of high poverty student population resulting in the elementary school winning the *National Blue Ribbon School Award*.

1982-1983 - High School Principal, Fort Plain Central School. Provided leadership in various school improvement initiatives, including team-based drug prevention and in-school dropout prevention programs.

PROFESSIONAL EXPERIENCES, TEACHING AND SCHOLARSHIP

Current- Professor, The Warner Graduate School of Education and Human Development, the University of Rochester. Teach courses in leadership, human resources, school law and decision making. Develop outreach programs to area schools. Research issues involving leadership and school improvement.

1997-2006- Adjunct Professor, University of Rochester, SUNY Brockport and SUNY Oswego. Teach courses in Organizational Leadership and Legal Basis in Education; advise students during practicum.

1972-1982 - Teacher, Letchworth Central School, Gainesville, New York. Taught high school social studies; coached various levels of football, basketball and baseball; served as advisor to school newspaper and various student government groups; served as Teachers' Association President.

CLINICAL SCHOLARSHIP

Comprehensive Strategic Planning: Gananda Central School District (2008), Geneva City School District (2009-10), Byron Bergen Central School District (2010-11), Gates-Chili Central School District (2011-12), Homer Central School District, (2012-13) Canandaigua City School District (2013).

Efficiency Studies: Wheatland-Chili Central School District, 2008. Update, 2011. Genesee Valley BOCES (19 districts), 2012, Geneseo and York Central Schools, 2012, Wyoming Central School, 2013.

School Improvement: Led NYSED Joint Intervention Team, Geneva High School, 2010. NYSED approved Outside Education Expert, Led NYSED Focus School Reviews in Geneva City School, Medina Central Schools and Batavia City Schools

Leadership Development: Created and oversee comprehensive leadership coaching program in conjunction with the WFL BOCES. Principal Investigator of TQLP clinically rich leadership training model in conjunction with the Rochester City School District.

SELECT PUBLICATIONS

- "Lengthening the Race: A Look at Increasing Graduation Requirements and the Effect Upon Dropout Rates," (with James Conway). The Journal of the NYSCOSS, January, 1989.
- "The School Boards' Role in Planning and Overseeing a Capital Project," (with Caroline Shipley). The Journal of the NYSSBA, November, 1990.
- "Information Processing and Technology at Canandaigua Academy," (with John Cooper & James Lynch). Case Study for the Association for Supervision and Curriculum Development, 1991.
- "What Do Parents Really Want from Their Middle Schools?" (with John Cooper). Middle School Journal, September, 1992.
- "Ten Survival Tips for Capital Projects." The School Administrator, June, 1993.
- "Planning for Technology", The Executive Educator, November, 1993.
- "Better Than the Good Old Days", NYSSBA Journal, February, 1995.
- "The Role of the School Business Official on the Education Leadership Team," The Journal of School Business Officials International, December, 1997.
- The LifeCycle of Leadership*, with Mike Ford, Learning Forward, 2011.

SELECT PRESENTATIONS & WORKSHOPS

- "Implementing Technology in the High School Curriculum," New York State School Boards Association Annual Convention, 1991.
- "Networking for Success," IBM National Education Technology Conference, 1992, 1993, 1994.
- "Technology in New School Construction," IBM Minnesota, 1992.
- "The Superintendent's Perspective," New York State School Boards Association New School Board Member Seminar, Keynote, 1993, 1994, 1995, 1999.
- "Planning School Buildings for 2010," National School Boards Association Annual Convention, 1994.

"How Do U.S. Kids Really Compare?," NYSSBA Annual Convention, 1995.
"Optimizing Building Design for Higher Academic Standards," New York State School Boards Association Annual Convention, 1997.
"Connecting Administrators, Schools, and Students in a Virtual Learning Community," The National Conference on Education, American Association of School Administrators, February, 1999
"Preventing Students from Falling through the Cracks," New York State Association of Small City School Districts, March 1999.
"Character Education That Works," NYSED Regional Conference on Violence Prevention, Rochester, NY, February 2000 and NYSASCSD Annual Conference, August 2000.
"The LifeCycle of Leadership" National Learning Forward Conference, 2012, NYSSBA, 2012, Alberta Principals Association, 2013.

Numerous other speaking presentations.

ORGANIZATIONAL HONORS AND AWARDS

National Blue Ribbon School Award, Harry Hoag School, 1987.
Regents Challenge Middle School Recognition, 1991-1992.
Regents Citation as Exemplary Excellence & Accountability Program Participant, 1992.
National Blue Ribbon School, Canandaigua Academy, 1995-1996.
American School Board Journal's Pinnacle Award, 1995; Magna Award, 1996, 1998, 2006

PERSONAL HONORS

Yearbook Dedication (Fort Plain, 1984)
William J. Mitchell Award (Canandaigua Chamber of Commerce, 1995)
Four-Way Test Vocational Award (Canandaigua Rotary Club, 1999)
New York State Superintendent of the Year (American Association of School Administrators, 1999)
Paul Harris Fellow (Canandaigua Rotary Club, 2000)
Chapter V Distinguished Service Award, NYSPHSAA, 2006
NYSCOSS Distinguished Service Award, 2010.

PROFESSIONAL ASSOCIATIONS

New York State Council of School Superintendents, Executive Committee
Horace Mann Association
Association for Supervision and Curriculum Development
American Association of School Administrators
Learning Forward

ASSOCIATED PROFESSIONAL ACTIVITIES

Completed Xerox Total Quality Management Training
Senior Examiner, Governor's Excelsior Award Program
Certified Trainer, Seven Habits of Highly Effective People, Four Roles of Leadership
Member, Commissioner's Advisory Council

COMMUNITY INTERESTS

Board Member: Rochester Museum and Science Center (Executive Board) Ontario United Way, F. F. Thompson Continuing Care Center, Canandaigua Civic Center, Big Brothers Big Sisters, Canandaigua Rotary Club, Ontario County Commission on Total Quality, Community Character Coalition, Canandaigua Churches in Action, Canandaigua Area Development Committee

Officer: President Fort Plain Rotary Club; Chairman of the Board, Canandaigua Chamber of Commerce; Co-Chair, F. F. Thompson Capital Fund Drive; President, Canandaigua Rotary Club

Susan Roberts Meier

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(585) 490-0259 (cell) (585) 225-2755 (home)
email: shrm1958@gmail.com fax: (585) 227-8292

TEACHING EXPERIENCE

2010 - present	Adjunct Instruction, Educational Leadership, University of Rochester Leading Change (Educational Administration) Using Data for School Improvement (Administrative Certification Course) Curriculum, Instruction, and Assessment for Educational Leaders (Certification)
2003 - 12	Teacher, various electives, Greece Odyssey Academy
1987 - 88	Adjunct Instructor, English, St. John Fisher College
1981 - 86	English Teacher, Churchville-Chili High School, Churchville-Chili Schools
1980 - 81	English Teacher, (grade 7-8) Hoover Drive Middle School, Greece, NY

EDUCATION

2010	University of Rochester Ed.D in Educational Leadership
1998	University of Rochester coursework, SDA certification
1986-9	University of Rochester Enrolled, Ed.D in Leadership, SAS certification
1984	University of Rochester Master of Arts in English Literature
1979	State University College at Buffalo Bachelors of Fine Arts Painting, <i>summa cum laude</i> Bachelors of Science in Education, Secondary English, <i>summa cum laude</i>

CERTIFICATION

1998	New York State School District Administrator
1989	New York State School Administrators/Supervisor Certification
1984	New York State English 7-12 permanent certification

ADMINISTRATIVE EXPERIENCE

2001 - 2014	Principal, Greece Odyssey Academy 750 Maiden Lane, Rochester, NY 14615 • See "Key Accomplishments"
1999 - 2001	Assistant Superintendent for Instructional Support Monroe 2-Orleans BOCES 3599 Big Ridge Road, Spencerport, NY 14559 • See "Key Accomplishments"
1995 - 1999	Middle School Principal Merton Williams Middle School, Hilton Central Schools, New York 14468 • See "Key Accomplishments"
1993 - 1995	Secondary Vice-Principal, Greece Odyssey Greece Central Schools, Greece, NY

- Served on Vision Committee and Core Team to initiate and design school
- 1989 - 1993 **Secondary Vice-Principal**
Hoover Drive Middle School, Greece Central Schools, Greece, NY
- 1986 - 1989 **Project Manager, Consultant**
Central Office, Greece Central Schools, Greece, NY
- Managed state grant for technology, successfully wrote 2nd technology grant
 - Served in informal interim capacity as Director of Technology

TEACHING EXPERIENCE

2010-present	Adjunct Instruction, Educational Leadership, University of Rochester
2003-present	Teacher, various electives, Greece Odyssey Academy
1987 – 88	Adjunct Instructor, English, St. John Fisher College
1981 – 86	English Teacher, Churchville-Chili High School, Churchville-Chili Schools
1980 – 81	English Teacher, (grade 7-8) Hoover Drive Middle School, Greece, NY

RELATED EXPERIENCE

Professional Affiliations: AERA, ASCD, APTi, Phi Delta Kappa. Trained in following programs (sample only): Differentiated Instruction (Tomlinson), Dimensions of Learning, Myers-Briggs Personality Type, Performance-Based Assessment, Elements of Instruction, Understanding by Design, Cognitive Coaching, Multiple Intelligences (Seven Ways of Knowing), Cooperative Discipline, Reality Therapy, Total Quality Management (Washington, D.C. with W. Deming), Action Research (Peter Holley), Long Range Strategic Planning, Whole Language (Brian Cambourne), Portfolio Assessment, Getting to Yes (Interest-based negotiations).

Harvard Graduate School of Education Principals Academy, 2006
Harvard Graduate School of Education Turnaround Principals Academy, 2013

SELECTED PRESENTATIONS, PUBLICATIONS

“An Investigation into the Relationship between Personality and Instructional Leadership,” dissertation, University of Rochester, spring, 2010

Guest presenter, Nazareth School of Education, Brockport College, University of Rochester Warner School

“Teacher Supervision” presentation, Principals’ Forum, BOCES 2, Spring, 2008

Presentations for Greece Central School District Leadership team: e.g. “Instructional Rounds” Fall, 2010; “School Leadership and Learning Styles” presentation, January, 2007; “Ensuring Improved Student Achievement from the Principal’s Perceptive” presentation, September, 2004

“Becoming a Data Driven School,” presentation, WFL BOCES, summer, 1999

“School Improvement: Focus on Results,” presentation, NYS Middle School Association, Syracuse, October, 1998.

“Implementing Reform at the Middle School,” presentation, NYSMSA, Albany, 1997.

“Beyond Shared Decision Making: Holding School Improvement Teams Accountable to the District’s Mission and Beliefs,” presentation, ASCD, Baltimore, 1997.

“Instructional Support Service and School Administrative Support,” 1991. “Whole Language and Administrative Support,” 1992. Presentations, Whole Language Conferences, Rochester.

Positive Behavior Checklists, *AP Bulletin* (NASSP), 1990. Publication.

“Gifted and Talented Instruction in Language Arts,” presentation, National Council of Teachers of English Conference, 1985.

“Personalizing Literature,” *New York State English Journal*, 1985. Publication.

“Huck, Holden and the Experiment that Didn’t Blow Up the Lab,” *English Journal*, (NCTE), 1983. Publication.

HONORS

Administrator’s Award, Genesee Valley Region PTA, 2009

Intel and Scholastic School of Distinction Award, August 2006, area: Leadership Excellence

Recipient of the Genesee Valley ASCD Award for Supervision, April, 1998.

KEY ACCOMPLISHMENTS

ADJUNCT, UNIVERSITY OF ROCHESTER

INSTRUCTIONAL LEADERSHIP EDUCATION

Courses taught:

Using Data for School Improvement EDU 468 (administrative certification course) 2013

Curriculum and Instructional Leadership EDU 407 (administrative certification course) 2012

Leading Change EDU 466 (elective, doctoral program), 2011

PRINCIPAL, GREECE ODYSSEY ACADEMY

INSTRUCTIONAL LEADERSHIP

- Attended Harvard Principals’ Academy Turnaround Principal training, June, 2013
- Attended NYC Leadership Academy, June, 2013
- Co-designed Summer Leadership Academy for Greece administrators summer 2013
 - Lead staff through embedded professional development in staff meetings, team meetings, and department meetings using research based best practices, including work based on Hattie’s *Visible Learning*, Professional Learning Communities, Instructional Rounds (with administrative team), Marzano’s nine effective instructional practices; Silver & Strong’s Thoughtful Education strategies; Action Research cycle, and Phillip Schlechty’s Working on the Work.
- Guided staff successfully through challenging transition from smaller size and different location to 40 percent increased school and enrollment size. Guided staff, students, and parents through mission and vision statement creation, as well as new initiatives in PBIS, RtI, family friendly schools, and
- Staff excellence resulted in a strong, consistent academic record as measured by internal, District, BOCES state, and national comparisons.
- Regularly participate in school, district and regional leadership opportunities (e.g. JIT Review in Geneva 201)
- Odyssey was named an Intel School of Distinction (2006) in the area of leadership based on school performance and collaborative leadership, earning over \$25,000 in equipment and funds
- Invented or collaborated to invent innovations throughout my tenure including Exploratory Program, Connectime Advisory program, S-Cubed Day for Transition to grade six, Student Leadership Group, WISK Career Development Day, Senior Career

Interviews, Senior Exhibition of Self-Knowledge and grade 8 Mini-ESK, Sophomore College Admissions Interviews, Panel Interviews, Graduate Day, and multiple counselor and teacher visitations

- Served as one of two administrators on the Vision Committee and Core Team to research for, invent, and recruit for a new grades 6-12 school of choice for Greece central in 1993 (originally Odyssey at Hoover Drive, now Odyssey Academy)

ASSISTANT SUPERINTENDENT FOR INSTRUCTIONAL SUPPORT

REGIONAL LEADERSHIP, MONROE 2 – ORLEANS BOCES

- Coordinated all instructional support activities with initiation from nine participating district's leadership, including
 - ❑ Monthly regional Assistant Superintendent of Instruction meetings
 - ❑ Monthly Regional Staff Developers Steering Committee meetings
 - ❑ Special projects, upon request, involving two or more districts
- Initiated, organized, and implemented regional investigations into
 - ❑ Differentiated Instruction
 - ❑ Data Driven Professional Development
 - ❑ Misinterpreted Minds (Mel Levine: All Kinds of Minds)
- Created, implemented and developed BOCES program to use state test data for improvement in teaching and learning [Data Driven Professional Development]
 - ❑ Action research model
 - ❑ All core subject areas
 - ❑ Creation of Parallel Assessments
 - ❑ Diagnostic model
 - ❑ In class data collection
- Initiated, implemented and facilitated processes and products from Test Scoring Service which resulted in:
 - ❑ New data reports for each state test
 - ❑ Reports which include standards, key ideas and performance indicators for each item
 - ❑ Item analysis
 - ❑ Parts of assessment analysis
 - ❑ Regional comparisons
- Increased participation and involvement in instructional support activities
 - ❑ Expanded programs from two strands to 16 strands
 - ❑ 20.1% increase 1999-2000; 24.7% increase 1998-1999 in overall school improvement budget
 - ❑ Expanded participation to 8 other BOCES service areas
- Budget management
 - ❑ Direct management: \$1.2 million budget
 - ❑ Responsible for overall \$8 million budget

MIKE FORD

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Cell: (315) 521-2001

SUPERINTENDENT OF SCHOOLS

Highly qualified school leader with fifteen years of experience as a Superintendent of Schools. Results-focused, humanistic leader with the proven ability to inspire others to excellence, build collaborative teams, and bring about system and community-wide healing following a time of organizational distress. Specialized strengths in:

- | | |
|--|---|
| <input type="checkbox"/> Instructional Leadership | <input type="checkbox"/> Resolving Conflict |
| <input type="checkbox"/> School Board Development | <input type="checkbox"/> Capital Project Management |
| <input type="checkbox"/> Human Resource Management | <input type="checkbox"/> Written and Oral Communication |
| <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Labor Relations |
| <input type="checkbox"/> Financial Management | <input type="checkbox"/> Instructional Skills |
-

PROFESSIONAL EXPERIENCE

Phelps-Clifton Springs Central School District

1999-present

SUPERINTENDENT OF SCHOOLS

Serve as Chief School Officer for a 1,900 student school district with an annual operating budget of approximately \$33,000,000. Provide organizational leadership in all areas. Stabilized the district, from financial and human resource perspectives, following a period of turmoil. Provide organizational leadership in all areas.

Selected Results:

- Oversaw from conception to use a \$45 million capital project. Construction was completed on time and \$2,000,000 under budget.
- Increased Regents' graduation rate for general education students from 45 percent to 92 percent, and for students with disabilities from 0 percent to 62 percent.
- Dramatically improved labor relations as evidenced by drastic decrease in the number of grievances filed.
- Eight consecutive approved budgets with more than sixty percent of the voters voting affirmatively.
- Improved staff retention through building a positive culture and strong professional staff development program.
- Fully articulated and aligned curriculum in all areas.

MIKE FORD

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Wayne Central School District

1997-1999

ASSISTANT SUPERINTENDENT FOR INSTRUCTION

Responsible for all aspects of the instructional program in a 2,900 student district.
Acted in Superintendent's place during his absence from the district.

Selected Accomplishments and Responsibilities:

- Chaired and facilitated numerous committees and initiatives, including: District Curriculum Council, Red Ribbon Week Committee, Drug and Alcohol Task Force, and Shared Decision Making Teams.
- Conducted numerous professional development sessions.
- Developed Summer Reading Camp.
- Produced Raising Readers Newsletter for distribution to families of children not yet school-aged.

Wayne-Finger Lakes BOCES

1988-1997

DIRECTOR OF INSTRUCTION AND STAFF DEVELOPMENT

Responsible for directing a comprehensive staff development program for twenty-five component school districts, with over 3,000 professional staff.

Selected Accomplishments and Responsibilities:

- Served as regional representative to the State Education Department's Staff and Curriculum Development Network and chaired the Regional Instruction Council.
- Conducted workshops on instruction, school improvement, leadership, supervision, management and literacy.
- Administered annual budget in excess of \$3,000,000.
- Served as Executive Director of the Genesee Valley School Boards' Institute.

ADDITIONAL EMPLOYMENT:

Fairport Central School District	1986-1988
Effective Instruction Specialist	
Newark Central School District	1984-1986
Middle School English Teacher	
James Buchanan Middle School (Mercersburg, PA)	1983-1984
Middle School English Teacher	
Bloomsburg University (Bloomsburg, PA)	1981-1983
Assistant Dean of Students	

MIKE FORD

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EDUCATION

Certificate of Advanced Study
Educational Administration
State University of New York at Brockport

Master of Education
Educational Administration
State University of New York at Brockport

Bachelor of Science
Secondary Education—Speech and Theatre
Bloomsburg State College

PROFESSIONAL AFFILIATIONS

National Staff Development Council
Board of Trustees, 1999-2002
President, 2001

**New York State Council of
School Superintendents**
House of Delegates, 2004-2007
Chair, APPR Task Force 2011- present

New York State Staff Development Council
Board of Trustees, 1990-1999
2003-present
President, 1994-1997
2005-2007

**National Center for Education, Research,
and Technology**
Nominated for membership, 2000
Member of National Board, 2005-present

COMMUNITY SERVICE

Clifton Springs Chamber of Commerce
Board of Directors, 2000-2004
President, 2004

Palmyra-Macedon Youth Baseball
Manager, 1996-2000

Crosswinds Wesleyan Church
Children's Ministry, 2000-present

Clifton Springs Rotary Club
President-Elect, 2011-2012
President~present

Learning Forward Foundation
Board of Directors, 2010-present

MIKE FORD

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PUBLICATIONS

Books

Uebbing, Stephen and Ford, Mike (January 2011). *The Life Cycle of Leadership*.
Oxford, OH: Learning Forward.

Ford, Mike (1988). *Thinking about Teaching: A Resource Manual for Teachers*.
Clifton Springs, NY: Thinking About Teaching.

Articles

Ford, Mike and Spanneut, Gene. (2008). Guiding hand of the superintendent helps principals flourish. *Journal of Staff Development*, 29(2), 28-33.

Ford, Mike. (2004) How your media center can make a difference. *Learning Quarterly, School Library Journal*, v. 50 no.3: LQ, 4-5

ADDITIONAL PROFESSIONAL EXPERIENCE

University of Rochester

June 2008-present

ADJUNCT PROFESSOR

Teach graduate level course on the superintendency in the Department of Educational Leadership at the Warner School of Education.

State University of New York at Oswego

January 2010-present

SUPERINTENDENT DEVELOPMENT PROGRAM

Guide aspiring superintendents through a year-long process of exploring all aspects of the superintendency.

State University of New York at Brockport

September 1988-May 1998

ADJUNCT PROFESSOR

Taught graduate level courses on leadership, professional development, instructional supervision, and quality management in the Department of Educational Administration.

Mary M. Rapp
458 Whiting Road
Webster, New York 14580-9022
Phone: 585-671-7498
Email: mary.rapp@gmail.com

EMPLOYMENT

- 2009-Present **Director, School Leadership Preparation Program**
- ❖ Advise and supervise Administrative Certification candidates
 - ❖ Administer TLPQ grant for the clinically rich urban leadership program
 - ❖ Collaborate with the Math Teaching Fellowship grant regarding leadership development
 - ❖ Teach courses in Educational Administration
- 2009-2011 **Visiting Assistant Professor**, Warner Graduate School of Education and Human Development, University of Rochester, Rochester, NY
- ❖ Taught graduate courses in Instructional Leadership and Organizational dynamics
 - ❖ Supervised candidates for New York State Administrative Certification
 - ❖ Coached first-year administrators in effective decision-making processes
- 1996-2006 **Assistant Superintendent**, Penfield Central School District, Penfield, New York
- ❖ Administered general and special education programs in district of 5000 students
 - Developed in-district programs enabling students with profound disabilities to attend school in their home district
 - Developed staffing budgets which maintained the district's commitment to Urban Suburban Transfer Program
 - Implemented a differentiated mathematics program enabling middle school students to study at appropriate levels of rigor
 - Created teacher led program for K-12 articulated curriculum
 - Developed research based professional development program
 - Implemented early literacy assessment for grades K-3
 - Instituted strategic reading instructional programs, grades 6-12
 - Initiated dual credit courses for high school students to earn college credit
 - Expanded High School Advanced Placement sections by 70%
 - Facilitated the adoption of Standards for Professional Teaching Practice
 - Administered grants and annual budgets in excess of \$11 million
 - Served as Liaison for homeless students and homeschooling programs
- 1993- 1996 **Adjunct Professor**, Nazareth College, Pittsford, New York
- ❖ Developed and taught graduate course entitled Literacy Development in the Early Childhood Years
 - ❖ Supervised International Student Teachers in Waterford, Ireland,
- 1987-1996 **Principal**, Harris Hill School, Penfield, New York
- ❖ Administered an innovative and inclusive K-5 school of 635 students program Highlights included Multi-age Groupings, Reading and Writing Process Classrooms, Teachers' Portfolios and Peer Coaching
 - Implemented clinical supervision practice designed to promote teachers' reflection and analysis of their instruction

- Engaged faculty in decision making processes regarding major aspects of the program
- Participated by invitation in Council of Chief School Officers' Primary Level Assessment System Design
- Partnered with Nazareth College to become a professional practice site
- Presented at National ASCD Conference: School-University Partnerships

- 1984-1987 **Principal, District Curriculum Coordinator**, North Rose- Wolcott CSD
- ❖ Administered a rural elementary school
 - Coordinated Migrant Tutoring Program
 - Initiated Curriculum Council for district curriculum governance and development
- 1971-1987 **Teacher**, Suburban public and alternative schools, Rochester, New York
- ❖ Rochester Children's Nursery (3 year olds)
 - ❖ Ridgewood Co-operative Nursery School (3 and 4 year olds)
 - ❖ The Farm School (4-7 year olds)
 - ❖ Briarwood School, West Irondequoit, New York (4th grade)
 - ❖ Jefferson Avenue School, Fairport, NY (5 - 7year olds)
- 1978-1979 **Freelance Technical Writer**
- ❖ Edited annual report for the Laser Energetic Lab, University of Rochester
 - ❖ Edited research reports for individual authors
- 1971 **Interviewer**, Rochester Child Health Study, University of Rochester
- ❖ Collected research data regarding family members' health
- 1969 – 1970 **Group Leader**, Neighborhood Youth Corps, Action for a Better Community, Rochester, New York
- ❖ Arranged summer job placement for inner-city high school students
 - ❖ Led career and work skills discussion groups
 - ❖ Served as liaison between employers and Youth Corps administration

EDUCATION

- 1975-1996 **New York State Administrative Certification**, 30+ hours at various universities, including Columbia and the Universities of Rochester, New Hampshire and Minnesota
- 1971-1975 **Masters of Arts Degree in Curriculum and Instruction**, University of Rochester, Rochester, New York
- 1968-1971 **Bachelor of Arts in Psychology, minor in Education**, University of Rochester, Rochester, New York

PROFESSIONAL SERVICE

- 2011 **Field Test Faculty Sponsor**, New York State Department of Education Portfolio Assessment for Building Leaders, Warner School
- 2008 -2010 **Volunteer**, Children's Institute, Partners in Family Child Care

- 1984 - 2006 **Committee Memberships:**
- ❖ Penfield Central School District
 - Professional Development Team, Chair
 - Teacher Evaluation Program Committee, Chair
 - Long Range District Technology Committee
 - Mentoring Program Design Committee
 - District Shared Decision Making Team
 - ❖ Regional
 - Member, Dean's Advisory Council, Warner School, University of Rochester
 - Chair, Assistant Superintendents of BOCES # 1, Monroe County
 - Chair, Professional Development Committee, Wayne Finger Lakes Administrators Association
- 1991-1996 **President**, Penfield Administrators' Council
- ❖ Developed Annual Professional Development Plan for Administrators
 - ❖ Negotiated Administrators' Contracts
 - ❖ Designed and facilitated District-wide administrative retreats
- 1991-1996 **Advisory Council Member**, Nazareth College
- ❖ Designed Professional Site School Partnership Program
 - ❖ Recommended policy and program design for undergraduate elementary education program
- 1971-1975 **Vice President**, Rochester Association for the Education of Young Children
- ❖ Edited RAEYC Journal

HONORS

- 2001 **Chapter** featuring my work as a school administrator in Borasi, R. (Ed.) Making change: Lessons learned from case studies of entrepreneurial educators. Unpublished manuscript.
- 2006 **Kids Empowerment Award**, International Kids Day America
- 2001 **Phi Delta Kappa Award** for the Implementation of Educational Research
Monroe County School
- 1979 **New York State PTA Fellowship**
- ❖ Internship at Strong Memorial Hospital, Clinic for Children with Developmental Disabilities

CURRICULUM VITAE
BONNIE J. RUBENSTEIN, Ed.D.

The Warner School of Education
University of Rochester

LeChase 493
(585) 275-5163

PROFESSIONAL PREPARATION

Doctor of Education

The Warner School, University of Rochester, 1985(Counseling & Human
Development)

Certificate of Advanced Study

SUNY Brockport (Educational Leadership), 1979

Master of Science, Bachelor of Arts

SUNY Brockport (Guidance and Pupil Personnel Services), 1972, 1969

PROFESSIONAL POSITIONS

Associate Professor: The Warner School, University of Rochester, 2004 – present.

Director of Counseling: Rochester City School District, 1982 – June 2012.

Assistant Professor: The Warner School, University of Rochester, 1983 – 2004.

Counseling Department Chairperson: Penfield Central School District, 1980 – 1981.

Counselor: Scribner Road Elementary School, Penfield Central School District, 1972 – 1980.

Classroom Teacher: Rochester City School District, Virgil Grissom School #7, January
1970 – 1972.

SELECT PUBLICATIONS

Contributions to Book Chapters

1. Rubenstein, B.J. (2010). *Rochester City School District: An urban school system*. In C. Stone & C. Dahir (Eds.), *School Counselor Accountability: A measure of student success* (3rd Ed). (pg. 105). New Jersey. Pearson Publishing.

2. Rubenstein, B.J. (2007). MEASURE-ing success in East High School, Rochester, New York. In. C. Stone & C. Dahir (Eds.), *School Counselor Accountability: A measure of student success* (2nd Ed). (pp. 105-106). New Jersey. Pearson Publishing.

Manuals, Handbooks, and Documentation

1. Rubenstein, B. & Myers, L. (2000). *Pathways to high school success*.
2. Rubenstein, B. (Contributor). *Career Development and Occupational Studies Framework*. New York State Education Department, March 1996.
3. Rubenstein, B. (Consultant and writer). *Career Module*, ExPAN, the College Board, September 1995

Video and Other Media

1. *When Grief Enters the Classroom: What to Do and What to Say, A Video for Educators*. A production of the Grief Resource Network, 2006. Rochester, New York.
2. *Stepping in Time – Grief and Loss: Creating a Responsive School Culture*. Pearl Video, 1997.
3. *Watching Out for Me” K-5 Curriculum to Education Students on How to Stay Safe*. Video and research manual published by the Rochester City School District Office of Safe Schools and Community Relations, Rochester, New York, 1996.

Peer-Reviewed/Non-Peer-Reviewed Articles

1. Rubenstein, B.J. (2013, December 3). *When the holidays aren't joyous: 5 tips for helping children cope with loss*. The Huffington Post. Retrieved from <http://www.huffingtonpost.com>.
2. Rubenstein, B.J. (2013, December). *How to help kids cope with grief during the holidays*. Celebrity Parents Magazine. Retrieved from <http://www.celebrityparentsmag.com/2013/12/how-to-help-kids-cope-with-grief-during-the-holidays.html>
3. Rubenstein, B. J. (2013, November 22) *Helping grieving children through the holidays*. DailyParent.com Q & A Feature.
4. Rubenstein, B.J. (2013) *Helping kids cope*. MotherhoodMoment blog. Retrieved from <http://motherhoodmoment.blogspot.com/2013/11/parenting-pointers-helping-kids-cope.html>
5. Rubenstein, B.J. (2012, December 17). *In the wake of Newtown, helping children cope*. Education Week. Retrieved from <http://edweek.org>.
6. Rubenstein, B. J. (2012, December 20). *How we can help children cope with grief and loss after a mass trauma*. The Huffington Post. Retrieved from <http://www.huffingtonpost.com>.

7. Rubenstein, B.J. (2012, August 24). *7 tips for conquering a high school transition*. The Huffington Post. Retrieved from <http://www.huffingtonpost.com>.
 8. Rubenstein, B.J. (2012, July 29). *7 tips to help teens successfully transition to high school*. Fox News. Retrieved from <http://www.foxnews.com>.
 9. Rubenstein, B.J., Munson, T., & Spoto, C. (2009). *Growing through grief*. New York State School Counseling Journal, 6(1). New York State School Counselor Association.
 10. Rubenstein, B. J., Spoto, C., & Munson, T. (2008). *When grief hits home: A guide for parents and guardians*. New York State School Counseling Journal, 5(2). Published by Rochester City School District Grief Resource Network, Rochester, New York.
 11. Rubenstein, B. J., (Preliminary Editor). (2005). "*Ideas to help those who have experienced a loss*", *Best practices: How to support grieving students*. Rochester City School District Grief Resource Network, Rochester, New York.
 12. Rubenstein, B. J., (Preliminary Editor). (2004). *When grief enters your classroom - A guide for teachers: What to do and what to say*. Rochester City School District Grief Resource Network.
 13. Munson, H.L., & Rubenstein, B. J. (1992). *School IS work: Work task learning in the classroom*. Journal of Career Development 18(4), pp. 289-297.
-

SELECT PRESENTATIONS, WORKSHOPS AND CONSULTING EXPERIENCE

- Rubenstein, B. (2014). *Pre K-16 Career Counseling: Integration is the Key*. Workshop presentation at 23rd Annual Renewal and Reflection for Counseling Professionals Conference, Rochester, New York, February 5, 2014.
- Rubenstein, B., Mackie, K., Hernandez, T., & Reiner, S. (2014). *Supervision In-vivo: Part II*. Workshop presentation at 23rd Annual Renewal and Reflection for Counseling Professionals Conference, Rochester, New York, February 5, 2014.
- Rubenstein, B. Welcome and presentation on *Common Core Standards: Implications for Parents* to parents at Curriculum Night Plus at Abelard Reynolds #42 School, Rochester City School District, November 14, 2013.
- Rubenstein, B. *Counselors and Principals as Collaborative Partners*. Presentation given to Educational Leadership Students, The Warner School of Education, May 2, 2013.

- Rubenstein, B., Mackie, K., Hernandez, T., & Reiner, S. (2013). *School Counselor Intern Supervisor Training*. Workshop presentation at 22nd Annual Renewal and Reflection for Counseling Professionals Conference, Rochester, New York, February 6, 2013.
- Rubenstein, B. Talk given to University of Rochester undergraduate students regarding the field of school counseling. Wilson Commons, University of Rochester River Campus, Rochester, New York, January 25, 2013.
- Rubenstein, B. Presentation and Q & A to support staff of Abelard Reynolds School Number 42 regarding coping with grief and loss and safety concerns as a result of Newtown shootings. December 17, 2012.
- Rubenstein, B. & Cummings, A. *Careers in Education: The Role of Counseling in Schools*. Presentation to educators at Think About Teaching Conference, Nazareth College, March 15, 2012.
- Rubenstein, B. *School Counselors and Teachers as Collaborators*. Presentation to student teachers in Topics in Teaching and Schooling Class at the Warner Graduate School of Education, November 2, 2011.
- Mackie, K. & Rubenstein, B. *Never the Twain Shall Meet*. Creating an Effective School Counselor-Mental Health Counselor Partnership to Overcome Barriers to Student Achievement” Presentation to Attendees of NYSSCA Conference (New York State School Counselor Association), October 29, 2011.
- Rubenstein, B. *The Role of the Middle School Counselor*. Presentation to principals in the Rochester City School District, October 27, 2011.
- Rubenstein, B. *Principal/Counselor Collaboration*. Presentation to principals and assistant principals at the Division of Teaching & Learning Operations Conference, Rochester City School District, July 25, 2011
- Rubenstein, B. *Career Path Navigation*. Presentation to 25 pre-service and full-time teachers in the Urban Teaching & Leadership Program, May 5, 2011.
- Rubenstein, B. *Building a College-Going Culture-Every Student College/Career Ready for the 21st Century*. Presentation to leadership teams of RCSD Youth Development and Family Services, March 2, 2011.

- Mackie, K. & Rubenstein, B. *A Look at the History of School Counseling Through 20 Years of Reflection & Renewal*. Presentation to participants of the Western New York School Counselors' Consortium Annual Conference, Airport Holiday Inn, February 2, 2011.
 - Rubenstein, B. *Building a Positive School Culture in Phase-Out Schools*. Presentation to principals and staff of RCSD phasing out schools, December 2, 2010.
 - Rubenstein, B. *Career Paths-Defining Your Footsteps*. A community outreach presentation for RCSD youth, 3495 Lake Avenue, Rochester, New York, October 16, 2010.
 - Rubenstein, B. *When Grief Hits Home*. Presentation to parents and students of St. Luke Community Church, Dewey Avenue, Rochester, New York, July 26, 2010.
 - Rubenstein, B. *The Effects of Loss and Grief on School Children*. Presented to participants of The 21st Summer Institute on Catholic Education-Essential Building Blocks of Values Based Education, Holiday Inn, Rochester Airport, July 8, 2010.
 - Rubenstein, B. *Supporting Student Academic Success Through An Exemplary School Counseling Program*. Presentation to counselors, social workers and transition teachers from the Youth and Justice staff, Rochester, NY, December 9, 2009.
 - Rubenstein, B. *Impact of Social and Emotional Learning on Academic Achievement*. Presentation to RCSD counselors, November 4, 2008.
 - Rubenstein, B. *Award Winning East High School Comprehensive Counseling Program*. Presentation to 118 elementary and secondary school principals, April 22, 2008.
 - Rubenstein, B. *Saliency of Advanced Placement Courses for Urban Youth*. RCSD, February 12, 2008.
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E D U C A T I O N

Ph.D., Curriculum
University of California, Los Angeles
Graduate School of Education
June 1995

P R O F E S S I O N A L E X P E R I E N C E

Michael W. Scandling Professor of Education
Endowed Chair
Warner Graduate School of Education and Human Development
University of Rochester
November 2006

P U B L I C A T I O N S

S E L E C T E D P E E R R E V I E W E D J O U R N A L S

- Duckles, J. & Larson, J. (2011). Challenging dominant discourses across geographies in early childhood. Contemporary Issues in Early Childhood, 12(4), 310-314.
- Simmons, C., Lewis, C., & Larson, J., (2011). Narrating Identities: Schools as touchstones of endemic marginalization. Anthropology and Education Quarterly, 42(2), 121-133.
- Larson, J., Webster, S., & Hopper, M. (2011). Community co-authoring: Whose voice remains? Anthropology and Education Quarterly, 42(2), 134-153.
- Larson, J., Ares, N., & O'Connor, K. (2011). Introduction to the special issue: Power and positioning in purposeful community change. Anthropology and Education Quarterly, 42(2), 88-102.
- O'Connor, K., Ares, N. & Larson, J. (2011). Editors for special issue. Anthropology and Education Quarterly, 42(2).
- Gutierrez, K. & Larson, J. (2007). Discussing expanded spaces for learning. Language Arts, 85(1), 69-77.
- Larson, J. & Rios Aguilar, C. (2007). Speaking truth to policy. Language Arts 84(5), 456-464.
- Larson, J. (2006). Multiliteracies, Curriculum, Instruction in Early Childhood and Elementary School. Theory into Practice, 45(4), pp. 319-329. Special Issue edited by David Bloome and Peter Paul. New Jersey: Routledge.

- Larson, J. & Gatto, L. (2004). Tactical underlife: Understanding students' perspectives. Journal of Early Childhood Literacy, 4(1), 11-41.
- Larson, J. (2002). Packaging process: Consequences of commodified pedagogy on students' participation in literacy events. Journal of Early Childhood Literacy, 2(1), 65-95.
- Larson, J. & Maier, M. (2000). Co-authoring classroom texts: Shifting participant roles in writing activity. Research in the Teaching of English, 34(4), 468-498.
- Larson, J. (1999). Analyzing participation frameworks in kindergarten writing activity: The role of overhearer in learning to write. Written Communication, 16(2), 225-257.
- Larson, J. & Irvine, P.D. (1999). "We call him Dr. King": Reciprocal distancing in urban classrooms. Language Arts, 76(5), 393-400.
- Larson, J. (1997). Indexing instruction: The social construction of the participation framework in Kindergarten journal writing activity. Discourse and Society, 8(4), 501-521.
- Larson, J. (1997). Challenging autonomous models of literacy: Street's call to action. Linguistics and Education, 8(4), 439-445.
- Larson, J. (1997). Connecting language and literacy learning: First graders learning to write in a whole language classroom. Issues in Applied Linguistics, 8(2), 147-162.
- Larson, J. (1996). The participation framework as a mediating tool in kindergarten journal writing activity. Issues in Applied Linguistics, 7(1), 135-151.
- Larson, J. (1995). Talk matters: Knowledge distribution among novice writers in kindergarten. Linguistics and Education, 7(4), 277-302.
- Gutierrez, K., Rymes, B. & Larson, J. (1995). Script, counterscript and underlife in the classroom: James Brown versus Brown v. The Board of Education. Harvard Educational Review, 65(3), 445-471.
- Gutierrez, K., Larson, J. & Kreuter, B. (1995). Cultural tensions in the scripted classroom: The value of the subjugated perspective. Urban Education, 29 (4), 410-442.
- Gutierrez, K. & Larson, J. (1994). Language borders: Recitation as hegemonic discourse. International Journal of Educational Reform, 3 (1), 22-36.

B O O K S

- Larson, J. (2014). Radical equality in education: Starting over in US Schooling. New York: Routledge.
- Larson, J. & Marsh, J. (in press). Making Literacy Real: Theories and Practices for Learning and Teaching, Second Edition. London: Sage.
- Larson, J., & Marsh, J. (Eds.) (2013). Handbook of Early Childhood Literacy, Second Edition. London: Sage/Paul Chapman Publishing.
- Larson, J. (Ed.) (2007). Literacy as snake oil: Beyond the quick fix, Second Edition. New York: Lang.

ABBREVIATED CURRICULUM VITAE

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ACADEMIC HISTORY:

May, 1994 Ph.D.	Emory University Division of Educational Studies Educational/Developmental Psychology Diploma of Advanced Studies in Teaching (1993)
June, 1985 M.Ed.	Georgia State University Department of Counseling and Psychological Services Counseling, Rehabilitation Specialization
March, 1978 B.A.	Emory University Psychology

APPOINTMENTS:

2005-Present	Associate Professor University of Rochester Warner School of Education and Human Development Counseling and Human Development
1998-2005	Assistant Professor The Pennsylvania State University College of Health and Human Development Human Development and Family Studies
1996-1998	Co-Director, University of Pennsylvania Center for Health, Achievement, Neighborhood Growth and Ethnic Studies (CHANGES)
1994-1998	Postdoctoral Fellow, University of Pennsylvania Graduate School of Education Psychology in Education Division, Interdisciplinary Studies in Human Development
1995-1998	Faculty Fellow, University of Pennsylvania W.E.B. DuBois College House
1989-1994	Research Associate, Emory University Developmental Transitions in High Risk Environments
1988-1989	Research Coordinator, Emory University

Evaluation of the National Black Women's
Health Project Wellness Center

SELECTED PUBLICATIONS

Books and Book Chapters

- Spencer, M.B., Swanson, D.P., & Harpalani, V. (under contract). Conceptualizing the self. In M.E. Lamb & C. Garcia-Coll (Eds.), *Handbook of Child Psychology and Developmental Science*, Hoboken, NJ: Wiley Publishers.
- Spencer, M.B., & Swanson, D.P. (in press). Vulnerability and resilience: Illustrations from theory and research on African American youth. In D. Cicchetti (Ed.), *Developmental Psychopathology* (3rd edition). Hoboken, NJ: Wiley Publishers.
- Swanson, D.P., & Spencer, M.B. (2011). Competence formation: Framing resilience for adolescents' academic outcomes. In K.S. Gallagher, D. Brewer, R. Goodyear, & E. Bensimon (Eds.), *Introduction to Urban Education*. London, UK: Routledge.
- Swanson, D.P., Edwards, M.C., & Spencer, M.B. (Eds.) (2010). *Adolescence: Development in a global era*. Boston, MA: Elsevier Inc.
- Swanson, D.P. (2010). Psychosocial development: Identity, stress and competence. In D.P. Swanson, M.C., Edwards, & M.B., Spencer (Eds.), *Adolescence: Development in a global era* (pp. 93-121). Boston, MA: Elsevier Inc.
- Swanson, D.P., Cunningham, M., Youngblood, J., & Spencer, M.B. (2009). Racial identity during childhood. In H.A. Neville, B. M. Tynes, & S.O Utsey (Eds.), *Handbook of African American Psychology* (pp. 269-281). New York: Sage Publications.
- Swanson, D.P., Cunningham, M., & Spencer, M.B. (2005). (REPRINT). Black males' structural conditions, achievement patterns, normative needs, and "opportunities." In O. Fashola (Ed.), *Educating African American Males* (pp. 229-254). Thousand Oaks, CA: Corwin Press.
- Swanson, D. P., Spencer, M. B., Dell'Angelo, T., Harpalani, V., & Spencer, T. (2002). Identity processes and the positive youth development of African Americans: An explanatory framework (pp. 73-99). In C. S. Taylor, R. M. Lerner, & A. von Eye (Eds.), *New directions for youth development: Theory, practice and research* (Vol. 95; G. Noam, Series Ed.). San Francisco: Jossey-Bass.
- Spencer, M.B. & Swanson, D.P. (2000). Ethnocentrism. *Encyclopedia of Psychology* (v. 3), 263-265, American Psychological Association and Oxford University Press.
- Spencer, M.B. & Swanson, D.P. (2000). The role of families in promoting good youth outcomes. In S. Danziger & J. Waldfogel (Eds.), *Securing the future: Investing in children from birth to college* (pp. 182-204). New York: Sage Publications.
- Swanson, D. P., Spencer, M. B. & Petersen, A. (1999). Adolescent identity formation: 21st century issues and opportunities (pp. 18-41). In K. M. Borman & B. Schneider (Eds.), *Youth experiences and development: Social influences and educational challenges* (National Society for the Study of Education Yearbook). Chicago: University of Chicago Press.

- Swanson, D. P. & Spencer, M. B. (1998). Developmental and cultural context considerations for research on African American adolescents (pp. 53-72). In H. E. Fitzgerald, B. M. Lester & B. Zuckerman (Eds.), *Children of color: Research, health, and public policy issues*. Chicago: University of Chicago Press.
- Spencer, M. B., Aber, L., Cole S. P., Jones, S. & Swanson, D. P. (1997). Neighborhood and family influences on young urban adolescents' behavior problems: A multi-sample, multi-site analysis. In J. Brooks-Gunn and G. Duncan (Eds.), *Neighborhood, poverty, and youth outcomes*. New York: Sage Publications.
- Swanson, D. P. & Spencer, M. B. (1997). Developmental considerations of gender-linked attributes during adolescence (pp. 181-199). In R. D. Taylor & M. C. Wang (Eds.), *Social and emotional adjustment and family relations in ethnic minority families*. Mahwah, NJ: Lawrence Erlbaum.
- Spencer, M. B., Swanson, D. P. & Glymph, A. (1996). The prediction of parental psychological functioning: Influences of African American adolescent perceptions and experiences of context (pp. 337-380). In C. D. Ryff & M. M. Seltzer (Eds.), *The parental experience in midlife*. Chicago: University of Chicago Press.
- Spencer, M. B., Cunningham, M. & Swanson, D. P. (1995). Identity as coping: Adolescent African American males' adaptive responses to high risk environments. In H. W. Harris, H. C. Blue, and E. E. H. Griffith (Eds.), *Racial and ethnic identity: Psychological development and creative expression* (pp. 31-52). New York: Routledge Publishers.

Refereed Publications

- LeCuyer, E.A., & Swanson, D.P. (in press). European American and African American mothers' limit-setting and their 36 month-old children's responses to limits, self-concept, and social competence. *Journal of Family Issues*.
- Cunningham, M., Swanson, D.P., & Hayes, D.M. (2013). School and community-based associations to hypermasculine attitudes in adolescent males. *American Journal of Orthopsychiatry*, 83(2,3), 244-251.
- LeCuyer, E.A., Swanson, D.P., Cole, R., & Kitzman, H. (2011). Effect of African- and European-American maternal attitudes and limit-setting strategies on children's self-regulation. *Research in Nursing and Health*, 34(6), 468-482.
- Torres, E., Quinones de Monegro, Z., French, L., Swanson, D., Guido, J., Ossip, D. (2011). Tobacco use and exposure among pregnant women in the Dominican Republic: An exploratory look into attitudes, beliefs, perceptions and practices. *Nicotine & Tobacco Research*, 13(12), 1220-1227.
- Cunningham, M., & Swanson, D.P. (2010). Educational resilience in African American adolescents. *Journal of Negro Education*, 79(4), 473-487.
- Mello, Z., & Swanson, D.P. (2007). Gender differences in African American adolescents' personal, educational, and occupational expectations and perceptions of neighborhood quality. *Journal of Black Psychology*, 33, 150-168.
- McHale, S.M., Crouter, A.C., Kim, J., Burton, L.M., Davis, K.D., Dotterer, A.M., & Swanson, D.P. (2006). Mothers' and fathers' racial socialization in African American families:

Implications for youth. *Child Development*, 77(5), 1387-1402.

Cunningham, M., Swanson, D. P., Spencer, M. B. & Dupree, D. (2003). The association of physical maturation with family hassles in African American adolescent males. *Cultural Diversity & Ethnic Minority Psychology*, 9(3), 276-288.

Swanson, D.P., Cunningham, M., & Spencer, M.B. (2003). Black males' structural conditions, achievement patterns, normative needs, and "opportunities." *Urban Education*, 38, 608-633.

Swanson, D. P., Spencer, M. B., Dupree, D., Harpalani, V., Noll, E., Seaton, G. & Ginzburg, S. (2003). Psychosocial development in diverse groups: Conceptual and methodological challenges in the 21st century. *Development and Psychopathology*, 15, 743-771.

Spencer, M. B., Dupree, D., Swanson, D. P. & Cunningham, M. (1998). The influence of physical maturation and hassles on African American adolescents' learning behaviors. Special issue: Comparative perspectives on Black family life. *Journal of Comparative Family Studies*, 29(1), 189-200.

Spencer, M. B., Dupree, D., Swanson, D. P. & Cunningham, M. (1996). Parental monitoring and adolescents' sense of responsibility for their own learning: An examination of sex differences. *Journal of Negro Education*, 65(1), 30-43.

Swanson, D. P. & Spencer, M. B. (1991). Youth policy, poverty, and African-Americans: Implications for resilience. *Education and Urban Society*, 24(1), 148-161.

Spencer, M. B., Swanson, D. P. & Cunningham, M. (1991). Ethnicity, ethnic identity, and competence formation: Adolescent transition and cultural transformation. *Journal of Negro Education*, 60(3), 366-387.

Spencer, M. B., Dobbs, B. & Swanson, D. P. (1988). African American adolescents: Adaptational processes and socioeconomic diversity in behavioral outcomes. *Journal of Adolescence*, 11, 117-137.

AWARDS AND HONORS

2001, 2004	Mentorship Awards (for chairing award-winning Honor's Thesis); College of Health & Human Development (2001), Psi Chi Honor's Society for Psychology (2004), The Pennsylvania State University
1994	National Collegiate Education Award
1992 - 1993	Holmes Scholar, The National Holmes Partnership Program

Michael Occhino

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Educational History

University of Rochester / Margaret Warner Graduate School of Education and Human Development
Rochester, NY

Doctoral Student – Ph.D. in Teaching, Curriculum & Change; expected graduation: 2015

2012 Certificate in Program Evaluation

1990 – M.S.Ed. with Concentration in Secondary Science Curriculum

University of Rochester / College of Arts and Sciences

1987 – B.A. Psychology and Minor in Biology

Professional Certifications

National Board for Professional Teaching Standards

2004 – National Board Certification (Adolescence and Young Adult Science)

New York State Department of Education

1990 – Permanent Certification Grades 7-12 in: Biology, Chemistry, Earth Science, and General Science

Employment and Experience

University of Rochester Margaret Warner Graduate School of Education and Human Development

2013-2014: Visiting Assistant Professor in Teaching and Curriculum

Co-director of the Get Real! Science Teacher preparation program

2014: Taught “Implementing Innovation in Science Teaching”

2009-2012: Programmatic Mentor for pre-service teachers in Get Real! Science Program

2009: Teaching Assistant in “Integrating Science and Literacy”

2009: Co-Taught “Implementing Reform in Science Education” – Science teachers engage in action research.

2008-2009: Faculty Supervisor of student teachers in secondary science

2008: Teaching Assistant in “Program Evaluation Methods”

2008-Present: Taught “Integrating Science & Technology”

2000-2001; 2006-2013: Graduate Research Assistant

1999-2001: Taught “Instructional Strategies in an Inclusive Classroom”

The Center for Professional Development and Education Reform at the Warner School

2014-Present: Director of Science Education Outreach

2013-2014: Coordinator of Science Education Outreach

2010-2015: Project Staff on a Robert Noyce NSF Grant to develop Master Teacher Leaders in Math and Science

2008-2009: Lead Program Evaluator for professional learning institutes in science in the Greater Rochester Area

All City High on the Marshall Campus

2011-2013 – Inception committee to create All City High

2012-2013 – Coordinator of Professional Learning and University Partnerships

Provided embedded, ongoing professional learning to teaching faculty in multiple forms

Provided Instructional Coaches with professional learning of Content-Focused Coaching

Developed the school as a Professional Development School Site

Joseph C. Wilson Magnet High School in the Rochester City School District

2003-2009 / Science Department Chair (On sabbatical 2008-09 school year)

1991-2012 / Teacher of Advanced Biology, Anatomy, Chemistry, Earth Science, and Physical Science

1999-2012 / International Baccalaureate Programme teacher of Advanced Biology and Theory of Knowledge

Treehouse Educational Consulting, Rochester, NY

1995-2013 / Owner / Professional Learning Consulting and Program Evaluation

Publications/Presentations

- Occhino, M. & Richman, R. (2013) *Supporting Fellows' Transitions to Teacher Leaders with Leadership Mentoring*. Conference presentation, Annual NSF Robert Noyce Teacher Scholarship Program conference, Washington DC, May 2013.
- Occhino, M. & Luehmann, A.L. (2010). *Facilitation of reform-based teacher identity development in pre-service teachers using post-activity reflection debriefs*. Conference paper for poster presentation at International Conference of the Learning Sciences, Chicago IL, June 2010.
- Luehmann, A.L, Occhino, M. (2009). *How can peer-interactions nurture teachers' integration of research and practice? poster presented*, Science Teachers Association of New York State annual conference, Rochester, NY, October 2009.
- Luehman, A.L. Occhino, M., (2009). *Research to Practice: How can peer interactions nurture teachers' integration of research and practice*. Invited conference poster presented at National Association for Research in Science Teaching annual conference, Garden Grove CA, in March 2009.
- Occhino, M. & Luehmann, A.L. (2008). *Out-of-school learning-to-teach experiences as support for professional identity development: Impact of facilitating an inquiry-based camp*. Conference paper presented at National Association for Research in Science Teaching annual conference, Baltimore MD in March 2008.
- Occhino, M., Burke, W. & Eickbush, T. (2003) *Assaying the Activity of the R1 Retrotransposable Element in D. melanogaster* NSF Research Experience for Teachers (RET) Poster Session, University of Rochester, Rochester, NY.
- Mid-Atlantic Curriculum Showcase; Invited Presenter by NSF and RSB-BSCS Biology, A Human Approach inquiry-based biology curriculum / 1999

Professional Activities

- 2006-2011 / Partnership / Summer Neuroengineering Research Program; Co-coordinator
- 2005-2013 – NBCT Candidate Support Provider, National Board for Professional Teaching Standards
- 2010-2012 & 2005-2008 & 1997-1999 School Based Planning Team / Chaired multiple sub-committees
- 2005-2009 / Lead Teacher; Mentor in the RCSD
- 2003-2009 / Instructional Council; Science Department Chair
- 2003-2006 – Partnership / Rochester Family Practice Health Professions; Co-planner
- 2002-2004 / Cornell Institute for Physics Teachers; Lab Author and Presenter
- 2001-2011 / Cornell Institute for Biology Teachers; Lab Author and Presenter
- 2000-2012 / Gay, Lesbian, Bisexual Straight Alliance; Faculty Advisor
- 1999-2002 / International Baccalaureate Planning Team
- 1998 / District wide biology textbook selection committee
- 1996-Present / Cooperating Teacher for twenty-three Student Teachers
- 1992-2006 / Varsity Swim Team; Head Coach
- 1994-1998 / SETRC Trainer / Strategies for Empowering Unsuccessful Learners
- 1991-2000 / Science Honors Seminar; Coordinator at Wilson Magnet High School

Professional Associations

- American Educational Researchers Association
- Association for Supervision and Curriculum Development
- International Society of the Learning Sciences
- National Association of Biology Teachers
- National Association of Research in Science Teaching
- National Science Teachers Association
- Rochester Teachers Association

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Curriculum Vitae

EDUCATION AND CERTIFICATION:

- EdD in Teaching and Curriculum (2009) University of Rochester, Warner Graduate School of Education
- Master of Science in Education, The College at Brockport
- Certificate: Reading, N-12, The College at Brockport
- Bachelor of Science, The College at Brockport, Major in Psychology

EXPERIENCE IN EDUCATION:

- 2010-Present- Assistant Professor (Clinical), Warner School of Education, University of Rochester (Teaching and Curriculum)
- Director Reading and Literacies Teacher Preparation Program
Teaching Responsibilities include: EDU-495: Theory and Practice for the Reading Professional, Seminars for Student Teaching, Literacy Practica, and Internship in Teaching Literacy in an Urban Setting
- Acting Director/Student Advisor-Writing Support Center, Warner School
- 2010- Supervisor for area student teachers- Niagara University
- 2009 -Adjunct Professor at Warner School
- 2008-2011- Adjunct Professor at The College at Brockport- instructor for:
EDI 739: Literacy and the Language Arts (two sections)
EDI 742: Literacy Policy, Advocacy, and Coaching
EDI 740/741: Designed and implemented new practicum experience for Masters in Literacy students: Responsible for over 50 graduate students and 45 elementary children during each five week internship, summer semesters 2008-2010
- 2008-Present- Title 1 Parent/(Family) Involvement Coordinator, Title 1 Parent Involvement Committee member, Greece Central School District
- 2006- 2010- Full-time Instructional Mentor Teacher- (Teacher on Special Assignment) Greece Central School District; worked with pre-K through high school teachers, provided professional development to district faculty and staff on literacy and other topics
- Teacher in the Greece Central School District 1974 to 2010

SCHOLARLY ACTIVITIES

- 2010-Present- Director: Project READ, a literacy initiative working with Warner School Reading and Literacies Master's candidates to provide literacy learning support and strategic intervention for elementary children in the Rochester City School District(RSCD).
- 2013- Project LEAP (PI) - Federally funded after-school and during-school program targeting kindergarten through 3rd grade RCSD minority males. This is a

partnership of Warner School of Education, RCSd and NEAD (North East Area Development) with the goal of increasing minority male graduation rates by supporting literacy learning.

- 2013-Stories to Stop the Summer Slide: Books to prevent summer reading loss among low-income students (Co-PI). This pilot project funded by a Hoekelman Center grant and modeled after a successful study, provided elementary school students at Rochester City School #36 with individual collections of self-selected new books at the start of the summer to promote summer reading. Students who received self-selected books made statistically significant reading growth over the summer when compared to a group who did not receive books of their choice.
- 2013-International Reading Association Convention, San Antonio Texas, *How can teachers collaborate more effectively with families to support literacy learning?*
- 2011-Presenter: New York State Reading Association Conference, Rye, NY, “ *New Paradigms for Including Families in Student Literacy Learning*”
- 2010- Presentation at the 15th Roundtable of the International Network on School, Family and Community Partnerships (INET), April 30, 2010 Denver, Co (SIG of AERA)., *Teacher Preparation: Helping Novice Teachers Collaborate More Effectively with Families to Support Student Literacy*
- 2000-present: Professional Development Presenter, also provided workshops on various topics for teachers, staff and families for the Greece Central School District, Rochester City School District, College at Brockport, among other organizations

Publications:

- St. George, C. (2014). How can teachers collaborate more effectively with families to support student literacy? In J. Willis and C. Edwards (Eds). *Action Research: Models, Methods, and Examples*. Charlotte, NC: Information Age Publishers.
- St. George, C. (2011). Partnering Parents and Educators. *Family Involvement Network of Educators (FINE) Newsletter*, 3(1).
- St. George, C. (2010). How Can Elementary Teachers Collaborate More Effectively with Parents to Support Student Literacy? *The Delta Kappa Gamma Bulletin-International Journal for Professional Educators*, 76(2).
- St. George, C., & Kohn, S. (2011). Making Mentoring Matter: Perspectives from veteran mentor teachers. *The Delta Kappa Gamma Bulletin-International Journal for Professional Educators*, 78(1).

PROFESSIONAL SERVICE ACTIVITIES

- 2003-Present- Member Professional Education Advisory Board for The College at Brockport
- Member: Rochester Area Literacy Council, NYS Reading Association, International Reading Association

Jane P. LaVoie
14 North Passage
Fairport, New York 14450
(585) 314-4920
jlavoie@warner.rochester.edu

Education: BS in Mathematics from SUNY Brockport in May 1972
MA in Mathematics from SUNY Brockport in August 1975
Additional Course Work: Supervising Student Teaching—SUNY Brockport;
Computer Programming In Pascal—RIT;
Data Structures—Nazareth College;
Doctoral Courses in Curriculum and Teaching—University of
Rochester, Warner School of Education

Honors: Graduated Magna Cum Laude
Outstanding Senior Mathematics Student at SUNY Brockport 1972
University of Rochester Excellence in Teaching Award in 1991

Experience: Director of Secondary Mathematics Outreach, Center for Professional Development and
Education Reform, Warner School of Education, University of Rochester, 2013-present
Secondary Mathematics Consultant for the Warner Center for Professional Development and
Education Reform, University of Rochester 2005-2013
Noyce Project Secondary Math Mentor 2010- Rochester City School District
Professional Development Provider for Rochester City School District MSP 2010-2013
Secondary Math Mentor/Teacher Leader Greece Central Schools 2000-2005
Consultant in Standards Based Instruction in Mathematics 1998-
Professional Development Provider 1997-
Mathematics Reform Teacher Leader (University of Rochester) 1999-2003
Secondary Math Specialist Greece Central Schools 1998-1999
Secondary Mathematics Teacher at Greece Central Schools 1972-2005
Adjunct Professor at SUNY Brockport in the Department of Education 1997-2000
Adjunct Professor at St. John Fisher College—2002
Consultant in Applied Mathematics 1994-1997

Workshops/Presentations that I Have Designed and Facilitated:

Digging Deeper into the Common Core: A Focus on Rational Numbers, Proportional Reasoning
and Linearity; Digging Deeper into the Common Core: A Focus on Algebra; Digging Deeper
into the Common Core: A Focus on Geometry; Digging Deeper into the Geometry of the
Common Core; Developing Algebraic Concepts and Skills Grades 5-8; CELLS: Providing
Access to all in Algebra; CELLS: Providing Access to all in Proportional Reasoning;
Orchestrating Productive Mathematics Discourse; A Focus on Middle School Statistics in the
Common Core; Regional Common Core Leadership Cadre to Support the Implementation of
CCSSM; Creating a Vision of Productive Mathematics Classrooms in the Era of Common Core:
Connecting Assessment, Instruction and Curriculum for Administrators; Looking at Linear
Functions Differently; Looking at Exponential and Quadratic Functions Differently; Series and
Sequences; Examining the Ideas behind Calculus; Overview of the Common Core State
Standards in Mathematics; Digging Deeper into the Common Core K-12: A Focus on Number;
Secondary Lenses on Learning; Implementing the CCSSM at the Secondary Level; Presentations
on Implementing the Common Core in Mathematics for AMTRA and AMTNYS; National
Presentations at NCSM on Implementing the CCSSM; Unpacking the content and standards in

CMP3; Facilitating the development of Standards Based Units Grades 6-10--all work done while at the Warner Center at the University of Rochester

The following work I did during my years of teaching at Greece Central Schools:
Teaching High School Mathematics in Context; Assessment: :Looking at Student Work;
Teaching and Learning the mathematics of *Contemporary Mathematics in Context* (Core-Plus);
Teaching and Learning *Connected Mathematics* (CMP); Looking at Content Strands K-12;
Assessment and Feedback; What is Algebra?; Using CMP and CORE-PLUS to Support Student Successes on the State Assessments;
Mind Mapping in Mathematics—AMTNYS Conference; Geometer Sketchpad—AMTRA Annual Meeting; Middle and High School Workshops on Standards Based Instruction; NYS Grade 8 Scoring Training; Creating Open-ended questions; Using Scientific Calculators for Inquiry-based Learning; NYS Math A Scoring Training; Implementing Standards-based Instruction into Pre-Course I; Using the Geometer Sketchpad; How to Use a Graphing Calculator; Implementing the Use of the Graphing Calculator in Middle/High School Instruction; What We Have Learned from the 8th Grade Assessment—Summer AMTNYS meeting; Implementing Innovations in a Standards Based Classroom using Technology; Instructional Strategies for Math A; Summer Institute on Teaching Mathematics through Inquiry; Facilitating Case Discussions in Mathematics;

Professional Organizations:

Association of Mathematics Teachers of New York State (AMTNYS)
National Council of Teachers of Mathematics (NCTM)
Association of Mathematics Teacher of the Rochester Area (AMTRA)
New York State United Teachers (NYSUT)
National Council of Supervisors of Mathematics (NCSM)
Association for Supervision and Curriculum Development (ACSD)

Participant in the National Conference on the Common Core State Standards for Mathematics:

Moving Forward Together: Curriculum, Assessment and the CCSSM funded by NSF
2011

NYS Work: Pilot Teachers in Course I, II, III 1974-1977

Assessment Question Writer Course I
State Assessment Item Reviewer December 2012

PROFESSIONAL RECOGNITION AND AWARDS

- 2006- Inducted Delta Kappa Gamma Society International- (Professional Women Educators)
- 2002- *Send a Teacher Traveling Award*, sponsored by Experience Plus Inc., “Designed to recognize outstanding public school teachers throughout the United States.” Awarded an all-expense-paid bicycling trip from Venice to Florence, Italy
- 1997- Reading Teacher Emeriti Award from The College at Brockport
- 1996- Gerald L. Browne Award for supervision of student teachers from The College at Brockport
- 2000-2010- Yearly Recipient of The Greece Teachers’ Association’s Golden Apple Award

MARTHA E. MOCK, PH.D.

**UNIVERSITY OF ROCHESTER BOX 270425
ROCHESTER, NY 14627-0425
585.276.3363 MMOCK@WARNER.ROCHESTER.EDU**

EDUCATION

- Ph.D. University of Wisconsin-Madison**
Doctor of Philosophy in Special Education, 2004
Minor: Educational Administration
Dissertation: Women who have Children with Disabilities and their Experiences with Welfare Reform
- M.Ed. Virginia Commonwealth University**
Master of Education in Early Childhood Special Education, 1992
- B.S. University of Richmond**
Bachelor of Science in Psychology, 1989

PROFESSIONAL EXPERIENCE

University of Rochester

- Jan 2013 -present **Associate Professor, Department of Teaching & Curriculum
Warner Graduate School of Education and Human Development &
Department of Pediatrics
University of Rochester**
- Jan 2007 -Dec 2012 **Assistant Professor, Department of Teaching & Curriculum
Warner Graduate School of Education and Human Development &
Department of Pediatrics
University of Rochester**
- May 2008 -present **Director, Institute for Innovative Transition
Assistant Professor, Department of Pediatrics
Strong Center for Developmental Disabilities
University of Rochester Medical Center**
- Feb 2005 -Dec 2006 **Visiting Assistant Professor, Department of Teaching & Curriculum
Warner Graduate School of Education and Human Development
University of Rochester**
- Oct 2004 -June 2007 **Director of Professional Development and Mentor Teacher
Early Reading First Grant
Warner Graduate School of Education and Human Development
University of Rochester**
- Jan 2004 -May 2004 **Adjunct Lecturer, Department of Teaching & Curriculum
Warner Graduate School of Education and Human Development
University of Rochester**

University of Wisconsin-Madison

- 2001
- Jan 2004 **Program Evaluator and Community Facilitator**
Wisconsin Healthy and Ready to Work Project (HRTW)
Waisman Center, University of Wisconsin-Madison
- 1999-2001 **Associate Outreach Specialist**
Discoveries Project: Parent Training Programs in Wisconsin
Waisman Center, University of Wisconsin-Madison
- 1996-2001 **Teaching Assistant & University Supervisor (1996-99)**
Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison

Virginia Public Schools

- 1992-1996 **Special Education Teacher**
 &1999 **Winding Creek Elementary, Stafford County Public Schools**
 (Summer 1999)
 New Kent Primary, New Kent County Public Schools (1995-96)
 Moncure Elementary and Park Ridge Elementary, Stafford County
 Public Schools (1993-95)
 Acquinton Elementary, King William Public Schools (1992-93)
- 1989-1990 **Para-Professional**
 Richmond Cerebral Palsy Center, Richmond City Public Schools

AWARD

EP Maxwell J. Schleifer Distinguished Service Award, received June 2009.

Marc Gold Innovative Practice Award, Division on Career Development and Transition (A Division of the Council for Exceptional Children), received October 2012.

GRANTS AND CONTRACTS

PRINCIPAL INVESTIGATOR:

Ohio State University, U.S. Department of Education, to Warner School of Education and Human Development, University of Rochester. **Funded from April 2014-March 2017 in the amount of \$99,999.** Purpose: to replicate the EnvisionIT curriculum with students with disabilities in high schools in the Western New York region. Principal Investigator: Martha Mock. Project Coordinator: Tiffany Coyle.

Golisano Foundation, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from August 2013-July 2014 in the amount of \$361,000.** Purpose: to continue the work of the Institute for Innovative Transition which will provide a comprehensive set of initiatives to improve the quality of life for individuals with developmental disabilities and their families as they transition from school age to adulthood. Director-Martha Mock. Principal Investigator: Martha Mock.

New York State Developmental Disabilities Planning Council, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from January 2011-December 2012 in the amount of \$150,000.** Purpose: to provide technical assistance about inclusive postsecondary education to stakeholder groups statewide. Principal Investigator: Martha Mock, Co-PI: Kristen Love.

U.S. Department of Education, Office of Postsecondary Education to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from October 2010-September 2015 in the amount of \$2.5 million.** Purpose: to establish four model demonstration Transition Programs for Students with Intellectual Disabilities at UR, Keuka College, Monroe Community College, and Roberts Wesleyan College. Principal Investigator: Martha Mock.

Golisano Foundation, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from May 2008-August 2013 in the amount of \$1.6 million.** Purpose: to establish the Institute for Innovative Transition which will provide a comprehensive set of initiatives to improve the quality of life for individuals with developmental disabilities and their families as they transition from school age to adulthood. Director-Martha Mock, Co-Director-Susan Hetherington. Principal Investigator: Martha Mock.

Golisano Foundation, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from January 2010-September 2010 in the amount of \$5,000.** Purpose: to supplement the Think College NY grant dollars to conduct statewide planning for inclusive campus-based options. Principal Investigator: Martha Mock.

Administration on Developmental Disabilities, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from January 2010-September 2010 in the amount of \$15,000 for Think College NY.** Purpose: to conduct statewide planning for inclusive campus-based options. Principal Investigator: Martha Mock.

New York State Developmental Disabilities Planning Council, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from September 2009-August 2011 in the amount of \$100,000.** Purpose: to establish three Project SEARCH™ sites. Principal Investigator: Martha Mock Co-PIs: Susan Hetherington, Julie Christensen.

CONTRACTS:

United Way of Greater Rochester, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Contract in the amount of \$20,000, September-December 2009.** Principal Investigator: Martha Mock.

Golisano Foundation, to Warner Center for Professional Development and School Reform, Warner School, University of Rochester. **Funded from June 2007-April 2008 through a contract with the foundation in the amount of \$95,000.** Purpose: to develop community organizing and funding strategies to implement recommendations from a report of the Greater Rochester area transition age youth and young adults with disabilities from school to a meaningful adult life. Co-Directors: Martha Mock, Susan Hetherington.

CO-PRINCIPAL INVESTIGATOR:

New York State Developmental Disabilities Planning Council, to Strong Center for Developmental Disabilities, Department of Pediatrics, University of Rochester Medical Center. **Funded from January 2014-December 2016 in the amount of \$450,000.** Purpose: to develop a person-centered planning system for youth with IDD within the foster-care system in 6 regions of New York State. Principal Investigator: Deborah Napolitano. Co-PI: Martha Mock.

Administration on Developmental Disabilities, Projects of National Significance: Partnerships in Employment Systems Change. **Funded in the amount of \$2.35 million**

September 2011-August 2016. Purpose: to lead a coalition, in partnership with three state agencies, in the development of statewide inclusive employment initiatives. Principal Investigator: Susan Hetherington, Co-Principal Investigator: Martha Mock.

U.S. Department of Education, Office of Special Education Programs, Personnel Preparation. Preparing and Retaining Highly Qualified Educators of Students with Significant Disabilities **Funded in the amount of \$1.25 million September 2011-August 2016.** Purpose: to prepare 32 special education teachers who will obtain the NYS Annotation for Teaching Students with Severe and/or Multiple Disabilities. Principal Investigator: Julia White. Co-Principal Investigator: Martha Mock.

ADDITIONAL ROLES:

U.S. Department of Education, Early Reading First, to Warner School, University of Rochester. Funded from 2004-2007 by U.S. Department of Education in the amount of \$3.8 million. Purpose: to create preschool centers of excellence using the ScienceStart! Curriculum to prepare preschoolers for reading success in primary schools. Principal Investigator: Lucia French. Director of Professional Development: Martha Mock.

Wisconsin Healthy and Ready to Work Project, Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin-Madison. Funded from 2001-2005 by Maternal and Child Health Bureau, U.S. Department of Health and Human Services in the amount of \$1.2 million. Purpose: to create a national demonstration model that addresses all areas of transition for youth with special health care needs. Principal Investigator: Daniel Bier. Program Evaluator and Community Specialist: Martha Mock. Authored by: Daniel Bier, Amy Whitehead, and Martha Mock.

PROFESSIONAL ACTIVITIES AND MEMBERSHIPS

American Federation of Teachers

2002 - 2004	Member, United Faculty and Academic Staff, AFT #223
2000 - 2002	Member, AFT Higher Education Program and Policy Council
1999 - 2000	President, Teaching Assistants' Association, AFT #3220
2000 - 2001	Membership Secretary, Teaching Assistants' Association
1996 - 2002	Member, Teaching Assistants' Association, AFT #3220

Local & State Organizations

2011- present	CP Rochester, Board of Directors Member, & Chair of Consumer Services Committee
2004 - present	New York State Council for Exceptional Children (CEC)

National Disability Organizations

2010- present	American Association on Intellectual and Developmental Disabilities
2008- present	Association on Higher Education and Disability
1995 - present	Council for Exceptional Children (CEC)
2002 - present	CEC: Division on Career Development and Transition
2011- present	International Association for the Scientific Study of Intellectual Disabilities
2006 - present	TASH

Alicia Van Borssum, Ed.D.

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Hilton, New York 14468
585-392-4184
aliciavb@frontiernet.net

EDUCATION

Ed.D. in Teaching and Curriculum 2012
Warner Graduate School of Education, University of Rochester, New York
Area of focus: literacy in developing countries
Dissertation: Analyzing the Literacy Expertise of Primary School Educators in Ethiopia

Master of Science in TESOL 1991
State University of New York, Brockport
Thesis: Using the Newspaper to Develop English Language Proficiency

Bachelor of Arts 1982
Austin College, Sherman, Texas
Major in French with Art History minor
Including one year at the Université de Nice, France

ADDITIONAL STUDIES

AMI Diploma (International Montessori Association) 1983
Centro Internazionale Maria Montessori, Perugia, Italy
Primary certification

Corso medio and medio-superiore 1982-1984
Università per Stranieri, Perugia, Italy
Italian language

EMPLOYMENT

Greece New York Central School District 2006-present
Permanent New York State Certification in TESOL and French
Teach English to Speakers of Other Languages and French at elementary and secondary levels
Develop diversity initiatives and social justice projects in elementary schools
Advocate for refugee and immigrant families

Monroe II BOCES in Hilton Central School District 1999-2006
ESOL K-12 teacher
Developed the district's first ESOL program

Provided professional development to teachers in second language acquisition and cultural competency
Advocated and provided outreach to refugee and immigrant families
Wrote and managed grants for the ESOL program

Rochester City School District 1989-1999
ESOL K-6 teacher
Wrote and managed grants for the ESOL program
Developed school partnerships with cultural institutions: Seneca Park Zoo; Memorial Art Gallery; George Eastman Museum of Photography; Rochester School for the Deaf

Montessori School of Rochester, New York 1985-1989
Teacher primary class

École Montessori de Genève, Geneva Switzerland 1984-1989
Teacher primary and toddler classes; language of instruction: French

PUBLICATIONS

Journal articles:

Van Borssum, A. A. (2006). Dumpster Diving: Realia Resources for English Language Learners. *NYS TESOL Idiom* 36.2.

Van Borssum, A. A. (2005). Touch the World: Realia for Social Studies. *NYS TESOL Idiom* 35.4.

Van Borssum, A. A. (1998). Where the New Standards Meet the Macarena: The MAG. *Especially for Educators: MAG Newsletter*.

Van Borssum, A. A. (1995). Community: Many Meanings. *NYS TESOL Idiom* 25.1 (1995).

Book chapter:

Van Borssum, A.A. & Hogenmiller, P. (2001). Writing for a Reason: ELLs bring their Cultural Experience to the Classroom. In *Classic Fieldbook: Integrating Technology into the Classroom*. Hilton Central School District (pp. 63-72).

Curriculum / teaching guides:

Van Borssum, A. A. (2005). *Touch the World: Lessons for Using the Regions of the World Artifact Archives*. For Hilton Central Schools.

Van Borssum, A. A., Davison, N., & Hogenmiller, P. (2001). *The Story of Things: Object-Based Learning for Literacy*. For New York State Bilingual Education Department.

Van Borssum, A. A. (1997). *Fish or Fowl? Some Animal Classification Activities for Primary ESOL Students K-1*. For New York State Bilingual Education Department.

Van Borssum, A. A. (1997). *Going to the Zoo: an Elementary Teacher's Guide to a Field Trip to the Seneca Park Zoo*. For New York State Bilingual Education Department.

Van Borssum, A. A. (1994). *What a Concept! Service Learning for ESOL Students Using Photo Concept Books*. For New York State Bilingual Education Department.

Van Borssum, A. A. (1994). *When less is More: Using Wordless Books in the ESOL Classroom*. For New York State Bilingual Education Department.

Van Borssum, A. A. (1992). *Read All About It: Publishing a Magazine with Elementary LEP Student*. For Rochester City School District.

Van Borssum, A. A. (1991). *Inky Fingers: Using the Newspaper in the Elementary ESOL Classroom*. For New York State Bilingual Education Department.

GRANTS RECEIVED

ISS-LEP (Improved School Services for Limited English Proficient Students)/ EXCEL grants through NYS Education Department Division of Bilingual Education. Amount of awards: \$12,000-\$20,000.

Object-based learning for ELL literacy. 2000-2001

Improving academic English language proficiency through experiences in science. 1996-1997

Partnering with cultural institutions for improved English language proficiency. 1993-1994

Using the newspaper to improve English language proficiency. 1990-1991

CED (Center for Educational Development) grant to publish a neighborhood magazine with LEP students, \$500. 1992-1993

Delta Dollars innovation grant through Hilton Central School District, \$1200. Funded primary sources for 4th grade social studies teaching kits. 2001-2002

National Geographic Society Teacher grant, \$5000 (with matching funds from PTA and Hilton Central School District). Provided funds for primary sources for 3rd grade social studies teaching kits. 2002-2003

Fulbright-Hays Group Study Abroad grant. \$80,000. Curriculum specialist to support twelve American educators as they prepared, spent one month in Ethiopia, and later created curriculum for area studies. 2009-2011

RELATED EXPERIENCE

Guest lecturer at area colleges (University of Rochester, Nazareth, St. John Fisher) for pre-service and graduate teacher education courses in TESOL and social studies.

Presenter at Memorial Art Gallery Department of Education teacher workshops. Topics include: storytelling with art, object-based learning, English Language Arts and social studies standards through the visual arts.

Regular presenter at area Title III TESOL conferences such as ELL Consortium through Nazareth College and westside ELL summer school professional development through SUNY Brockport.

Consultant for East Irondequoit New York School District summer literacy program. Topic: publishing student memoir.

Frequent presenter at TESOL, NYSTESOL, NYS Geography Alliance, RACSS, BETAC, district- and building-based workshops. Topics include academic language in the social studies, object-based learning and realia for second language acquisition and literacy, collaboration with mainstream teachers, grant writing, assessment, technology in second language acquisition, standards-based learning, integrating the arts in ELA and content-area instruction.

PROFESSIONAL DEVELOPMENT

Center for the Study of Expertise in Teaching and Learning: fellow 2005-06.

Regional peer review for New York State Academy for Teaching and Learning. Learning experience topic: *Dolce Aida: Learning English through Opera*, spring 2002.

From Object to Inquiry: Summer Seminars for Teachers, Smithsonian Institute, Washington D.C., summer 2001. Topic: using primary sources in the classroom.

Teacher as Researcher: intensive research experience through University of Rochester's Warner School, summer 2000. Topic: practical implications for object-based learning.

Annual TESOL and NYSTESOL conferences including **presentations** at international meetings in Seattle 1991, St. Louis 2001, Baltimore 2003, San Antonio 2005, Tampa 2006, Denver 2009 and New York State meetings in Rochester, Saratoga Springs 2001, and New York City 2005.

International Reading Association (IRA) conference Toronto 2007 and **presenter** at IRA conference in Atlanta 2008, Chicago 2010, and the IRA World Congress 2008 in San José, Costa Rica.

LANGUAGE ABILITIES

French, fluent; Italian, fluent; Amharic, beginner; Arabic, beginner.

Dave Miller

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OVERVIEW

Multiple successes designing and teaching online courses in hybrid online and fully online formats.

Key strengths in online teaching and learning – design & development, promotion, teaching, conducting research, grant writing, and student advising. Also extensive experience in previous work environments of guiding program development and implementation. Expertise and success in building enthusiastic, mission-oriented teams. Cross-industry track record in setting and achieving milestones, with positive impact and continuous improvement on the customer experience.

EXPERIENCE

Assistant Professor of Education

Focus areas - online teaching and learning and 1:1 initiatives in K-12 schools

Warner Graduate School of Education at the University of Rochester

May 2013 – present

Outcomes Summary – lead online hybrid and fully online courses. Also provide instructional and technical expertise for the Warner School online teaching and learning initiative.

- Design and deliver hybrid online and fully online courses.
- Conduct research in and across several key areas of online teaching and learning and 1:1 initiatives in K-12 schools.
- Provide instructional support for online teaching practice to other faculty members.
- Create and execute the strategic marketing and publicity plan for the Warner School's online teaching and learning initiative.

Consultant

October 2011 – present

Outcomes Summary – providing design, technical, and instructional expertise across a variety of projects.

- Working with a local suburban school district to implement a 1:1 iPad initiative.
- Conceptualized digital educational systems and e-learning projects at Rochester-based universities.
- Assisted the systems-development of a social media sports game with cross-functional teams based in NYC and India.
- Consulted with a Boston-based startup company that delivers web-based crowd sourced project management.
- Developed text-based and online learning courses for systems security professionals at ElementK Press.
- Developed text-based and online learning courses for iPad and Windows tablet use in business.
- Guided the information collection and support experience for a growing restaurant chain in Rochester, NY.

President & Founder

Knowledge Athletes, Inc. – Fairport, NY

December 1999 – July 2011

Outcomes Summary – developed an innovative social media content management system / learning management system for the K-12 education space. Product implementation resulted in measurable improvements in student learning and engagement.

- Envisioned and developed the kajour® platform – a CMS / LMS / Social Media hybrid that merged the worlds of Content Management and Collaborative Learning.
- Principal Investigator (PI) for two Phase I and one Phase II Small Business Innovation Research (SBIR) awards totaling \$1MM.
- Organized and guided 3 professional teams of 6 people each: Agile software development, testing, and implementation team; marketing content & media development team; and the University program evaluation research team.
- Developed instructional design guidelines for integrating digital media with work-place instructional practices.
- Incorporated teacher, student, and software development team feedback into on-going product & process improvement utilizing Agile SDLC practices.
- Worked with teachers and school administrators to effectively implement digital learning experiences into curricula, teaching practices, and student learning.
- Incorporated Core Standards, Essential Understandings, and Key Performance Indicators framework with curriculum development and instructional design.
- Developed competitive analyses of numerous online learning platforms.

Visiting Professor

Rochester Institute of Technology – Rochester, NY

September 1997 – May 2004

Outcomes Summary – developed an engaging and pragmatic teaching style that included traditional classroom experiences, online learning management, and real-world experiential learning that engaged students, enhanced student outcomes, provided real-world insights and experiences to students, and pioneered student-driven changes in learning.

- Developed new and revised curricula in the College of Business.
- Advised curriculum development committee.
- Incorporated the Desire-to-Learn LMS framework into course delivery.
- Taught numerous technology, information systems, and project management courses.
- Published college-level data communications textbook for student use.
- Nominated 3 times for the Eisenhart Excellence in Teaching Award (could only be awarded to tenured professors).
- Rated Highly Effective by students across all years there.

President & Principal Owner

DataNet Inc. of Rochester – Rochester, NY

July 1994 – May 2004

Outcomes Summary – developed a customer-focused network systems service and support client portfolio with results of over \$300,000 in net annual sales after second year in operation.

- Installed and serviced Novell and Microsoft networking operating systems.

- Pioneered tele-radiography with Eastman Kodak and Rochester Telephone to support advanced radiology services for the doctors at Rochester Radiology Associates.
- Provided on-going service and technical support to various clients in regional area.
- Delivered training for NetWare and Microsoft network operating systems.
- Published numerous training books for technical training curricula with Ziff Davis Press and ElementK Press.

Systems Trainer, Ziff-Davis Education – Rochester, NY

June 1996 – October 1999

Outcomes Summary – delivered network engineer certification training.

- Provided systems training for NetWare 3, 4, and 5, Windows NT, and Windows 2000.
- Designed and ran a profitable evening-course program that generated over \$2,500 per day in additional sales revenues.
- Worked with sales team to develop and deliver custom client training.
- Consistently rated Highly Effective by students and their employers.

EDUCATION

Ed.D. Educational Leadership with a focus in Online Teaching and Learning. The Margaret Warner Graduate School of Education and Human Development at the University of Rochester, Rochester, NY.

MBA. Concentrations in Managerial Economics, Corporate Accounting, and Operations Management. The William E. Simon Graduate School of Business Administration at the University of Rochester, Rochester, NY.

BA. Economics. The University of Rochester, Rochester, NY.

PUBLICATIONS

College Textbook

Data Communications and Networks 1e, © 2006, McGraw-Hill Higher Education.

Professional Training Manuals

CompTIA Advanced Security Practitioner (CASP), © 2012, ElementK Press.

Exchange 2000 Server: System Administration, © 2001, ElementK Press.

Microsoft SMS 2.0: Support and Deployment, © 2000, Ziff-Davis Press.

NetWare 5.0: NDS Administration and Windows NT Integration, © 2000, Ziff-Davis Press.

Servicing and Supporting Networks (third edition), © 2000, Ziff-Davis Press.

Microsoft Proxy Server 2.0: Web Access, © 2000, Ziff-Davis Press.

Microsoft SMS 2.0: Administration, © 1999, Ziff-Davis Press.

NetWare 5.0: Windows NT Integration, © 1999, Ziff-Davis Press.

PROFESSIONAL CERTIFICATIONS

Certified Technical Trainer (CTT).

Formerly certified as Novell Master CNE, Master CNI, and Microsoft MCSE.

GARY VALENTI
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Rochester, NY 14534
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gvalenti52@gmail.com

PROFESSIONAL EXPERIENCE

1988- June 30,2011 Brighton Central School District

Retired

Assistant Superintendent for Administration

- Coordinates and evaluates all financial activities
- Supervises the business and personnel offices: Functions include payroll, benefits, accounts payable, purchasing, and employee contract administration
- Chief negotiator for all collective bargaining units
- Supervises the administration of the food service, transportation, technology and operation and maintenance departments
- Oversees the preparation and delivery of all financial reports
- Works collaboratively with the Board of Education, staff and community to provide quality service as efficiently and cost effective as possible

1981-1988

West Irondequoit Central School District

School Business Administrator

1978-1981

East Rochester Central School District

Business Manager

Duties in both School Districts were comparable to my responsibilities with the Brighton School District

EDUCATION

March 1986

Rochester Institute of Technology

Master of Business Administration

June 1974

St. John Fisher College

Bachelor Degree - Business Administration

PROFESSIONAL ACTIVITIES

- Chairman - Rochester Area School Health Plan
- Chairman - Rochester Area School Worker's Compensation Plan
- Chairman - Rochester Area Blue Point 2 Health Plan
- President - NYS Association of School Business Officials (2002-2003)
- Board of Director - NYS Association of School Business Officials (1996-2001)
- Past President and Director - Rochester Chapter Association for School Business Officials

PROFESSIONAL RECOGNITION

- May 2008 - Financial Executive of the Year Finalist, Rochester Business Journal
- March 2008- All-Star Team, NYS School Boards Association
- 2007-2008 - Appreciation Award, NYS Athletic Administration Association
- May 2007- PTSA Lifetime Membership Award
- June 2006- Outstanding Service Award, NYS Association of School Business Officials
- 2002-2003 - Outstanding Service Award, Rochester Chapter Association of School Business Officials

University of Rochester Educational Partner Organization Proposal for Rochester East High School

#4. EXPERIENCE

A detailed description of the capacity and experience of the Warner School of Education and the University of Rochester in leading school reform and educational success initiatives has been included in Section 2 (*Detailed Scope of Services*). In this section, we instead provide a brief overview of the organization and requested references.

Background/History of your company

University of Rochester (UR). Founded in 1850, the University of Rochester is one of the country's top-tier research universities. The UR is a private, nonsectarian, coeducational institution of higher education, research and health care located in Rochester, New York. The university is a vibrant center for discovery and innovation, with researchers engaged in cutting-edge work across the humanities, engineering, medicine, and social and natural sciences. The University is composed of six schools including: the College of Arts, Sciences, and Engineering, the William E. Simon Graduate School of Business Administration, the Eastman School of Music, the School of Medicine and Dentistry, the School of Nursing, and the Warner Graduate School of Education.

Margaret Warner Graduate School of Education and Human Development University of Rochester

The Warner School is a research school of education committed to the pursuit of excellence and equity in education. We have defined our mission as bridging research and practice so as to:

- Prepare educators who can improve the quality of educational services offered by schools, universities, and community agencies as leaders and agents of change.
- Conduct and disseminate research that can contribute to a better understanding of today's problems in education, as well as propose and evaluate possible solutions.
- Proactively participate in efforts to improve education in the region, by contributing research skills and knowledge of research and best practices.

As a professional school within a premier research university, the Warner School has participated in many groundbreaking research and grant-funded projects in the areas of literacy, mathematics education reform, early childhood, and teacher professional development, to name just a few. In particular, the Warner School has a long history of commitment to urban education, and to supporting the quality of learning offered to students at RCSD.

For example:

- We offer the Urban Teaching & Leadership (UTL) program to enhance the preparation of teachers who want to work in urban districts.
- For the past 15 years we have secured state grants to support professional development in mathematics for RCSD teachers.

- We have recently received a five-year grant from the National Science Foundation (NSF) to prepare a cadre of 24 math and science “master teachers” within RCSD, to spearhead reform to improve teaching practices (and, thus, students’ learning opportunities) across this urban district.
- Warner School faculty members David Hursh and Kevin Meuwissen recently collaborated as experts in social studies education in RCSD’s “Teaching American History” grants.
- For the past eight years Warner faculty member April Luehmann has successfully run a one-week science summer camp for middle school RCSD students, as well as an after-school program for urban middle school girls, for which she recently received a four-year NSF grant to replicate the program elsewhere in the country, as an integral part of our science teacher preparation program.
- We are an affiliate and site of the National Writing Project, a federally funded initiative to offer professional development in writing for teachers in all disciplines through a month-long summer institute and school year activities.
- Since 2010, we have run the Horizons at UR-Warner summer program, serving 135 K-8 grade RCSD students (primarily from School #33) to provide gains in learning during the summer (particularly in reading and math) and confidence-building (through activities like swimming), reversing the summer learning slide experienced by many urban students.

Level of experience and at least three (3) references for engagements with clients of equal or greater size including experience with clients in other Public Sector and/or K-12 environments.

As documented throughout the EPO application (particularly in Section 2), the Warner School has had extensive experience serving RCSD. Other districts throughout the region have also benefitted from our expertise in a number of ways.

The following references can provide additional information about some of these experiences:

- 1) Trina S. Newton, Superintendent of Schools, Geneva City Schools, tsnewton@genevacsd.org or 315-781-0400
- 2) Scott Bischooping, District Superintendent, Wayne-Finger Lakes BOCES, SBischooping@wflboces.org or 315-332-7284
- 3) Caterina Leone-Mannino, Executive Director of School Innovation, Rochester City School District, 585-262-8324 or Caterina.Leone-Mannino@rcsdk12.org

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#5. CORPORATE SUMMARY

Name of Company:

University of Rochester

Project Location:

Warner Graduate School of Education

Contact Name & Title:

- Raffaella Borasi, Dean of Warner School of Education
- Stephen Uebbing, Professor, Educational Leadership

Street Address:

University of Rochester
Warner School of Education
LeChase Hall, P.O. Box 270425

City, State, ZIP:

Rochester, NY 14627-0425

Telephone:

585-275-0880 (Raffaella Borasi)
585-275-6355 (Stephen Uebbing)

Email:

rborasi@warner.rochester.edu or
suebbing@warner.rochester.edu

Fax:

585-482-1159

Federal Tax Id #:

16-0743209

Company URL, if available: <http://www.warner.rochester.edu/>

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**#6. DESCRIBE ANY RECOMMENDATIONS OR SUGGESTIONS ABOVE AND
BEYOND THE REQUIREMENTS LISTED IN THIS REQUEST**

Not applicable – we have included all relevant information in the preceding sections.

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**#7. PLEASE COMMENT ON THE FOLLOWING NON-DISCRIMINATION
CLAUSE**

Any determination in a final order of the Commissioner of the New York State Division of Human Rights, other State or Federal agency, or dispositive decision or order of a court of law that the bidder engaged in discriminatory or unlawful conduct under the Age Discrimination in Employment Act (the "ADEA"), Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 1981, 1983, 1985 and 1988, the Rehabilitation Act of 1973, the Americans With Disabilities Act, the Equal Pay Act, the New York Human Rights Law, Civil Service Law, Social Services Law or any other State or Federal statute or regulation intended to protect the civil rights of individuals.

The University of Rochester is an Affirmative Action/Equal Employment Opportunity organization and is in compliance with all appropriate legal requirements related to hiring and employment practices. All employment related to this project will be done in accordance with applicable organizational standards and conducted under administrative oversight. Any potential barriers for participants with special needs will be addressed, and every effort will be made to include anyone who wants to participate in the project (either as students, through employment, or as volunteers). Once the needs of the population are identified, we will make reasonable accommodation for all participants (including providing documents in multiple modes, ensuring meetings are held in accessible locations, etc.). Alternative language and/or ASL interpreters will be provided when needed. We will ensure that meetings and events have oral, written and visual modes of communication so that all participants will have meaningful access.

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**#8. PLEASE COMMENT ON THE FOLLOWING NON-DISCRIMINATION
CLAUSE**

Any criminal conviction concerning formation of, or any business association with, an allegedly false or fraudulent Women's or Minority Business Enterprise (W/MBE), or any denial, decertification, revocation or forfeiture of W/MBE status by New York State.

The University of Rochester is not considered a W/MBE, and has never held W/MBE status in New York State. As such, there are no misconduct filings to that effect.

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**#9. EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER INFORMATION
REPORT EEO-1**

The University of Rochester is not an EEO-1 employer. As an institution of higher education, we are excluded from the EEO-1 reporting requirement. We do, however, report under EEO-6. If you would like more information about our EEO-6 status or reports, please let us know and we will provide any requested information.