



# Profile 2010







**The mission** of the College of Education is to prepare exemplary professional practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

## College earns full re-accreditation

The College of Education at the University of Florida in 2010 was granted full, continued accreditation of its educator preparation programs by the National Council for Accreditation of Teacher Education, the nation's primary accreditor of teacher-education programs. Examiners cited exceptional strengths in faculty teaching and research, high-quality students, statewide outreach and school-improvement partnerships, and diversity efforts in faculty and student recruitment. The College has been continuously accredited since NCATE's founding in 1954.



About our theme: *"Profile 2010"*

Mention "Profile" these days and some people—especially your "Friends"—may assume you're talking about the personal bio you posted on some trendy social-media site on the Internet. We chose this simple theme not only for its literal meaning, but also in acknowledgement of the many ways people and organizations can connect with each other in today's global and digital society. Whether you're "turning" the page or "clicking" on each page as you read this report, we hope our connection leads to a personal exchange about our common interest to make a difference—in the classroom, in the world and in your life. And, oh yes, do visit the College's social-media sites at: [www.facebook.com/UF.COE](http://www.facebook.com/UF.COE) and [http://twitter.com/UF\\_COE](http://twitter.com/UF_COE).

## We need your support!

The College of Education depends on gifts from alumni and friends to cover needs as basic as student scholarships, faculty support and specialized equipment. A donation would be greatly appreciated and is tax-deductible.

Please cut this card along dotted line and mail it inside envelope to:

UF Foundation • PO Box 14425  
Gainesville, FL 32604-2425

(You also may donate online at:  
[www.uff.ufl.edu/Appeals/Education](http://www.uff.ufl.edu/Appeals/Education))

Enclosed is my gift of: ☐ \$25 ☐ \$50 ☐ \$100 ☐ \$250 ☐ other \$ \_\_\_\_\_  
I'd like to join the Dean's Leadership Circle with my gift of \$ \_\_\_\_\_ (\$1,000 or above)  
☐ Enclosed is my check payable to the University of Florida Foundation  
☐ Mastercard ☐ Visa ☐ American Express ☐ Discover  
Card number \_\_\_\_\_ Expiration date \_\_\_\_\_  
Billing address \_\_\_\_\_  
(if different from address on reverse side)  
Signature of card holder \_\_\_\_\_ Date \_\_\_\_\_



(Please cut along dotted line and mail card inside envelope with gift)



Produced by: University of Florida College of Education  
Office of News & Communications  
P.O. Box 117040, Gainesville, FL 32610

Director/Editor/Writer: Larry Lansford  
Design: Kristi Villalobos, Kno Limit Designs, Gainesville, FL  
Photography: Larry Lansford, Ray Carson, (UF Photography)





## Dean Catherine Emihovich

### Closing the achievement gap: 'the civil rights issue of our generation'

The Educational Testing Service has just issued a very sobering report, *The Black-White Achievement Gap: When Progress Stopped* (2010), that should be required reading for all education policymakers. This report outlines in great detail the historic persistence of the achievement gap, the policy changes that narrowed the gap in reading and mathematics during the 1970s and 1980s, and the factors that lead to the dispiriting conclusion that the gap is now increasing in the first decade of the 21st century. This conclusion, coupled with the rapid demographic shifts now evident in all 50 states regarding race and class issues in public education, gives new urgency to the call from U.S. Secretary of Education Arne Duncan that closing this gap is the "civil rights issue of our generation."

Colleges of education must take this call very seriously to demonstrate their viability and relevance in the public realm, particularly since they continue to suffer near-constant attacks on their lack of contributions to school improvement and K-12 student learning outcomes. I couldn't be more proud of the fact that despite all the difficult budget reductions the College of Education has endured over the last four years, faculty and students continue to excel in teaching, scholarship and service, especially on this important issue.

The overarching theme of the activities featured in this year's annual report is a laser-like focus on whole school improvement intended to help close the achievement gap in Florida's most challenged schools, whether it is about providing better prepared math and science teachers, increasing college access, or working with families to enhance early learning outcomes.

The fact that the state of Florida has just been named as one of the recipients of Race to the Top education stimulus funds also makes us very optimistic that many of the programs and projects

listed in this report may very well be picked up for statewide implementation. In particular, the Florida Master Teacher Initiative has been highly praised by district and state officials, and preliminary evaluation data on this program indicates that when teachers band together and work as a team with their instructional leader, along with solid community support, real and significant improvements in student learning follow.

In addition, the College of Education and its Lastinger Center for Learning, working in close partnership with the Miami-Dade School District, recently received an I3 Innovation Grant to develop an online early childhood master's program similar to our already highly successful Teacher Leadership for School Improvement master's degree. Although the details of this grant will be reported on more extensively in next year's annual report, I mention it now as further evidence of our commitment to improving teacher quality in schools where young children desperately need the best teachers we can send them.

Closing the achievement gap will be extremely difficult even under the best circumstances, and in an economic recession, the challenges are greater than ever. But when outstanding faculty and students put their collective talents to use in making a difference to create a more just and equitable society, the results are astonishing. I hope you appreciate reading about them in our 2009–2010 Annual Report.

Sincerely,

Dean Catherine Emihovich

## Contents

|                         |    |                         |    |
|-------------------------|----|-------------------------|----|
| 2009-2010 Highlights    | 4  | Faculty Research Awards | 16 |
| Molding Master Teachers | 6  | Academe                 | 22 |
| Key Initiatives         | 8  | Laurels                 | 24 |
| By the Numbers          | 13 | The Year in Pictures    | 26 |
| Research                | 14 | Alumni & Giving         | 28 |



# UF College of Education



## Info

### We are one of America's best colleges

The UF College of Education, founded in 1906, consistently ranks among the top 25 among public education schools in the elite Association of American Universities. The College boasts three nationally ranked academic specialties in the 2011 US News & World Report's reference guide, America's Best Graduate Schools:

- 3<sup>rd</sup> Counselor Education
- 4<sup>th</sup> Special Education
- 19<sup>th</sup> Educational Administration
- 7<sup>th</sup> School Psychology faculty also was ranked 7<sup>th</sup> nationally in scholarly productivity in the *Chronicle of Higher Education's* most recent rankings, in 2007.

### Bright futures start here

Our varied degree programs can lead to rewarding careers in teaching, early childhood and special education, counseling, school and education administration, and leadership posts in higher education. Our challenging programs of scholarship and real-world experiences prepare educators to serve not just their schools, but also their communities.

### Our core philosophy: Engaged scholarship

By partnering with public schools and communities across the state, UF education professors and students engage in scholarly outreach activities that directly contribute to improved schools and increased student learning, or address important social and community issues.



## Affiliates, Centers and Institutes

Through partnerships with public schools, school districts and communities, UF education faculty are working through several College-designated centers and institutes to meet Florida's varied and fast-changing educational needs:

- **P. K. Yonge Developmental Research School:** Since its 1934 founding, the College's renowned laboratory school has served as a center of innovative educational program development and dissemination for K-12 students.
- **UF Alliance:** partners with high-poverty high schools and middle schools in Florida's three largest cities—Jacksonville, Orlando and Miami—to promote student and educator leadership and enhance college access for underrepresented urban youth.
- **Center for Disability Policy and Practice:** fosters interdisciplinary research and training activities to improve learning and classroom achievement for children with special needs.
- **Center for School Improvement:** cultivates UF partnerships with Florida schools to provide novel, "inquiry-based" professional development programs as a primary method of school improvement.
- **Institute of Higher Education:** UF resident faculty provide mentoring, networking and continuing professional development opportunities for higher education practitioners and leaders, with special emphasis on Florida community colleges and college access for underrepresented groups.
- **Lastinger Center for Learning:** links some 300 partnering schools across Florida with UF research scholars from multiple disciplines, forming powerful learning communities in support of school improvement and children's learning and healthy development.
- **National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP):** Under a \$2.5 million federal grant, UF researchers at NCIPP are studying and introducing new strategies for helping states and local school districts improve the retention and quality of beginning special education teachers.

## Fast Facts

### 3 schools

College academics are organized into three schools for optimal resource-sharing, cost-effectiveness and to promote interdisciplinary collaborations among faculty with complementary interests and expertise:

- School of Human Development and Organizational Studies in Education
- School of Teaching and Learning
- School of Special Education, School Psychology and Early Childhood Studies

### 21 bachelor's and advanced degree programs within 7 academic specialties

- Counselor education
- Early childhood studies
- Educational administration
- Research and evaluation methodology
- School psychology
- Special education
- Teacher education

## Fast Figures (2009-10)

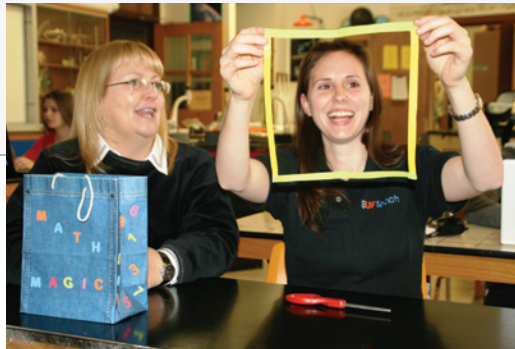
|                     |       |                      |        |  |
|---------------------|-------|----------------------|--------|--|
| Student Enrollment: | 1,863 | Faculty (full-time): | 106    | Research funding: \$37.8 million total; \$8.9 million in yearly research expenditures. |
| Undergraduate:      | 575   | Staff:               | 73     |  |
| Graduate:           | 1,288 | Alumni:              | 28,406 | Operating budget: \$38.3 million   |
| Online Enrollment:  | 4,395 |                      |        |  |



# UF College of Education



## 2009-10 Highlights



UF *Teach* draws some of UF's best and brightest math and science majors into the teaching ranks.

### Photos

3 of 9 albums

[See All](#)



UF-hosted summer institutes boost practicing teachers' content knowledge.



NCATE accreditation examiners cited the high quality of UF's education students.



The College marked its 50th anniversary of integration with a special fall celebration.

**Math-science summit calls for action statewide.** UF's Lastinger Center for Learning hosted a fall summit on mathematics and science education for Florida educators and community leaders, issuing a call for action to pursue aggressive school reform strategies that can help restore America's global competitiveness in the vital technical fields.

### UF *Teach* prepares scientists, math whizzes for classroom.

Inventive recruiting strategies continue to draw some of UF's best and brightest mathematics and science majors into the teaching ranks through UF *Teach*. The program was created in 2008 to ease the crisis in math and science education. The two-year program enrolls close to 60 UF math and science undergraduates each year. By 2012, UF *Teach* expects to have more than 400 students enrolled and graduate 80 yearly into the teaching ranks. By 2017, about 240 UF *Teach* graduates should be teaching, mainly in Florida, and will have impacted more than 80,000 students.

**Faculty help shape national policy.** Several education faculty served on or advised elite groups instrumental in shaping national education policy: NCATE enlisted COE Dean Catherine Emihovich for its blue-ribbon panel on teacher preparation reform; education technology expert Catherine Cavanaugh served on U.S. Education Secretary Arne Duncan's advisory group on virtual schooling; professors Mary Brownell and Paul Sindelar helped draft recommendations on special education teacher quality and evaluation for the congressional House Education Committee; and higher-education scholar Luis Ponjuan addressed a national briefing on Capitol Hill to raise awareness of the cavernous learning gap among Latino males.

**Students benefit from diverse faculty, classmates.** The college continues to bring together faculty and students from diverse backgrounds who share similar academic and personal interests and goals. The college benefits from considerable diversity among the faculty, with 23 percent from racial and ethnic minority groups. That compares to 15 percent in 2002. Among students, 30 percent hail from racial-ethnic backgrounds, compared with 23 percent in 2002.

**Student Council voted tops on campus.** The Education College Council was selected Best Council of the Year by UF's Board of College Councils. The ECC is an umbrella organization for all COE student organizations.

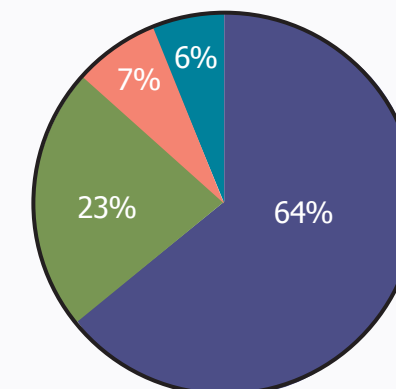
**'Bama community 'scouts' UF lab school as model for new school system.** A group of nearly 30 town and school leaders from Pike Road, Ala., visited P.K. Yonge Developmental Research School recently to "scout out" PKY as a model school for the town's efforts to start its own school system. The visitors spent the day observing classes and brainstorming with PKY and COE faculty about their plans.

**Florida Master Teacher Initiative rolls out across the state.** This first-of-its-kind initiative provides tuition-free, job-embedded, advanced degree programs in curriculum and instruction for practicing teachers, blending on-site and online coursework. Its purpose: to develop master teachers and leaders for Florida's highest-need schools. The program launched five years ago in Dade and Collier counties, but now serves in disadvantaged areas of Alachua, Duval and Pinellas counties, as well. Statewide last year, more than 230 teachers were enrolled.

**Breaking down barriers: 50 years later.** The year was 1959 when Daphne Duval-Williams enrolled in a Ph.D. program, becoming the College of Education's first black student. A half-century later, in September 2009, the college marked its 50th anniversary of integration with a special celebration recognizing the success and positive impact that our African American alumni and faculty have made in the education field.

**Summer institutes boost teaching in math, science, civics.** Aided by a grant from the state Department of Education, the college staged a series of two-week summer institutes to increase teachers' content knowledge and help bring Florida teachers up to speed on new, rigorous standards in mathematics and science. Under a separate grant from the Helios Education Foundation, UF education professors focused on strengthening civics education in Florida through a series of summer workshops for middle grades educators from seven Florida counties.

### Sources of Revenue: FY 2009-10



Total operating budget: \$38.3 million

|                                |                      |
|--------------------------------|----------------------|
| State appropriations & tuition | \$ 24,683,742        |
| Sponsored grants and contracts | \$ 8,610,994         |
| Endowment earnings and gifts   | \$ 2,742,363         |
| Misc. gifts/service agreements | \$ 2,250,481         |
| <b>Total</b>                   | <b>\$ 38,287,580</b> |



# Molding Master Teachers



Fifth-grade teacher Rodney Watson, shown on his graduation day, reenergized his career through UF's novel, tuition-free, job-embedded master's degree program.

Rodney Watson is a teacher. He came to the profession later in life, after 15 years of breaking rocks in a quarry. In 2005, after four years of teaching, he still loved his classroom work with the students, but he felt the frustration, the isolation, the insecurity so common in his profession. He feared becoming another statistic: Nearly half of all new teachers leave the profession within five years.

"Nothing contributes more to the dropout rate than the feeling you're (alone) on an island," Watson says, "that you are unappreciated and your work is not affirmed."

Watson, though—like a growing number of other Florida teachers—became reenergized and rededicated to his noble profession by participating in a pioneering, *big-bang-for-the-bucks*, tuition-free graduate education degree program. The Florida Master Teacher Initiative was developed and is administered by the Lastinger Center for Learning and the School of Teaching and Learning at the University of Florida's College of Education.

It's a powerful push to help practicing teachers develop as master teachers, school leaders and advocates for children at Florida's most challenged schools.

The coursework is job-embedded. Here is what that means: Overseen by UF professors-in-residence, teacher-students attend on-site classes and online courses while remaining on the job at their schools. That is a crucial aspect because it allows teachers to immediately apply in the classroom what they learned in the coursework.

Amazingly, the degree program is essentially free. Teacher-students in partnering schools pay only \$150 per semester for books and fees. Their tuition of more than \$20,000 is offset by grants and stipends from the W.K. Kellogg Foundation, the Helios Education Foundation and other foundations, the Florida Legislature and, increasingly, local school districts. In return, the teachers must agree to remain at their inner-city or high-need schools during the program and for at least three years after graduation.

"What interested me at first about (the program) was that it was strongly job-embedded and I would be working closely with my colleagues," said Watson, who teaches fifth grade at Village Oaks Elementary in Immokalee, an economically depressed farming community northwest of the Everglades. "That's what drew me to it, but I didn't realize how powerful that would be."

Participating teacher-students are grouped into "cohorts," usually consisting of several dozen colleagues from their school and nearby schools. Each cohort is overseen by a UF professor-in-residence who serves as an on-site instructor, mentor, motivator and educational cheerleader.

The curriculum is "inquiry-based" and collaborative. Teachers focus on a question or issue important to their students, work together in cohorts, and then propagate their learning and knowledge through their schools, school districts, school-based leadership teams and "professional learning communities" they form with other teachers.

Don Pemberton, director of the Lastinger Center, says the inquiry-based program is a blueprint for training and retaining high-quality teachers—and for invigorating an increasingly demoralized workforce.

"The program's power is transformative. It improves teachers. It improves students. It improves communities," Pemberton said. "We're changing the way teachers teach. This is the cutting edge for developing teachers in America."

How a revolutionary UF graduate degree program is reinvigorating and transforming teachers — and improving student achievement — at some of Florida's most challenged schools

Some 113 Florida teachers already have graduated from the three-year-old Master Teacher program, their skills sharpened, their master's or education specialist's degree in hand, and their bank accounts unimpaired because tuition is free. This fall, another 233 teachers from Lastinger-partner schools in Alachua, Collier, Duval, Miami-Dade and Pinellas counties are enrolled, with more on the way.

All are rededicating themselves to their profession and their classrooms—which improves student achievement and elevates the teacher retention rate.

Pemberton says standardized test scores strongly suggest that students of Lastinger-trained teachers clearly benefit from the program—which should excite education policymakers and administrators.

"We see student-learning in the significantly improved FCAT scores of our partner schools in comparison to matched schools," said Philip Poekert, a UF professor-in-residence who guides and counsels Lastinger teacher-students in Miami-Dade.

Dorcas Howard, the principal at Village Oaks Elementary in Immokalee, says all of her faculty members are learning from Rodney Watson and other Master Teacher graduates at the school, "and that's what makes it so powerful."

Pemberton says the Lastinger Center hopes to keep expanding the Master Teacher Initiative to other Florida counties, and that it's poised for a national rollout.

"We know how to develop master teachers," Pemberton says. "We're doing that right now and we do it better than anybody."

We truly believe this work is transformational for teachers, and we know it can scale up to thousands and thousands of teachers."

More details about the job-embedded degree program are available at:

[www.education.ufl.edu/centers/Lastinger/developingjob.html](http://www.education.ufl.edu/centers/Lastinger/developingjob.html)

Standardized test scores suggest that students of UF-trained master teachers like Watson clearly benefit from their improved instructional practices.



Watson explains a lesson to his fifth-grade class at Village Oaks Elementary School in Immokalee.



Photos by Carole Hart



# UF College of Education



## Key Initiatives

### ... transforming education from cradle to classroom to college and career



Baby Gator, UF's pre-K lab school (directed by Pam Pallas, pictured on playground), would be the hub of UF's proposed Center for Excellence in Early Childhood Studies.

#### Photos

2 of 7 albums

[See All](#)



One in three children in the U.S. enters school unprepared to learn. Many never catch up.



UF specialists are working to ensure high-quality, early-learning experiences for all children.

### Early childhood studies: our children, our future

Children begin learning from the moment they are born. Yet, one in three children in the United States enters school unprepared to learn, and many never catch up. UF early-childhood specialists are working with practitioners, communities, schools and families to ensure high-quality, early-learning experiences for all children.

The 2007 appointment of world-class scholar Patricia Snyder to the new David Lawrence Jr. Endowed Chair in Early Childhood Studies signaled the College of Education's commitment to elevate an already-strong program into the top tier of nationally recognized programs in early childhood studies. UF's program now has eight distinguished faculty, including the recent return of Maureen Conroy, a national authority on early behavioral interventions for young children with autism.

The professors are mentoring their doctoral students to become the new scholars and leaders in the field—who in turn will prepare the next generation of practitioners trained to meet the needs of all children and families in increasingly diverse and inclusive early-learning settings. UF instructors have added more field experiences, while conducting research with their doctoral students on vital areas such as embedded instruction in early learning, routines-based intervention, early literacy and language, family support, developmental screening, and social and emotional foundations for young children's learning and development.

Early childhood faculty also are involved in the UF Lastinger Center's school readiness efforts for the youngest children in Miami-Dade elementary schools (see "Ready schools," next page, under "Whole school improvement").

Snyder is working collaboratively with colleagues from the College and across campus, including Baby Gator Child Development and Research Center, to establish a campus-wide Center for Excellence in Early Childhood Studies, where scholars from diverse field—such as early childhood studies, pediatrics, health sciences, and law—will collaborate with local, regional, state and national partners to advance the science of early childhood development and early learning practices.



### 'Whole school' improvement: the heart of real reform

The College of Education partners with more than 300 high-need schools across the state on innovative "whole school" improvement efforts. Effecting measurable improvement requires reexamining and changing all parts of school life, from workplace culture to teacher leadership, from student readiness to curriculum upgrades, from professional development for teachers and principals to parent and community involvement.

Several UF programs are emerging as national models of whole school improvement:

#### • Ready schools for ready children

Under a shared \$10 million grant, the college's Lastinger Center for Learning is breaking new ground with a massive effort to expand research-proven child and school readiness programs—first in Miami-Dade County elementary schools and then in high-need schools across Florida and in other interested states.

The four-year rollout, launched in 2007 under the name of Ready Schools Miami, involves multiple partnerships between UF and early learning centers, families, community groups, and social and health-care sectors, all working together to make sure at-risk children enter school healthy and ready to learn.

The schools, in turn, are prepared to be ready and responsive to the needs of their youngest students, creating action plans for improving school culture and instructional strategies, and providing a seamless transition for students through the earliest elementary grades.

UF "professors-in-residence" embed themselves in the classrooms of partnering schools for first-hand observation and lead novel, on-the-job professional development for teachers and principals that directly impacts teaching and school improvement efforts.



Early-childhood education faculty are preparing the next generation of scholars and leaders in the field.

#### • Florida Master Teacher Initiative

The groundbreaking Master Teacher initiative (*see page 6*) provides tuition-free, on-the-job advanced degree programs in curriculum and instruction for groups of teachers at the same school, blending on-site and online coursework so teachers can remain in their classrooms. Its purpose: to develop master teachers and leaders for Florida's highest-need schools.

UF's Lastinger Center for Learning launched the program five years ago in Dade and Collier counties, but now serves in disadvantaged areas of Alachua, Duval and Pinellas counties, as well. College-based faculty provide the online instruction, while local master teachers are hired and trained as "professors-in-residence" for first-hand observation and on-site instruction at the schools. What teachers learn can be applied immediately to improve student learning and school performance.

The program incorporates the college's popular online Teacher Leadership for School Improvement graduate degree curriculum. Participating teachers create inquiry-oriented "professional learning communities" and organize special training opportunities for their colleagues at school. They must commit to teaching at their high-need school for five years following completion of the program. Statewide last year, more than 230 teachers were enrolled.



# UF College of Education



## Key Initiatives

### • Professional Development Communities

The College has joined with eight diverse elementary schools in its home (Alachua) county to form a teacher-education and school improvement network committed to preparing the next generation of “inclusive” teachers. The resulting Professional Development Communities (PDC) network consists of school-based teachers and principals, UF student-teachers, doctoral students, university teacher educators and elementary students.

Each year at PDC schools, some 150 prospective teachers learn to teach alongside a mentor committed to providing opportunities for all students to be successful. Prospective teachers, practicing teachers and teacher educators learn from each other to improve the education of all students — while simultaneously pursuing the schools’ yearly improvement goals in the area of student learning.

### Getting our groove back in math and science

Studies show U.S. students lag substantially behind their international counterparts in science and mathematics education. The problem: universities produce too few graduates in the technical fields, and middle and high school students are too often taught by teachers undertrained in science and math. UF’s College of Education is getting creative to spike the number of science and math graduates qualified to teach these subjects. We’re talking major numbers-crunching here . . .

### • *UF Teach*

*UF Teach* is the College’s initiative to boost mathematics and science education by producing scientists and math whizzes who can teach. Supported by grants exceeding \$3.4 million, *UF Teach* recruits UF science and math majors and inducts them into the community of teachers by giving them classroom experiences starting in the first semester of the multi-year program. The program, in its third year, offers education minors for their efforts in hopes they will take to teaching.

### • Florida PROMiSE helps seasoned teachers polish skills

UF partners with two other Florida universities on this award-winning effort (*see page 14*) to polish the science and math skills of mid-career teachers. College faculty and master teachers lead hands-on, laboratory-based professional development workshops and a series of two-week summer institutes to strengthen the subject content knowledge of participating teachers. The state, which funds the program, also has used the course materials in professional development training for more than 17,000 Florida teachers.

### • Tuition-free degrees for Pinellas teachers

With \$1.6 million from The Helios Education Foundation, the College’s Lastinger Center for Learning is helping Pinellas County schools “power up” on their mathematics and science teaching. Under the four-year grant, about 100 Pinellas teachers will be eligible to earn a tuition-free master’s degree in math or science curriculum and instruction in exchange for a five-year teaching commitment at their high-need schools. The coursework combines online and on-site instruction. Another 400 will enroll in UF-sponsored, job-embedded professional development activities. The initiative could impact as many as 4,500 students in high-needs middle and high schools in Pinellas County.

### Teaching the teachers who teach children with disabilities

The demand for more special-education teachers has plagued American school systems for more than two decades. The need is especially dire for teachers with expertise in severe disabilities. UF’s special education program, ranked fourth in the nation, is one of the College’s top generators of external grants and funding, and many of the projects focus on expanding the pool and quality of special education teachers.

UF researchers are leading a new effort to resolve a nationwide shortage of both special-education teachers and university professors qualified to groom the next generation of teachers in the field of severe disabilities. Under an \$800,000 grant from the U.S. Department of Education, UF special-education researchers have recruited three new doctoral students who seek to become university researchers and professors with expertise in significant disabilities. UF also will hire eight postdoctoral fellows to mentor and collaborate with the students on research projects about teacher preparation and special educational services for students with severe impairments.

In a related effort, UF has recruited five more doctoral students to conduct studies on teacher quality issues in special education.

The College’s new National Center to Inform Policy and Practice in Special Education Professional Development, or NCIPP for short, is the first of its kind. Center faculty are working with four large school districts in separate states to test and incorporate new strategies for improving the mentoring and practices of beginning special-ed teachers serving students with serious disabilities.

Faculty scholars also are developing evidence-based professional development packages to promote inclusive teaching practices in preschool learning centers, and for practicing teachers to advance their literacy instruction skills for students with learning challenges.

UF special-education and early-childhood researchers currently have five research projects funded by highly-competitively Institute of Education Sciences grants, with a combined value of nearly \$8 million.



At UF’s partnering PDC schools, teachers-in-training, practicing teachers, and teacher educators learn from each other to improve the education of all students.

### Photos

2 of 7 albums

[See All](#)



*UF Teach* gives science and math majors classroom experiences starting in their first semester of the two-year program.



The state has used Florida PROMiSE course materials to polish the science and math skills of more than 17,000 mid-career teachers.



UF’s PDC network consists of eight diverse elementary schools in Alachua County, formed to prepare the next generation of inclusive teachers.



# UF College of Education



## Key Initiatives

## By the Numbers



The UF Alliance awards 30 college scholarships each year for students at partnering high-poverty schools.

### Photos

2 of 7 albums

[See All](#)



High-quality teaching is one reason the College has held continuous national accreditation since 1954.



Higher-education researchers seek to reverse the challenges facing Latino American males and other diverse student populations in their education experiences.

### Equal access to college: vital to America's economy

Not every good job requires a college degree, but many do, and America needs more college graduates—especially among underrepresented minorities—to remain competitive on a global level. UF's College of Education is working to erase disparities in educational attainment and ensure that everyone has the same opportunities to attend college and become vital contributors to our economy . . .

#### • UF Alliance

This COE-based program last year provided outreach and college access activities to more than 1,100 high school students, mostly minority urban youth. The Alliance links UF and six high-poverty high schools in Jacksonville, Orlando and Miami, plus three affiliate schools in Puerto Rico.

Since 2001, the Alliance has hosted 3,000 ninth-graders from partnering schools for overnight visits to UF, giving them a taste of college life and familiarizing them with the academic offerings and the admissions process. Other student activities include leadership forums, mentoring and school-based events to heighten awareness of the college preparation and planning process for both students and their parents.

Alliance faculty also have developed professional leadership programs for teachers to support teacher retention and school-improvement efforts. Each year, the UF Alliance awards 30 scholarships—five to each partner school—for students to attend the University of Florida. The scholarships are valued at \$12,500 over four years.

#### • In search of the 'Vanishing Latino Male'

Latinos are now 15 percent of the U.S. population. Yet Latinos, or Hispanics, earn only 6 percent of all bachelor's degrees. Studies show that young men of color—particularly Latino Americans—are far less likely to attend or stay in college than other young men and women. Luis Ponjuan, the new director of the College's Institute of Higher Education, is studying ways to reverse this tragic trend. He is collaborating with researchers in several UF colleges and at the University of Texas-Austin on plans to create an interdisciplinary center aimed at better understanding the challenges that America's increasingly diverse student population faces in their educational experiences.

#### • CROP: College Reach-Out Program

UF's College of Education is one of 43 postsecondary institutions across the state hosting a College Reach Out Program, created by the Florida Legislature in 1983 to increase the number of disadvantaged students who successfully complete a postsecondary education.

CROP introduces students in grades 6-12 to the academic world beyond high school, strengthening their educational motivation and preparation through activities such as tutoring, mentoring, college campus tours, entrance test preparation courses and scholarship assistance.

# 1906

Year of the College of Education's founding.

The number of highly-competitive Institute of Education Sciences grants currently held by UF researchers in special education and early-childhood studies.

# 5

Consecutive years the College has held continuing national accreditation from the National Council for the Accreditation of Teacher Education (since NCATE's founding in 1954).

# 56

# 1

The national ranking of UF's Student Chapter of the Florida Education Association, chosen tops in its category for 2010 by the National Education Association. NEA also named UF chapter president Laura Roberts as 2010 Outstanding Student Leader.

# 28,406

Total number of active College of Education alumni, and 3,310 are members of the UF Alumni Association.

# 0.00

Cost of tuition for Teacher Leadership for School Improvement (TLSI), the college's new job-embedded graduate degree program—focused on developing master teachers—that's free to teachers in partnering high-need schools.

# 14

Years in a row that UF's counselor education program has been ranked among the Top 5 in its specialty in *US News & World Report's* survey of America's Best Graduate Programs.

# \$37,777,149

Amount of currently funded research, Collegewide.

Percent pass rate on major certification and licensing exams recorded last year by UF students completing the teacher education, educational leadership, school psychology and school counseling programs.

# 100



# UF College of Education



## Cutting-edge Research

### ... catalyzing change in practice and policy

UF education faculty and their graduate students are aggressively pursuing vital research, crossing multiple disciplines, that is making a dramatic impact on teaching and learning, whole-school improvement, education policy and leadership in all education disciplines. They also are partnering with school districts to quickly transfer the latest research-proven “best practices” of teaching directly into the classrooms of some of Florida’s most challenging schools.

Our faculty researchers are demonstrating increased competitiveness and expertise in generating external grant support for their vital work. In 2010, they were awarded nearly \$38 million in research and training grants—an increase of \$8.5 million (or 29 percent) over the previous year. About \$10.4 million of that was for new research, a 70 percent upturn.

Research expenditures increased by 16 percent to \$8.9 million—the highest total since at least 2003. Individually, College faculty members averaged nearly \$180,000 each in yearly grant support.

## 2009-10 Research Highlights

### Award-winning effort to advance math-science teaching showing PROMiSE

A novel partnership between Florida’s three major research universities—UF, USF and FSU—has received a special award from Workforce Florida, the state’s workforce policy and oversight board, for their joint effort to stem Florida’s crisis in mathematics and science education. The project, funded by Florida’s education department, has yielded research-proven professional-development programs and summer institutes to increase teachers’ content knowledge and bring Florida teachers up to speed on new, rigorous state standards in math and science. UF’s College of Education received more than \$2 million in 2010 for its part in the three-year “Florida PROMiSE” project.

### Reading lessons shaped to promote early social, emotional growth

Studies show that student learning in the early grades depends largely on successful social and emotional development. With today’s focus on high-stakes standardized testing, though, many educators focus primarily on academic achievement at the expense of children’s social and emotional growth. UF special education researchers have received a \$1.5 million federal grant to develop a reading curriculum that combines storybook reading techniques with social stories to encourage critical thinking about controlling their emotions and behavior. The award came from the U.S. Institute of

Education Sciences on the heels of a successful pilot study funded by a UF opportunity grant. The researchers will work with four kindergarten and four first-grade classes at two Marion County schools to field-test and fine-tune the evidence-based curriculum.

### Lab school taking lead in classroom technology

Aided by a \$375,000 competitive state grant, instructors at P.K. Yonge Developmental Research School (UF’s K-12 laboratory school) made giant strides toward becoming a national model and demonstration site for effective classroom technology integration. The Florida Department of Education grant supported P.K. Yonge’s rigorous efforts to upgrade classroom technology and increase access to digital teaching tools that heighten student participation and learning.

Improvements included new equipment such as LCD projectors, interactive white boards, digital cameras and a mobile computer lab station. Working with UF education technology professors, the school is evaluating and fine-tuning its professional-development approach for eventual dissemination to schools across the state and nation.

### To predict student success, there’s no place like home

Current school reform efforts, like No Child Left Behind, emphasize teacher quality as the most important factor in student success, but UF counselor-education researchers have identified another, stunningly accurate predictor of classroom performance—the student’s home address. The researchers attribute their finding to a profound correlation they documented between home location, family lifestyles and students’ achievement on state standardized tests.

### Virtual schooling offers hope to students at risk for failing, dropping out

Collaborating researchers in education technology and special education are incorporating strategies for tailoring online courses for high school students at risk for failing or dropping out, or those with disabilities. In a recent article in *Quarterly Review of Distance Education*, the researchers reported improved performance among students with disabilities in virtual courses and outlined guidelines for effective course development. They developed an online workshop for virtual school instructors on teaching students with disabilities and pilot-tested the workshop with instructors from Florida Virtual School.

### Literacy instruction may aid rehab of incarcerated teens

In a \$1.5 million, federally funded effort, researchers are testing the use of literacy instruction in helping teens “doing time” in juvenile corrections facilities actually make time count during their incarceration. The three-year project, funded by the U.S. Institute of Education Sciences, teams special education and reading specialists from UF and Georgia State University. The researchers are evaluating research-based teaching and intervention methods and also testing new professional development programs on implementing effective literacy instruction in juvenile justice settings.



Special education researchers are developing a reading curriculum to help children control their emotions and behavior.

## Photos

3 of 5 albums

[See All](#)



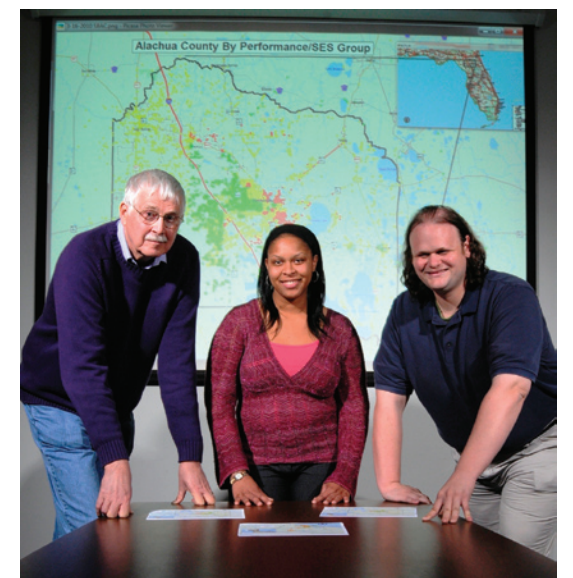
A joint UF-USF-FSU effort received a Workforce Florida award for helping to stem the state’s crisis in math and science education.



UF education researchers have developed an online workshop for virtual school instructors on teaching high school students with learning disabilities.



UF education researchers are working with school districts to quickly transfer research-proven “best practices” of teaching directly into the classroom.



Counselor education researchers have documented a profound correlation between the students’ home address, family lifestyles and their achievement on state standardized tests.



# Faculty Research Awards

All Active Projects during FY 2009-2010    \*\*indicates New Projects funded during 2009-10; some grant-funding spans multiple years

## Dean's Area

► **Catherine Emihovich**

*Norman Hall Renovation Project*  
US Department of Housing and Urban Development  
October 2007 – December 2013  
**\$396,000**

► **Theresa B. Vernetson**

**Co-PI: Michael V. Bowie**  
*College Reach-out Program (CROP)*  
State Community Colleges  
September 2008 – August 2009  
**\$66,566**

► **Theresa B. Vernetson\*\***

**Co-PI: Michael V. Bowie**  
*College Reach-out Program (CROP) - ARRA Funds*  
State Community Colleges  
September 2009 – August 2010  
**\$11,465**

► **Theresa B. Vernetson\*\***

**Co-PI: Michael V. Bowie**  
*College Reach-out Program (CROP)*  
State Community Colleges  
September 2009 – August 2010  
**\$51,957**

## School of Human Development & Organizational Studies in Education

► **Elliot Douglas\*\*** (Engineering)

**Co-PI: David Theriault**  
(Educational Psychology)  
**Co-PI: Mirka Koro-Ljungberg**  
(Research and Evaluation Methodology)  
*Empirical Study on Emerging Research: The Role of Epistemological Beliefs and Cognitive Processing on Engineering Students' Ability to Solve Ambiguous Problems*  
National Science Foundation  
August 2009 – July 2012  
**\$489,296**

► **David Miller**

(Research and Evaluation Methodology)  
**Co-PI: Catherine Emihovich**  
(Dean's Area)  
*Evaluation of Jacksonville Children's Commission*  
Jacksonville Children's Commission  
March 2009 – September 2009  
**\$111,725**

► **David Miller\*\***  
(Research and Evaluation Methodology)  
**Co-PI: Catherine Emihovich**  
(Dean's Area)  
*Jacksonville Children's Commission*  
January 2010 – September 2010  
**\$180,958**



► **Luis Ponjuan\*\***  
(Educational Administration and Policy)  
*HHMI-Bridges Undergraduate Fellows Program Evaluation Subcontract*  
May 2009 – January 2012  
**\$90,000**

► **R. Craig Wood\*\***  
(Educational Administration and Policy)  
*American Education Finance Association AEFA*  
May 2009 – June 2010  
**\$34,000**

► **Valeria Gordon** (Dentistry)  
**Co-PI: Cyndi Garvan**  
(OER/Research and Evaluation Methodology)  
*Alkali production in Human Dental Plaque and Saliva as Predictor of Caries Risk*  
National Institute of Health  
September 2008 – August 2009  
**\$13,967**

## P.K. Yonge Developmental Research School

► **Lynda Hayes**  
**Co-PI: David Young**  
**Co-PI: Kara Dawson**  
(STL-STEM Education)  
*P.K. Yonge classrooms of the future*  
Florida Department of Education  
July 2008 – September 2009  
**\$375,000**



### KEY

**FIPSE:** Fund for the Improvement of Postsecondary Education (USDOE)  
**IES:** Institute of Education Sciences (USDOE)  
**OELA:** Office of English Language Acquisition (USDOE)  
**OSEP:** Office of Special Education Programs (USDOE)  
**OSERS:** Office of Special Education and Rehabilitative Services (USDOE)

► **Mickey MacDonald**  
**Co-PI: Jennifer Cheveallier**  
*Educating Sustainability and Social Responsibility*  
Toyota Motor Sales USA  
June 2009 – May 2010  
**\$10,000**



► **Fran Vandiver**  
*Title I Part A*  
Florida Department of Education  
April 2009 – September 2010  
**\$39,237**

► **Fran Vandiver**  
*IDEA ARRA Funds*  
Florida Department of Education  
April 2009 – September 2010  
**\$118,805**

► **Fran Vandiver\*\***  
*IDEA ARRA Funds*  
Florida Department of Education  
April 2009 – September 2011  
**\$118,805**

► **Fran Vandiver\*\***  
*Title II Part D: Enhancing Education through Technology*  
Florida Department of Education  
July 2009 – June 2010  
**\$1,049**



► **Fran Vandiver\*\***  
*Title II Part D: Enhancing Education through Technology - ARRA*  
Florida Department of Education  
July 2009 – June 2010  
**\$2,581**

► **Fran Vandiver\*\***  
*State Fiscal Stabilization Fund - Government Services Fund*  
Florida Department of Education  
July 2009 – June 2010  
**\$13,472**

► **Fran Vandiver\*\***  
*Title I School Choice ARRA*  
Florida Department of Education  
July 2009 – June 2010  
**\$26,738**

► **Fran Vandiver\*\***  
*Title II Part A*  
Florida Department of Education  
July 2009 – June 2010  
**\$52,181**

► **Fran Vandiver\*\***  
*Title I Part A: Education of Disadvantaged Children and Youth*  
Florida Department of Education  
July 2009 – June 2010  
**\$141,780**

► **Fran Vandiver\*\***  
*Title I School Improvement*  
Florida Department of Education  
July 2009 – June 2010  
**\$150,919**

► **Fran Vandiver\*\***  
*IDEA Part B Entitlement*  
Florida Department of Education  
July 2009 – June 2010  
**\$240,776**

► **Fran Vandiver\*\***  
*State Fiscal Stabilization Fund*  
Florida Department of Education  
July 2009 – June 2010  
**\$358,366**

► **Fran Vandiver\*\***  
*Dale Hickam Excellent Teaching Program*  
Florida Department of Education  
September 2009 – June 2010  
**\$53,438**

► **Fran Vandiver\*\***  
*Title I School improvement ARRA*  
Florida Department of Education  
September 2009 – September 2010  
**\$95,254**

## School of Special Education, School Psychology & Early Childhood Studies

► **Mary Brownell** (Special Education)  
**Co-PI: Zhihui Fang** (STL-Curriculum and Instruction: Language and Literacy Education)  
*Preparing Reading Endorsed Secondary Special Ed (Project PRESS): Improving the Preparation of Personnel to Serve*  
US Department of Education-OSERS/OSEP  
September 2005 – August 2009  
**\$200,000**

► **Mary Brownell** (Special Education)  
**Co-PI: Ann Bishop** (Special Education)  
*The Influence of Collaborative Professional Development Groups & Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers*  
US Department of Education-IES  
July 2007 – June 2011  
**\$2,049,920**



► **Mary Brownell** (Special Education)  
**Co-PI: Paul Sindelar** (Special Education)  
*National Center to Inform Policy and Practice in Special Education Professional Development*  
US Department of Education-OSERS/OSEP  
October 2007 – September 2011  
**\$2,500,000**

► **Mary Brownell\*\*** (Special Education)  
**Co-PI: Paul Sindelar** (Special Education)  
**Co-PI: Erica McCray** (Special Education)  
*Research on Quality in Educating Special Education Teachers (Project ReQuEST): A Program to Prepare Leadership Personnel in Special Education*  
US Department of Education- OSERS/OSEP  
August 2009 – August 2013  
**\$799,967**

► **Jean Crockett**  
(Special Education)  
**Co-PI: David Quinn**  
(SHDOSE- Education Administration and Policy)  
*Project Excel*  
US Department of Education- OSERS/OSEP  
June 2007 – May 2011  
**\$798,507**



► **Ann Daunic\*\*** (Special Education)  
**Co-PI: Nancy Corbett** (Special Education)  
**Co-PI: Stephen Smith** (Special Education)  
*Social Emotional Learning through Literacy (SELL)*  
US Department of Education-IES  
May 2010 – May 2013  
**\$1,494,288**

► **Ann Daunic\*\*** (Special Education)  
**Co-PI: Nancy Corbett** (Special Education)  
**Co-PI: Stephen Smith** (Special Education)  
*Social Emotional Learning through Literacy (SELL)*  
UF Division of Sponsored Research  
August 2009 – July 2011  
**\$80,000**

► **Joseph Gagnon\*\*** (Special Education)  
**Co-PI: Holly Lane** (Special Education)  
*Project Liberate Subcontract*  
July 2009 – June 2012  
**\$1,529,225**

► **Cynthia Griffin** (Special Education)  
**Co-PI: Joseph Gagnon** (Special Education)  
**Co-PI: Stephen Pape**  
(STEM Education)  
*Project COMPUTE*  
US Department of Education-OSERS/OSEP  
August 2008 – August 2012  
**\$788, 291**

► **Hazel Jones** (Special Education)  
**Co-PI: Alice Emery**  
(Special Education)  
*Project Cycle: Changing Young Children's Lives through Education*  
US Department of Education-OSERS/OSEP  
January 2007 – January 2010  
**\$785,559**



► **Hazel Jones** (Special Education)  
*Project ACE: Autism Competencies for Endorsement*  
US Department of Education-OSERS/OSEP  
January 2006 – December 2009  
**\$792,271**

► **Holly Lane** (Special Education)  
**Co-PI: Hazel Jones** (Special Education)  
**Co-PI: Christie Cavanaugh** (STL)  
*Project Read Aloud*  
UF Division for Sponsored Research  
August 2008 – August 2009  
**\$70,505**





# Faculty Research Awards

► **Holly Lane** (Special Education)  
**Co-PI: James McLeskey** (Special Education)  
*Project LITERACY: Literacy Intervention in Teacher Education for Reaching all Children and Youth*  
US Department of Education-OSERS/OSEP  
January 2008 – December 2011  
**\$800,000**

► **James McLeskey** (Special Education)  
*State Personnel Development Grant*  
Florida Department of Education  
October 2008 – September 2009  
**\$305,000**

► **James McLeskey\*\*** (Special Education)  
*State Personnel Development Grant Part B*  
Florida Department of Education  
October 2009 – September 2010  
**\$56,700**

► **James McLeskey\*\*** (Special Education)  
*State Personnel Development Grant Part D*  
Florida Department of Education  
October 2009 – September 2010  
**\$484,470**

► **Jeanne Repetto\*\*** (Special Education)  
**Co-PI: Susan McGorray** (Epidemiology & Health Policy Research)  
*High School Exit Survey - General Education Studies Subcontract*  
May 2009 – November 2009  
**\$44,506**

► **Diane Ryndak** (Special Education)  
*Project RISE: Researchers in Inclusion and Systems Change in Special Education: A Program to Prepare Leadership Personnel in Special Education*  
US Department of Education-OSERS/OSEP  
January 2006 – December 2009  
**\$800,000**

► **Diane Ryndak** (Special Education)  
*Project SCIPP: (Significant Cognitive Disabilities Personnel Preparation): A Multi-University Consortium*  
US Department of Education-OSERS/OSEP  
January 2007 – December 2010  
**\$800,000**

► **Diane Ryndak\*\*** (Special Education)  
*Project PRAIS: Preparing Researchers in Assistive Technology Application in General Education Contexts for Students with Significant Disabilities*  
US Department of Education-OSERS/OSEP  
January 2010 – December 2013  
**\$800,000**

► **Stephen Smith** (Special Education)  
**Co-PI: Ann Daunic** (Special Education)  
*Universal Cognitive-Behavioral Intervention for Elementary Students to Reduce Disruptive/Aggressive Behavior*  
US Department of Education-IES  
May 2006 – July 2010  
**\$1,625,469**

► **Stephen Smith** (Special Education)  
**Co-PI: Nancy Corbett** (Special Education)  
*Preparing Teachers for the Critical Shortage Area of Emotional or Behavioral Disorders: Training of High Incidence*  
US Department of Education-OSERS/OSEP  
January 2007 – December 2010  
**\$788,168**

► **Patricia Snyder** (Special Education and Early Childhood Studies)  
*Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices*  
US Department of Education-IES  
July 2007 – February 2010  
**\$1,288,510**

► **Patricia Snyder\*\*** (Special Education and Early Childhood Studies)  
*Tennessee Early Intervention Data System (TEIDS) Plus: Integrating Quality Assurance and Data-Based Decision Making to Enhance IFSP Quality, Implementation, and Child and Family Outcomes*  
Siskin Children's Institute  
July 2009 – June 2011  
**\$187,121**

► **Patricia Snyder** (Special Education and Early Childhood Studies)  
*Tennessee Early Intervention Data System (TEIDS) Plus: Integrating Quality Assurance and Data-Based Decision Making to Enhance IFSP Quality, Implementation, and Child and Family Outcomes*  
Vanderbilt University  
August 2007 – August 2008  
**\$74,637**

► **Patricia Snyder** (Special Education and Early Childhood Studies)  
*Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development & Addressing Challenge Behavior in Preschool Children With & Without Disabilities*  
Vanderbilt University  
August 2007 – February 2010  
**\$136,572**

► **Patricia Snyder** (Special Education and Early Childhood Studies)  
**Co-PI: Maria Denney** (Special Education and Early Childhood Studies)  
*Head Start Center for Inclusion*  
University of Washington  
September 2008 – September 2009  
**\$75,000**

► **Patricia Snyder\*\*** (Special Education and Early Childhood Studies)  
**Co-PI: Maria Denney** (Special Education and Early Childhood Studies)  
*Head Start Center for Inclusion*  
University of Washington  
September 2009 – September 2010  
**\$75,000**

► **Nancy Waldron** (School Psychology)  
**Co-PI: Diana Joyce** (School Psychology)  
*Project TIER*  
US Department of Education-OSERS/OSEP  
January 2010 – December 2013  
**\$800,000**

## School of Teaching and Learning

► **Alyson Adams\*\*** (Lastinger Center)  
*Collier Counts*  
Collier County Schools  
October 2009 – October 2010  
**\$900,000**

► **Alyson Adams\*\*** (Lastinger Center)  
*Miami Counts*  
Miami Dade County Schools  
October 2009 – September 2011  
**\$300,000**

► **Alyson Adams\*\*** (Lastinger Center)  
*Alachua Counts*  
Alachua County School Board  
March 2010 – June 2010  
**\$20,000**

► **Catherine Cavanaugh\*\*** (STEM Education)  
**Co-PI: Kara Dawson** (STEM Education)  
*Online Medical Education Degree (OnMED): Androgenic Skills for 21st Century Clinical Medical Educators*  
US Department of Education-FIPSE  
January 2010 – December 2011  
**\$299,342**

► **Thomas Dana** (STEM Education)  
**Co-PI: Alan Dorsey** (College of Liberal Arts & Sciences-Physics)  
*UFTeach: Increasing the Quantity & Quality of Mathematics & Science Teachers in Florida*  
National Math and Science Initiative  
November 2007 – July 2012  
**\$2,400,000**

► **Ester deJong\*\*** (Language and Literacy Education)  
*Equity in education: Scaffolding for Peer Interaction in Linguistically Heterogeneous Classrooms*  
Spencer Foundation  
August 2009 – August 2010  
**\$40,000**

► **Ester deJong** (Language and Literacy Education)  
**Co-PI: Maria Coady** (Language and Literacy Education)  
**Co-PI: Candace Harper** (Language and Literacy Education)  
*Project DELTA*  
US Department of Education-OELA  
July 2007 – June 2012  
**\$1,107,771**



deJong, Harper and Coady

► **Rick Ferdig** (STEM Education)  
*Establishing a Framework to strengthen Virtual High Schools: A Collaborative Initiative to Improve Student Performance and Quality of Instruction*  
Bell South Foundation  
May 2006 – May 2011  
**\$600,000**

► **Benjamin Lok** (Computer and Information Science and Engineering)  
**Co-PI: Rick Ferdig** (STEM Education)  
*HCC-Medium – Mixed Reality Virtual Humans for Training*  
National Science Foundation  
September 2008 – August 2012  
**\$97,134**

► **Ruth Lowery\*\*** (Language and Literacy Education)  
*Bright Futures Project*  
City of Gainesville  
August 2009 – May 2010  
**\$42,301**

► **Stephen Pape\*\*** (STEM Education)  
**Co-PI: Tom Dana** (STEM Education)  
*Florida Promise*  
University of South Florida  
October 2009 – December 2010  
**\$1,057,436**

► **Stephen Pape** (STEM Education)  
**Co-PI: Tom Dana** (STEM Education)  
*Florida Promise*  
University of South Florida  
January 2009 – December 2010  
**\$1,035,822**

► **Rose Pringle** (STEM Education)  
**Co-PI: Thomasenia Adams** (STEM Education)  
**Co-PI: Cirecie West-Olatunji** (SHDOSE- Counselor Education: Mental Health Counseling)  
*An Investigation of African American Girls' Positionality in Science and Mathematics*  
National Science Foundation  
September 2007 – August 2010  
**\$439,597**

## People you Should Know...Faculty



### Meet Catherine Cavanaugh

**Associate Professor in Education Technology, renowned expert in virtual schooling, hopes 'banner year' continues into 2011 and beyond**

Since arriving at UF in 2007, Cavanaugh has cemented her status as a global leader in the virtual-education field. She received the inaugural Online Innovator Award last year from the International Council for K-12 Online Learning, and also garnered nationwide attention for her paper for the Center for American Progress in which she documents the benefits of blending online learning with face-to-face instruction. She also served on a national advisory group on virtual education for U.S. Education Secretary Arne Duncan. Cavanaugh capped off her banner year by landing a prestigious Fulbright Scholarship to help the South Asia nation of Nepal, one of the world's newest democracies, increase access to education through improved classroom technology.



# Faculty Research Awards

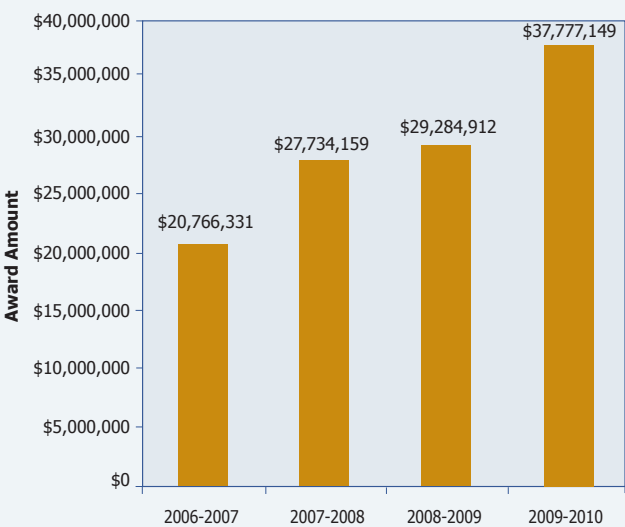
► **Troy Sadler** (STL- STEM Education)  
**Co-PI: Rick Ferdig** (STL- STEM Education)  
**Co-PI: Richard Snyder**  
(Molecular Genetics & Microbiology)  
**Co-PI: MaryJo Koroly** (Center for  
Precollegiate Education & Training)  
*Project OUTBREAK*  
National Science Foundation  
September 2008 – August 2011  
**\$1,489,596**



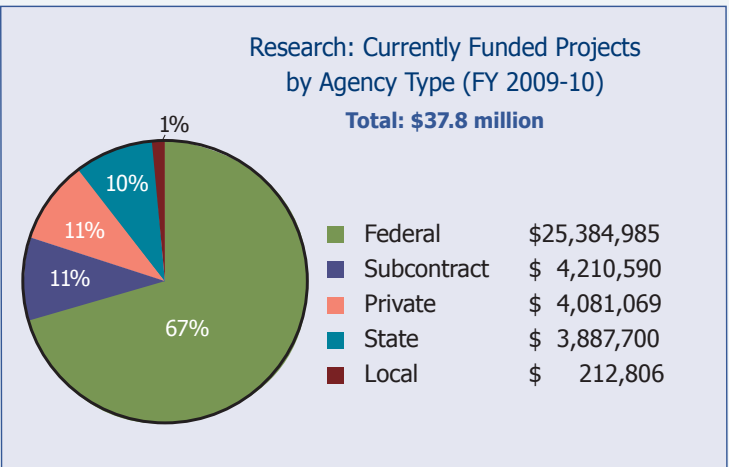
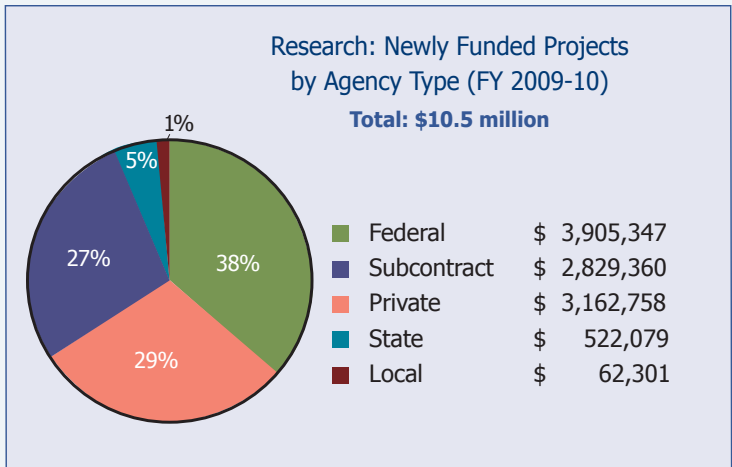
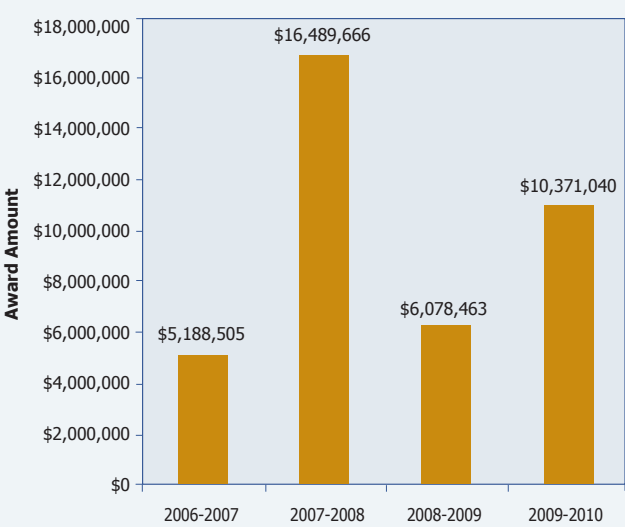
► **Elizabeth Yeager-Washington\*\***  
(Curriculum and Instruction: Teacher  
Education and Professional Development)  
*Critical Analysis of Constitutional Issues  
with Implications for Social Studies Methods  
Courses: A Summer Institute for Methods  
Professors*  
Center for Civic Education  
October 2008 – September 2009  
**\$73,249**

► **Elizabeth Yeager-Washington\*\***  
(Curriculum & Instruction: Teacher Education  
& Professional Development)  
*Florida Joint Center for Citizenship Teacher  
Quality*  
Sub-contract  
July 2009 – September 2009  
**\$13,193**

Total Dollar Amount of College Wide Funding by Year



Total Dollar Amount of New Awards by Year



# My TOMORROW

We're shaping  
*Florida Tomorrow.*

“The College of Education receives contributions from fewer than 1,500 EduGators, or about 5 percent of our alumni. Through the Zucker Alumni Challenge, I want to educate and encourage the more than 20,000 alumni who have never given to the college to consider investing with an annual contribution.”

— Anita Zucker, who established the Zucker Alumni Challenge to match contributions from new alumni and first-time donors



How will you help shape *Florida Tomorrow*?  
Visit [www.floridatomorrow.ufl.edu](http://www.floridatomorrow.ufl.edu) or call (352) 392-5472.





# UF College of Education



## Academe

### ... Students / Teaching / Learning

#### Hands-on exposure to student-teaching occurs every semester

The most effective teacher preparation programs provide teacher candidates with ample hands-on exposure to classroom teaching and student engagement. Few American teacher-education programs can match the breadth and quality of UF's carefully constructed and monitored clinical experiences for teachers-in-training.

The following chart offers a sampling of hands-on field experiences that UF elementary teacher candidates receive . . .

#### 900 hours of required clinical experiences for UF elementary teaching candidates

UF's professional teacher preparation program in unified elementary education starts in the junior year of college. Over the following three years, occurring in every semester, teacher candidates receive more than 900 hours of hands-on classroom and field experience, as described below . . .

**Semester 1** Mentoring experience, working and forming relationships with racially and economically diverse elementary students (2 hours weekly, over 13 weeks)

**Semester 2** 50 hours over 10 weeks in elementary classrooms, where candidates implement lessons tied to courses on effective teaching, class management and literacy

**Semester 3** Supervised field experiences in teaching science and mathematics, and in teaching students learning English as a second language

**Semester 4** Candidates work in pairs to develop skills in collaborative teaching—16 hours weekly for 14 weeks—in UF-partnering Professional Development Community schools. Guided by their experienced classroom teachers, they also develop skills as reflective teachers while improving the achievement of students, including some with significant disabilities.

**Mandatory 5<sup>th</sup> Year** Full-time internship during Semester 5 for 14 weeks—totaling 600 hours—while also enrolled in a companion course on merging teaching theory and practice. Fifth year of study leads to an M.Ed. degree.

For the middle and high school grades, most teaching candidates in English, science, mathematics and social studies earn their bachelor's degrees in their chosen specialty, and then serve a one-semester internship plus practicums and other field experiences, while earning their master's in education.

#### Distance learning continues rapid growth

The College of Education's distance learning program started modestly in 2004 with 57 students enrolled in three online graduate courses. With exponential growth every year since, the college last year offered more than twice as many COURSES—130—as there were STUDENTS in our first year. In 2010, the college attracted nearly 2,800 distance-learning students from 11 countries, 26 states, and 59 Florida counties. Combined, those students generated nearly 4,400 total enrollments.

Our distance-learning students generated nearly 12,500 total credit hours. That's 58 percent more than the previous year.

Our online menu now includes nine comprehensive degree programs in the following five specialties:

- Curriculum, teaching and teacher education (EdD)
- Educational administration and policy (EdD)
- Special education (MEd)
- Curriculum and instruction/teacher leadership (MEd, EdS)
- Educational technology (MEd, EdS, EdD)

Last year, 86 UF education students earned their graduate degrees online—in 34 EdS and 52 MEd programs.

The college offers a host of job-embedded online courses and degrees, providing vital career-advancement support for practicing educators in Florida's public schools and colleges.

#### Distance Learning 3-Year Growth Trends: UF College of Education

| Academic Year | # Courses Offered | Student Enrollments | School Credit Hours |
|---------------|-------------------|---------------------|---------------------|
| 2007-08       | 70                | 1,749               | 5,247               |
| 2008-09       | 106               | 2,621               | 7,863               |
| 2009-10       | 130               | 2,775               | 12,457              |

#### Online medical education degree launched

UF professors in education technology and medicine are collaborating on a new master of education degree program for practicing health-care educators. The program will blend online and classroom instruction, providing clinical teachers in medicine and other health-care disciplines with the skills to integrate effective digital teaching tools into their instruction. The interdisciplinary project received \$300,000 in funding from the U.S. Department of Education.

#### People you Should Know...Students



#### Meet Julianne Scherker

**Inducted into UF Hall of Fame in 2009, earned M.Ed. degree in 2010, now a first-year teacher in NYC in Teach for America corps**

Before starting her master's studies last fall in elementary education, Julianne Scherker had already become one of the most decorated underclass students in College history. She graduated Magna Cum Laude for her B.A.E. degree and received two campuswide honors for Outstanding Undergraduate Leadership and as an Outstanding Four-Year Scholar. She also became the third College of Education student in five years to be inducted into the UF Hall of Fame—in the same Hall of Fame class as ex-Gator quarterback Tim Tebow. Julianne earned her M.Ed. degree in May and immediately joined the Teach for America corps in New York City. She eventually plans to pursue a Ph.D. and "influence educational policy so every student has access to a quality education."



Julianne Scherker (see profile next page) helps a fifth-grader with his lesson during her fifth-year internship.

#### Photos

3 of 8 albums

See All



UF teacher candidates receive hands-on field experiences during every semester of their program.



UF professors in education technology and medicine are collaborating on a master's program for practicing health-care educators.



In their fourth semester, teacher candidates work in pairs to develop skills in collaborative teaching.

Photo by Maria Belen Farias, UFHSC



Nationally Recognized Faculty

National/International Honors and Appointments

**Alyson Adams** (*teaching & learning/Lastinger Center*) – co-recipient of Nate Gage Award for excellence in educational research reporting, from international *Teaching and Teacher Education* journal

**Mary Brownell** (*special education*) – helped draft recommendations on special education teacher quality and evaluation for congressional House Education Committee, submitted on behalf of two leading special education organizations (HECSEE and CEC)

**Catherine Cavanaugh** (*education technology*) – 2011 Fulbright Scholar; member of national advisory group on virtual education to Education Secretary Arne Duncan; named co-editor of *International Journal for K-12 Online and Blended Learning*; inaugural Online Innovator Award by the International Association for K-12 Online Learning (iNACOL)



**William Conwill** (*counselor education*) – vice president for African-American concerns of the Association of Multicultural Counseling and Development; senior editor for the group's newsletter, *The Multicultural Counselor*

**Jean Crockett** (*special education*) – president, Division for Research of the international Council for Exceptional Children

**Kara Dawson** (*education technology*) – chair of American Educational Research Association Special Interest Group on Technology as an Agent of Change in Teaching and Learning



**Catherine Emihovich** (*dean*) – has served since 2008 as president of the Holmes Partnership, a consortium of local and national education interests dedicated to equitable education and reform in teaching and learning



**Nancy Dana** (*Center for School Improvement*) – National Impact Award from New York State Association of Teacher Educators and the New York Association of Colleges for Teacher Education

**James McLeskey** (*special education*) – TED/Merrill Award for Excellence in Teacher Education, by the Council for Exceptional Children



**Luis Ponjuan** (*educational administration and policy*) – one of five national experts on minority education chosen by The College Board to speak at national briefing on Capitol Hill to raise awareness of overwhelming barriers faced by minority males in education

**Dorene Ross** (*Teaching & Learning*) – Outstanding Higher Education Faculty Award, an alumni honor from University of Virginia's Curry School of Education; co-recipient of the Nate Gage Award for excellence in educational research reporting, from international *Teaching and Teacher Education* journal

**Paul Sindelar** (*special education*) – helped draft recommendations on special education teacher quality and evaluation for congressional House Education Committee



**Edil Torres-Rivera** (*counselor education*) – named editor-in-chief of *Journal for Interamerican Psychology*

State, UF and College Honors



**Linda Behar-Horenstein** (*educational administration & leadership*) – COE Graduate Teacher of the Year; editor of online *Florida Journal of Education Administration and Policy*

**Joseph Gagnon** (*special education*) – COE Scholarship of Engagement Faculty Award

**Randy Hollinger** (*P.K. Yonge Developmental Research School*) – COE Scholarship of Engagement Award (PKY)

**Tim Jacobbe** (*teaching and learning*) – COE Scholarship of Engagement Faculty Award

**Mirka Koro-Ljungberg** (*research and evaluation methodology*) – named University of Florida Research Professor for 2010-13



**David Miller** (*research and evaluation methodology*) – COE Scholarship of Engagement Faculty Award

**Robert Myrick** (*professor emeritus, counselor education*) – first recipient and namesake of Robert Myrick Lifetime Achievement Award by the Florida School Counselor Association

**Edil Torres-Rivera** (*counselor education*) – co-recipient of COE International Educator of the Year Award



**Theresa Vernetson** (*Student Services*) – chair, Florida Educator Accomplished Practices Advisory Work Group to the chancellor of public schools, Florida Department of Education

**Cerecie West-Olatunji** (*counselor education*) – co-recipient of COE International Educator of the Year Award



Students: UF draws 'the best and brightest'

National Recognition

**Brian Barber** (*doctoral student, research and evaluation methodology*) – American Educational Research Association Student Research Award

**Andre Gutierrez** (*BAE '10, teaching and learning*) – inducted into Phi Beta Kappa national academic society

**Kathryn Hermansen** (*BAE '10, teaching and learning*) – inducted into Phi Beta Kappa national academic society

**Lindsey Jameson** (*BAE '10, teaching and learning*) – inducted into Phi Beta Kappa national academic society

**Claire Pulignano** (*BAE '10, teaching and learning*) – inducted into Phi Beta Kappa national academic society

**Laura Roberts** (*MEd '10, teaching and learning*) – 2010 Outstanding Local Student Leader Award, National Education Association



**Michael Sulkowski** (*doctoral student, school psychology*) – Association of School Psychology Doctoral Graduate Studies Award; Melissa Institute for Violence Prevention and Treatment dissertation research award

**Vicki Vescio** (*PhD '10, teaching and learning*) – co-recipient of the Nate Gage Award for excellence in educational research reporting, from the international journal *Teaching and Teacher Education*

**Rachel Wright** (*BAE '10, teaching and learning*) – inducted into Phi Beta Kappa national academic society

UF and College Honors

**Brian Barber** (*doctoral student, research and evaluation methodology*) – COE Scholarship of Engagement Graduate Student Award

**Kali Davis** (*BAE '09, MEd '10, teaching and learning*) – COE Outstanding Graduate Leadership Award

**Alexandria Harvey** (*MEd '10, special education*) – COE Outstanding Graduate Professional Practice Award



**Jennifer Drake Patrick** (*PHD '10, teaching and learning*) – COE Outstanding Graduate Research Award

Outstanding Alumni

National Recognition

**Jason Flom** (*BAE '97, MEd '99*) – Emerging Leader Award from ASCD (formerly the Association for Supervision and Curriculum Development)



UF and College Honors

**Anita Zucker** (*BAE '72*) – UF Distinguished Alumni Award

**Kevin Berry** (*BAE '97, MEd '98, EDS '06*) – COE 2010 Outstanding Young Alumni Award

**W. Max Parker** (*PhD '75, counselor education*) – COE Lifetime Achievement Award

**David Westling** (*EDD '76, special education*) – COE Alumnus Achievement Award

Dean Emihovich named to blue-ribbon panel on teacher preparation reform

The nation's largest accrediting body for teacher education programs has enlisted UF education dean Catherine Emihovich for a blue-ribbon panel of American educators and policymakers charged with bringing major reforms to colleges of education and school districts.

Emihovich is part of the newly formed panel on clinical preparation, partnerships and improved student learning, created by the National Council for Accreditation of Teacher Education. The NCATE panel is expected to produce revolutionary recommendations for improving hands-on training experiences in the classroom and strengthening partnerships between school districts and the education colleges that prepare their teachers.





**6** From left, Reisa George, Dorene Ross, Paul George and Theresa Vernetson get "groovy, baby" for the Woodstock Festival theme at the COE Fall Faculty Recognition Reception; **7** COE alumnus Dennis Gallon (*PhD '75*) offers tips to prospective education students at Education Career Night last spring; **8** New alumni Timothy Hamlin and Sarah Mimbs "turn their tassels" to mark their transition from candidate to graduate at spring commencement.





# UF College of Education



## Alumni & Giving



Jamee and Gilbert Miller created a fellowship in education technology with their contribution.

### Photos

3 of 4 albums

[See All](#)



New UFAA president Mark Trowbridge (*MEd '92*, left), met up with his former COE professor, W. Max Parker (*PhD '95*), at spring commencement.



Scholarship donor Bette Riker poses with recipient Ronald Del Moro at COE's spring Scholarship Banquet.



Scholarship donor Marjorie Alexander with recipient Laura Browning and family members.

## ... Nurturing our Vision of *Florida Tomorrow*

### \$20M campaign goal reached two years early, reset to meet more vital needs

Despite the challenging economy, the College of Education last year surpassed its ambitious \$20 million capital campaign goal more than two years ahead of schedule, as part of UF's historic, five-year *Florida Tomorrow* capital campaign.

The College's generous alumni, friends, parents, faculty, and supportive corporations and foundations once again answered the call to support academic excellence and innovation at a time when help was most needed.

*Florida Tomorrow* contributions surged to nearly \$22 million by year's end, so a new fundraising target of \$25 million was set for the College to address more vital needs. Launched in 2007, *Florida Tomorrow* is already the most successful fundraising campaign in College history. Donations are earmarked to benefit four areas of need—campus enhancement, faculty support, graduate student support, and program support and research.

Additional support is sorely needed for two of the College's top fundraising priorities—a proposed Center of Excellence for Early Childhood Studies (*see Key Initiatives section, page 8*) and a planned Experiential Learning Complex to advance the use of *beyond-state-of-the-art* technology in education.

### Gifts yield 3 new scholarships, fellowships

The College of Education enjoys a 104-year tradition of excellence and innovation, thanks in large part to scholarships and fellowships of all sizes and established in a variety of ways. Interest earned last year on cumulative endowments and annual gifts, valued at more than \$13 million, enabled us to award \$109,000 in scholarships and fellowships to 64 of our most deserving students.

Recent gifts and bequests led to the creation of three new scholarships and fellowships in 2009-10:

- **Jamee (*MAE '02*) and Gilbert Miller Fellowship** in Education Technology (*see related news item in Highlights section, next page*)
- **Max (*MEd '54, EdD '56*) and Doris King Annual Scholarship** for doctoral students in higher education administration
- **Mary F. Compton (*DEd '67*) Fellowship**, to support doctoral students in education with at least 10 years' of working experience

### 2010 highlights in giving

Private gifts to the College last year topped \$3 million, a 22 percent increase over the previous year. Highlights of this inspiring fundraising year include:

- The W.K. Kellogg Foundation's two gifts, totaling \$1.5 million, for ongoing support of UF's groundbreaking early-childhood education programs in Miami-Dade public schools;
- The Helios Education Foundation contributed \$700,000 to support the UF Lastinger Center's partnership with Pinellas County schools, giving as many as 500 mathematics and science teachers a shot at free tuition for advanced degree coursework and professional development activities provided by College faculty.
- Education alumnae Anita Zucker (*BAE '72*) and Patricia Rusk (*BAE '57*) each donated \$50,000, the year's largest gifts by individuals. Rusk's pledge was made in the form of a charitable gift annuity to create a general scholarship for COE students; Zucker is providing matching funds up to \$50,000 to generate annual-giving contributions by young COE alumni who have never or seldom donated before. (*See details, page 21.*)

- Jamee Cagle Miller (*MAE '02*), recognized by UF in 2009 as one of its Outstanding Young Alumni, didn't need any prodding from the Zucker Challenge. She and husband Gilbert gave \$30,000 to create a new fellowship for graduate students in education technology.

A complete Honor Roll of Giving for the year is available online at: [education.ufl.edu/HonorRoll](http://education.ufl.edu/HonorRoll).

*We sincerely thank you—all of our donors, friends and supporters—for your generosity and service. Your investment yields an immediate and visible impact on our efforts and creates ripples of change that will resonate for many years to come.*

### Congratulations for success in campaign

A HUGE, heartfelt THANK YOU goes out to the 10 members of the College's Capital Campaign Volunteer Board for their dedication and enthusiasm: Barbara Anderson, Jim and Mary Brandenburg, Susan Cheney, Jim Eikeland, Bill Hedges, Donna Lutz, Carolyn Marty, Sheila Pettis and Dianne Reed. CONGRATULATIONS for steering a successful *Florida Tomorrow* campaign. We're ready for the stretch run to meet our new goal!

### People you Should Know...Alumni



### Meet Anita Zucker (*BAE '72*)

**Former teacher and lifetime education advocate, committed philanthropist and UF supporter, first women CEO of Hudson Bay Company**

It's difficult to pin a label on 1972 alumna Anita Zucker. She is a former educator, a lifetime education advocate, a committed philanthropist, a history-making businesswoman, and one of Charleston, South Carolina's leading citizens. Her accomplishments and community service record easily explain her 2009 UF Distinguished Alumnus Award. She and her late husband, Jerry Zucker, a triple major at UF, have been longtime UF supporters. In 2008, after Jerry's death, Anita succeeded him as head of the family-owned Hudson Bay Company, becoming the Canadian firm's first woman chief executive. She is now working on UF's 2010-11 annual giving campaign to reconnect EduGators with their College of Education alma mater through the Zucker Alumni Challenge (*see details, page 21*).



## UF College of Education



## Alumni &amp; Giving

## Alumni and Giving Summary

|                         | 2009-10                     | 2008-09       | 2007-08       |
|-------------------------|-----------------------------|---------------|---------------|
| Total Gifts Amount      | \$3.0 million               | \$2.5 million | \$4.2 million |
| Total Number Gifts      | 1,917                       | 1,549         | 2,588         |
| Total Number Donors     | 2,128                       | 1,080         | 1,704         |
| Total COE Alumni Donors | 1,015                       | 794           | 1,221         |
| Total COE Living Alumni | 28,406                      | 28,072        | 27,986        |
| Total COE Alumni in     |                             |               |               |
| UF Alumni Association   | 3,310                       | 3,153         | 3,245         |
| Best Giving Percentage  | Class of 1968 (5.9 percent) |               |               |
| Best Giving Overall     | Class of 1972 (\$54,956)    |               |               |

## Private Giving by Source (2009-10)

|                                       | # Donors     | Total Gifts        |
|---------------------------------------|--------------|--------------------|
| Family Foundations                    | 4            | \$1,605,000        |
| Foundations                           | 5            | \$1,062,098        |
| COE Alumni                            | 1,015        | \$205,606          |
| Other UF Alumni                       | 324          | \$41,976           |
| Friends                               | 667          | \$36,574           |
| Parents                               | 66           | \$24,295           |
| Other Organizations                   | 6            | \$15,138           |
| Community/Charitable Fund             | 2            | \$10,250           |
| Corporations                          | 9            | \$7,745            |
| UF Faculty                            | 11           | \$5,348            |
| Other                                 | 19           | \$1,261            |
| (UF staff, COE students, individuals) |              |                    |
| <b>TOTAL</b>                          | <b>2,128</b> | <b>\$3,015,291</b> |

## Donor Honor Roll

## THANK YOU FOR GIVING

The College of Education is pleased to acknowledge its many benefactors who supported the College during the 2009-10 fiscal year, which ran from July 1, 2009 through June 30, 2010. Thanks to you, it was another outstanding year for the College. We acknowledge each of you for your outstanding loyalty, generosity and leadership. Limited space prevents us from recognizing all of our loyal supporters here, but a complete Honor Roll of Giving is available online at [www.education.ufl.edu/HonorRoll](http://www.education.ufl.edu/HonorRoll).\*

We are especially grateful to the following individuals and organizational donors who made gifts totaling \$1,000 or more to the College during the past year. Your leadership gift demonstrates your belief in our mission, and a commitment to providing teachers and mentors to groom our future leaders in all education disciplines.

## Major Donors (2009-10) \$1,000+ Annual Gifts

\* College of Education alum

\*\* P.K. Yonge Developmental Research School graduate

\*\*\* COE &amp; PKY alum

## \$1,000,000 or more

W.K. Kellogg Foundation

Dorene\*\* & Jack Ross  
Hannelore WassLincoln & Lillian Hall  
Maxwell\* & Doris King  
Karen Koegel\*  
Esther Marshall  
Col. Thomas\* (d.) & Josie McClelland  
John\*\* & Nancy Mullett  
Bernard & Eileen Oliver  
Herman\* & Barbara Packard  
Louetta\*\* & Pete Peterman  
Walter & Bonnie Pike  
Francisco Rabell  
Paco Rabell  
Bette C. Riker\*  
Mark\* & Sally Rosser  
Richard\*\* & Karen\* Scarborough  
Scarborough Insurance Co., Inc.  
George & Jane\*\* Schildge  
Seminole Community College  
State Farm Insurance Co.  
Theresa\* & William Vernetson  
Rolf & Marjorie Wesche  
Ovadene Wesley\*  
Jim White\*\*  
JoAnn\* & Joseph White  
Willa\* & Edward Wolcott  
Roger Yoerges\* & Denise Esposito

## \$100,000 to \$999,999

Helios Education Foundation  
James M. (d) & Janice M. Moran  
The Jim Moran Foundation, Inc.

## \$5,000 to \$9,999

Darla Dee Turlington Charitable Fdtn.  
Florida Fund for Minority Teachers, Inc.  
Harris Corp.  
Kenneth & Janet Keene  
The Hon. Ralph D. Turlington, Sr.

## \$50,000 to \$99,999

The Education Foundation of Collier Cty.  
Frances C. & William P. Smallwood Fdtn.  
Allen\*\* & Delores\* Lastinger  
The Lastinger Family Foundation  
Patricia Rusk\*  
Kenneth & Karen Turja  
Anita Zucker\*

## \$1,000 to \$4,999

Barbara\* & Richard Anderson  
Brevard Community College  
Jerry & Linda\* Brim  
Christopher Brkich\* & Katie Milton\*  
Sandra & Joseph Burghardt  
Central Florida Community College  
Colgate-Palmolive Co.  
ConocoPhillips, Inc.  
Daniel\*\* & Janet Dennison  
Joshua & Sally\*\*\* Dickinson  
Dr. Phillips, Inc.  
Cathy Durrett-Filusich\* & Edward Filusch  
Catherine & Ronald Emihovich  
Don\* & Helen\* Gilbert  
Jeffrey Gorrell\*

## \$10,000 to \$49,999

Cmnty Fdtn of the Chattahoochee Valley  
Mary Compton\*  
Babs Dalsheimer\*\* & Evalena Cates  
James Horner\*\*  
Dr. Catherine Morsink  
Jamee\* & Gilbert Miller  
The Phelps Foundation Trust

\* The Donor Honor Roll was compiled as accurately as possible from university records, but occasionally errors can occur. If there are any discrepancies, please contact the College of Education Development Office at [352.273-4142](tel:352.273-4142), or via email at [development@coe.ufl.edu](mailto:development@coe.ufl.edu).



# Administrative Listings

## Administration

CATHERINE EMIHOVICH  
Professor and Dean  
(352) 273-4135  
[cemihovich@coe.ufl.edu](mailto:cemihovich@coe.ufl.edu)

TOM DANA  
Professor and Associate Dean for Academic Affairs  
(352) 273-4134  
[tdana@coe.ufl.edu](mailto:tdana@coe.ufl.edu)

JOHN KRANZLER  
Professor and Interim Associate Dean  
for Research & Faculty Development  
(352) 273-4116  
[jkranzler@coe.ufl.edu](mailto:jkranzler@coe.ufl.edu)

THERESA VERNETSON  
Lecturer and Assistant Dean for Student Affairs  
(352) 273-4376  
[tbv@coe.ufl.edu](mailto:tbv@coe.ufl.edu)

## School Directors

Human Development and  
Organizational Studies in Education

DALE CAMPBELL  
Professor and Acting Director  
(352) 273-4300  
[dfc@ufl.edu](mailto:dfc@ufl.edu)

Teaching & Learning

ELIZABETH "BUFFY" BONDY  
Professor and Director  
(352) 273-4242  
[bondy@coe.ufl.edu](mailto:bondy@coe.ufl.edu)

Special Education, School Psychology  
and Early Childhood Studies

JEAN CROCKETT  
Professor and Director  
(352) 273-4292  
[crockettj@ufl.edu](mailto:crockettj@ufl.edu)

## Affiliate, Center & Program Directors

Center for Disability Policy & Practice

JAMES MCLESKEY  
Professor and Director  
(352) 273-4278  
[mcleskey@coe.ufl.edu](mailto:mcleskey@coe.ufl.edu)

Center for School Improvement

(New director to be appointed)

Institute for Higher Education

LUIS PONJUAN  
Assistant Professor and Director  
(352) 273-4313  
[lponjuan@coe.ufl.edu](mailto:lponjuan@coe.ufl.edu)

Lastinger Center for Learning

DONALD PEMBERTON  
Lecturer and Director  
(352) 273-4108  
[dpemberton@coe.ufl.edu](mailto:dpemberton@coe.ufl.edu)

National Center to Inform Policy  
& Practice in Special Education  
Professional Development (NCIPP)

MARY BROWNELL  
PAUL SINDELAR  
Professors and Co-Directors  
(352) 273-4259  
[ncipp@coe.ufl.edu](mailto:ncipp@coe.ufl.edu)

UF Alliance

DIANE ARCHER-BANKS  
Interim Director  
(352) 273-4355  
[dabanks@coe.ufl.edu](mailto:dabanks@coe.ufl.edu)

P.K. Yonge Developmental  
Research School

FRAN VANDIVER  
Lecturer and Director  
(352) 392-1554, ext. 223  
[franvan@pky.ufl.edu](mailto:franvan@pky.ufl.edu)

