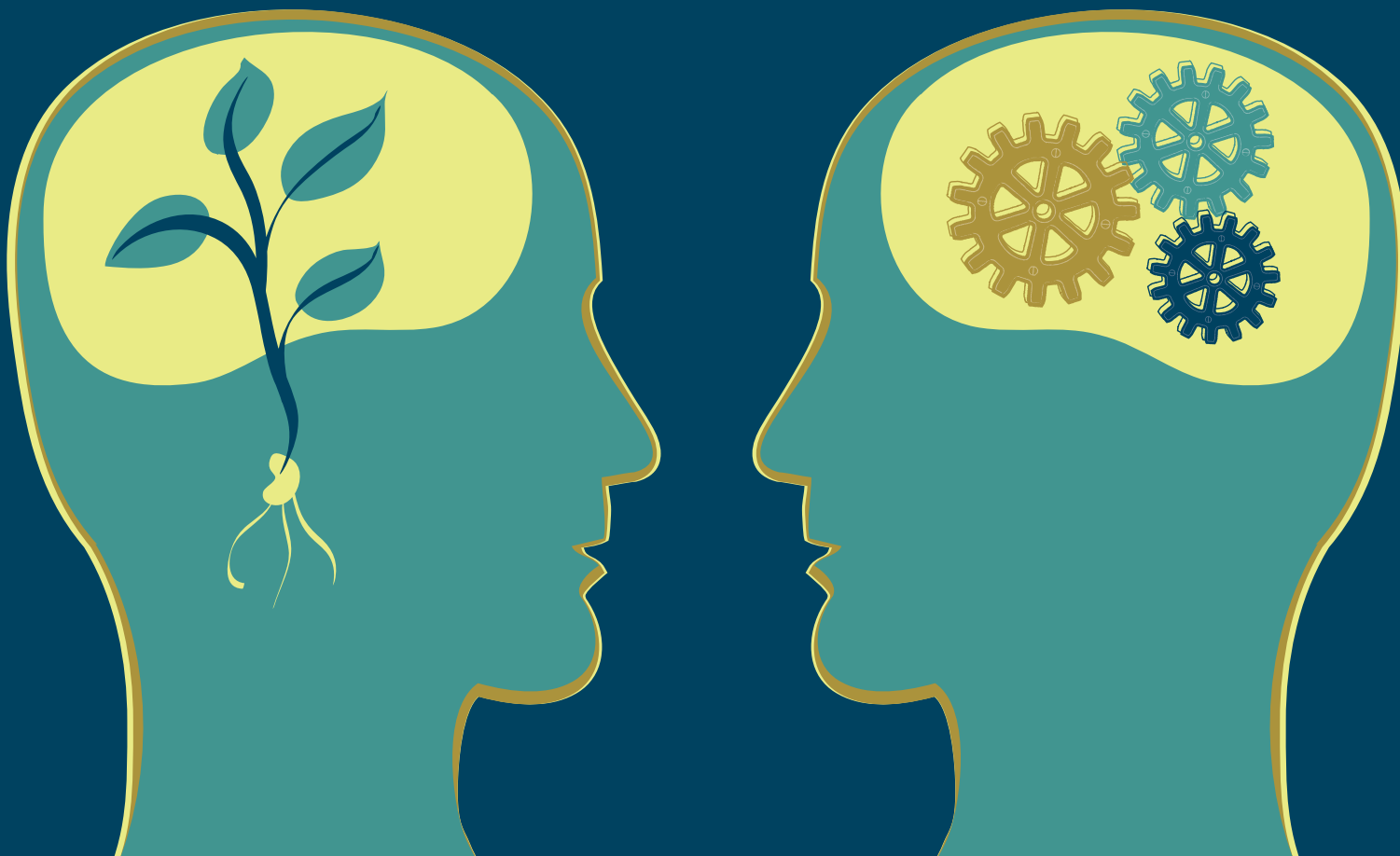


IMPACT '09

Ideas that matter. Innovations that work.



Ideas that matter. Innovations that work.

In this year's report, we feature news and stories where the "I's" have it: as in **I**DEAS, **I**NNOVATIONS and **I**MpACT. Far too often, schools or colleges of education are criticized in the media and by policymakers for not being connected with or involved in the most critically important educational issues of the day. Reading through this report on research and scholarship underway at UF, it's evident that our faculty, students and alumni take seriously the challenge of making a difference.

Whether the focus is on creating a unique job-embedded master's degree program on teacher professional development in urban districts, closing the cavernous math-science gap, addressing the needs of our youngest learners, promoting new advances in educational technology, or providing new scholarships for students in need, Florida's flagship college is engaged in actions to change schools and transform lives across the state and the country.

Below is just a sampling of the incredible array of UF initiatives having a demonstrable impact:

- The National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) has been established to help states and local school districts improve the retention and quality of beginning special education teachers.
- The Lastinger Center for Learning works with over 250 schools across Florida on quality teacher development, and leads workshops in five states to improve early-learning opportunities for children from infancy through age 5.
- Educational technology faculty have established the Virtual School Clearinghouse to create the first national database on virtual schools.

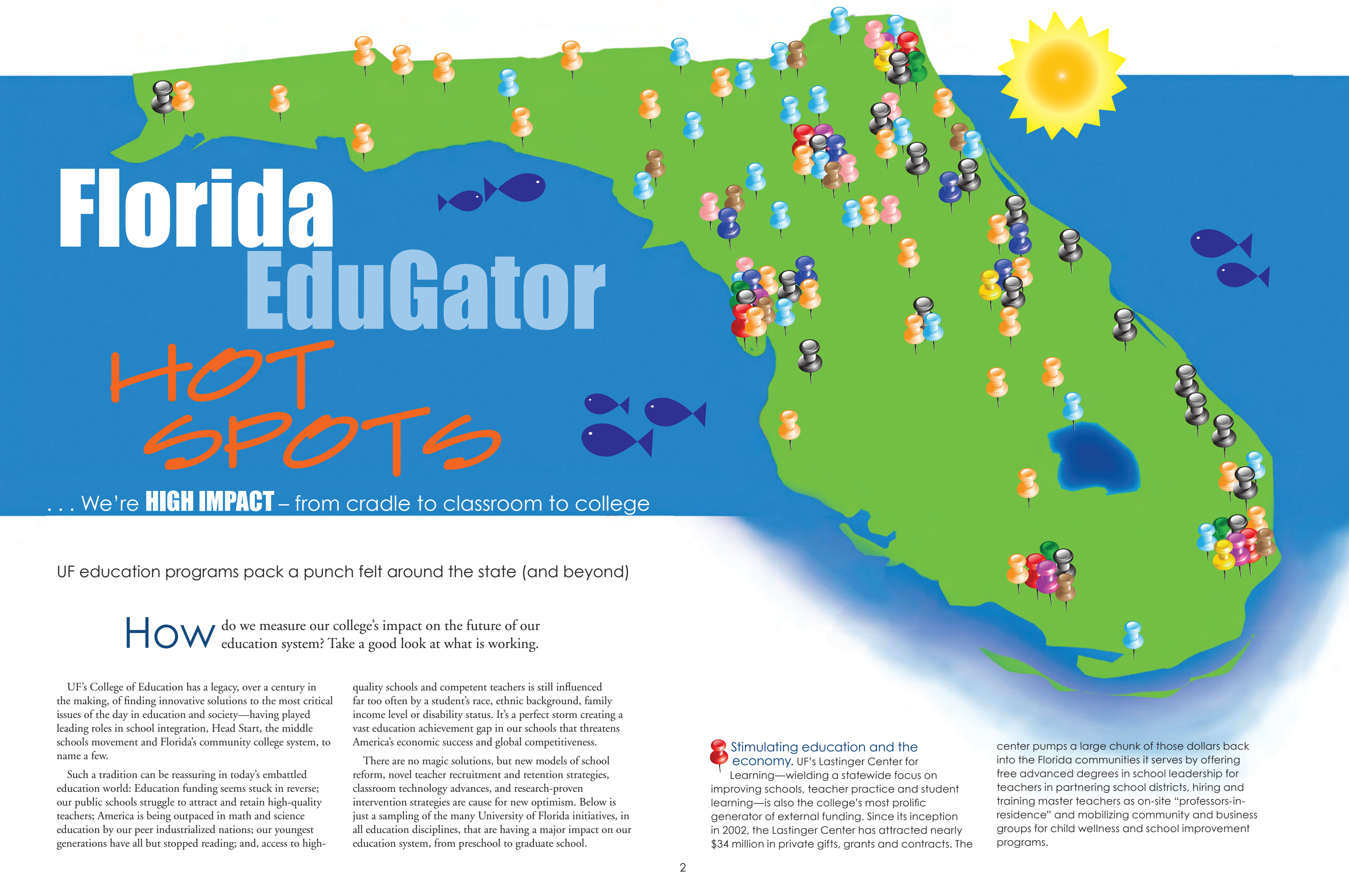
- The Community College Leadership Consortium at UF examines the impact of community colleges offering four-year degrees on first generation college student access to higher education.

The success of all these initiatives has caught the attention of state and federal funding agencies, foundations, and private donors. Just two years into UF's five-year Capital Campaign, the College has already raised nearly 98 percent of its ambitious \$20 million target, and now holds over \$29 million in external funding from grants. Even in these difficult economic times, the College continues to flourish and attract outside support.

The one 'I' not mentioned so far is IMAGINATION, and that's the direction we will take next. Albert Einstein noted that "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." All of us need to imagine a world where children have equal opportunity to learn, where families, schools and community groups become partners with higher education to improve teaching and learning in the most challenged schools and neighborhoods, and where a commitment to reducing poverty and improving the quality of life for all citizens is not just a hollow statement but a way to enact one's role as a democratic citizen.

Given the enormous wealth and resources the United States still has, why can't we imagine a better future for all children, and then take the necessary steps to achieve it? The College of Education at the University of Florida has heard this call, and our work will continue until this dream is achieved. Now, imagine that.

Dean Catherine Emihovich



Florida EduGator HOT SPOTS

... We're **HIGH IMPACT** – from cradle to classroom to college

UF education programs pack a punch felt around the state (and beyond)


How do we measure our college's impact on the future of our education system? Take a good look at what is working.

UF's College of Education has a legacy, over a century in the making, of finding innovative solutions to the most critical issues of the day in education and society—having played leading roles in school integration, Head Start, the middle schools movement and Florida's community college system, to name a few.

Such a tradition can be reassuring in today's embattled education world: Education funding seems stuck in reverse; our public schools struggle to attract and retain high-quality teachers; America is being outpaced in math and science education by our peer industrialized nations; our youngest generations have all but stopped reading; and, access to high-

quality schools and competent teachers is still influenced far too often by a student's race, ethnic background, family income level or disability status. It's a perfect storm creating a vast education achievement gap in our schools that threatens America's economic success and global competitiveness.

There are no magic solutions, but new models of school reform, novel teacher recruitment and retention strategies, classroom technology advances, and research-proven intervention strategies are cause for new optimism. Below is just a sampling of the many University of Florida initiatives, in all education disciplines, that are having a major impact on our education system, from preschool to graduate school.

 **Stimulating education and the economy.** UF's Lastinger Center for Learning—wielding a statewide focus on improving schools, teacher practice and student learning—is also the college's most prolific generator of external funding. Since its inception in 2002, the Lastinger Center has attracted nearly \$34 million in private gifts, grants and contracts. The

center pumps a large chunk of those dollars back into the Florida communities it serves by offering free advanced degrees in school leadership for teachers in partnering school districts, hiring and training master teachers as on-site “professors-in-residence” and mobilizing community and business groups for child wellness and school improvement programs.

School readiness extends its reach. Under a shared \$10 million grant, UF early childhood and special education faculty are partnering with public school districts and community groups to expand research-proven school readiness programs—first in Miami-Dade County schools and then throughout Florida. The *Ready Schools Florida* program is designed to smooth the transition to school for the alarming number of young children who are likely to start school unprepared. All 200-plus elementary schools in Miami-Dade are now participating in the effort, and school districts in Collier, Duval, Pinellas and Alachua counties recently formed *Ready Schools* networks with UF involvement.

Closing the cavernous math-science gap. To ease the critical shortage of mathematics and science teachers, our new *UFTeach* program uses innovative recruiting strategies to draw UF's best and brightest math and science majors into teaching. UF Teach last year enrolled 56 students, all in-state residents, from 19 Florida counties. By 2012, *UFTeach* expects to have more than 400 students enrolled and graduate 80 students every year into the teaching ranks.

Master teachers for high-needs schools. Practicing teachers in several inner-city and rural school districts are taking advantage of an innovative master's degree offering at UF that's free to teachers in Florida's highest-need schools. This *big-bang-for-the-bucks* program, called the Florida Master Teacher Initiative, is a powerful push to help practicing teachers develop as master teachers, leaders, change agents and advocates for children at Florida's most challenging schools. The job-embedded coursework is delivered online and on-site by UF education professors to groups of teachers from the same school. Participating teachers must make a five-year commitment to a designated high-needs school.



College exposure for minorities. The college's UF Alliance program partners with six high-poverty high schools in Florida's three largest cities—Jacksonville, Orlando and Miami—and three more in Puerto Rico, promoting access and exposure to the college experience to more than 1,500 first-generation American minority students yearly.

Teaching English language learners. New UF research could cause a nationwide change in the way colleges prepare teachers to work with students who speak English as a second language. Under a \$1.2 million federal grant, education researchers are assessing the effects that UF's own graduates from its elementary teacher preparation program are having on English language learners in elementary school classrooms. With immigrant populations growing across the country, many states are

looking for new ways to give teachers the second-language teaching tools they need, and are considering a teaching approach based on the Florida model. Now in its third year, the study will focus on case studies of teachers and analysis of data from the Florida Department of Education's K-20 Education Data Warehouse, one of the most detailed education databases in the U.S.

Classroom technology makeovers. Since 2006, UF education technology researchers have partnered with 29 Florida school districts to boost student learning through improved classroom technology and instruction in 21st century computer skills. Working through the college's nationwide, online Virtual School Clearinghouse, the researchers are collecting data from some 560 teachers at 73 participating public schools to assess and develop improved online teaching tools and lesson plans. The classroom technology "makeovers" are benefiting some 20,000 students in kindergarten through high school.

Lab school with long reach. P.K. Yonge Developmental Research School, the college's nearby laboratory school since 1934, is a hub of innovative educational program development and dissemination for K-12 schools. Over the past six years, PKY has hosted 230 professional development days—workshops, classroom observations and teacher-to-teacher consultations—for 1,800 teachers and administrators from more than 100 elementary and secondary schools, representing 27 Florida school districts.

Helping students with learning disabilities. With several million dollars in funding from the federal Institute for Education Sciences, special education faculty are working with school districts in Florida and several other states to strengthen teaching and learning for students with disabilities. One group is field-testing a promising curriculum to help students deal with aggressive behavioral issues in the classroom; faculty teams also

are introducing research-based models of professional development for early childhood educators and for practicing teachers to advance their literacy-instruction skills for students with learning challenges.

Teachers teaching teachers. For five years, UF's Center for School Improvement has staged a widely-attended annual showcase on "teacher inquiry"—a novel school-improvement approach involving educators working individually and with each other to evaluate and improve their own classroom practices. After drawing a capacity crowd of 400 educators from 14 Northeast Florida counties in 2008, the showcase last year had to switch to separate regional gatherings in eight counties—Alachua, Baker, Collier, Dixie, Flagler, Levy, Miami-Dade and Pinellas—to meet the demand.

The mission of the College of Education is to prepare exemplary 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.

UF College of Education
At a Glance

National Rankings (US News & World Report)

- 3rd Counselor Education program
- 5th Special Education program
- 26th Educational Administration program
- 25th among public education schools of elite AAU institutions
- 54th overall nationally

Currently funded research: \$29.3 million

Schools

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

Centers

- Center for School Improvement
- Lastinger Center for Learning
- National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)
- UF Alliance

Laboratory School

P.K. Yonge Developmental Research School

Students	1,886
Undergraduate	625
Graduate	1,261
Degree programs	20
Online Enrollment	2,921
Faculty (full-time)	105
Staff	63
Operating Budget	\$34.4 million



Contents

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2008-09 Highlights



Support for novice special-ed teachers. Researchers at a new college-based center completed the first phase of a four-year effort to improve the retention and quality of beginning special education teachers. The college created the National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) in 2007 with the aid of a \$2.5 million grant from the U.S. Department of Education. After a year of analysis and reporting their findings, the UF team is working with states and local school districts to test and incorporate new strategies for improving the mentoring and practices of novice special-ed teachers so they can effectively support students with disabilities in all educational settings.

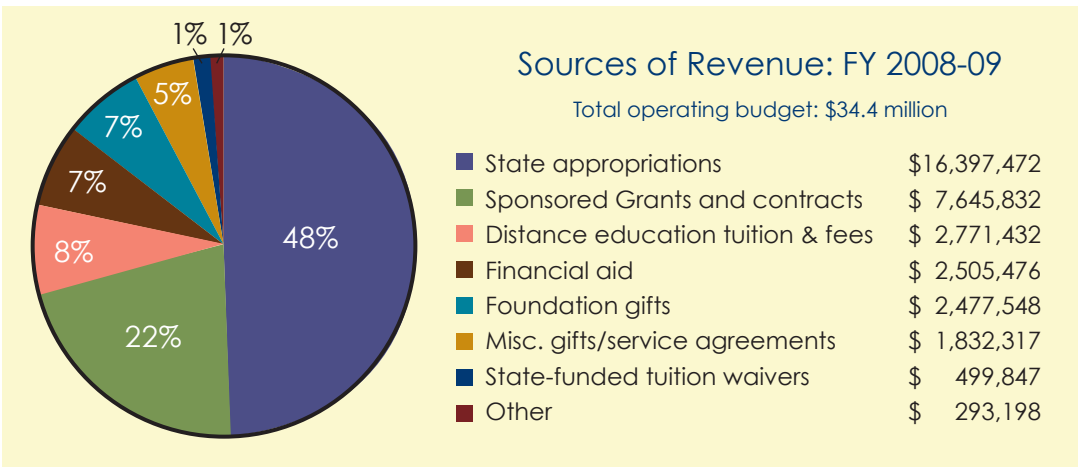
Free—yes, free—degree program yields first graduates. Twenty-five practicing teachers from inner-city and rural South Florida schools became the first to graduate from Teacher Leadership for School Improvement, UF’s new job-embedded graduate degree program that’s free to teachers in partnering schools. Participating teachers must make a five-year commitment to a designated high-poverty school. The novel distance-education program is part of the UF Lastinger Center for Learning’s new Florida Master Teacher Initiative, now underway in Duval, Pinellas, Collier and Miami-Dade counties.

Thank you, Mr. President. Two College of Education programs have attracted the attention of President Barack Obama and his White House team. UF’s “Schoolyard Wildlife Program,” which shows educators how to use school grounds as effective outdoor science learning laboratories, has been selected as a model success story in a national report developed by President Obama’s environmental team. Also, in a recent speech at the U.S. Department of Education, Obama cited UTeach—the parent program of the college’s UFTeach program—as a model for universities and non-profit organizations to support in preparing more and better math and science teachers.



Scherker

UF Hall of Fame taps third education student. Julianne Scherker (BAE ’09, elementary education) of Miami recently became the college’s third student to be inducted into UF’s Hall of Fame. Julianne also was cited at spring commencement for outstanding scholarship and undergraduate leadership honors.



Boosting civics education. Under a Helios Education Foundation grant worth more than a half-million-dollars, UF social studies professors launched a series of summer institutes for more than 150 Florida middle-school social studies teachers to help them prepare to teach the new state-mandated civics content. Enrolled teachers received free textbooks and instructional materials, saving their school districts the expense of training and materials.

Lab school turns 75. Hundreds of P.K. Yonge Developmental Research School alumni gathered in June to celebrate the school’s 75th anniversary as the College of Education’s partnering laboratory school. Among the school’s notable alumni are former Florida legislator and education commissioner Ralph Turlington (class of 1938), ex-Gator football coach Doug Dickey (’50), Hollywood film editor Sally Jo Menke (’72), rock drummer Stan Lynch (’73) formerly with Tom Petty and the Heartbreakers, and ex-NFL players Bernie Parrish (’54), Willie Jackson (’90), Terry Jackson(’94), and Chris Doering(’91).

Passing perfection. Even Tim Tebow can’t top this passing record: UF’s Counselor Education students posted a 100 percent pass rate on three major certification exams—the Florida Department of Education’s, the National Counselor Examination and the Florida State Marriage and Family Licensing Examinations.

Breaking down barriers: 50 years later. The year was 1959 when Daphne Duval-Williams enrolled as a Ph.D. student in the College of Education, becoming the college’s first black student. Now, a half-century later, the college is staging special activities to commemorate the 50th anniversary of integration, recognizing the success and positive impact that our African American alumni and faculty have made in the education field as teachers, administrators, researchers and leaders.

Key Initiatives

... Addressing education's most critical needs and issues of our time

Centers connect for statewide school reform. Four college-wide centers each focus on different aspects of school improvement, and continue to expand their reach across the state and beyond:

- UF's **Lastinger Center for Learning** connects more than 250 schools across the state with UF education scholars, forming powerful learning communities in support of school improvement and children's learning and healthy development. By 2010, the Lastinger network expects to expand to more than 300 schools—mostly elementary schools in inner-city neighborhoods and impoverished communities.
- The **UF Alliance** partners with high-poverty high schools in Jacksonville, Orlando and Miami, and with the School District of Puerto Rico, promoting access and exposure to the college experience to more than 1,500 first-generation minority students each year.
- The college's **Center for School Improvement** cultivates partnerships with high-needs K-12 schools in Northeast Florida and now throughout the state, providing novel "inquiry-based" professional development programs as a primary method of school improvement.
- **National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP):** Beginning special education teachers are considered the most vulnerable teachers in America's school system, receiving little support for one of the most challenging jobs. With major federal support, UF researchers have established this national center to study and introduce new strategies for helping states and local school districts to improve the retention and quality of beginning special education teachers.

Heightened focus on early childhood education. Studies show that learning begins at birth, yet about one in three children start kindergarten unprepared to learn and never catch up. Faculty scholars led by Patricia Snyder, the first holder of the David Lawrence Jr. Endowed Chair in Early Childhood Studies, have launched several cross-disciplinary initiatives to address the need for quality early-learning experiences during the infant and toddler years. As part of the landmark Ready Schools Florida project (*see page 3*), UF early-child educators are helping public schools across Florida connect with early learning centers, families and community groups to support improved learning, health and development in young children. UF early-learning students—the next generation of scholars and leaders in the field—receive more field experiences in early intervention settings, while new doctoral programs generate more research in areas such as early literacy and language, family support, and the social and emotional influences on young children's learning and development. Key UF partners in the effort include The Early Childhood Initiative Foundation in Miami, UF's Baby Gator Child Development and Research Development Center and UF's pediatrics department.

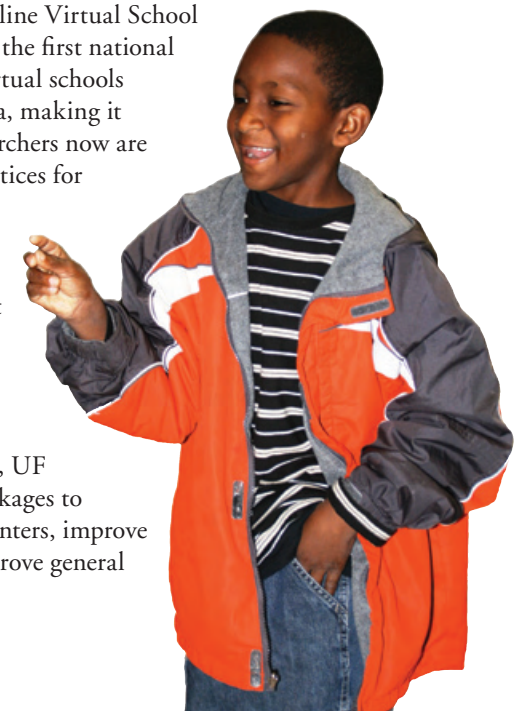


Science for Life. With \$1.5 million in grant support from the Howard Hughes Medical Institute, the college teamed up with nine other UF colleges in 2008 to launch "Science for Life"—an ambitious initiative to transform education in the life sciences from kindergarten through college. The program aims to close the critical gap in science education and groom more science teachers and career scientists, a critical workforce need in Florida and the nation. The effort has started with UF's own student body by expanding what is now Florida's largest early-undergraduate laboratory research program. The College of Education's new 18-credit science education minor is available for students majoring in any scientific discipline. Education faculty also lead a mentorship program that prepares advanced graduate students in the life sciences for academic teaching positions, and have developed novel assessment tools. A Science for Life outreach component, involving UF Alliance partnering schools, reaches out into the high schools and middle schools to engage and prepare future science majors and to strengthen science teaching through professional development activities with their teachers.

Preparing career-changers to teach in crisis schools. To address the urgent need for high-quality teachers in the most challenging schools, the college complements its traditional teacher preparation programs with two state-designated Educator Preparation Institutes, in Duval and Alachua counties. The institutes offer yearlong apprenticeships to put talented college graduates and mid-career professionals who have non-education degrees on the fast track to teaching jobs and learning the skills they need to thrive at high-poverty elementary schools. The Alachua County apprenticeship leads to a master's degree in elementary education.

Virtual schools clearinghouse. UF is a key player in virtual school research. Education technology researchers in 2006 established the online Virtual School Clearinghouse—vsclearinghouse.com—which has compiled the first national database for virtual schools. The project enables state-run virtual schools across the nation to analyze their own statistics and pool data, making it publicly available to researchers to conduct studies. UF researchers now are using their evaluation tools to identify the best teaching practices for online instruction.

Improving teacher quality. Research clearly shows that from pre-school on up, teachers have the greatest impact on student achievement. Many inner-city schools, though, find it difficult to retain its most effective and experienced teachers, especially those with expertise in teaching students with disabilities. With funding from the U.S. Department of Education and the college's Lastinger Center for Learning, UF researchers are developing new professional development packages to promote inclusive teaching practices in preschool learning centers, improve the literacy instruction of special education teachers and improve general teaching practices in elementary classrooms.



Students: Academics in Action

... Educating for the future

Distance education growth spikes again. The college’s distance education program started modestly in 2004 with three online graduate courses and 57 students enrolled. Distance-learning enrollment last year topped 2,600 students from 51 Florida counties, 37 states and 11 nations worldwide. The program grew by about 50 percent over the previous year in three key categories:--courses offered, student enrollment and total credit hours earned (7,863). Our online menu now includes eight comprehensive degree programs. Job-embedded online courses and degree offerings provide vital support for educators in Florida’s public schools and colleges, and also appeal to alternatively certified educators needing assistance during their first years on the job.

Distance Learning Growth Trends: UF College of Education			
Academic Year	# Courses Offered	Student Enrollments	School Credit Hours
2004-05	12	209	627
2005-06	29	536	1,608
2006-07	54	1,029	3,087
2007-08	70	1,749	5,247
2008-09	106	2,621	7,863

Initiatives address need for virtual teachers. State-run virtual schools are expected to play a major role in the emergence of distance education in K-12 public schools—likely blending online experiences with traditional classroom coursework. UF exposes its education students to virtual school instruction during their five-year teacher preparation coursework, offering educational technology as a specialty area and partnering with Orlando-based Florida Virtual School, the nation’s largest virtual school, to provide five-week, supervised teaching internships in the online learning environment. UF’s School of Teaching and Learning also has launched a new online Professional Practice Doctorate in education technology. The popular Ed.D. program filled to capacity with a spring 2009 cohort of 30 students.

Community clinic offers free counseling, hands-on training. Counseling services should not be limited just to those who can afford services through private pay or insurance. That’s why the college’s nationally-ranked counselor education program operates a free Couple and Family Clinic to provide relationship and family counseling for area residents. Besides serving as a clinical training site, counselor-ed faculty and students have offered more than 7,000 hours of supervision and counseling to more than 300 couples and families since its inception in 1992.

Student, faculty diversity on the rise. From 2004 to 2008, the percentage of racially and ethnically diverse faculty at the college increased from 15 percent to 18 percent, including the recent hiring of two women faculty of Latin and East Indian nationality, respectively. The diversity of our undergraduate student body has risen steadily over this period from 16 percent to 23 percent, while graduate enrollment of underrepresented minorities has jumped from 24 percent to 28 percent. Overall minority student enrollment increased from 20 percent to 27 percent.



Students stage Family Math Nights at local schools. Students in UF’s mathematics education program last year helped stage Family Math Night events at three local high-needs elementary schools. Schoolchildren and their family members filled their respective school cafeterias (bottom right photo) to compete in math games and learn mathematical strategies for fun and door prize tickets.

Lab school report card: A-A-A-A-A-A-A-A. The Department of Education’s latest report card on Florida’s public schools has P.K. Yonge Developmental Research School—the college’s renowned laboratory school—earning an A grade for the eighth straight year. Grades are based on how well students do on the Florida Comprehensive Assessment Test. PKY’s well-rounded curriculum also has Blue Wave students excelling in sports and the arts: For six years running (literally), Blue Wave sports teams have earned the title of Florida’s most successful athletic program among class 3A schools; the Florida Music Association, meanwhile, has recognized P.K. Yonge for its high percentage of students taking music classes. Blue Wave students also have big hearts, as evidenced by the school receiving the statewide Golden School Award for student volunteer hours for six straight years.

New graduates persevere to celebrate degrees. Members of the UF EduGator Class of 2009 will be remembered for many reasons, but especially for their perseverance and strong will. The ’09 classmates endured three straight years of substantial college budget cuts, the threatened elimination of core undergraduate programs, and even a nationwide swine flu scare that threatened their graduation ceremony. None of that seemed to matter, though, to the 130 undergraduates who marched proudly across stage at last May’s commencement ceremony to receive their bachelor’s degrees. In a separate ceremony, more than 300 COE graduate students—including 111 in teacher preparation programs—received their degrees.

Discovery

... Transformation through collaborations in research

While enduring the worst of the current economic recession, with dwindling state support and stiff competition for federal research dollars, faculty scholars at the College of Education and its P.K. Yonge laboratory school still managed to conduct more than \$29 million worth in externally funded research projects and training last year. That is the second highest amount over the past four years. Faculty in 2009 attracted more than \$6 million in grant support for new research, with research expenditures totaling \$7.6 million.

A stepped-up focus on multidisciplinary research and engaged scholarship has allowed the college to weather the current financial strife. In some of the latest developments, education faculty and their graduate students are making a dramatic impact on improving schools, attracting and retaining highly qualified teachers at high-poverty schools and improving student learning. College-designated centers tackle some of the most critical education issues, with new research conducted in early childhood education and well-being, bilingual education, literacy, counseling and substance abuse, professional development in all education disciplines, personnel preparation in special education and classroom technology.

The research enterprises of both the college and university are reaping early benefits from our new Collaborative Assessment and Program Evaluation Services—or, CAPES for short. Run by faculty specialists in research and evaluation methodology, CAPES provides vital assessment and research support for grant programs within the college, across campus and even in local school districts. Since its inception last year, CAPES has written more than 20 research proposals, garnering funding for seven projects with others still in review. One funded project, for \$111,000, calls for CAPES to evaluate the children's intervention services of the Jacksonville Children's Commission. CAPES also offers additional placement opportunities for UF graduate students in statistics, research, design, measurement or evaluation.



2008-09 Research Highlights

Teacher knowledge matters in reading instruction. New research shows that the most effective reading teachers for at-risk students are those who know the most about effective literacy instruction. The finding highlights the importance of resolving the critical shortage of qualified teachers with reading expertise. In two multi-institutional studies, special education researchers at UF and elsewhere found that elementary school students taught by teachers who knew and used more advanced literacy-instructional practices improved their reading skills substantially more than students taught by less knowledgeable instructors. The studies were funded in part by a \$4.5 million grant from the U.S. Office of Special Education Programs.

News you can use—to save schools money. More than two decades of studies support the effectiveness of online learning, but new UF research offers some of the first hard evidence that virtual schooling in kindergarten through 12th grade—usually blended with face-to-face teaching—could also save school districts money. In a recent 14-state study, UF education technology researchers found that the average yearly cost of online learning per full-time pupil was about \$4,300. This compared with a national average cost of more than \$9,100 per pupil in traditional public schools.

Girls proven as best allies against playground bullies. Playground bullies may meet their match from where they least expect—in the ranks of kids who are anti-bullies -- and most of them are girls, a new UF study finds. Boys may be more likely to bully, but girls are more likely to defend those being bullied. Understanding kids who defend against bullying may reveal a new avenue toward preventing school-related violence.

Computer-gaming tested for biotech career education. The high demand for more skilled workers and scientists in biotechnology will continue to rise as the nation becomes more dependent on biotech applications and products. Under a three-year, \$1.5 million grant from the National Science Foundation, partnering researchers at UF and North Carolina State are exploring the effectiveness of popular computer-gaming applications in generating interest and preparing high-school students for careers in the biotechnology workforce.

Leadership in math education. Nearly \$800,000 in federal funding is supporting the four-year leadership preparation of five full-time UF doctoral students in special education. The students are participating in mathematics teacher education and research activities designed to improve the underachievement in math of students with disabilities. Along with regular coursework, six new doctoral seminars have been created specifically for the students.

Religious devotion linked to college success. Adolescents who consider themselves “very religious” are generally more likely to finish college than their less devout counterparts, report UF counselor education researchers. The effect was most pronounced in the Muslim community, with “very religious” Muslim students nearly four times as likely to attain a degree as “non-religious” Muslims. The study offers insights that teachers and counselors can use in improving student performance.

Rare ‘opportunity’ for early literacy studies. For just the fourth time ever, the college has received a highly competitive Research Opportunity Fund grant from UF’s research office. The real winners, though, are the young children who figure to benefit from the resulting studies in early language and literacy development. The two-year award is worth more than \$70,000. ROF grants historically go to faculty researchers in the technical fields, but College of Education faculty have now landed the special “seed” grant two years in a row. ROF grants support promising multidisciplinary research proposals that are expected to attract additional external funding from major funding agencies.

Faculty Research Awards

List includes all active projects for FY 2008-2009. *Asterisk indicates new project funded during 2008-09.

Dean's Area

► **Catherine Emihovich**

Equipment for the Norman Hall Renovation
US Department of Education-FIPSE
July 2008 – June 2009
\$191,593*

► **Catherine Emihovich**

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

► **Valeria Gordon (Dentistry)**

Co-PI: Cyndi Garvan

Alkali Production in Human Dental Plaque and Saliva as Predictor or Caries Risk
National Institutes of Health
September 2008 – August 2009
\$13,967*

► **Theresa B. Vernetson**

Co-PI: Michael V. Bowie

College Reach-out Program (CROP)
State Community Colleges
September 2008 – August 2009
\$66,566 *

School of Human Development & Organizational Studies in Education

Research Evaluation & Methodology

► **Mirka E. Koro-Ljungberg**

ADHD: Detection and Service Use
National Institutes of Health
July 2004 – April 2009
\$186,348

► **Walter Leite**

Combining Latent Growth Modeling With Propensity Score Matching to Estimate the Time-varying Effect of Student Mobility
American Educational Research Association
May 2008 – April 2009
\$20,000

► **David Miller**
Co-PI: Catherine Emihovich

(Dean's Area)
Evaluation of Jacksonville Children's Commission
Jacksonville Children's Commission
March 2009 – September 2009
\$111,725*



P.K. Yonge Developmental Research School

► **Lynda Hayes**

Co-PI's: David Young, Kara Dawson
(STL-STEM education)
PK Yonge Classrooms of the Future, Today
Florida Department of Education
July 2008 – September 2009
\$375,000*

► **Mickey MacDonald (PKY)**

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

► **Fran Vandiver (PKY)**

IDEA Part B
Florida Department of Education
July 2008 – June 2009
\$216,718*



► **Fran Vandiver (PKY)**

Title I Part A – Education of Disadvantaged Children and Youth
Florida Department of Education
July 2008 – July 2009
\$111,595*

► **Fran Vandiver (PKY)**

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

► **Fran Vandiver (PKY)**

Training Grant
Florida Department of Education
July 2008 – June 2009
\$33,993*

► **David Young (PKY)**

Title II Part D
Florida Department of Education
February 2009 – June 2009
\$1,157*

School of Special Education, School Psychology & Early Childhood Studies

Special Education/ Early Childhood Studies

► **Mary Brownell**

Co-PI: Paul Sindelar

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**

Co-PI: Anne Bishop

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**

Co-PI: Zhihui Fang (STL – Language and Literacy Education)
Preparing Reading Endorsed Secondary Special Ed (Project PRESS)
US Department of Education-OSERS/OSEP
September 2005 – August 2009
\$200,000



► **Mary Brownell**

Co-PI: Paul Sindelar

Building Capacity for Research in Teacher Education: Project RITE
US Department of Education-OSERS/OSEP
January 2005 – December 2008
\$800,000

► **Mary Brownell***

Co-PI's: Paul Sindelar, Erica McCray

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**

Co-PI: David Quinn (SHDOSE-Ed. Admin.)

Project Excel
US Department of Education-OSERS/OSEP
June 2007 – May 2011
\$798,507

► **Ann Daunic**

Co-PI: Nancy Corbett, Stephen Smith

Social Emotional Learning Through Literacy
UF Div. of Sponsored Research
August 2009 – July 2010
\$79,984*

► **Cynthia Griffin**

Co-PI's: Joseph Gagnon

Stephen Pape (STL-STEM Education)
Project COMPUTE
US Department of Education-OSERS/OSEP
August 2008 – August 2012
\$788,291



► **Hazel Jones**

Co-PI: Alice Emery

Project Cycle: Changing Young Children's Lives Through Education
US Department of Education-OSERS/OSEP
January 2007 – January 2010
\$785,559

► **Hazel Jones**

Project ACE: Autism Competencies for Endorsement
US Department of Education-OSERS/OSEP
January 2006 – December 2009
\$792,271

► **Holly Lane**

Co-PI: Martha League

Project InSPIRE: Integrating Scientifically-Based Practices in Reading Education
US Department of Education-OSERS/OSEP
January 2005 – December 2008
\$800,000

► **Holly Lane**

Co-PI: Hazel Jones

Christie Cavanaugh (STL)

Project Read Aloud
UF Div. of Sponsored Research
August 2008 – August 2009
\$70,505*



► **Holly Lane**

Co-PI: James McLeskey

Project LITERACY
US Department of Education-OSERS/OSEP
January 2008 – December 2011
\$800,000

► **James McLeskey**

State Personnel Development Grant
Florida Department of Education
November 2007 – September 2008
\$152,000

► **James McLeskey**

Personnel Development Partnerships
Florida Department of Education
November 2007 – October 2008
\$190,000

► **James McLeskey**

State Personnel Development Grant
Florida Department of Education
October 2008 – September 2009
\$305,000*

► **Jeanne Repetto**

Career Development and Transition
Florida Department of Education
September 2007 – August 2008
\$790,000

► **Diane Ryndak**

Project RISE: Researchers in Inclusion and Systems Change in Special Education
US Department of Education-OSERS/OSEP
January 2006 – December 2009
\$800,000

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)

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

► **Paul Sindelar**
Invest: Optimizing Investments in Teacher Preparation Alternatives
 US Department of Education-OSERS/OSEP
 January 2005 – December 2009
\$540,000

► **Stephen Smith**
Co-PI: Ann Daunic
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**
Co-PI: Nancy Corbett
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**
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**
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
\$74,636

► **Patricia Snyder**
TEIDS Plus
 Siskin Children's Institute
 January 2009 – June 2009
\$37,104*

► **Patricia Snyder**
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**
Co-PI: Maria Denney
Head Start Center for Inclusion
 University of Washington
 September 2008 – September 2009
\$75,000*

School Psychology

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

School of Teaching and Learning

(Curriculum & Instruction)

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



► **Thomas Dana**
 (STEM Education)
Project SOAR: Science: Optimizing Academic Returns
 Panhandle Area Educational Consortium
 June 2007 – August 2008
\$148,212

► **Kara Dawson**
 (STEM Education)
Strategies for Science Teaching and Learning
 Union County
 July 2007-July 2008
\$127,487

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



► **Rick Ferdig**
 (STEM Education)
Fathers as In-Home Trainers of Autistic Children
 National Institute of Health
 August 2005 – May 2009
\$45,594

► **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**
 (UF 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 Future's Project
 Gainesville Housing Authority
 August 2008 – May 2009
\$43,549*

► **Stephen Pape**
 (STEM Education)
Classroom Connectivity in Promoting Math and Science Achievements
 Ohio State University
 Research Foundation
 August 2006 – May 2009
\$196,461



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

► **Rose Pringle**
Co-PI(s): Thomasenia Adams
 (STEM Education)
Cirecie West-Olatunji
 (SHDOSE-Counselor Education: Mental Health Counseling)
An Investigation of African American Girls'

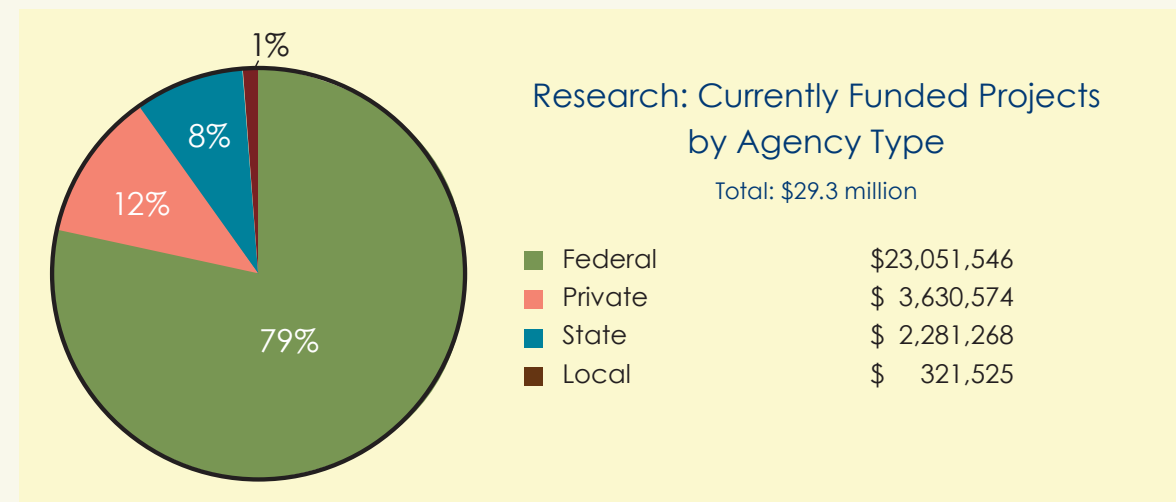
Positionality in Science and Mathematics
 National Science Foundation
 September 2007 – August 2010
\$439,597

► **Troy Sadler**
Co-PI: Rick Ferdig
 (STEM Education)
Project OUTBREAK
 National Science Foundation
 September 2008 – August 2011
\$1,489,596*

► **Sevan Terzian**
 (Teacher Education and Professional Development)
Enlising Science Education for National Strength: An Examination of Historical Precedents
 Spencer Foundation
 June 2008 – August 2009
\$39,075



► **Elizabeth Yeager-Washington**
 (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*



Engaged Scholarship

Since the early years of this decade, the College of Education has maintained a deep commitment to the core principle of “engaged scholarship”—innovative research and academic activities pursued specifically to make a meaningful difference in education and people’s lives. Engagement requires building connections with schools, families, school districts, community groups and government agencies to lead for change in a world where transformation is essential.

Some of the year’s most noteworthy efforts in engaged scholarship by UF education faculty and graduate students were celebrated recently at the college’s 2009 Faculty Research and Engaged Scholarship Showcase:

Faculty Award—Teaching and Learning

► Rose Pringle, associate professor

Under a National Science Foundation grant, Pringle and co-researchers are finding ways to encourage more African-American schoolgirls into science, math and other technical fields. She’s also part of a university-public schools partnership working to prepare elementary school teachers for the state’s tough new science curriculum standards. Several Florida school districts are using the team’s findings to obtain national funding for extending the program to their schools. Pringle also volunteers in local high-needs elementary schools to help teachers improve their science content knowledge and class curriculum.



Faculty Award—Special Education

► Diane Ryndak, the B.O. Smith Research Professor



Working locally and globally, Ryndak has forged an impressive record of scholarship in her school-based research on the effects of inclusive education and the development of leadership and teacher preparation programs in the field. She has worked with school districts around the state to develop inclusive programs for students with severe disabilities, and helped to develop an evaluation and planning tool for educators and schools working to implement best practices in inclusive education. Internationally, a Fulbright Research Award has allowed Ryndak to assist Poland in advancing inclusive education services in its school system. Through her new endowed professorship appointment, she will investigate methods to improve

educators’ decision-making in the curriculum and instruction for high school students with severe disabilities in inclusive general-education classes.

Faculty Award—Counselor Education

► Cerecie West-Olatunji, associate professor

West-Olatunji’s research specialty is in multicultural counseling and the role of cultural identity in the psychological, emotional and educational development of socially marginalized students. She has worked with local school communities to improve supportive parenting practices among students in low-income African-American families, and has taken graduate counseling students to New Orleans to assist in post-Katrina disaster recovery efforts. Globally, she has organized national teams of counseling students, faculty and practitioners to travel to South Africa and Botswana for “community-based counseling” of HIV and AIDS patients. She is past president of the Association for Multicultural Counseling and Development and also has consulted with the Buraku Liberation Movement in Japan in anti-bias education for young children.



Graduate Student Award

► Darby Delane, School of Teaching and Learning

For three years, Delane has balanced her doctoral studies with her duties as coordinator of the college’s Professional Development Community (PDC) partnership effort with local elementary schools. The partnership promotes the learning of UF prospective teachers and the school- and university-based educators who work with them. Delane was instrumental in developing the PDC component of the Unified Elementary ProTeach program. She also teaches in elementary education and in Teacher Leadership for School Improvement. In her dissertation research, Delane is investigating how the supervision of prospective teachers at PDC schools directly impacts equity and social justice for K-5 students. She also collaborates with UF’s Center for School Improvement in studying exemplary middle-school practices and teacher leadership.

Graduate Student Award

► Vicki Vescio, School of Teaching and Learning

During her four-year doctoral experience, Vescio has been an integral cog in the Lastinger Center for Learning’s statewide school reform activities. She’s helped stage leadership institutes for partnering teachers and administrators and completed National School Reform Faculty coaching training to advance her leadership skills. She has helped high-poverty schools in Miami and Alachua County launch teacher inquiry programs and professional learning communities to boost teaching quality, and helps teach the internship semester for UF interns in high-need elementary schools in east Gainesville. Vescio has published a literature review documenting the impact professional learning communities can have on teaching practice and student learning—a critical part of the Lastinger Center’s early research efforts.

P.K. Yonge Developmental Research School Award

► Mickey MacDonald, science instructor

Ninth-grade biology teacher Mickey MacDonald is an area facilitator of teacher inquiry, working closely with UF’s Center for School Improvement and the Northeast Florida Educational Consortium. She recently received a highly competitive \$10,000 grant through Toyota Tapestry to develop a student-run community garden and farmer’s market. Ninth-grade biology teachers at the UF lab school will guide their students from garden-planning to selling their food crops at the on-campus farmers’ market, with proceeds going to a local homeless shelter. Students will also visit the shelter, interview homeless guests and compile a book of essays—“Giving Voice to the Homeless.”

Faculty – National Recognition

James Algina (*Research and Evaluation Methods*) – Fellow of the American Educational Research Association

Cathy Cavanaugh (*STL*) – Innovator Award, International Association for K-12 Online Learning

Maria Coady (*STL*) – Outstanding Reviewer, *Bilingual Research Journal*



Jean Crockett (*Special Education*) – President-elect, Council for Exceptional Children, Division for Research

Nancy Dana (*Center for School Improvement*) – Book of the Year Award, National Staff Development Council, for "The Reflective Educator's Guide to Professional Development: Coaching Inquiry-Oriented Learning Communities"

Harry Daniels (*Counselor Education*) – Robert O. Stripling Award for Excellence in Standards, Association of Counselor Education and Supervision (ACES)



Danling Fu (*STL*) – Doctor of Humane Letters, DePaul University

Iona Malanchuk (*Education Library*) – One of 10 librarians selected nationally to receive the "I Love My Librarian" Award by Carnegie Corporation/New York Times/American Library Association.

David Miller (*REM*) – Distinguished Reviewer by the Buros Institute.

Luis Ponjuan (*Educational Administration*) – Faculty Fellow of the Association for the Study of Higher Education (ASHE); Junior Faculty Fellow, American Association of Hispanics in Higher Education (AAHHE)



Edil Torres Rivera (*Counselor Education*) – For American Counseling Association: past president of Counselors for Social Justice; president-elect in waiting of Association for Multicultural Counseling and Development



Troy Sadler (*STL*) – Early Career Research Award, National Association for Research in Science Teaching (NARST)

Walter L. Smith (*Educational Administration, retired*) – Applegate-Dorros Peace and International Understanding Award, National Education Association

Cirecie West-Olatunji (*Counselor Education*) – For American Counseling Association: past president, Association for Multicultural Counseling and Development; governing council representative (2009-12); Samuel Johnson Outstanding Service to the Profession Award, AMCD



R. Craig Wood (*Educational Administration*) – Executive director, American Educational Finance Association

Faculty – State, UF and College Honors

James Algina (*Research and Evaluation Methods*) – UF Doctoral Dissertation Advisor/Mentoring Award

James Archer (*Counselor Education, retired*) – COE Lifetime Achievement Award: Clinical and Academic

William Conwill (*Counselor Education*) – UF's Black Student Assembly Scholarship Award

Erica McCray (*Special Education*) – COE Undergraduate Teacher of the Year

Cecil Mercer (*Special Education, retired*) – COE Lifetime Achievement Award: Research and Leadership



Barbara Pace (*STL*) – member, National Council of Teachers of English (NCTE) Commission on Media

Diane Ryndak (*Special Education*) – B. O. Smith Research Professorship; COE International Teacher of the Year

Sevan Terzian (*STL*) – University of Florida Research Foundation Professor

Jane Townsend (*STL*) – COE Graduate Teacher of the Year

Rochelle "Shelley" Warm (*STL/SITE program*) – Board member of Florida Association for Computers in Education (FACE) representing UF and Florida education colleges.

Craig Wood (*Educational Administration*) – member, Board of Editors for the *Journal of Education Finance*.

Staff

Brian Lane (*Office of Educational Research*) – COE Staff Member of the Year

Patty Lefevers (*Human Development & Organizational Studies in Education*) – COE Staff Member of the Year

Robin Rossie (*Student Services*) – COE Advisor of the Year

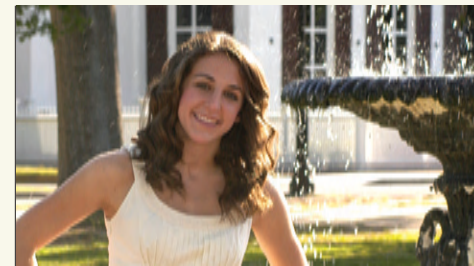


Students

Erik Black (*PhD '09, Educational Technology*) – Outstanding Graduate Research Award

Fathi El-Ashry (*Special Education*) – UF's Alec Courtelis International Student Award

Rachael Goodman (*PhD '09, Mental Health Counseling*) – Sandhu Multicultural Counseling/Diversity Student Research Award, Association for Multicultural Counseling and Development



Anna Harageones (*BAE '09, Elementary Education*) – Outstanding Undergraduate Professional Practice

David Horton (*PhD '09, Higher Education Administration*) – Outstanding Dissertation Award, Southeastern Association for Community College Research

Melinda Leko (*PhD '08, Special Education*) – TED Dissertation Award by the Council for Exceptional Children Teacher Education Division (CEC-TED); CEC Division for Research's Student Research Award for dissertation.

Behroz Nowrojee (*MEd '09 Special Education*) – COE Outstanding Graduate Leadership

Melissa Nuñez (*BAE '09, Elementary Education*) – COE Outstanding Undergraduate Leadership Award



Donna Sabis-Burns (*MAE '09, Language and Literacy*) – COE Outstanding Graduate Professional Practice

Julianne Scherker (*BAE '09, Elementary Education*) – inducted into UF Hall of Fame, UF Outstanding Four-Year Scholar, COE Undergraduate Leadership Award

Desiree D. Zerquera (*MAE '08, doctoral student in Educational Leadership*) – first graduate research fellow for National Community College Hispanic Council.

Alumni

Lesley Hull (*BAE '86; MAE '92; Ph.D. '97 in Counselor Education*) – COE Alumnus Achievement Award



Jennifer Graff, (*MEd '02, EdS '05, PhD '07 in Curriculum and Instruction*) – 2009 Dissertation of the Year, International Reading Association

Jamee Cagle Miller (*BAE '01, MEd '02, ProTeach*) – UF Outstanding Young Alumni Award

Elayne Colón (*MAE '02, PhD '05, School Psychology*) – UF Outstanding Young Alumni Award



Alumni & Giving

... Loyalty of donors shines bright in dark economic times

UF's College of Education could not escape the adverse effects of an economic recession that has touched all of us. The college has endured its third budget callback in three years, losing nearly \$1 million (\$985,000) after the latest budget reduction mandate from state lawmakers. The three cutbacks, combined, have cost the college more than \$2.6 million in reduced state appropriations since 2007. Once again, though, generous giving by our loyal alumni and friends continues to support vital scholarships, research, teaching and other special programs in our ongoing efforts to transform education.

Total private giving (\$2.47 million) and total number of gifts (1,549) both declined by about 40 percent in 2009—a sign that our supporters are also feeling the pinch of America's financial strife. With economists saying the recession seems to be bottoming out, though, we are cautiously optimistic that better days are ahead for both our supporters and the college.

Fundraising highlights in 2009 include:

- The W.K. Kellogg Foundation's donation of \$1.25 million—the year's largest gift—for ongoing support of groundbreaking school-readiness programs in Miami-Dade public schools.
- The Jim Moran Family Foundation gave \$250,000 to support the Lastinger Center for Learning's school improvement efforts at high-poverty schools in Jacksonville.
- Henry "Tip" and Diane Graham of Jacksonville made the largest single gift by individuals by fulfilling a \$150,000 pledge to support the novel "teacher renewal" professional-development program at the college's P.K. Yonge Developmental Research School.

A complete Honor Roll of Giving for the year is available online at education.ufl.edu/HonorRoll.

Contributions supporting endowed scholarships and fellowships enable students to pursue their life dreams in special areas including educational administration, social studies, math and science, reading and bilingual education. Interest earned last year on cumulative endowments and annual gifts, valued at \$3.9 million, enabled us to award \$96,100 in scholarships and fellowships to 31 of our most deserving students. John Sofarelli and his family have donated \$30,000 to create a new endowed scholarship in memory of his sister, UF alumna Carol Sofarelli Schraml (BAE '72), to support deserving students in early childhood or elementary education.

Just two years into UF's historic \$1.5 billion Florida Tomorrow capital campaign, the College has already raised more than \$19 million, or 96 percent, of its ambitious \$20 million campaign goal. Our top fundraising priority continues to be the renovation and expansion of historic Norman Hall to create an education research and technology complex, where UF researchers from multiple disciplines would adapt the latest information technologies to transform how education has been traditionally delivered. The campaign, running through 2012, also targets adding more graduate scholarships and fellowships, and establishing an Early Childhood Center of Excellence. A great big "THANK YOU!" goes out to the nine volunteer members of the college's capital campaign council for their hard work and enthusiasm: Barbara Anderson (chair), Mary and Jim Brandenburg, Susan Cheney, Jim Eikeland, Bill Hedges, Carolyn Marty, Sheila Pettis and Dianne Reed.



College of Education

Alumni and Giving Summary

	2008-09	2007-08	2006-07
Total Gifts Amount	\$2.5 million	\$4.2 million	\$3.2 million
Total Number Gifts	1,549	2,588	2,355
Total Number Donors	1,080	1,704	2,707
Total COE Alumni Donors	794	1,221	1,239
Total COE Living Alumni	28,072	27,986	27,112
Total COE Alumni in UF Alumni Association	3,153	3,245	3,439
Best Giving Percentage	Class of 1986 (6 percent)		
Best Giving Overall	Class of 1980 (\$20,892)		

Private Giving by Source (2008-09)

	# Donors	Total Gifts
Foundations	8	\$2,122,419
COE Alumni	794	\$124,009
Other UF Alumni	85	\$110,211
Friends	143	\$38,193
Parents	15	\$36,110
Other Organizations	5	\$19,253
Corporations	8	\$18,054
UF Faculty	8	\$6,641
Community/Charitable Fund	3	\$1,750
Other (UF and UFF faculty, staff, students)	11	\$908
TOTAL	1,080	\$2,477,548

The Year in Pictures



1 Meet the Project DELTA team, which is assessing UF's prototype teacher-preparation model for giving elementary teachers the second-language instructional tools they need; 2 UF's two state-approved Educator Preparation Institutes (EPI's) provide a fast track to teaching experience and alternative teacher certification in elementary education for qualified college graduates; 3 Dean Catherine Emihovich (left) serves up some Ben-and-Jerry's to welcome back students at the college's annual fall ice cream social; 4 UF education students demonstrate at an evening candlelight vigil calling for more education funding; 5 Theresa Vernetson, assistant dean for student affairs, escorts yet another graduating class of education students at spring commencement. She's been with the college, both as a graduate student and long-time faculty member, since the late 1970s.



6 Retired COE faculty member and scholarship namesake Walter Smith (left) and guests pose at the 2009 COE Scholarship Banquet; 7 Associate Dean for Academic Affairs Tom Dana gets into the spirit of the 2009 Staff Appreciation Luncheon's Mexican Fiesta theme; 8 There's never a dull moment for students in the UFTeach classroom. The UFTeach program draws some of UF's best and brightest math and science students into teaching.



Administrative Listings

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Degree programs and enrollment

Academic Program	Students Enrolled (Fall 2008)	Degrees Awarded (2008-09)
Counselor Education (170 total enrollment)		
School Counseling and Guidance	50	21
Marriage and Family Counseling	48	8
Mental Health Counseling	72	21
Educational Administration (208)		
Educational Leadership	108	20
Higher Education Administration	75	6
Student Personnel in Higher Education	25	11
Education Psychology (104)		
Educational Psychology	20	4
Research and Evaluation Methodology	21	3
School Psychology	63	20
Teaching & Learning (1,089)		
Curriculum and Instruction	334	100
Elementary Education	679	284
English Education	23	19
Foreign Language Education	0	1
Foundations of Education	3	2
Mathematics Education	5	2
Reading Education	9	5
Science Education	10	3
Social Studies Education	26	30
Special Education & Early Childhood Studies (316)		
Special Education	295	85
Early Childhood Education	21	53
College Total	1,887	698

Acknowledgements

The College of Education's news and communications office extends its deepest appreciation to the following people for their help in the production of the 2008-09 annual report:

Alyson Adams, Thomasenia Adams, Diane Archer-Banks, Elizabeth "Buffy" Bondy, Mary Brownell, Cathy Cavanaugh, Jean Crockett, Nancy Dana, Tom Dana, Kara Dawson, Ester de Jong, Silvia Echevarria-Doan, Dimple Malik Flesner, Michael Garrett, Lynda Hayes, John Kranzler, Debra Lee, Marcia Marwede, Leslie Merryman, Lindsay Mickler, David Miller, Nekita Nesmith, Bernard Oliver, Jenny Palgon, Don Pemberton, Marta Pollitt, Ana Puig, Whitney Shadowens, Patricia Snyder, Fran Vandiver, Theresa Vernetson, Ron Wright

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