





ONTHE RISE





2014 ANNUAL REPORT

UF | UNIVERSITY of FLORIDA

Dreams come true.

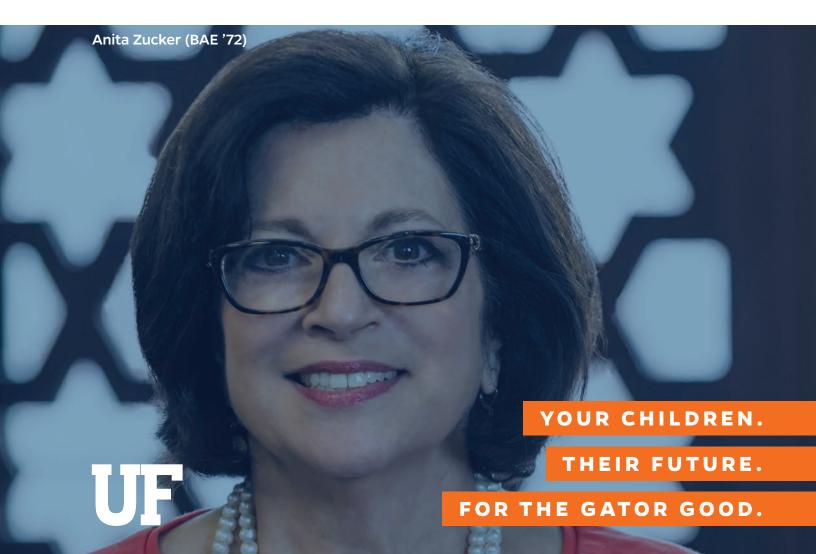
For seven years, **UF College of Education faculty** have been honing a plan to help our nation's youngest learners. Its ripple effects will transform more than the educational system. It will **improve the lives of young children** and their opportunities for success in the world.

In October, UF education alumna and former elementary teacher **Anita Zucker** committed **\$5 million**, which UF turned into \$10 million, to fund this initiative.

"Education really is the key to unlocking doors for later learning and success in life," said Zucker, CEO and chair of the Charleston, S.C.-based global manufacturing conglomerate The InterTech Group. "Transforming our children's lives through education is **so important** in so many ways."

UF's Center for Excellence in Early Childhood Studies in the College of Education will be named for Zucker in recognition of her generosity.

Read more about this Gator visionary and UF's interdisciplinary plan to improve the lives of all Americans and beyond at www.ceecs.education.ufl.edu.





Good **Thoughts**

WITH DEAN GLENN E. GOOD

The Gator Nation has been hearing a lot about UF's aggressive push, supported by the Florida Legislature, to rise among the nation's preeminent public research universities. What are the implications of this effort for the College of Education?

Our college is UF's top-ranked graduate school. We jumped nine spots in the U.S. News & World Report national rankings this year to No. 21 among public education colleges, and we have four top-20 academic programs and an ambitious research agenda. We are positioned to help UF elevate its national standing while enhancing our own preeminence.

What changes from this effort are already evident at the college?

Our college's e-learning team has played a major role in the development of UF Online, Florida's first fully online baccalaureate degree program at an accredited public university. The College of Education is involved in three of the 28 targeted focus areas that UF is investing in to strengthen its research and academic missions. Those areas are early childhood learning and development, personalized e-learning, and "big data" informatics research. This support has enabled us to recruit four new top-tier faculty researchers in these "Together, the fields for collaborative groundbreaking studies with UF researchers across campus. It also opens up opportunities for research commitment that has

What must happen for this preeminence plan to succeed?

members and graduate students.

collaborations between the newcomers and our existing faculty

push us further." It will take a team effort by the entire EduGator community — faculty, students, staff and alumni. We all have to continue the remarkable drive and determination that allowed us as a college to survive and thrive during the rough years of the Great Recession. We are closing in on our goal of becoming a top public university and a top-tier college of education. Together, the commitment that has brought us to this point will continue to always push us further.

This question is a late addition: Right before going to press, one of our alumni announced her history-making gift in support of one of our college's marquee research centers. What impact will this have?

When the news came in, I actually got to yell "stop the presses!" even though no one was around to hear me. One of our most active and supportive alums, Anita Zucker, announced she was donating \$5 million to the college — our largest gift ever by an individual — to expand the growth and outreach of our Center for Excellence in Early Childhood Studies. We are renaming the center after Mrs. Zucker and that honor is well deserved. Early childhood studies is one of UF's priority focuses, so the Anita Zucker Center for Excellence in Early Childhood Studies — that has a nice ring to it, doesn't it? figures to significantly influence UF's preeminence drive. Most important, though, is the huge impact that her gift will have on improving the lives of our youngest, most vulnerable children. (EDITOR'S NOTE: More details about Mrs. Zucker's gift appear on opposing page.)

brought us to this point

will continue to always

WHAT'S THE BUZZ?



It's happening here and now, and the EduGator Nation is all abuzz

THERE'S A DISCERNIBLE BUZZ OF EXCITEMENT AND ANTICIPATION EMANATING FROM ALL CORNERS OF THE UNIVERSITY OF FLORIDA CAMPUS AND THROUGHOUT THE GATOR NATION. YOU CAN SENSE IT AT HISTORIC NORMAN HALL, TOO, THE COLLEGIATE GOTHIC-STYLE ACADEMIC HOME OF THE COLLEGE OF EDUCATION.

Pinpointing the origin of the buzz is not difficult. It started during the Florida legislative session of spring 2013 when state lawmakers increased higher-education funding following seven years of cuts. On top of that — bzzzz-bzzzz — the Legislature passed a bill, which Gov. Rick Scott signed into law, designating the University of Florida as the state's preeminent public university, and awarded UF \$15 million annually over five years to help advance its status as one of the nation's top 10 public research universities. A year later, the 2014 Legislature raised the stakes by kicking in another \$5 million for the push.

The university is matching that amount with \$75 million in private donations. UF's fundraising arm also has launched an \$800 million initiative supporting the top-10 drive.

"Being a top 10 university isn't about bragging rights. It's about being an institution that is among the best at fulfilling its missions of research, education, service and economic development," UF President Bernie Machen said. "We already have terrific people with the will and drive to push us to the top. With the right resources, there's no doubt in my mind that we'll get there."

UF is investing \$150 million to hire 130 more world-class and up-and-coming faculty researchers in 28 targeted fields to strengthen UF's research and academic missions. Other investments include creating additional student scholarships, building new classrooms and teaching labs, supporting newcomers and existing faculty with 107 more endowed faculty chairs and professorships, and developing UF Online, the first fully online four-year bachelor's degree program at a Florida public university.

A year into the drive, UF has successfully recruited more than three dozen distinguished faculty researchers — including four preeminence appointments by the College of Education.

THE COLLEGE OF EDUCATION is positioned to help UF rise in national stature while continuing its own push for preeminence.

The college last year jumped nine spots to No. 21 among public education colleges in the *U.S. News & World Report* rankings of America's Best Graduate Schools. The college also boasts four top-20 academic programs — special education and counselor education (both ranked fifth in their specialites), elementary teacher education (16th) and curriculum and instruction (18th).

When the state charged UF, as Florida's preeminent university, to develop UF Online, the College of Education was one of the first campus units UF administrators turned to for designing the fully online baccalaureate program. UF Online was successfully launched in January 2014, just six months later.

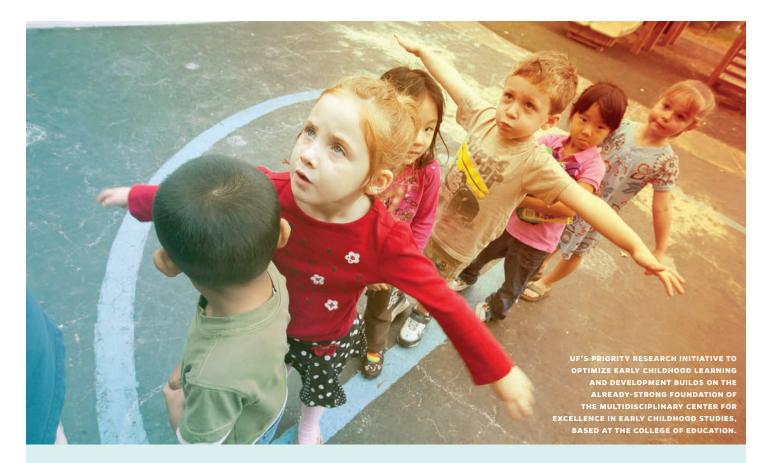
Along with its UF Online role, the College of Education is involved in three of the 28 interdisciplinary focus areas: supporting aggressive investigations in the vital educational areas of early childhood development and learning, personalized online learning, and "big data" informatics research in education.

"For our college, the quest for preeminence is about strengthening our ability to prepare the next generation of scholars, educators and citizens as powerful change agents for our global society," said UF education Dean Glenn Good. "This is such an exciting time to be at UF and the College of Education."

Early Childhood Interventions for a Lifetime of Benefits

ecades of studies have determined the period from birth to age 5 to be the most significant years for brain development through the entire lifespan, when language, social, emotional, cognitive and other capacities are established that will influence the trajectory of a child's life well into adulthood.

UF has a vision to put all we're learning about the brain and child development to use in early learning centers and preschools, and even in the home learning environment. Nurturing interactions and quality teaching and learning during a child's first five years can produce a lifetime of benefits, particularly for children in poverty, with developmental disabilities, or with other circumstances that might prevent them from reaching their full potential.



The \$575,000 in state preeminence money the university is spending to optimize early childhood development and learning experiences builds on the already strong foundation of UF's campuswide Center for Excellence in Early Childhood Studies (CEECS), which UF created in 2010 to advance knowledge, policy and practices in early childhood studies. A million-dollar gift in 2011 from entrepreneur Anita Zucker, a 1972 UF education graduate, has boosted the center's early success and growth and led to the creation of an endowed professorship in early childhood studies to be filled by a top scholar in that academic specialty.

"Our investment in early childhood development and learning solidifies our stature as a national model for connecting research to practice," said Patricia Snyder, holder of the David Lawrence Jr. Endowed Chair in Early Childhood Studies and founding director of the CEECS, which is housed and administered in the College of Education. "The interdisciplinary nature of our teams will help us attract more federal research grants for innovative studies that will advance our understanding about which early supports and interventions will work best for which children and their families, and under what circumstances."

UF's collaborative spirit in early childhood studies was evidenced recently when Snyder and CEECS co-director Maureen Conroy, an education faculty researcher of early interventions for children at risk for school failure, became affiliate faculty members of the College of Medicine's UF Institute for Child Health Policy. Both colleges are involved in UF's early childhood focus area, along with the College of Public Health and Health Professions.

The initiative's all-star faculty hiring spree brings four distinguished newcomers to the ${\sf CEECS-two}$ located in the College of Education.

Professor Mary McLean, a prominent researcher and author on assessment of infants and preschoolers with special needs, joins the research efforts of the CEECS while serving on the College of Education's early childhood studies faculty. She comes to UF from the University of Wisconsin-Milwaukee, where she was an endowed professor and director of UWM's Early Childhood Research Center. McLean has co-authored the first three editions of Recommended Practices in

TOP SCHOLARS FILL **NEW PREEMINENCE FACULTY POSTS**









Clockwise from top left: Mary McLean and Brian Reichow (early childhood studies), Carole Beal (personalized online learning), and Andrew C. Thomas (big data informatics).



Early Intervention and Early Childhood Special Education, undertaken by the Division for Early Childhood of the international Council for Exceptional Children.

Brian Reichow comes to UF from the University of Connecticut Health Center, where he was an assistant professor and research director of the University Center for Excellence in Developmental Disabilities. He fills a priority need in early childhood studies and special education. Reichow is an emerging scholar focusing on advancing behavioral interventions and support services for young children with autism and other developmental disabilities. He also is collaborating with the World Health Organization to develop identification and intervention programs in lower- and middle-income countries.

"I can't imagine a better example of what the university's push for preeminence is truly about than the early childhood studies initiative," said Dean Good. "There are millions of children and their families who stand to reap a lifetime of benefits from these efforts."

BIG DATA ANALYSIS: A Wellspring of Solutions for Education, the Sciences

Fast fact: 90 percent of the data that exists today was created in the last two years.

We had to say it fast because the computerized world is generating colossal amounts of information at a frightening rate. It can be a scary thought, but almost everything we do leaves a digital trace — from the mobile phone calls and credit card purchases we make to the oversharing Tweets, comments and photos we post (wisely or not) on social media sites.

UF wants to be at the forefront of data science focusing on both informatics research and "big data" technologies to solve any number of societal and scientific problems. That's why the largest share of special funding from the state Legislature — \$3.8 million — is going to assemble a team of educators, engineers, scientists, artists, natural scientists and other faculty specialists to form the UF Informatics Institute.

With assistance from HiPerGator, the state's most powerful supercomputer, the researchers are working to figure out how to

« COE FACULTY RESEARCHERS (FROM LEFT) DAVID MILLER, ANDREW C. THOMAS, WALTER LEITE AND CORINNE HUGGINS-MANLEY POSE IN FRONT OF THE HIPERGATOR SUPERCOMPUTER TO BE USED IN THEIR MEGA-TREND, "BIG DATA" INFORMATICS STUDIES.

crunch the numbers, analyze trends and identify best practices in vital areas such as education, medicine, life sciences and social science.

"Big data is a mega trend that will impact everyone at one time or another, but collecting and analyzing immense amounts of data is an important challenge going forward," said Dean Good. "We believe big data should serve us, not overwhelm us."

The College of Education's fourth preeminence faculty hire is Andrew C. Thomas, a Harvard-trained statistical researcher whose research specialties include studying ways to improve the handling and examination of large computerized

data sources, including those in education.

Thomas, a research scientist in statistics at Carnegie Mellon University's Living Analytics Research Center in Pittsburgh, will join the UF education college's Research and Evaluation Methodology (REM) faculty in January and take part in the big data research effort at the UF Informatics Institute.

"Much of my recent work focuses on online network models that give us information about the individuals themselves who belong to the network," said Thomas, who has worked at Carnegie Mellon since completing his Harvard Ph.D. studies. "The richness of multiple networks in education, through students in classrooms and teachers in schools, makes this an exciting area of development that I will continue to pursue at the University of Florida."

Thomas brings with him two large research grants on network modeling worth more than \$640,000 — one from the National Science Foundation and another from the federal Institute of Education Sciences.

He will have an opportunity to collaborate on projects with other college REM faculty. Associate professor Walter Leite is conducting big data analysis to verify a link between middle- and highschool students' use of the college's popular Webbased tutoring program, Algebra Nation (see page 12), and recently rising test scores on the state's mandatory Algebra I end-of-course exam. Algebra Nation, launched in 2013, is used by math teachers in every Florida school district and collects millions of student responses, discussion posts, video views and study times.

REM program coordinator David Miller heads a multi-college effort to develop a freshman course called "The Informed Life" as part of UF's general education curriculum to help new UF students navigate and apply the resources of big data in their education and daily lives. REM faculty also are training their doctoral students — the next generation of big data scholars — in large-scale data analysis for program evaluation and problem-solving.

"We believe big data should serve us, not STUDIES BY EDUCATION TECHNOLOGY FACULTY RESEARCHERS, INCLUDING PASHA ANTONENKO (PICTURED), DOVETAIL CLOSELY WITH EFFORTS UNDERWAY AT THE NEW UF ONLINE LEARNING INSTITUTE TO PERSONALIZE E-LEARNING ENVIRONMENTS. >>

In education, e-learning is booming in the form of virtual K-12 schools, online tutoring programs, open online courses accessed worldwide, and nationwide initiatives such as the Common Core movement. The growth of big data research is expected to yield unprecedented advances in education nationally and in the University of Florida's own e-learning efforts, such as UF Online, to offer the best possible online learning experiences to Floridians and students around the world.

Personalized Instruction and the UF Online Learning Institute

Millions of students enroll in Web-based courses, but online education is still in its infancy, beset by rigid, traditional one-size-fits-all instruction. Personalizing learning on the Internet has been identified as a global challenge and a top research priority by the U.S. Department of Education, the National Science Foundation and the National Academy of Engineering.

That helps explain why multidisciplinary research of personalized e-learning techniques has been targeted by UF for investment of state preeminence money. To accelerate growth and advancement in this field, the university has established the UF Online Learning Institute (OLI) as the research-and-development arm of its new undergraduate online operation, UF Online.

The interdisciplinary, four-college OLI is charged with finding ways to improve student learning by merging the teaching sciences and what is known about the brain with the technology that delivers education at a distance. Collaborating researchers will come from the colleges of Education, Engineering, Journalism and Communications, and the College of the Arts and its Digital Worlds Institute.

Heightened emphasis is focused on generating e-learning advances in the STEM disciplines of science, technology, engineering and mathematics. Possibilities include tailoring instruction in response to students' keystrokes, teaching through gaming, searching a semester's worth of video lectures with a single keyword, and apps to open textbooks and connect to tutoring from a smartphone.

Leading the OLI as founding director is Carole Beal, another priority faculty hire of the College of Education for its educational technology program. She comes to UF from the University of Arizona's School of Information where she was a professor of science, technology and the arts.

"I was drawn to the University of Florida by the opportunity to join a group of scholars who will collaborate on research and funding pursuits on a large scale," Beal said. "My experience in integrating the new learning and computer sciences seemed a good complement to the existing expertise of my new colleagues at UF."

Much of Beal's latest research merges education with neuroscience, which dovetails well with the OLI's plans to collaborate with the university's McKnight Brain Institute and other UF health science disciplines. She has been working to improve "intelligent" tutoring technology and exploring how technology can make online learning accessible to students with special needs.



will be an incredible

opportunity to

merge education

"In my investigations, I have found that students who appear disengaged in the traditional classroom are often among the most active learners in the online learning setting," Beal said.

One of her federally funded with neuroscience." projects involves developing a virtual tutoring system in math with accompanying books of braille to make online learning accessible for students with visual impairments.

"The coming decade will be an incredible opportunity to merge education with neuroscience," Beal said. "Academic programs that take advantage of this connection will rise in national and international stature and lead the way in making online learning accessible to all students."

Other COE education technology faculty researchers are working to advance virtual and blended learning environments to empower educators and learners and impact society.

UF ed tech researcher Pasha Antonenko is pursuing ways to improve online learning through collaborative problem-solving and the use of 21st century "hypermedia" — a higher level of user and network interactivity that allows links to be embedded in multimedia elements such as images and videos. He's also teaming with COE colleague Albert Ritzhaupt to advance multimedia learning for students with dyslexia and other disabilities. UF researchers also have developed tools for measuring online students' literacy skills needed to navigate online courses, and are improving the design of library support for online students.

Dean Good calls UF's personalized e-learning initiative "vital" to the groundbreaking UF Online degree efforts and to the future of technology-assisted instruction worldwide.

"If we are to serve the state and beyond with high-quality, four-year online degrees that attract large numbers of students, this effort is a tremendous opportunity for UF to take a leadership role in creating and disseminating models for top quality and effective delivery of courses and degrees online," Good said.

UF COLLEGE OF EDUCATION

ONE OF AMERICA'S

BEST COLLEGES



The University of Florida College of Education, founded in 1906, is Florida's top-ranked education college and rates No. 1 among public education schools in the Southeastern Conference. U.S. News & World Report rates the college 21st in the nation among public institutions and 30th overall — an improvement of 10 spots over the previous year.

Our online master's program in Educational Leadership also was rated 5th nationally by TheBestSchools.org.

Education is one of 16 colleges at UF, a public, land-grant research institution and one of the nation's most academically diverse public universities. The university's 2,000-acre campus is located in Gainesville, Fla.

Our national standing reflects the college's focus on increasing interdisciplinary education research, more selective graduate admissions and powerful learning communities forged with school districts across Florida and beyond.

THE COLLEGE BOASTS FOUR NATIONALLY RANKED ACADEMIC SPECIALTIES:



STUDENT COUNSELING AND PERSONNEL SERVICES 2015 BEST GRADUATE SCHOOL U.S. NEWS

SPECIAL EDUCATION 2015

BEST GRADUATE SCHOOL U.S. NEWS

> CURRICULUM AND INSTRUCTION 2015

BEST GRADUATE SCHOOL U.S. NEWS

> TEACHER EDUCATION 2015

ACCREDITATION

The College of Education's educator preparation programs have been continuously accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954.

Two COE academic specialty programs also hold national accreditation: Counseling and Counselor Education (by the Council for Accreditation of Counseling and Related Educational Programs), and School Psychology (by the American Psychological Association).

HOW WE ARE ORGANIZED

3 Schools

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

7 Centers, Institutes and Affiliates

- » CEEDAR Center (Collaboration for Effective Educator Development, Accountability and Reform)
- » Center for Excellence in Early Childhood Studies
- » Center for Community Education
- » Center for Disability Policy and Practice
- » Institute of Higher Education
- » Lastinger Center for Learning
- » P.K. Yonge Developmental Research School

FAST FACTS & FIGURES

(2013-14)

Student Enrollment (on campus):

1,577

Undergraduate: 437 Graduate: 1,086 Post baccalaureate: 25

Non-degree: 29

Faculty (full-time):

Staff: **87**

Alumni:

29,494

Online Enrollment (unique)

1,263

Research funding Total: \$76.1M

> **New Awards:** \$11.8M

Per Faculty Member: \$389,653

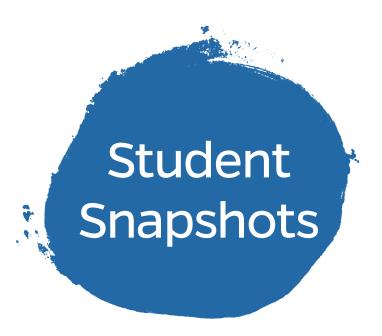
27 DEGREES AND ACADEMIC PROGRAMS

(BACHELOR'S AND ADVANCED)

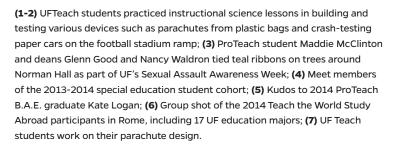
- (*) indicates degrees available online
- » Bilingual/ESOL Education
- » Curriculum & Instruction
- » Curriculum, Teaching & Teacher Education*
- » Early Childhood Education
- » Educational Leadership*
- » Education Technology*
- » Elementary Education
- » English Education

- » Higher Education Administration*
- » Language Arts, Reading & Children's Literature
- » Literacy & the Arts
- » Marriage & Family Counseling
- » Mathematics Education
- » Media Literacy Education
- » Mental Health Counseling
- » Reading: Language & Literacy*
- » Research & Evaluation Methods
- » School Counseling & Guidance

- » School Psychology
- » Science & Environmental Education
- » Social Foundations of Education
- » Social Studies Education
- » Special Education*
- » Statistics Education
- » Student Personnel in Higher Education
- » Teacher Leadership for School Improvement*
- » Teach Well*









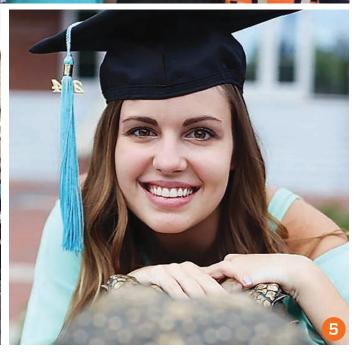


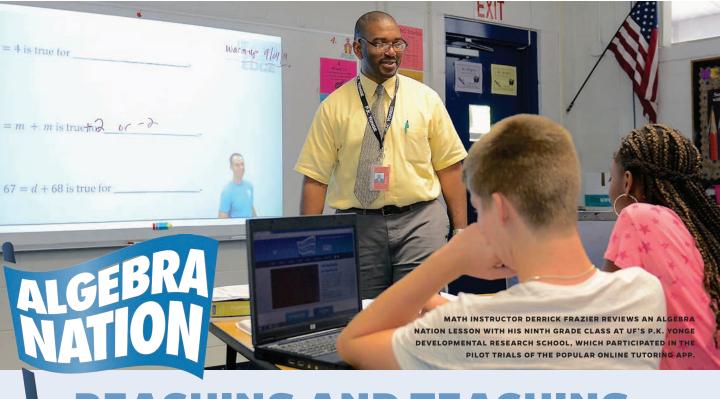












REACHING AND TEACHING

Online Tutoring App Reaches Struggling Students In and Outside the Classroom

In spring 2014, nearly half of Florida ninth-graders flunked the statewide end-of-course Algebra I exam. More than four out of every five students at high-poverty high schools statewide failed.

This has the makings of an academic catastrophe, and not just because Florida high school students must now pass this gateway test as a requirement to graduate. If the high failure rate continues, Florida faces an unnerving prospect of its own:

increased clogging of its high schools with failed math

Researchers at the UF College of Education had started seeking solutions to this ongoing trend in 2012. They dissected the state exam and set off to create a powerful teaching tool to help struggling algebra students. Florida Department of Education officials joined in to ensure that the curriculum being developed covered the state math standards. Some of Florida's best math teachers were enlisted to connect the team's research with the reality of the classroom.

"It turns out the research showed we needed a way to reach kids outside the classroom — on their smartphones, tablets and laptops. We needed to go where the students are, on social media," said Don Pemberton, director of the UF Lastinger Center for Learning, the college's innovation incubator.

The UF team raced to create a first-of-its-kind online tutoring tool specifically designed to help students prepare for the required

Algebra I exam. What they came up with was Algebra Nation, a free, interactive program with an Algebra Wall like Facebook's that offers a social network for the adolescent math world.

The Lastinger Center partnered with the Gainesville-based online tutoring firm, Study Edge, to help make Algebra Nation as simple, fun and easy to use as Facebook.

"Algebra Nation essentially is an Web-based homework hotline where students can post questions anytime and anywhere and get answers from friends, teachers and study experts," Pemberton said.

Students have access to instructional videos and workbooks that break algebra concepts into bite-sized chunks. An online practice exam mimicking the state test helps students and their teachers identify where students need to improve.

Pemberton and the Algebra Nation creative team had no idea what a big hit their tutoring app would become.

After pilot-testing the program in Miami-Dade and a few other school districts, UF launched Algebra Nation statewide in January 2013, aided by \$2 million from the Florida Legislature and backing from the Governor's Office and the state Education Department.

The Web app went viral soon after. By that spring, there were more than 50,000 questions and responses posted on the Algebra Wall. By the end of the 2013-14 school year, more than a quarter-million students and 3,300 teachers, from 1,200 schools in all 67 Florida school districts, had used Algebra Nation.

DON PEMBERTON

"We knew we were addressing a tremendous need with the right resource," Pemberton said. "But we had no idea it would take off so fast and go so far."

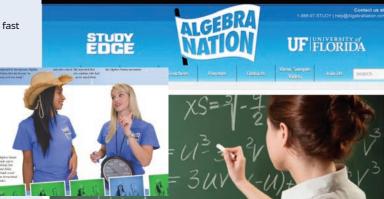
The Lastinger Center is working with UF education faculty on a "big data" study (see page 6), sifting through the standardized test scores to evaluate how much impact Algebra Nation is having on students' improving passing rates. Preliminary results indicate that for each 1,000 Algebra Nation logins by students at a school, their combined scores will increase by nearly 3 percent on the required algebra exam.

The anecdotal evidence is also strong.

Alicia Stephenson, a former algebra teacher at UF's P.K. Yonge Developmental Research School (another pilot study school), says she broke into a "happy dance" when two of her students who had never raised their hands in class posted questions and comments on the Algebra Wall.

For some of Amy Adams' rural students at Central School in Santa Rosa County, logging on to Algebra Nation on the school bus while riding to and from school meant an extra three hours a day of learning. She said Algebra Nation helped her boost her students' passing rate from 45 percent in 2012 to 70 percent in 2013.

On Sept. 1, 2014, with a grant from the Bill and Melinda Gates Foundation, UF launched a "teachers only" space within the Algebra



Nation featuring their own interactive Teacher Wall and many teaching and professional development resources.

Another telling tale is how an unsolicited grassroots appeal by Florida teachers convinced the Legislature last spring to renew its \$2 million commitment to Algebra Nation for 2014-15. Lawmakers went a step further and awarded the Lastinger Center another \$2 million to pilottest its Algebra Nation summer academy for struggling students in Jacksonville in 2014, and to expand the summer camp to other Florida school districts in 2015.

STATISTICS SAY

EVERYONE'S A MATHEMATICIAN AT HEART

might not know it yet.

Forget the rote memorization of tedious formulas you may recall from your high school math classes. For Jacobbe, associate professor of mathematics and statistics education at the UF College of Education, math is far more than formulas: It's a way of looking at the world.

"I don't think people understand what math is," Jacobbe says. "It's about creating people that can solve problems in everyday life."

And in a society increasingly driven by data, math is more important than ever, Jacobbe says. A solid understanding of statistics, which uses a methodical process to analyze data, draw conclusions and interpret results, is particularly key to scrutinizing and solving real-world problems. Whether you're deciding to change jobs, buy a house, or just making a pros and $cons \ list, \ you're \ using \ statistics - yet \ this \ discipline \ has \ long$ been overlooked in K-12 education.

Jacobbe is working to change that by training the next generation of teachers in statistics education. He once worked as a primary test developer for the advanced placement statistics program, but thought he could make a bigger impact in teacher education. At UF, he earned the college's Undergraduate Teacher of the Year award in 2011, and he also leads a four-year, \$2 million study funded by the National Science Foundation to develop better tests for assessing students' statistical understanding.

His efforts to advance statistics education haven't gone



ASSOCIATE PROFESSOR TIM JACOBBE HELPS P.K. YONGE FIFTH GRADERS ON A MATH EXERCISE.

from UF in 2011 with Jacobbe as his co-adviser, says his former mentor is one of just a handful of experts widely recognized in the field. "There are very, very few folks like him in the United States," says Bostic, now an assistant professor of mathematics education at Ohio's Bowling Green State University.

Since 2009, Jacobbe has also devoted himself to helping teachers and students at UF's P.K. Yonge Developmental Research School transition to the new, more stringent Florida Standards. This work at P.K. Yonge has a personal component for Jacobbe: His wife of 15 years, Elizabeth, teaches at the school, and his 10-year-old daughter, Hannah, and 7-year-old son, Nathan, are both students there.

"We need to teach math in different ways," Jacobbe says. "Math is used as a gatekeeper to keep kids out of certain careers Everyone is capable of doing mathematics, they just need the opportunity."



THE COLLEGE'S CEEDAR CENTER IS HELPING FLORIDA AND OTHER STATES TRANSFORM THEIR PREPARATION OF EFFECTIVE TEACHERS AND LEADERS SERVING STUDENTS WITH DISABILITIES.

Florida Among 5 States Partnering with New Center to Transform Teaching of Students with Disabilities

School districts and special education interests in five states — Florida, California, Connecticut, Illinois and South Dakota — are partnering with a new, federally funded center at the College of Education on an ambitious effort to transform their preparation of effective teachers and leaders serving students with disabilities.

The new CEEDAR Center at UF is funded by the U.S. Department of Education's Office of Special Education Programs. ("CEEDAR" stands for Collaboration for Effective Educator Development, Accountability and Reform.) The center is receiving \$5 million annually over three years, with a possible extension for two additional years, to help states strengthen their standards and methods for preparing, licensing and evaluating their teachers and school leaders.

"This collaborative effort will allow the special education field to take a giant step in improving the education of students with disabilities," said CEEDAR Center director Mary Brownell, a UF professor of special education.

CEEDAR faculty are organizing research-proven professional development and networking programs for teachers and school leaders in the five states, offering instructional support and online teaching resources, and helping the states align their teacher preparation and evaluation systems with the highest professional standards.

Any interested educators can access the online resources on the CEEDAR website at http://ceedar.education.ufl.edu.

Each year through 2017, five additional states will be selected to receive this highest level of support and instruction, eventually benefiting tens of thousands of children in 20 states.

Several national organizations and advocacy groups in special education and teacher preparation are working with the CEEDAR Center on the effort.

School Psychology Program Earns Full Accreditation

The College of Education's doctoral degree program in school psychology recently earned the full seven-year accreditation renewal from the Commission on Accreditation for the American Psychological Association.

The continued accreditation status is the longest term achievable for a Doctor of Philosophy program in school psychology and extends until 2021.

In its report, the accreditation team noted particular strengths in the UF program's high quality and diversity of its students, the excellence of its practicum placements and field supervision, and the use of data-based decision making to enhance the students' doctoral training experience.

UF Teacher Prep Program is First in State Accredited by Dyslexia Group

The dual certification track of the COE's Unified Elementary ProTeach program is one of the first teacher preparation programs in the nation to receive accreditation from the International Dyslexia Association.

Dyslexia is a neurological learning disability characterized by difficulties with fluent word recognition and poor spelling and decoding abilities. Secondary consequences could include impaired reading comprehension and delayed vocabulary growth.

Ten to 15 percent of the U.S. population has dyslexia, yet only five out of every 100 dyslexics are recognized and receive assistance, according to the Dyslexia Research Institute in Tallahassee.

"Teaching teachers how to recognize children who have dyslexia is just as important as making sure they get the help they need," UF special education professor Holly Lane said.

UF is the first higher education institution in Florida to receive accreditation from the IDA, a non-profit, scientific and educational organization that operates 43 branches throughout North America and has global partners in 20 other countries. The IDA has granted accreditation to just 17 universities and dyslexia therapy programs since it began the practice two years ago.

New Faces, Evolving Teaching Philosophy Help Counselor Ed. **Maintain Elite Status**

Continuing a long-standing tradition of progressive thinking is one reason the College of Education's counselor education program has maintained its lofty academic status since a core group of faculty members elevated the program to preeminence three decades ago.

"There's an extraordinary legacy here," says Sondra Smith-Adcock, an associate professor of counselor education and longtime member of a faculty that takes pride in staying ahead of the counseling education curve. "No one has ever lost sight of a common purpose."

That purpose — to remain viable and visible — was part of a mission set forth by a distinguished set of faculty members that included Robert Stripling, Joe Wittmer, Robert Myrick, Larry Loesch and current veteran faculty members Ellen Amatea and Harry Daniels, who also heads the college's School of Human Development and Organizational Studies in Education. Together they established a department that has been regarded as one of the top 10 programs in the country since the early 1990s, when U.S. News & World Report magazine began ranking counseling programs housed in colleges of education.

The program's enduring elite status — which includes being ranked No. 5 in the most recent U.S. News poll and No. 1 in 1997 — comes as no surprise to Amatea, a UF faculty member since 1974.

"We developed a rigorous counselor preparation program in the 1970s that set the standard for other programs across the country," Amatea said. "We've continued to introduce innovative practices in our field, and we've encouraged the development of training in social advocacy and multicultural counseling issues."

It's that type of flexibility and diversity that helps to ensure a bright future for a program that has been around long enough to experience generational

"Some of the most prominent people in our profession are graduates of this degree program," Amatea said. "We're always looking ahead, and we're doing it while standing on the shoulders of those who were here before us."







CENTER: THE CURRENT COUNSELOR EDUCATION FACULTY. THEIR PROGRAM RANKED FIFTH IN THE NATION BY U.S. NEWS. IS A CLOSE-KNIT GROUP OF NEWCOMERS AND VETERAN FACULTY MEMBERS. (HARRY DANIELS NOT PICTURED): BOTTOM: SONDRA SMITH ADCOCK COUNSELS A STUDENT.



'COE-Global' is Internationally Focused



HELLO! CIAO! HOLA! NI HAO! SHALOM! OHAYOO! SALUT!

Whether you are an incoming international student, a United States-based student looking to study abroad, or an education faculty member seeking to broaden your global expertise, the University of Florida College of Education stands ready to help. We seek to promote more international collaboration, communication and rich educational opportunities in our diverse 21st century learning environment.

We believe that global education is for everyone.

Below is a small sampling of some of our recent international education activities. For more information and examples, visit our new "College of Education-Global" website at http://education.ufl.edu/international-education/.

UF Partners with Chinese University on Teacher Ed. Initiative



Each year starting this fall, up to 15 undergraduate education students from a major Chinese university will spend their fourth year of teacher preparation studies at the UF College of Education, thanks to a partnership forged last year between the two schools.

Upon completion of their yearlong studies at UF, the Chinese teachers-in-training will return to Nanjing Xiaozhuang University, or NXU, in the East China region to complete their coursework and receive their undergraduate degree. Graduates who qualify may then apply for admission into a master's degree program at UF.

Officials with UF and NXU will review the five-year agreement in 2019 for possible renewal.

"This partnership provides an excellent opportunity for students and faculty from both UF and Nanjing to interact and learn from one another," said UF education Dean Glenn Good.

UF and NXU have carried on an informal relationship since 2011. The education colleges at the two universities — and their respective K-12 laboratory schools (including P.K. Yonge Developmental Research School at UF) — have each sent contingents of faculty and students to the other's campus for academic and cultural exchanges and sharing.

STARTALK Program Helps Teachers **Orient Students to Chinese** Language, Culture

Thanks to a teacher development program co-sponsored by UF's College of Education and the College of Liberal Arts and Sciences, more than 70 youngsters filled the Boys and Girls Club of Gainesville this summer for a fun-filled week of StarTalk.

The annual event is a federally funded professional development program in which UF professors expose visiting teachers from several states to the latest "best practices" for instructing K-12 students in conversational Chinese and Far East culture through engaging handson activities.

StarTalk was established in 2006 to promote the nationwide teaching of "critical needs" languages such as Chinese, Russian and Arabic.

COE-Abu Dhabi Pact Would Yield **Enriched Education Exchange**

UF's College of Education and its Lastinger Center for Learning have extended a formal partnership with the Abu Dhabi Educational Council that is yielding unprecedented teacher advancement and exchange programs between the two institutions.

Lastinger Center faculty have worked in the Emirate of Abu Dhabi for two years and the new agreement adds a third year to support sweeping professional development initiatives system-wide.

The alliance supports efforts by the United Arab Emirates to prepare a fresh generation of educators for the new economy of Abu Dhabi.

An immediate outgrowth of the budding relationship is the recent appointment of UF education Dean Glenn Good to the blue-ribbon International Advisory Panel for the Emirates College for Advanced Education, a teacher education and school development center affiliated with the Abu Dhabi council.







PROFESSOR 'IMMERSED'

IN CHINESE CULTURE

TO ENGAGE STUDENTS

Maria Coady, a UF education professor on special assignment for international education, poses with her husband, Thomas Benard, in Xi'an, China, amidst a battalion of replica Terracotta Warriors. Coady participated this summer in the UF Immersion Program at Sichuan University, engaging Chinese students in two-week cross-cultural classes. Coady is spearheading the College of Education's heightened emphasis on international education opportunities and programs.



FROM LEFT: UFTEACH NOYCE SCHOLARS DINA ZINNI, ASHLEY TUCKER, MAX SOMMER AND BRETT WALKER

'Wearing' a Boa Constrictor, Fist Bumping a Sloth **Make Summer Teaching Internships Memorable**

BRETT WALKER SPENT ONE SUMMER MORNING WEARING A BOA CONSTRICTOR AS, WELL, AS A **BOA. DINA ZINNI, AN ASPIRING ASTRONOMER** FROM JUPITER (NO. REALLY, IT'S TRUE), SPENT HER AFTERNOONS GAZING AT INDOOR STARS. NOT TO BE OUTDONE, ASHLEIGH TUCKER FIST-BUMPED A GIANT GROUND SLOTH AS SHE WANDERED BACK IN TIME.

The three UF seniors, along with 12 fellow students enrolled in the UFTeach program, discovered the power of informal STEM learning through paid summer internships as Noyce Scholars.

Thanks to support from the Smallwood Family Foundation and a \$1.2 million grant from the National Science Foundation, the five-year

Noyce Scholars program allows UF's colleges of

Education and Liberal Arts and Sciences to 'Holding a snake offer hands-on training opportunities to help recruit and prepare top science and math majors for teaching careers in the critical STEM disciplines of science, technology, engineering and math.

longer than I am tall and teaching children was totally unexpected. Every day I woke up and did something new and exciting."

Brett Walker

Walker, who graduated this summer with a bachelor's in geological sciences, says she is grateful for her UFTeach education, which has taken her to Iceland to study volcanoes: to the Caribbean to dive along the deep fore reefs of the Bahamas; to New Mexico, where she

crawled through 70-mile-an-hour winds on the peak of the state's highest mountain; and to the Paleontological Research Institution at Cornell University in Ithaca, N.Y., for this summer's internship.

She also helped out in other areas, and gladly agreed to give a shortnotice presentation on the boa constrictor to a group of visitors.

"Holding a snake longer than I am tall and teaching children about it for 30 minutes was totally unexpected," Walker said with a laugh. "Every day I woke up and did something new and exciting."

Zinni, who plans to graduate in spring 2015 with a bachelor's in astronomy, spent her internship talking to visitors who came to watch shows about our solar system at the Kika Silva Pla Planetarium at Santa Fe State College in Gainesville.

"My favorite part was working with kids," said Zinni, who grew up in Jupiter, Fla. "They're all so curious and they ask great questions."

Tucker, one of seven interns who worked at UF's Florida Museum of Natural History in Gainesville, said she gained a fresh perspective on how to teach math to different age groups after spending time at the museum's numerous exhibits, including "Florida Fossils: Evolution of Life & Land," where she high-fived and fist-bumped a miniature replica of a giant ground sloth, circa 2 million B.C.

"I'm writing educator guides for the 'T. Rex Named Sue' exhibit that'll be here in the spring," Tucker said. "It focuses on math, so essentially it's teaching K-8 students about dinosaurs by using math instead of the typical paleontology and biology stuff."

Fellow intern Max Sommer, a senior geography major, had a similar experience at the museum.

"I didn't expect first and second graders to think and explore scientifically as much as they did," he said. "That shows you the power of informal STEM learning."

OUTSTANDING EDUGATORS

HIGH ACHIEVERS IN 2013-2014













BROWNELL

SANDEEN

THERRIAULT

NELSON

FACULTY

KAUFFMAN-HALLAHAN DISTINGUISHED RESEARCHER AWARD

COUNCIL FOR EXCEPTIONAL CHILDREN/DIVISION FOR RESEARCH

Mary Brownell - Special Education For the second straight year, the world's largest advocacy organization for students with special needs honored Mary Brownell with one of its top honors — this one recognizing special education researchers whose work yields more effective services or education for exceptional individuals.

JOHN BLACKBURN DISTINGUISHED PILLAR AWARD

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

Arthur "Art" Sandeen - Higher Education Administration

In Art Sandeen's 26 years as head of UF Student Affairs and 14 years as an education professor, his love and advocacy of students has given the university community a friend and leader they know they can count on. His enduring methods have earned Sandeen NASPA's Distinguished Pillar Award, which recognizes past "Pillar of the Profession" honorees for continuing to strengthen the student affairs field.

UF DOCTORAL MENTORING AWARD UF GRADUATE SCHOOL

Stephen W. Smith - Special Education Stephen Smith is one of the College of Education's most prolific researchers, but many of his current and former students also cite the personal attention and compassion he imparts on his students. Smith also occupies the Irving and Rose Fien Professorship, which comes with funds supporting additional doctoral student hires.

UF RESEARCH FOUNDATION

UF RESEARCH FOUNDATION

David Therriault - Education Psychology David Therriault describes his eclectic research interests as "all over the place" — from studies of the link between attention and intelligence to the representation of text in memory; and from comprehending time and space in language to problem-solving in engineering. His diverse interests focus on the empirical study of the mental processes that shape the way we learn.

UNDERGRADUATE TEACHER OF THE

UF COLLEGE OF EDUCATION

Penny Cox - Special Education Her school director describes Penny Cox as "a fearless instructor who readily rises to the challenge of teaching new courses and large numbers of students." Cox is coordinator of the special education program and advises students in the Elementary ProTeach program, and was among the first special education faculty members to become proficient in distance education course delivery.

UF ANDERSON SCHOLAR FACULTY MENTOR HONORS

UF COLLEGE OF LIBERAL ARTS AND SCIENCES

Mary Ann Nelson - Special Education David Therriault - Education Psychology Ruth Lowery - Children's Literacy This campuswide award goes to UF faculty members nominated by student Anderson Scholar award winners (see next page) for their mentorship and support.















BISHOP

HENESY

BURNS

WILSON

SMILEY

STULTS

STUDENTS

J. DAVID SEXTON DOCTORAL STUDENT AWARD

COUNCIL FOR EXCEPTIONAL
CHILDREN/DIVISION FOR EARLY
CHILDROOD

Crystal Crowe Bishop – Special Education
Crystal Bishop joins a growing line of Ph.D.
students from UF's nationally ranked
special education program who have
previously received the Sexton honor,
which recognizes a doctoral student who
has made significant contributions to
young children with special needs through
research and scholarship.

OUTSTANDING MASTER'S STUDENT AWARD

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Rachel Henesy - Counselor Education
Rachel Henesy, pursuing her master's
and specialist degrees in mental health
counseling, was honored for exceeding
the demands of her graduate program
and showing exceptional promise for a
productive career in counseling. She also
received the Outstanding Entry Level
Student Award from the UF chapter of Chi
Sigma lota, the international academic and
professional honor society in counseling.

OUTSTANDING GRADUATE STUDENT PROFESSIONAL PRACTICE AWARD

UF COLLEGE OF EDUCATION

Jamey Burns – Professional Practice
While pursuing her doctorate in
professional practice, Jamey Burns
has served as educational programs
coordinator for the COE's Lastinger Center
for Learning. She works with high-poverty
school districts to provide inquiry-based
professional development for hundreds
of instructional coaches, teachers and
principals.

OUTSTANDING GRADUATE STUDENT RESEARCH AWARD

UF COLLEGE OF EDUCATION

Julie Brown – Curriculum and Instruction
Brown was honored for her work employing
professional development as a vehicle
for supporting culturally responsive and
reform-based science instruction. Her
professional development model has
been incorporated within a major STEM
education reform partnership between the
College and Palm Beach County Schools.

OUTSTANDING GRADUATE LEADERSHIP AWARD

UF COLLEGE OF EDUCATION

Timothy Wilson – Higher Education
Administration
Timothy Wilson was the only
student member of the campuswide
Internationalization Task Force, which is
charged with creating a globally-aware
campus environment that prepares UF
students to succeed in today's international
marketplace. Wilson also has worked to
coordinate the past three Community
College Futures Assembly events, an
annual public policy summit for American
community colleges sponsored by the

UF ANDERSON SCHOLARS

COE's Institute of Higher Education.

UF COLLEGE OF LIBERAL ARTS AND SCIENCES

Michelle Hylton – Elementary Education
Lauren Wong – Elementary Education
Zoey Bloom – Elementary Education
Shelley Wolf – Elementary Education
Megan Zucker – Elementary Education
Members of this talented elementary
education quintet were named UF
Anderson Scholars for their high academic achievement.

PHI BETA KAPPA INDUCTION

PHI BETA KAPPA ACADEMIC SOCIETY

Katherine Romero – Elementary & Special Education

Kate Logan - Elementary Education
Kaitlin Stults - Elementary Education
Michelle Hajian - Elementary Education
This foursome of COE ProTeach students
was inducted into Phi Beta Kappa, the
nation's oldest and best known academic
society that recognizes outstanding
academic achievement. Most PBK
members come from the College of Liberal
Arts and Sciences, making the selection of
these EduGator students extra special.

OUTSTANDING UNDERGRADUATE STUDENT

UF COLLEGE OF EDUCATION

Lida "Kate" Smiley – Elementary ProTeach
Kate Smiley compiled a 3.9 grade point
average, is a member of the Kappa Delta
Pi education honor society and was active
in UF's Education College Council and the
Elorida Education Association

OUTSTANDING UNIFIED ELEMENTARY PROTEACH STUDENT

UF COLLEGE OF EDUCATION

Kaitlin Stults – Elementary ProTeach
Kaitlin Stults is a Lancaster Award recipient
and a 2014 UF Anderson Scholar. She also
received a Delta Kappa Gamma Society
international scholarship and was president
of the Kappa Delta Pi international
education honor society. She took classes
at prestigious King's College in London,
England, as part of a study abroad program.

PROFESSOR STEPHEN W. SMITH:

Researcher and Student Mentor Extraordinaire

ASK UNIVERSITY OF FLORIDA SPECIAL EDUCATION DOCTORAL **CANDIDATE DONNA PITTS TO** DESCRIBE STEPHEN W. SMITH, HER FACULTY ADVISER AND SUPERVISOR ON TWO FEDERAL RESEARCH GRANTS ON WHICH SHE ASSISTS, AND SHE CAN GIVE YOU TWO ANSWERS.

There's her academic response: "Dr. Smith has been an encouragement at every step of my doctoral experience, and is always available as teacher, trainer, mentor and adviser."

And there's the deeply personal side: "Earlier this year, I was diagnosed with cancer, and through the diagnosis, treatment and recovery, Dr. Smith supported me with the utmost of compassion and encouragement. I am honored to have such an accomplished, caring and supportive individual as my adviser and committee chair."

Many of Smith's current and former students echo Pitts' comments about the personal attention and compassion he imparts on his students. That explains why Smith, one of the College of Education's most prolific researchers and grant generators, is one of just six professors to receive the UE Graduate School's 2014 Doctoral

"I find mentoring, advising and supporting doctoral students in their work the most challenging and satisfying part of my professional duties," Smith said.

Mentoring Award.

Jean Crockett, director of the college's School of Special Education, School Psychology and Early Childhood Studies, said Smith's commitment to supporting doctoral students "has been a significant factor" in the graduate program's high national standing. U.S. News & World Report rates UF's special education program fifth nationally in its latest survey of America's best graduate schools.

In his 25-year academic career, Smith has generated more than \$10 million through 26 research and training grants. His main research interest focuses on developing new teaching tools and strategies to help students self-regulate their disruptive impulses and aggressive actions in the classroom.



PROFESSOR SMITH PICKS A SHADY SPOT ON THE FRONT LAWN OF NORMAN HALL TO REVIEW A SPREADSHEET WITH DOCTORAL STUDENTS MICHELLE CUMMING AND KRISTIN MERRILL.

Over the years, Smith's research and training projects have funded the dissertation studies of more than 30 Ph.D. students in special education and other education specialty areas. He currently holds a three-year appointment to the college's Irving and Rose Fien Professorship, which comes with money supporting additional doctoral student hires and technical assistance.

"I find mentoring, advising and supporting doctoral students in their work the most challenging and satisfying part of my professional duties."

Stephen W. Smith

Smith draws his doctoral students into the research and teaching process — writing grant proposals, participating in team research meetings and working with senior faculty researchers on novel projects and research reports. A number of his students have received competitive scholarships and fellowships funding their dissertation research projects in collaboration with Smith's investigations.

UF 2012 Ph.D. graduate Gregory Taylor, now a special education instructor at the University of Illinois, recalls how in his first semester at UF Smith enlisted him to co-author a research manuscript that resulted in his first peerreviewed academic publication. That experience, Taylor said, "infused confidence about my writing abilities that motivated me to complete my (doctorate) degree."

In summing up his teaching philosophy, Smith says that mentors "must have the courage to hold students to high standards" and craft mentoring situations that enable students to acquire the skills they need.

New Faculty Members Add Fresh Viewpoints, New Expertise

The College of Education welcomes seven new faculty members for the new academic year, in counselor education, higher education administration, special education and early childhood studies, research and evaluation methods, and education technology.

COUNSELOR EDUCATION



Patricia Hurff, Ph.D.

(University of Florida, mental health counseling)

Lecturer, Counselor Education

Comes to UF from: University of Florida, where she has been an adjunct professor since 2011.

JOHN SUPER, PHD

Research interests: Attachment, neuroscience and psychotherapy

Noteworthy: Dr. Hurff has practiced psychotherapy in the Jacksonville area since 1990.

COUNSELOR EDUCATION

John Super, Ph.D.

PATRICIA HURFF, PHD

(University of Central Florida, counselor education) Clinical assistant professor in Counselor Education

Comes to UF from: Instructor line at the University of Central Florida; also private counseling practice, specializaing in working with spirituality, same-sex couples and LGBT individuals.

Research interests: Reducing anxiety and improving selfefficacy in counselors and practitioners-in-training; religious abuse of individuals for their sexual identities; pet loss bereavement therapy

Noteworthy: Prior to and during his doctoral studies, Dr. Super owned and practiced at a private counseling clinic with six other practitioners.

HIGHER EDUCATION **ADMINISTRATION**

Dennis A. Kramer II, Ph.D.

(University of Georgia, higher education economics) Assistant professor in higher education administration, Associate director of the UF Institute of Higher Education

DENNIS A. KRAMER II, PHD

Comes to UF from: University of Virgina where he was assistant professor of higher education.

Research interests: Higher education economics and policy, financial issues in college athletics

Noteworthy: Dr. Kramer currently contributes on a \$500,000 research grant from the Robert Wood Johnson Foundation, studying the impact of physical activity on academic achievement and social behaviors.

UF PREEMINENCE APPOINTMENTS

Four of the newcomers occupy positions created as part of the UF preeminence initiative. Their profiles appear in the article on "UF Rising" and the College of Education's preeminence projects on pages 4-7. Those faculty are:

Carole Beal, PhD, professor, education technology Mary McLean, PhD, professor, early childhood studies and special education

Brian Reichow, PhD, associate professor, early childhood studies and special education

Andrew C. Thomas, PhD, assistant professor, research and evaluation methodology

Hey EduGators, **Let's Stay Connected!**

As a UF College of Education graduate, you're a valued, lifelong member of our EduGator alumni community. Whether you're shopping at the mall, on vacation, at a Gator game, or attending a conference, encountering a fellow EduGator sparks an instant connection and understanding.

Please take a minute and update your information so you can remain part of our EduGator Nation. Your email address will be used sparingly - and only by us.

You will receive information about upcoming events in your area and the College's monthly email newsletter.





Update your information: http://education.ufl.edu/alumni/update-info (352) 273-4140 Development@coe.ufl.edu



Waldron Succeeds Vernetson as Student Affairs Head

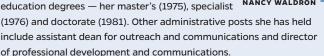
Nancy Waldron, a school psychology professor and UF education faculty member since 1999, is the new head of COE Student Affairs, replacing longtime COE administrator Theresa Vernetson, who retired in June after 41 years at the college.

Waldron joins the college's executive team as associate dean of student affairs. She was serving as associate director of the School of Special Education, School Psychology and Early Childhood Studies prior to assuming her new post. She previously headed the school psychology program and chaired the COE Faculty Policy Council. She also has been a professor-in-residence at UF's P.K. Yonge Developmental Research School for the past 10 years.

"A strong commitment to student advocacy and supporting individual needs has always guided my work with students," Waldron said.

Her research and scholarship activities have focused on the inclusion of students with disabilities and implementation of multitiered systems of student support in K-12 schools.

Vernetson stepped down after serving as assistant dean for student affairs since 2002. Her four-plus decades at the College of Education includes time spent earning three education degrees — her master's (1975), specialist NANCY WALDRON (1976) and doctorate (1981). Other administrative posts she has held



STL Has Smooth Leadership Transition

The COE's School of Teaching and Learning, the hub of teacher preparation and K-12 educator advancement at UF, has undergone a smooth change in leadership with the former STL director working closely with her successor to ensure a seamless transition.

The college hired one of its own, Ester de Jong, an associate professor of ESOL/bilingual education, to succeed Elizabeth "Buffy" Bondy, who

has directed STL since 2008. Bondy stepped down May 16 after six challenging but fruitful years at the helm to return

full-time to her role as professor in the school's curriculum, teaching and teacher education program.

De Jong said her first priority "is to maintain the positive and collaborative culture in our school. Together we can shape not only theoretical understandings about teaching and learning, but also policy and practice, particularly as it is unfolding for diverse learners." De Jong, who has an Ed.D. in literacy, language and cultural studies from Boston University, joined the UF education faculty in 2001. She previously was the assistant bilingual director for Framingham Public Schools near Boston, and also taught as a lecturer at nearby Harvard University and Simmons College.

At UF, she has headed STL's ESOL/bilingual academic program, served as principal investigator on several federal and foundation research grants, and chaired the college's 2013-14 Faculty Policy Council. She also was a member of a Florida Department of Education review panel for the state ESOL teacher exam.

She is the lead investigator on one of the college's most ambitious research efforts called Project DELTA, an acronym for Developing English Language and Literacy through Teacher Achievement. (See page 25.)



DISCOVERY POINTS WAY TO QUALITY EDUCATION FOR ALL

'Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.'

- UNIVERSITY OF ELOPIDA MISSION STATEMENT

WITH HEIGHTENED EMPHASIS ON INTERDISCIPLINARY, MULTI-SITE COLLABORATIONS, COLLEGE OF EDUCATION FACULTY INVESTIGATORS AND THEIR DOCTORAL STUDENTS CONTINUE TO RAISE THE COLLEGE'S RESEARCH ENTERPRISE TO NEW HEIGHTS.

As our math education scholars would say: Numbers can help tell the story.

In 2013-14, COE faculty researchers collectively held 77 research and training grants and contracts worth more than \$76 million, the second straight year they topped \$70 million in active grants and contracts. The number of funded projects rose nearly 5 percent over the previous year. New awards, including two from the National Science Foundation, accounted for \$11.8 million of that growth.

The numbers do tell, but discovery in education is about helping PEOPLE and ensuring high-quality education for all students. Such

robust funding support is enabling COE researchers to find solutions to some of the most vital issues and needs in education, such as reducing the shortage of qualified science and math teachers, offering on-the-job professional development and advanced degree programs for practicing educators, enhancing early learning and interventions for our most vulnerable young children, improving special education; and personalizing online learning experiences.

The following is a small sampling of important advances made over the past year by COE faculty researchers.

Growing 'Digital Divide' Linked to Learning Gap in Florida Students



A RECENT STUDY INVOLVING UF education technology researchers sheds light on a new achievement gap that is developing among Florida students based on their access to technology and whether they understand how to use it. This gap, or "digital divide," is rooted in how students' socioeconomic statuses, genders and ethnicities affect these elements.

Professors Albert Ritzhaupt and Kara Dawson, with co-researchers from the American Institutes for Research and the University of South Florida, studied the growing digital divide among almost 6,000 middle school students from 13 Florida school districts. Their findings were published in the Journal of Research on Technology in Education.

The team studied whether students have physical access to computers and the necessary skills to use the technology. Findings revealed that students with a low socioeconomic status performed lower on a performance-based Web exam. Non-white students also did not perform as well. However, females outperformed males, which is inconsistent with previous findings.

"The problem is that our education system is pushing digital backpacks and computer-based state testing, and our schools aren't ready for this," Ritzhaupt said. "They need more support, more training and more resources."

He said possible solutions could involve forming community-school partnerships to obtain resources, letting schools double as community centers for sharing technical knowledge with households they serve, and providing incentives to teachers who actively integrate digital lessons into their teaching.



Completed 7-year Project Aims to **Transform ESOL Education**

With the number of non-English speaking students in mainstream classrooms in Florida rising each year, three UF bilingual education professors have just completed a massive, seven-year project that could transform the way teachers-in-training prepare to educate those students.

In 2007, the U.S. Department of Education awarded almost \$1.2 million to COE professors Ester de Jong, Maria Coady and Candace Harper for Project DELTA — Developing English Language through Teacher Achievement. Since then, they have been studying the effects in the classroom of teachers who have the state-mandated English for Speakers of Other Languages — ESOL — endorsement.

After poring over data from more than 24,000 elementary school teachers and 72.000 students, the researchers compared the academic performance of ESOL students taught by UF graduates and by non-UF graduates. They found that teachers who completed the UF program had second-language students who performed better in the classroom and on standardized reading and math exams.

De Jong says there's still room to improve. With its findings, the team seeks to transform the college's ESOL curriculum so elementary teachercandidates receive more in-class opportunities to practice secondlanguage teaching strategies. The researchers also plan to publish and

disseminate their findings to their peers and offer videotaped case studies of their new curriculum online as instructional resources.

"We hope these videos and the accompanying guide will be useful for teacher-educators across the state and nation," Coady said. "We also believe they are useful products to guide state and national policies on teacher education and English language teaching and learning.

Study: Solving Behavior Problems **Early Can Boost Odds for** Preschoolers' Learning Success

Studies show that up to one in every four children entering prekindergarten classrooms today have behavior problems that can disrupt learning for them and their peers. What's more, researchers say that many preschool teachers lack the necessary training to effectively quell this growing trend in behavior problems.

Maureen Conroy, a professor of special education and early childhood studies and co-director of the UF Center for Excellence in Early Childhood Studies, heads a team of researchers from UF and Virginia Commonwealth University that is working to reverse this trend. After a successful preliminary trial reported in the spring 2014 issue of the Journal of Positive Behavior Interventions, the researchers have launched a large-scale investigation of a promising intervention strategy that they designed to train teachers how to work with preschoolers who display emerging behavior problems.

The program is called BEST in CLASS, short for Behavioral, Emotional and Social Training: Competent Learners Achieving School Success. Conroy said the model emphasizes both individual and classwide interventions to improve interactions between the teacher and children and enhances the overall classroom atmosphere for learning. It also has a home-school component where teachers send home a daily "behavior report card" to parents with research-proven suggestions for helping their child interact positively with others.

The follow-up study of the BEST in CLASS intervention, involving 120 prekindergarten teachers in Florida and Virginia, is supported by \$4 million over four years from the federal Institute of Education Sciences

FAST FACTS

Yearly research expenditures rose last year by 11 percent to \$19.1 million.

Federal agency support accounts for nearly 75 percent of the COE's externally funded projects.

Nearly 70 COE faculty and graduate students attended and presented at the 2014 annual meeting of the American Educational Research Association.

FACULTY FUNDING: RESEARCH AND TRAINING

All Active Projects. 2013-14

** INDICATES NEWLY FUNDED IN 2013-14

FEDERAL GRANTS

Kent Crippen (Science Education)

ChANgE Chem: Transforming Chemistry with Cognitive Apprenticeship for Engineers **National Science Foundation**

September 2013 - August 2015 \$194.617

Danling Fu (Language and Literacy Education** Co-PI: Cynthia Chennault (College of Liberal Arts and Sciences; Languages, Literatures, and Cultures)

Florida StarTalk 2014 for Teachers of Chinese, K-16 National Security Agency

April 2014 - February 2015

Bruce MacFadden (Florida Museum of Natural History) ** Co-PI: Kent Crippen (Science Education)

FOSSIL: Fostering Opportunities for Synergistic STEM with Informal Learners

National Science Foundation

October 2013 - September 2017 \$252,941

David Miller (Research and Evaluation Methodology) **

Intergovernmental Personnel Act (IPA) for David Miller U.S. Department of Veterans Affair

February 2014 - January 2016 \$23,752

Mary Brownell (Special Education, NCIPP) Co-PI: Paul Sindelar (Special Education, NCIPP)

National Center to Inform Policy and Practice in Special **Education Professional Development**

U.S. Department of Education - Office of Special Education and Rehabilitative Services (OSERS) / Office of Special Education Programs (OSEP)

January 2008 - August 2014 \$2,500,000

Mary Brownell (Special Education, CEEDAR) Co-PI: Paul Sindelar (Special Education, CEEDAR) Co-PI: Erica McCray (Special Education, CEEDAR)

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center U.S. Department of Education, Institute of Education Sciences

October 2013 - December 2017 \$25.000.000

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 U.S. Department of Education - Office of Special Education and Rehabilitative Services (OSERS) / Office of Special Education Programs (OSEP)

August 2009 - August 2015 \$799,967



ADAMS BFHAR-



BOWIE







HORENSTEIN

GAGNON



KORO-LJUNGBERG



LOMBARDINO



MCCRAY



MCCLESKEY



MILLER



POEKERT



PRINGLE



SINDELAR



SNYDER

Frank Catalanotto (College of Dentistry, **Community Dentistry & Behavioral** Science)

Co-PI: Linda Behar-Horenstein (Educational Leadership)

Enhancement of Pre-doctoral Dental Education at the University of Florida to Meet the Oral Health Needs of a Diverse

U.S. Department of Health and Human Services, Health Resources and Services Administration

September 2010 - June 2015 \$321,213

Frank Catalanotto (College of Dentistry, **Community Dentistry & Behavioral** Science)

Co-PI: Linda Behar-Horenstein (Educational Leadership)

Faculty Development Supporting Academic Dental Institution Curriculum for the 21st Century

U.S. Department of Health and Human Services, Health Resources and Services Administration

July 2012 - June 2017 \$428,867

Maureen Conroy (Special Education, Early **Childhood Studies, CEECS)**

Efficacy of BEST in CLASS Intervention for Young Children at High Risk for Emotional and **Behavioral Disorders**

U.S. Department of Education, Institute of **Education Sciences**

August 2011 - August 2015 \$4,134,515

Thomas Dana (Dean's Area, Science Education) Co-PI: Dimple Malik Flesner (UFTeach) Co-PI: Thomasenia Lott Adams (Dean's Area, **Mathematics Education**) Co-PI: Anne Donnelly (UF Center for

Undergraduate Research)

Co-PI: Bruce McFadden (Florida Museum of Natural History)

STEM EduGators: UF Noyce Scholars Program National Science Foundation

September 2012 - August 2017 \$1,199,165

Ann Daunic (Special Education) Co-PI: Nancy Corbett (Special Education) Co-PI: Stephen Smith (Special Education)

Development of a Social-Emotional Learning Curriculum for Children At-Risk for Emotional or Behavioral Disorders

U.S. Department of Education, Institute of **Education Sciences**

\$1,494,288 May 2010 - August 2014

Ester de Jong (Language and Literacy **Education**)

Co-PI: Maria Coady (Language and Literacy **Education**)

Co-PI: Candace Harper (Language and **Literacy Education)**

Project DELTA: Developing English Language and Literacy through Teacher Achievement U.S. Department of Education, Office of **English Language Acquisition** July 2007 - June 2014 \$1,107,771

Elliot Douglas (College of Engineering, **Materials Science and Engineering)** Co-PI: Mirka Koro-Ljungberg (Research and **Evaluation Methodology)**

Implementing Guided Inquiry in Diverse Institutions

National Science Foundation

January 2012 - December 2014 \$92,919

Elliot Douglas (College of Engineering, **Materials Science and Engineering) Co-PI: David Therriault (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 - May 2014 \$418,024



Danling Fu (Language and Literacy Education)

Co-PI: Cynthia Chennault (College of Liberal Arts and Sciences, Languages, Literatures, and Cultures)

StarTalk 2013 at the University of Florida for Teachers of Chinese, Grades K-16 National Security Agency

\$89,086 April 2013 - February 2014

Cynthia Griffin (Special Education) Co-PI: Joseph Gagnon (Special Education) **Co-PI: Stephen Pape (Mathematics Education**)

Project COMPUTE: Creating Opportunities for Mathematics Progress Utilizing Teacher Education

U.S. Department of Education - Office of Special Education and Rehabilitative Services (OSERS) / Office of Special Education Programs (OSEP)

\$788,291 August 2008 - August 2014

Cynthia Griffin (Special Education) Co-PI: Stephen Pape (Mathematics Education)

Co-PI: Nancy Dana (Curriculum and Instruction)

Prime Online: Teacher Pedagogical Content Knowledge and Research-Based Practice in Inclusive Elementary Mathematics Classrooms U.S. Department of Education, Institute of **Education Sciences**

August 2010 - August 2014 \$1,457,085

Lynda Hayes (PK Yonge)

Co-PI: Rose Pringle (Science Education) Co-PI: Mary Jo Koroly (Center for Precollegiate Education and Training) Co-PI: Douglas Levey (College of Liberal Arts and Sciences, Biology)

U-FUTuRES - University of Florida Unites Teachers to Reform Education in Science **National Science Foundation** October 2011 - September 2016 \$5,000,000

Timothy Jacobbe (Mathematics Education)

LOCUS: Levels of Conceptual Understanding in Statistics

National Science Foundation

September 2011 - August 2015 \$2,078,088

Holly Lane (Special Education) Co-PI: Hazel Jones (Special Education)

Project RELATE: Research in Early Literacy and Teacher Education

U.S. Department of Education - Office of Special Education and Rehabilitative Services (OSERS)

October 2010 - December 2014 \$1,200,000

James McLeskey (Special Education, CDPP) Co-PI: Penny Cox (Special Education)

Project RITE: Restructuring and Improving Teacher Education

U.S. Department of Education - Office of Special Education Programs (OSEP) October 2011 - September 2016 \$1,500,000

Diane Ryndak (Special Education)

Project PRAIS: Preparing Researchers in Assistive Technology Application in General **Education Contexts for Students with** Significant Disabilities

U.S. Department of Education - Office of Special Education and Rehabilitative Services (OSERS) / Office of Special Education Programs (OSEP)

January 2010 - December 2014 \$800,000

** INDICATES NEWLY FUNDED IN 2013-14

Stephen Smith (Special Education) Co-PI: Ann Daunic (Special Education)

Development of I-Control: An Executive Function Based Intervention to Foster Self-Regulation and Improve Social/Emotional Outcomes for Middle School Students with **Emotional and Behavioral Disorders** U.S. Department of Education, Institute of **Education Sciences**

August 2011 - August 2014 \$1,487,494

Patricia Snyder (Special Education, Early **Childhood Studies, CEECS)**

Co-PI: Maureen Conroy (Special Education, Early Childhood Studies, CEECS)

Postdoctoral Research Training Fellowships in Early Intervention and Early Learning in Special Education at the University of Florida U.S. Department of Education, Institute of **Education Sciences**

February 2012 - May 2015

\$642.840

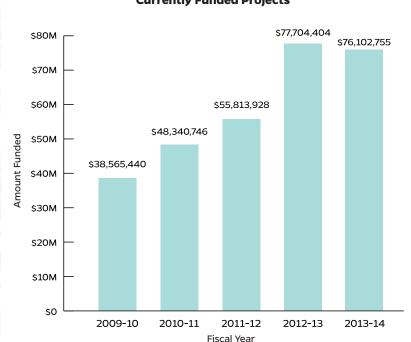
Nancy Waldron (School Psychology) Co-PI: Diana Joyce (School Psychology)

Project TIER: Transforming Inquiry and Educational Practice through Response to Intervention

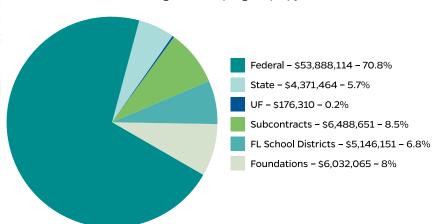
U.S. Department of Education - Office of Special Education and Rehabilitative Services (OSERS) / Office of Special Education Programs (OSEP)

September 2009 - December 2014 \$800.000

Currently Funded Projects



Total Dollar Amount of Currently Funded Projects College-Wide by Agency Type



Total dollar amount of currently funded projects college-wide: \$76,102,755 Total number of currently funded projects college-wide: 77

** INDICATES NEWLY FUNDED IN 2013-14

STATE GRANTS

Michael Bowie (Dean's Area) **

Co-PI: Theresa Vernetson (Dean's Area)

College Reach Out Program (CROP) Florida Department of Education

August 2013 - July 2014 \$82,375

Alice Kay Emery (Special Education) **

Working with the Experts Project (Part B) 2013-2014

Florida Department of Education

August 2013 - July 2014 \$175,000

Lynda Hayes (PK Yonge) **

IDEA Part B, Entitlement 2013-2014 Florida Department of Education

July 2013 - June 2014 \$206,377

Lynda Hayes (PK Yonge) **

Technology Transformation for Rural School Districts

Florida Department of Education

October 2013 - June 2014 \$43,315

Lynda Hayes (PK Yonge) **

Title I Part A: Improving the Academic Achievement of the Disadvantaged 2013-2014

Florida Department of Education

July 2013 - June 2014 \$139,668

Lynda Hayes (PK Yonge)**

Title II Part A: Teacher and Principal Training Florida Department of Education

July 2013 - June 2014 \$27,912

Marisa Stukey (PK Yonge) **

Co-PI: Christy Garison (PK Yonge)

Race to the Top — District Evaluation Systems Monitoring

Florida Department of Education

May 2013 - June 2014 \$30,000

Marisa Stukey (PK Yonge) **

Co-PI: Ashley Pennypacker-Hill (PK Yonge)

Transforming Mathematics

Florida Department of Education

April 2014 - September 2014 \$2,043

Michael Bowie (Dean's Area)

Co-PI: Theresa Vernetson (Dean's Area)

College Reach Out Program (CROP) Florida Department of Education

September 2012 - August 2013 \$68,763



Alice Kaye Emery (Special Education)

Working with the Experts Project (Part B) 2012-2013

Florida Department of Education

August 2012 - July 2013

\$175,000

Lynda Haves (PK Yonge)

Local Instructional Improvement System -Race to the Top Entitlement Grant Florida Department of Education July 2011 - June 2014 \$76,985

Lynda Hayes (PK Yonge)

Race to the Top - LEA Formula Subgrants Florida Department of Education September 2010 - June 2014 \$67,425

T. Griffith Jones (Science Education) Co-PI: Dimple Malik Flesner (UFTeach) Co-PI: Thomas Dana (Dean's Area, Science **Education**)

Co-PI: Thomasenia Lott Adams (Dean's Area, **Mathematics Education**)

Florida STEM: Teacher Instruction and **Professional Support Center** Florida Department of Education \$2,383,506 July 2012 - June 2015

David Miller (Research and Evaluation Methodology)

Co-PI: Thomas Dana (Dean's Area, Science **Education**)

External Evaluation of Florida's Charter Schools

Florida Department of Education

October 2011 - July 2014 \$524.982

Donald Pemberton (Lastinger Center for Learning)

Early Care and Education Needs Assessment (RFP 2013-33 Rebid) Florida Office of Early Learning

April 2013 - August 2013 \$368,113

UF GRANTS

Maureen Conroy (Special Education, **Early Childhood Studies, CEECS)** Co-PI: Krestin Radonovich (Pediatric Neurology)

Investigating Prosocial Function-Based Interventions in Children with Autism Spectrum Disorder

University of Florida Division of Sponsored **Programs**

\$93,310

\$83,000

\$284,662

May 2012 - April 2014

Linda Lombardino (Special Education) Co-PI: Tracy Linderholm (Educational Psychology)

Co-PI: David Therriault (Educational Psychology)

Co-PI: M. Jeffrey Farrar (College of Liberal Arts and Sciences, Psychology)

Development of Kindergarten Cognitive and Reading Assessment Tool for IPAD (K-CRATI) University of Florida Division of Sponsored **Programs**

June 2011 - June 2014

SUBCONTRACTS

Philip Poekert (Lastinger Center for Learning) **

Validation of SunBay Middle School **Mathematics** SRI International (Subcontract)

January 2014 - December 2017 **\$2,241,002**

Patricia Snyder (Special Education, Early Childhood Studies, CEECS) **

Embedded Practices and Intervention with Caregivers (EPIC)

Florida State University (Subcontract)

June 2013 - May 2016

Patricia Snyder (Special Education, Early Childhood Studies, CEECS) **

Evaluation of Preschool Special Education **Practices**

Mathematica Policy Research (Subcontract) November 2013 - September 2017 \$288,752

Patricia Snyder (Special Education, Early Childhood Studies, CEECS) ** Co-PI: Maureen Conroy (Special Education, **Early Childhood Studies, CEECS)**

Head Start National Center for Quality Teaching and Learning

University of Washington (DHHS Subcontract) September 2013 - September 2014 \$192,007

Joseph Gagnon (Special Education) **Co-PI: Holly Lane (Special Education)**

Project LIBERATE: Literacy Instruction Based on Evidence through Research for Adjudicated Teens to Excel

Georgia State University (Subcontract) Funded through the U.S. Department of Education, Institute of Education Sciences July 2009 - June 2014 \$1.964.535

Patricia Snyder (Special Education, Early **Childhood Studies, CEECS)**

Co-PI: James Algina (Research and Evaluation Methodology)

Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social **Emotional Development and Addressing** Challenging Behavior in Preschool Children Vanderbilt University (Subcontract) Funded through the U.S. Department of Education, Institute of Education Sciences March 2012 - February 2015 \$1,261,595

Patricia Snyder (Special Education, Early **Childhood Studies, CEECS)**

Co-PI: Maureen Conroy (Special Education, **Early Childhood Studies, CEECS)**

Head Start National Center for Ouality Teaching and Learning University of Washington (Subcontract) Funded through the U.S. Department of Health and Human Services, Head Start Bureau September 2012 - September 2013 \$256,098

FLORIDA SCHOOL **DISTRICT GRANTS**

Donald Pemberton (Lastinger Center for Learning) **

Alachua County Professional Development Alachua County School Board \$65,000 July 2014 - June 2017

Philip Poekert (Lastinger Center for Learning) **

Duval County Professional Development Duval County School Board October 2013 - June 2014 \$86,000

** INDICATES NEWLY FUNDED IN 2013-14

Philip Poekert (Lastinger Center for Learning) **

M-DCPS/Kellogg i3 Match
The School Board of Miami-Dade County
October 2012 - June 2015 \$574,027

Philip Poekert (Lastinger Center for Learning) **

Miami-Dade VPK Academy

The School Board of Miami-Dade County

March 2014 - June 2016 \$750,000

Philip Poekert (Lastinger Center for Learning)

Certified Coaching Program
Seminole County Public Schools
September 2013 – June 2016 \$360,000

ptember 2015 Sune 2016 \$300,00

Philip Poekert (Lastinger Center for Learning)

Florida Master Teacher Initiative: Enhancing
Early Childhood Education
The School Board of Miami-Dade County
October 2010 - June 2015 \$3,311,124

FOUNDATION GRANTS

Suzanne Colvin (Elementary Education/ ProTeach) **

Transforming Higher Education Teaching and Learning for the 21st Century Greater Cincinnati Foundation (Procter &

Gamble Fund)
January 2014 - December 2014 \$9,350

Thomas Dana (Dean's Area, Science Education)**

UFTeach

Frances C. & William P. Smallwood Foundation May 2014 **\$24,000**

Michelina MacDonald (PK Yonge) ** Co-PI: Christy Garison (PK Yonge)

Exploring Genetics Through Questions of Race
National Education Association Foundation
February 2014 – February 2015
\$4,500

Donald Pemberton (Lastinger Center for Learning) **

ELC Duval TA Coaching Program
Early Learning Coalition of Duval County
May 2014 - June 2015 \$62,920

Donald Pemberton (Lastinger Center for Learning)**

Early Learning Florida

Anonymous Ohio based Foundation

January 2014 - December 2015 \$600,000

Donald Pemberton (Lastinger Center for Learning)**

Early Learning Florida
The Lastinger Family Foundation

June 2014-June 2018 \$500,000

Donald Pemberton (Lastinger Center for Learning)**

Palm Beach County STEM Initiative
Anonymous

June 2014-June 2016 \$475,000

Philip Poekert (Lastinger Center for Learning) **

ELC Broward Community of Practice Facilitation Training

Early Learning Coalition of Broward County, Inc. April 2014 – December 2014 **\$46,000**

Philip Poekert (Lastinger Center for Learning) **

Gates Foundation Algebra Nation Bill and Melinda Gates Foundation July 2013 - June 2015

hilin Dookout (I actingou Contou for

\$250,000

\$661,203

Philip Poekert (Lastinger Center for Learning) **

Professional Services Agreement PSA 13-126
Early Learning Coalition of Miami-Dade/
Monroe. Inc.

January 2014 - June 2014 \$31,000

Philip Poekert (Lastinger Center for Learning) **

Palm Beach County STEM Initiative Community Foundation for Palm Beach and Martin Counties

Philip Poekert (Lastinger Center for

Learning) **

June 2013 - May 2015

Palm Beach County STEM Initiative
Mary and Robert Pew Public Education Fund
May 2013 - May 2015 \$337,959

Philip Poekert (Lastinger Center for Learning) **

Palm Beach County STEM Initiative Quantum Foundation

May 2013 - June 2016 \$905,894

Philip Poekert (Lastinger Center for Learning)

Early Learning Principal and Teacher Fellows
Program in Duval County
Dianne T. & Charles E. Rice Family Foundation
December 2013
\$20,000

Philip Poekert (Lastinger Center for Learning)

Ready Schools Program for the Ruth K. Broad Bay Harbor K-8 Center The Shepard Broad Foundation, Inc.

September 2013-September 2015 **\$60,000**

Marisa Stukey (PK Yonge) **

The Collaborative Classroom Developmental Studies Center

March 2014 - July 2014 \$12,000

Linda Behar-Horenstein (Educational Leadership)

Assessing Researchers' Awareness of Epistemologies and Methods: A Review of JDE Publications from 2001-2010

American Dental Education Association

December 2011 – December 2013 \$2,000

Linda Behar-Horenstein (Educational Leadership)

Co-PI: Lian Niu (Doctoral Candidate in Higher Education Administration)

Choosing a STEM Major in College: Family Socioeconomic Status, Individual and Institutional Factors Association for Institutional Research

June 2012 - September 2013 **\$20,000**

Donald Pemberton (Lastinger Center for Learning)

Naples Children & Education Foundation
Community Plan for Collier County 2012-2013
Naples Children & Education Foundation
November 2012 - December 2013 \$110,000

Donald Pemberton (Lastinger Center for Learning)

Training Services Agreement

Madison for Education Consultancy, LLC

February 2013 - August 2016 \$1,815,099

Manuel Vasquez (Center for Latin American Studies)

Co-PI: Maria Coady (Language and Literacy Education)

PIRSC: Program for Immigration, Religion, and Social Change

Ford Foundation

March 2012 - December 2014 **\$85,140**

^{**} INDICATES NEWLY FUNDED IN 2013-14

BY THE NUMBERS

The College of Education's latest U.S. News & World Report ranking among Florida education colleges and among public institutions in the Southeastern Conference.

UF has selected

COE interdisciplinary research initatives for its national top 10 preeminence drive.



The number of COE online education degree programs, in seven specialty areas.

Year the College of Education was founded.

1906



The COE improved

spots to No. 21 among public education colleges in the 2015 U.S. News rankings of America's Best Graduate Schools.

Teachers and students from 1.200 schools in all

Florida school districts are using the COE Lastinger Center's interactive, Web-based Algebra Nation tutoring resource.

states, including Florida, partnered with the federally funded CEEDAR Center, led by UF special education researchers, to transform their preparation of teachers serving students with disabilities.



The number of countries where the COE has active

international collaborations

from Abu Dhabi to China to South America.

29,494

Number of living UF education alumni.



UF's elementary education program is just

American teacher preparation programs accredited by the International Dyslexia Assocation.



A VIDEOGRAPHER FOR THE HARVARD GRADUATE SCHOOL OF EDUCATION CAPTURES P.K. YONGE K-1 INSTRUCTOR CHELSEA DOWNES LEADING HER CLASS IN

LEADING THE WAY IN K-12 EDUCATION

The world is changing and the pervasive K-12 educational model must adapt to meet the challenges of the 21st century

National Film Crews Capture P.K. Yonge as 'School That Works'

You'll find plenty of action at UF's P.K. Yonge Developmental Research School in the form of engaging teaching and learning in its classrooms and learning spaces. That made it easy last spring for visiting film crews from two major online education outlets — Harvard University and Edutopia.org, an education reform website produced by the George Lucas Foundation.

On separate visits, the two crews spent a combined six days on campus filming the school's novel K-12 teaching and learning methods and recording activities of the learning communities supported by the design of its new, state-of-the-art elementary building.

Edutopia's video profile of PKY appeared in a fall episode of its "Schools That Work" documentary video series. The Harvard Graduate School of Education produced its videos for a free, worldwide MOOC (massive open online course), depicting PKY as an example of how innovative building design can change the way students experience school. The videos also were posted on the "HarvardX" blog.

Making Science Class Fun and Relevant Again

Through an ambitious STEM education reform effort called U-FUTURES, P.K. Yonge and College of Education faculty researchers are answering a national call for schools — especially high-poverty schools — to build a science pipeline to promote the development of scientific thinking and success in the fields of science and other technical disciplines.

With \$5 million from the National Science Foundation, the researchers have created a Science Teacher Leadership Institute, a two-year master's program in science education that prepares cadres of highly trained science teacher leaders at middle schools around the state who can educate and energize other teachers in their home districts with a new kind of science.

At the core of U-FUTuRES is a powerful, reform-based curriculum that has students conducting daily investigations of science phenomena and learning how to use scientific reasoning to support their claims, while advancing their problem-solving and critical thinking skills.

Summer Literacy Camp for Students with Dyslexia Benefits **Tutors and Kids**

MacKenzie Caquatto, a senior in UF's dual certification program in elementary and special education and a member of UF's twotime national champion gymnastics team, spent this summer in a practicum with 32 classmates at a summer literacy camp at P.K. Yonge helping students with dyslexia improve their reading skills.

Through PKY's Summer Adventures in Literacy (SAIL) program, the UF education students gained valuable experience applying the research-proven practices they learned in assessment and intervention for students with reading disabilities, while the youngsters benefited from the one-on-one tutoring.

"This program is awesome. I learn from kids all the time," said Caquatto (pictured high-fiving one of her tutees). "It's the little victories that get you pumped up."

UF special education professor Holly Lane has headed summer reading programs through the UF Literacy Initiative since 2009.

Blue Wave Group Takes Trip-of-a-Lifetime to China

P.K. Yonge has created a student exchange program with the Nanjing Experimental International School, a university-affiliated laboratory school in China much like UF's developmental research school. In the school's second China trip in three years, 18 Blue Wave high schoolers and four school chaperones journeyed to Nanjing during 2014 spring break week, receiving a first-hand education in Chinese culture and history and experiencing daily life staying with local host families. Two PKY educators provided teaching demonstrations for the English teaching faculty at NJEIS. In exchange, the PKY community has twice hosted visiting NJEIS student groups.







VISITING EDUCATORS PRACTICE

'RESEARCH IN ACTION'

P.K. Yonge hosts some 300 elementary and secondary educators yearly through its Research in Action program. Visiting teachers, administrators and reading coaches from around the state participate in classroom observations, teacher-to-teacher mini-workshops, debriefing conversations, and sessions for developing action plans for implementation in their own classrooms. Pictured here, a group of visiting principals from Santa Rosa County are busy at work in a mini-workshop.







M.ED. IN EDUCATIONAL LEADERSHIP

Top education leaders lend voices of experience to nationally ranked online master's program

Lights, camera, ACTION. And the recording sessions begin...

- » Angela Maxey, the principal of Ribault Middle School in Duval County, encourages teachers to enroll their children where they teach so they would have a higher stake in the school.
- » In Flagler County, school superintendent Jacob Oliva describes plans to have paperless classrooms with a one-to-one initiative, putting iPads in the hands of every student.
- » Hudson Thomas, the principal of Pompano Beach High School, illustrates how he leads by example, letting music students give him beginner guitar lessons, after which he performed in front of parents and students.

Advice from these educational leaders, and many others around the state, would have previously been limited to those they influenced locally, or maybe hidden in a textbook in the endless sea of information. But over the past year, the College of Education's online master's program in educational leadership has set out to make individually held wisdom accessible to COE distance learning students, through video.

Traversing the state to pick the brains of Florida's top school administrators, Bruce Mousa, the program coordinator, and Jason Arnold, a learning systems architect for the COE's e-learning program, have collected more than 20 video interviews, and counting, to create a new type of online course: one woven with perspective. These videos, which spark discussions about real-life issues and experiences in the education leadership field, are spread throughout multiple semesters in the program.

"What we're trying to do is create a classroom without walls, to give students an opportunity to learn from successful practicing education leaders with varied viewpoints," Arnold said.

The M.Ed. online program branched off from the traditional on-campus program and went live in spring 2013.



After a nationwide search, Mousa, a teacher and school and district level administrator of 30 years, was chosen to run the program in 2014. He has presented at workshops worldwide and worked as a private consultant in the Middle East on school leadership and administration.

TheBestSchools.org, a popular Web resource for degree-seekers, recently ranked the M.Ed. program fifth in the nation for master's programs in educational leadership.

"It is important for traditional programs to extend their focus to working education professionals who desire a more flexible learning environment, but maintaining the high quality standards of the total program." Mousa said. "This program is student-centered, jobembedded, personal and allows students to practice course content as future principals in their program."

The COE's office of E-Learning, Technology and Creative Services worked with Mousa and other instructors to design courses for the fully online degree program.

Mousa and Arnold called out to leaders around the state to share their advice, playing on the concept of "social constructivism" — the idea that knowledge is collaboratively created by peers.

"We need to feel like we're part of something," Arnold said. "It's the most powerful thing in the world."

SHOW WHAT YOU CAN DO FOR THE GATOR GOOD

Rewards, Impact of Giving Never Better than Right Now

"FOR THE GATOR GOOD" IS ABOUT CHANGING THE WORLD FOR THE BETTER. IT'S THE CAMPUSWIDE MISSION IN SUPPORT OF UF'S PUSH FOR NATIONAL PREEMINENCE, AND IT'S LONG BEEN A PART OF THE COLLEGE OF EDUCATION'S RICH HERITAGE — 108 YEARS IN THE MAKING.

While the Florida Legislature is investing more than \$80 million over five years to the UF preeminence quest, the university's fundraising arm has committed to raising \$800 million in private donations to boost the "UF Rising" effort. The preeminence push isn't about bragging rights. It's about generating the resources to find solutions to problems that affect the entire world, starting in our own backyard.

The College of Education takes the same approach in tackling the most critical issues in the education world, which in turn improves the quality of living in your community and your world. You can see the challenges we're working on throughout this annual report. Tackling these problems takes a team effort. You can help us advance the plight of our youngest at-risk learners, support our statewide school improvement efforts and teacher advancement, and help us provide the highest quality of preparation for the next generation of educators in every discipline.

NO MATTER HOW IMMENSE THE CHALLENGE, TOGETHER WE CAN SOLVE IT.

2014 ALUMNI & GIVING SUMMARY

	2011-12	2012-13	2013-14
Total Gifts Amount	\$1.46 million	\$6.2 million	\$4.28 million
Total Number Gifts	1,882	2,011	1,973
Total COE Alumni Gifts	1,457	1,469	1,544
Total Number Donors	2,258	2,352	2,250
Total COE Alumni Donors	1,144	1,188	1,244
Total COE Living Alumni	29,006	29,216	29,494
Total COE Alumni in UF Alumni Association	3,209	3,187	-, -
			3,215

State funding only covers about 20 percent of the university's yearly expenses.

The COE class of 1966 gave the largest amount: \$87,636 in 2013-14

Slightly over half (55 percent) of our donors are COE alumni.

Nine charitable foundations pledged more than \$4 million combined for Lastinger Center outreach education efforts.

The COE Class
of 1974 had the
highest percentage —
more than 6 percent
— of alumni donors.

Thank You for Giving!

The College of Education is pleased to acknowledge its many alumni and friends who generously donated to the College during the 2013-14 fiscal year. A complete Honor Roll of Giving is available online at http://education.ufl.edu/alumni/honor-roll-of-giving/.

The COE has more than 29,000 living alumni; about 11 percent (3,215) are members of the UF Alumni Association.



GIVING TO MAKE A DIFFERENCE

Private Foundations Aid Online Outreach to **Advance Early Learning, Algebra Teaching**

NINE PHILANTHROPIC FOUNDATIONS THAT SUPPORT TRANSFORMATIONAL EDUCATIONAL CAUSES ARE DOING JUST THAT THROUGH COMBINED GIFTS TOTALING MORE THAN \$4 MILLION OVER MULTIPLE YEARS TO THE UF LASTINGER CENTER FOR LEARNING. THE COLLEGE OF EDUCATION'S INNOVATION INCUBATOR FOR MAJOR OUTREACH EDUCATION EFFORTS.

Early Learning Florida

Four of the foundation gifts support the Lastinger Center's creation of Early Learning Florida, a first-of-its-kind, online professional development system for the state's 55,000 early learning educators.

The Jim Moran Foundation of Deerfield Beach, Fla., is granting \$1 million, and Helios Education Foundation, which supports education reform measures in Florida and Arizona, is contributing \$900,000. An Ohio-based family foundation and the Florida-based Lastinger Family Foundation have donated \$600,000 and \$500,000, respectively, for the start-up of Early Learning Florida.

The spinoff benefit of Early Learning Florida will be improved learning and development for hundreds of thousands of young children by providing new tools and resources to build the skills of early learning professionals.

Built on community-based support, the program will offer blended online and face-to-face instruction and continuing education with the latest course content, plus new certification programs for technical assistance coaches, and state-funded stipends for providers who demonstrate mastery of course content.

The Lastinger Center is piloting Early Learning Florida's start-up in fall 2014 with a statewide rollout scheduled in 2015.

Other partners in the effort include the state Office of Early Learning, early learning coalitions in Broward, Maimi-Dade, Duval and Palm Beach counties, community organizations and the Florida Legislature.

The Lastinger Family Foundation is headed by Allen and Delores Lastinger, benefactors and namesakes of the college's Center for Learning.

Algebra Nation Teacher Network

Innovative educator e-learning is also the focus of a \$250,000 grant from the Bill and Melinda Gates Foundation, the world's largest private foundation. The investment supports Lastinger Center plans to build a free, interactive, online teacher-development network as part of the center's highly successful e-tutoring resource, Algebra Nation (see pg. 12).

Designed as a virtual home for Florida math teachers, the Algebra Nation Teacher-Development Network will allow them to collaboratively enhance their grasp and use of the latest state standards for algebra instruction and hone their professional leadership skills.



NINTH GRADERS WORK AT THEIR OWN PACE ON AN ALGEBRA NATION LESSON.

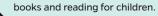
UF faculty researchers designed the parent Algebra Nation website to prepare Florida middle- and high-school students for the high-stakes Algebra 1 end-of-course exam.

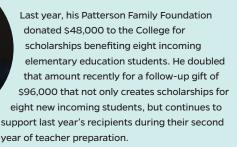
The new teacher-development site will feature an interactive social networking wall where teachers can share their best practices and access a wealth of instructional videos and other professional development resources.

Novelist James Patterson Comes Out with Second Edition of Scholarship Gifts

Author James Patterson is known for his best-selling suspense-thriller series like Alex Cross and Women's Murder Club. He's also known for

supporting our future teachers as a way to champion





JAMES PATTERSON

Each student receives a one-year scholarship worth \$6,000.

"I was especially impressed by the teaching program at UF's College of Education," said Patterson, who lives in Palm Beach. "As a Floridian myself, I know UF is committed to quality in education, and I want to help these students who are eager to become great teachers."

There is no suspense in knowing that this feel-good story will have many happy endings.

Local Foundation Grants Boost UF-Palm Beach Schools' STEM Initiative

For the second year in a row, three South Florida foundations the Mary and Robert Pew Public Education Fund, the Community Foundation for Palm Beach and Martin Counties, and Ouantum Foundation — are contributing nearly \$1 million combined to the School District of Palm Beach County's three-year reform effort to build a "best-in-class" educational program in the vital STEM subjects of science, technology, engineering and math.

A fourth charitable foundation is making an anonymous donation of \$475,000 over two years toward the initiative.

The resulting professional development and educational advances will directly benefit thousands of teachers and students in the district.

In a partnership with the UF College of Education and its Lastinger Center for Learning, the school district launched the project in 2013.

"This bold initiative will position the Palm Beach County school system as a national leader in recruiting, retaining and developing highly effective teachers and boosting students' achievement," said UF education Dean Glenn Good

Gifts Yield 7 New Scholarships, **Fellowships**

The College of Education enjoys a 108-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 enabled the college to award nearly \$320,000 in scholarships and fellowships to 113 of our most deserving students.

Recent gifts and bequests led to the creation of seven new COE scholarships and fellowships in 2013-14:

- » Gayle and Arthur Horne Education Scholarship for education students from Alachua County
- » Dr. Jess Patten and Sharon Van Dame Elliott Scholarship **Endowment** for undergraduate and graduate students in education
- » Dr. Charles A. Henderson Fellowship for practicing teachers in Florida pursuing advanced education degrees at UF
- » Shirley M. Cowans Scholarship for undergraduate education students
- » Mallonee Early Childhood Fellowship for graduate students focused on early childhood education
- » Dr. Jason Gallant and Mrs. Marlene Teitler Scholarship, honoring the lives of Harry and Pauline Zaid, for graduate students in school psychology
- » Dr. Willa Buckley Wolcott Scholarship for graduate students interested in teaching secondary literacy and English education



Ocala Alumna is Finalist for **National Principal of Year**

UF EduGator alumna Jayne Ellspermann (MEd '84, educational leadership), principal of Ocala West Port High School, was named Florida principal of the year by the Florida Association of School Administrators. She is one of six finalists for 2015 national principal of the year.

The national finalists were to be honored — and the winner announced — in Virginia in September at an awards luncheon of the National Association of Secondary School Principals.

During her 10 years as principal, Ellspermann has ushered in a pervasive college-going culture. West Port is home to the Early College Center, an official offsite College of Central Florida campus. Ten percent of West Port's 2014 seniors earned associate's degrees a month before actually graduating from high school.

Lunchtime at West Port is "Power Hour," a student empowerment initiative that Ellspermann launched to grant students autonomy over an hour of their school day for academic enrichment, open labs, clubs and other creative opportunities. Three years of "Power Hour" has seen the campus transform into an "A" school and participation in activities has increased from 10 percent to nearly 70 percent.

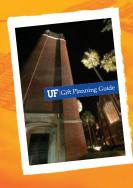


Donald and Helen Gilbart earned their education master's degrees from UF in the mid-1960s and had rewarding careers teaching Florida community college students. Recognizing the need to prepare future teachers for our evolving high-tech world, the Gilbarts created an endowment in their wills that will fund innovative teaching in UF's educational technology program for years to come.



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ALUMNI HONORS: EDUGATORS YOU SHOULD KNOW

2014 UF DISTINGUISHED ALUMNUS

Willis N. Holcombe (MEd '72, PhD '74, educational leadership)

> An ex-U.S. Marine captain and an alumnus of the college's UF Institute of Higher Education, Holcombe has spent 30 years as a leader in college administration. He is a former chancellor of Florida's community college system, presiding over the growth of baccalaureate degrees at the schools. He also is president emeritus of Broward College in Fort Lauderdale and recently retired as interim president of Florida State College in Jacksonville. At UF he studied as a Fellow under James Wattenbarger, widely

recognized as the father of Florida's community college system. This past year, Holcombe helped lead a sweeping strategic planning process for the UF IHE.

2014 UF OUTSTANDING YOUNG ALUMNUS

Jason P. Gallant (MEd '07, PhD '11, school psychology)

Gallant is a licensed psychologist specializing in the treatment of emotional and behavioral problems in children, adolescents and families. He's currently the chief psychologist at the Boys Town Central Florida Behavioral Health Clinic in Oviedo, Fla, where he tripled the number of families he served during his first year. His focus is on improving the lives of youth through early identification of behavioral problems and works extensively with families to develop effective home and school-based programs for a wide range of social and emotional



challenges.



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LEFT: COE ALUMNA PRISCILLA ZELAYA POSES WITH TWO YOUNG HAITIAN STUDENTS BENEFITING FROM HER CHARITY GROUP'S OUTREACH EDUCATION EFFORTS. RIGHT: PROJECT HAITI'S THIRD ANNUAL EDUCATORS' CONFERENCE IN CAP-HAÏTIEN BROUGHT TOGETHER MORE THAN 400 HAITIAN AND AMERICAN TEACHERS FOR SHARING AND PROFESSIONAL DEVELOPMENT.

Teaching Graduate's 'Love Haiti' Relationship Started at UF

IN 2008 DURING HER FRESHMAN YEAR AT UF, PRISCILLA ZELAYA (BAE '11, MED '12) WAS SETTLING INTO HER FLIGHT HOME AFTER SPENDING A WEEK IN PORT-AU-PRINCE, HAITI ON A MISSION TRIP WITH A GROUP FROM HER GAINESVILLE CHURCH, WHEN HER INCESSANTLY ACTIVE MIND CONJURED UP A LIFE-CHANGING "AHA!" MOMENT.

"I knew right then that would not be the last time I went to Haiti," Zelaya recalled. "I fell in love with Haiti. I was struck by the resilience, the joy and the strength of the people."

Aha! When you're right, you're right.

Two years later, she found a like-minded friend, Bertrhude Albert, then a UF sophomore English major, and the dynamic duo rounded up 17 other UF students for another Haiti trip, this time as volunteers for the massive relief effort after the catastrophic earthquake of 2010 annihilated much of the Caribbean nation. After their humanitarian visit, their experience inspired Zelaya and Albert to establish a faithbased, non-profit charity called Projects for Haiti, and they immediately began seeking sponsors and volunteers and planning projects to provide aid and hope to the stricken Haitian people.

Numerous American charities had already responded to collect food, clothing and supplies and provide medical care for the tens of thousands of Haitians left homeless, so Zelaya and Albert sought a unique niche for their charity to meet an unmet need — in education. Or, specifically, teacher education.

Zelaya and Albert, who recently added a master's in Latin American Studies to her English degree, became roommates and ran Projects for Haiti out of their small Gainesville apartment while continuing their UF studies. This was no part-time job. They would conduct the business side of their fledgling organization in the wee hours of many late nights and early mornings after finishing their school assignments.

Fast forward to 2014: After earning her master's in elementary education in 2012, Zelaya, a Miami native whose parents emigrated from Nicaragua, taught second grade for the past two years at Williams Elementary, a high-poverty school in east Gainesville.

"The College of Education really set the bar for me in terms of high expectations of what it means to be an educator," Zelaya said. "Teaching is such a great, compatible profession with what I'm doing in Haiti."

This fall, Zelaya and Albert both returned to UF as full-time students to pursue doctorates in extension education from UF's agricultural education and communication program, with plans to teach modern agricultural practices to Haitian farmers after graduation.

"This is definitely a bittersweet time for me because I'm not returning to my class at Williams Elementary," Zelaya said. "But I'm very excited about starting on my Ph.D. at UF."

Zelaya and Albert will continue to multi-task, balancing their doctoral studies with their unswerving tenacity to grow Projects for Haiti (which they call "P4H", for short) into a powerful education force in that country. They are making amazing progress.

Every spring, they take a team of about 30 volunteers — some UF students and adults from various professions — to St. Michel in Cap-Haïtien, Haiti, and work with a local partnering church to host free medical clinics, English language classes and evening activities for the children.

This summer, P4H held its third annual educators' conference in Cap-Haïtien that brings American and Haitian teachers together for sharing and professional development. The first conference in 2012 drew 60 Haitian teachers; this summer, nearly 400 attended. Zelaya has recruited a number of her former College of Education classmates and EduGator alumni to join the cause.

She said many Haitians who teach don't have formal training or college degrees, and many of the nation's schools were battered or flattened in the earthquake. Rebuilding is slow-going. Those without school buildings hold classes in whatever shelters they can find.

"These teachers are really hungry for knowledge on the latest teaching practices," Zelaya said. "They see teachers from the United States and around the world moving into the 21st century and they want to see their country move forward, too."

MOVING FORWARD — THAT'S THE ONLY DIRECTION PRISCILLA ZELAYA KNOWS.

For more information on Projects for Haiti, visit www.ProjectsForHaiti.org.

EduGators





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