



INSPIRING

THE FUTURE

TOGETHER

UF | College of Education
UNIVERSITY of FLORIDA

2015 ANNUAL REPORT

One of America's BEST Colleges

#1

The UF College of Education is the highest rated education college in Florida and among public institutions in the Southeast, according to the 2016 *U.S. News & World Report* rankings of America's Best Graduate Schools.



Three individual academic programs and our overall, online graduate education program also garnered Top 20 rankings:



STUDENT ADMISSIONS SELECTIVITY—

an indicator of high-quality student enrollment — for the COE's overall **ONLINE LEARNING** program was rated **BEST IN NATION** by *U.S. News & World Report*.



Also Nationally Ranked: Online Graduate Degree Programs



#2

EDUCATIONAL
LEADERSHIP
doctoral degree
(Grad School Hub)

#5

EDUCATIONAL
LEADERSHIP
master's degree
(Grad School Hub)

#2

READING:
LANGUAGE
& LITERACY
master's degree
(TheBestSchools.org)

#5

EDUCATIONAL
LEADERSHIP
master's degree
(TheBestSchools.org)

#9

EDUCATIONAL
TECHNOLOGY
master's degree
(TheBestSchools.org)

Good Thoughts

WITH DEAN GLENN E. GOOD



*“Innovation is 1 percent **INSPIRATION** and 99 percent perspiration.”*

Thomas Alva Edison was referencing two key elements of “genius” — rather than “innovation” — when his brilliant mind conjured up the original version of this famous aphorism.

Nonetheless, Edison’s timeless observation applies in describing some of the awe-inspiring innovations and collaborative efforts in education reform, impactful research, outreach and educator preparation that I am privileged to witness every day at the University of Florida College of Education.

If innovation (like genius) is indeed a mere 1 percent inspiration — and who am I to refute Edison — it’s a *very important* 1 percent. That’s why we titled this report *Inspiring the Future Together* because that’s how we roll at the College of Education. Inspiration has no hierarchy here, and innovation is a team participant sport at Norman Hall.

You cannot teach inspiration, but you can teach inspired and you can teach inspirationally. I see this play out daily at the college, and it’s an infectious feel-good phenomenon. You, too, can experience it if you turn the page and read on. Here is a sampling of some of the inspiring people and activities you’ll read about:

- » **Meet Maureen Conroy**, the newly named Anita Zucker Professor in Early Childhood Studies, who is a key player in one of the college’s and university’s core research priorities to advance the practices and policies of early childhood development and learning;
- » **UF special education scholars** working with 20 states, including Florida, to transform the preparation of educators serving students with disabilities;
- » **The new UF Coaching Academy**, which is “re-imagining” teacher professional development to improve classroom teaching, school leadership and student achievement;
- » **The Lastinger Center for Learning**, serving Florida and beyond, with its Algebra Nation and Early Learning Florida projects;
- » **The inspirational profile** of Natalie King, one of our most accomplished graduate students, who combines her doctoral focus with her community service passion.

And much more, as our faculty, students, alumni and supporters work (and perspire) to transform education and strengthen society, and empower education leaders to meet the needs of all learners. I can think of no mission or vision more suitable and inspirational for the UF College of Education, one of America’s best education schools.

Inspiring the Future. Together.



SOLUTION SEEKERS:

Anita Zucker Center Researchers Aim to Transform Development and Learning in Early Childhood

The Anita Zucker Center for Excellence in Early Childhood Studies at UF has experienced dramatic growth in influence and impact over the past year. The center’s interdisciplinary approach focuses on children’s development and learning from birth to age 5. These early years open a child’s lifelong pathways in development to learn and contribute to our society. Center heads Patricia Snyder (director) and Maureen Conroy (co-director) and affiliated UF faculty researchers seek new solutions that will improve lives and train future leaders in the field. Here are a few examples of the center’s impactful work...

Center Director Awarded \$3.5M to Investigate Teaching Tools for Inclusive Preschool Learning

Preschool children with early learning challenges benefit from being part of an inclusive class, but UF researchers say they still need extra support that can be found through a promising teaching approach known as embedded instruction.

For more than 25 years, Anita Zucker Center Director Patricia Snyder has been examining instructional approaches that support young children’s development and learning in inclusive environments. She wants to

make sure the instructional practices used in preschool classrooms are based on scientific evidence.

“Providing access to inclusive learning opportunities for young children with learning challenges is not sufficient,” Snyder said. “Embedded instruction helps ensure young children’s meaningful participation in everyday activities, routines and transitions in the preschool classroom and provides situated learning opportunities for them.”

Snyder and her research team have received a significant boost that will allow them to continue their work with preschool teachers and the children in their classrooms. They will conduct a four-year randomized controlled

The early years of school are critical for academic success.

efficacy trial focused on an embedded instruction intervention through a \$3.5 million grant from the National Center for Special Education Research, part of the U.S. Department of Education.

Snyder, the David Lawrence Jr. Endowed Chair in Early Childhood Studies at UF, is joined by co-principal investigators James Algina, an emeritus professor of research and evaluation methodology, and Mary McLean, a professor of special education and early childhood studies. Anita Zucker Center researcher Brian Reichow and postdoctoral fellows Crystal Bishop and Joy Polignano also are supporting the study.



Last summer, Reichow and his colleagues finalized the parent skills training program with plans to test the training in multiple countries in North, South and Central America, Africa, and Asia.

Reichow is eager to bring the best global practices back home to Florida to help children and families in communities throughout the state.

Doctoral Training Prepares Future Leaders

Preparing Leaders in Early Childhood Studies and Implementation Science, a four-year grant worth \$1 million from the U.S. Department of Education's Office of Special Education Programs, has been

awarded to UF. The funding will help support five doctoral students in the Anita Zucker Center and the College of Education's Special Education Program to become the next generation of leaders in the field.

Center faculty Maureen Conroy, Mary McLean, Brian Reichow and Patricia Snyder are spearheading this new training initiative.

"The project will generate a cadre of new leaders in our field to conduct research and influence policies and practices to address the existing service gap and ensure that all children have access to high-quality learning opportunities," Conroy said.

Mentored apprenticeships in research with core faculty and community-based leadership roles are integral experiences that students will receive as part of their Ph.D. training. The practical knowledge will help them prepare for leadership positions in which they can help improve the outcomes of young children, including those with, or at risk for, disabilities, and their families.

Interested students and practitioners can learn more about this opportunity at <http://education.ufl.edu/special-education/phd-grant>.

Global Effort Aims to Improve Lives for Children, Families

Associate Professor Brian Reichow joined the college's early childhood and special education faculty in 2014 through the UF Preeminence initiative to improve the lives of children with autism and other developmental disabilities, and their families.

Working through the interdisciplinary Anita Zucker Center, Reichow has taken his efforts to a global scale, collaborating with early childhood experts from four continents on a project headed by the World Health Organization.

The project seeks to establish resources particularly for families in low-resource areas with few or no trained specialists. Their mission: to develop a universal parent skills training program to improve the lives of children with a developmental disability — and their families.

"After the parent skills training, we expect parents to gain more knowledge of how to interact and communicate with their child," Reichow says. "Establishing a strong reciprocal relationship between the parents and their child early in life will help set the stage for later growth and development."

Donor Anita Zucker's Goal: TO 'REPAIR THE WORLD' — STARTING WITH ITS CHILDREN



From the time they were UF freshmen, Anita Zucker and her late husband, Jerry, worked side-by-side completing their education, nurturing a family and building a successful life in Charleston, S.C.

The Hebrew phrase, *tikkun olam*, meaning “repair the world,” was at the heart of everything they did. It led Anita Zucker to become an elementary teacher where she gained an understanding of how the earliest building blocks would ultimately construct strong, vital communities. Jerry Zucker, who became an engineer and businessman, used his entrepreneurial know-how to guide their professional and personal endeavors. It also fueled Anita’s passion to help children.

“Every child needs to have every opportunity,” Zucker says. “Healthy communities have to start with our youngest children.”

By partnering with the UF College of Education, her alma mater, Zucker continues to live out the Hebrew creed. She is creating opportunities that benefit everyone, from babies and their families, to those who are teaching and working with young people. She is making it possible for early childhood experts to educate parents and caregivers about the critical developmental years before age 5. These experts are also training tomorrow’s researchers and educators, who will continue to prepare and enrich children for generations to come.

UF is carrying Zucker’s vision much farther than her local community and Florida. Experts in the Anita Zucker Center for Excellence in Early Childhood Studies are working to reach every community in this country and beyond. Together, they are working to repair the world, beginning with its children.

Project Prepare Scholarship Funds New Master’s Training Program to Serve High-Need Communities

Through a new grant from the U.S. Department of Education, the University of Florida College of Education is providing financial support this fall for 12 graduate students in early childhood special education.

The new master’s students in the college’s Unified Early Childhood Program are the first to be accepted into the one-year training and mentoring program led by Mary McLean, a professor, who joined the Anita Zucker Center last year through the UF Preeminence initiative, and Hazel Jones, an associate professor in special education and early childhood studies. The program, known as Project Prepare, addresses a national priority of preparing students to work with young children with disabilities in high-need communities.

McLean received the \$1.2 million in funding from the federal DOE’s Office of Special Education Programs to address this national priority for families and children. She expects to fund 60 master’s students over the next five years.

Each student receives a scholarship stipend of \$13,750, with a service obligation to work for two years as a teacher for children with disabilities in any U.S. state or territory.

Building on Success, BEST in CLASS Early Elementary Intervention Study Launches

Nearly one in three children who enter school display challenging behaviors that can compromise their learning opportunities and academic success.

To help children and their families start the educational journey on sure footing, Maureen Conroy, the Anita Zucker Professor in Early Childhood Studies at UF, and her colleague, Professor Kevin Sutherland at Virginia Commonwealth University, designed the BEST in CLASS intervention to help preschoolers in early childhood classrooms learn the social and behavioral skills needed to be successful. They recently completed an efficacy trial of the BEST in CLASS intervention in early childhood programs that demonstrated positive outcomes for nearly 200 teachers and 500 children and their families.

This fall, the colleagues were awarded nearly \$1.5 million by the National Center for Education Research at the Institute of Education Sciences to adapt their findings to benefit children who are entering elementary school.

“The early years of school are critical for academic success,” Conroy said. “BEST in CLASS helps teachers gain the knowledge, tools and support needed to build positive early learning experiences, including teacher-student relationships that can support and create positive behavioral change.”

Early Childhood Expert Named Anita Zucker Professor at Interdisciplinary UF Center for Excellence

Maureen Conroy, an early childhood expert and professor at UF's College of Education, has been named the Anita Zucker Professor in Early Childhood Studies.

Conroy, who co-directs the Anita Zucker Center for Excellence in Early Childhood Studies at UF, is working with other center researchers to transform science, policy and practices in early childhood. Their efforts, gaining national and worldwide attention, are impacting children, families, practitioners and communities.

"Ninety percent of a child's brain development happens before he or she turns 5," Conroy said. "Our research mission is to provide science-based approaches for supporting young children's development and learning during this critical time."

The Anita Zucker Center supports young children who are most vulnerable, their families, and their early childhood providers to create supportive early learning environments to help them succeed. Conroy and her center collaborators partner with colleagues from a number of colleges at UF as well as other community, state, national and international stakeholders.

Zucker, a 1972 UF education graduate and a UF Board of Trustees member, has long been interested in early childhood studies. In 2011, the Charleston, S.C., native contributed \$1 million to the College of Education to establish the endowed professorship that Conroy now occupies. Last year, Zucker gave another \$5 million to expand the center's efforts and UF's Preeminence initiative in early childhood studies.

"Anita Zucker's generous gift is a game-changer that ensures our work will reach children and families in our community, state and across the nation and world," Conroy said.

A graduate of Keene State College in New Hampshire and a two-time graduate of Vanderbilt University, Conroy's 38-year career has revolved around conducting research and training future researchers and practitioners working directly with young children and their families.



"Early childhood really is the key to unlocking doors for later learning and success in life."

"The appointment of Maureen Conroy as the inaugural Anita Zucker Professor in Early Childhood Studies will advance significantly our national and international visibility and impact," said Patricia Snyder, director of the Anita Zucker Center and the David Lawrence Jr. Endowed Chair in Early Childhood Studies. "Having the Zucker Professor and Lawrence Chair working side-by-side demonstrates UF's commitment to achieving preeminence status in early childhood studies."

Zucker, who taught elementary school for 10 years, earned a bachelor's in education at UF and received her master's in educational administration and supervision at the University of North Florida. In 2008, when her husband, Jerry, passed away, she succeeded him as CEO of the InterTech Group. Jerry Zucker graduated from UF in 1972 as a triple major in math, chemistry and physics.

"Early childhood really is the key to unlocking doors for later learning and success in life," Zucker said. "Transforming our children's lives through education is important in so many ways."

— Up Front section by Linda Homewood

INSIDE THIS ISSUE

2 SOLUTION SEEKERS: IN EARLY CHILDHOOD STUDIES

Center researchers aim to transform development, learning among our youngest children

4 Alumna-Donor's Goal: 'Repair the World' — Starting With Its Children

5 COE Scholar Named to New Professorship in Early Childhood Studies

PROFILES

12 A BALANCING ACT: For ProTeach student and All-American Gymnast Mackenzie Caquatto

27 EVERY MINUTE COUNTS: For Outstanding Graduate Student Natalie King

33 IT'S ALL ABOUT INQUIRY: 'Inquiring' Minds Learn to Share Nancy Dana's Passion

PLUS...

1 GOOD THOUGHTS: With Dean Glenn Good

8 College At a Glance: Facts & Figures

10 Student Snapshots

28

PUSHING THE BOUNDARIES OF PROFESSIONAL LEARNING

INNOVATIVE LEARNING SYSTEMS HAVE LOTS OF 'MOVING PARTS'

31 UF Coaching Academy: 'Sit-and-Get' Professional Development Takes a Backseat

35 Early Learning Florida: Coaching for State's Early Childhood Professionals

36 Algebra Nation: Reaching and Teaching Students Struggling with Required Math Exam

38 On-the-Job Degree Program Tailored to Practicing Teachers

39 Making Science Meaningful: Inquiry-based Teaching Tools to Enhance Engagement and Achievement

40 BETTER TEACHING FOR STUDENTS WITH DISABILITIES: UF's CEDAR Center is Shaping Principal and Teacher Preparation Nationwide

41 Advancement for Voluntary Pre-K Teachers

42 Professional Support for New STEM Teachers

43 Virtual Field Trips

52 P.K. YONGE: A School That Works by Design





COLLEGE NEWS & NOTES

- 14 15 States — and Counting — Join UF's \$25M Effort to Transform Teaching of Students With Disabilities
- 16 Leading Reform in Elementary Teacher Preparation
- 19 New School Director Sets Priorities
- 20 Counselor Education's Harry Daniels Retires, Leaving Lasting Legacy of Scholarship and Leadership
- 22 Meet Our New Faculty Members
- 24 Outstanding EduGators: High Achievers in 2014-15

RESEARCH & DISCOVERY

- 44 Rising Through Research
- 48 Faculty Researchers at the Forefront: 22 Grants Worth \$1 Million or More

ALUMNI & GIVING

- 54 Honoring Your Own: For the Gator Good
- 60 THANK YOU: For Your Support
- 63 Development Team Has New Look, New Ideas



ON THE COVER: UF's newly named Anita Zucker Center for Excellence in Early Childhood Studies, bolstered by a \$5 million gift, figures to make a huge impact on improving the lives of young children and their opportunities for success in the world. (Read more on page 2.)

Questions? Story Ideas?

CONTACT COE NEWSCOMM:

Office of News & Communications
UF College of Education
P.O. Box 117044
Gainesville, FL 32611
(352) 273-4140
news@coe.ufl.edu

DEAN/PUBLISHER: *Glenn E. Good*

**DIRECTOR OF DEVELOPMENT/
ALUMNI AFFAIRS:** *Brian Danforth*

DIRECTOR & EDITOR: *Larry Lansford*

**ASSOCIATE DIRECTOR OF ALUMNI
AFFAIRS:** *Jodi Mount*

STAFF WRITERS:
*Larry Lansford, Charles Boisseau,
Stephen Kindland*

CONTRIBUTORS:

*Candice Wynter (NewsComm intern),
Julie Henderson (P.K. Yonge DRS),
Lianne Jepson, Yolandy Michel,
Desiree Farnum, Lili Aris, Debra Kutch*

DESIGN:

J&S Design (Gainesville, Fla.)

WWW.EDUCATION.UFL.EDU

LET'S GET SOCIAL



Best Online Students in the Nation

Student selectivity for the college's online programs — an indicator of high quality student enrollment — was rated **BEST IN THE NATION** by *U.S. News*.

UF COLLEGE OF EDUCATION

TRANSFORMING EDUCATION AND STRENGTHENING SOCIETY

The University of Florida College of Education, ranked 20th among the nation's public education schools by *U.S. News & World Report*, also rates No. 1 among public institutions in the Southeast. Our national standing reflects the college's progressive educator preparation program, heightened focus on interdisciplinary education research; developing and implementing new, research-proven learning systems; more selective graduate school admissions; and forging powerful learning communities with schools and districts across Florida and beyond.

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

8 CENTERS, INSTITUTES AND AFFILIATES

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

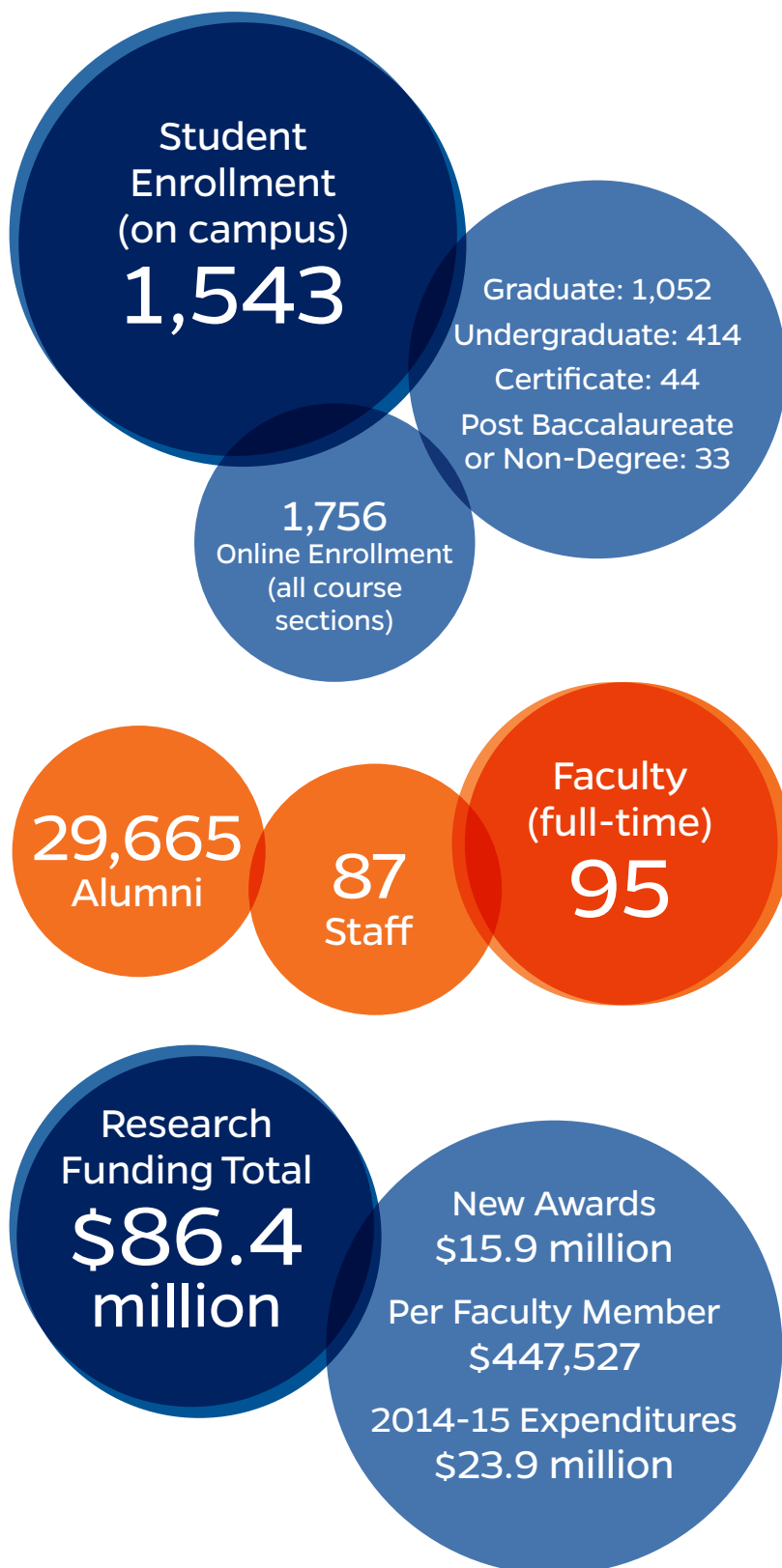
DEGREES AND ACADEMIC PROGRAMS

(bachelor's and advanced)

(*) indicates degrees available online

- » Bilingual/ESOL Education
- » Counseling & Counseling Education
- » Curriculum & Instruction
- » Curriculum, Teaching & Teacher Education*
- » Early Childhood Education
- » Educational Leadership*
- » Educational 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 Methodology
- » School Counseling & Guidance
- » School Psychology
- » Science & Environmental Education
- » Schools, Society & Culture
- » Social Studies Education
- » Special Education*
- » Statistics Education
- » Student Personnel in Higher Education
- » Teacher Leadership for School Improvement*
- » Teach Well*

FAST FACTS & FIGURES (2014-15)



STUDENT



SNAPSHOTS



(1) Nicole La Hoz, Natalie Padron and Krista Scott are all smiles at spring hooding ceremony for new master's graduates in Student Personnel in Higher Education (SPHE); (2) Students at Norman Hall help rev up EduGators on UF's single-day Get Up and Give campaign; (3) In a math-physics exercise, UFTeach students race Lego cars down a UF football stadium ramp in a lesson on planning a successful, inexpensive, educational field trip; (4) Hands-on lessons in UFTeach help UF math and science majors prepare for STEM teaching careers; (5) An international student joins in on the Get Up and Give! campaign; (6) Physics major Dina Zinni's UFTeach summer internship at the Santa Fe College planetarium led to a part-time job there while she completes her UF studies; (7) Student Anita Walsh (foreground) takes the lead in a "vector dance" during a UFTeach lesson modeling the physical interpretation of mathematical vector notation; (8) 27 SPHE students line up for hooding ceremony before spring commencement.



Elementary ProTeach Studies Were a **balancing act**

for All-American Gymnast Mackenzie Caquatto



Student Profile



BEFORE HER FIFTH-YEAR INTERNSHIP, CAQUATTO VOLUNTEERED AS A TUTOR AT A UF SUMMER CAMP FOR CHILDREN WITH READING DISABILITIES.

Just as she maintained perfect equipoise on the balance beam during a stellar career as a Florida Gator gymnast, recent master's graduate Mackenzie Caquatto (MEd '15) always stayed centered as an athlete, big sister, teaching intern and role model as an elementary ProTeach student.

"Growing up, my parents always made sure that school came first," said Caquatto, a five-time collegiate All-American. "But being a college athlete has also taught me good time-management skills. I've done a lot of homework on airplanes, and I've had a lot of late-night study sessions — but I always get my work done."

Last year was particularly challenging for the aspiring special education teacher, who helped lead the 2014

Gator gymnasts to their second straight national championship. While "Macko," as her teammates called her, spent most of the fall semester interning in a fifth-grade class at a nearby elementary school, she also attended four ProTeach classes and served as a student coach on the Gator gymnastics team. She also was a volunteer tutor at a four-week summer camp at UF for local children with reading disabilities.

"I've wanted to be a teacher since I was 5 years old, so I've been willing to do whatever it takes to get there," Caquatto said. "But it doesn't really feel like I'm sacrificing anything because I love what I do."

The 5-foot-1 superstar from Naperville, Ill., graduated in December with her M.Ed. degree and is thinking about ways to balance her considerable athletic talent with a teaching career.

Mackenzie said being in the ProTeach program has prepared her for the "real life" experiences she expects to encounter in her teaching career.

"Being a student coach has led me to think about coaching at the college level," she said. "But I also think about coaching younger athletes. I love working with kids of all ages, whether it's 6-year-olds or 20-year-olds."

"Now that I've got more experience creating lesson plans and using different teaching methods, I feel ready to handle my own classroom," Caquatto added with typical confidence. "I feel like I'm better prepared for becoming a winner in the classroom."

Or maybe even a superstar, just like she was on the mat.

Who says nothing lasts forever?

Planned gifts to the University of Florida touch lives for generations.

“When I was a P.E. teacher, I enjoyed going to workshops all over the country. Unfortunately, there were no funds available in my field for this. I had to pay my own way,” says Babs Dalsheimer. “That’s why I set up an endowment in my will to support professional development for teachers in all fields. All teachers deserve that. More importantly, good schools are made by good teachers.”



YOUR SCHOOL.

YOUR LEGACY.

GATORS FOREVER.



Learn how your planned gift to the University of Florida could touch lives for generations to come. Contact UF's College of Education for a free giving options guide. DEVELOPMENT@COE.UFL.EDU, 352-273-4140

UF



15 STATES — AND COUNTING —

JOIN UF'S \$25M EFFORT TO TRANSFORM TEACHING OF STUDENTS WITH DISABILITIES



PICTURED FROM LEFT IS THE CEEDAR LEADERSHIP TEAM FROM UF'S 5TH RANKED SPECIAL EDUCATION PROGRAM: PAUL SINDELAR, ERICA MCCRAY, MARY BROWNELL AND MEG KAMMAN.

Ten additional states have joined five others (including Florida) already participating in a federally funded, University of Florida project created to transform the preparation of teachers and public school leaders who serve students with disabilities.

The initiative is led by UF special education faculty researchers through the college's multi-institutional CEEDAR Center. (CEEDAR is short for Collaboration for Effective Educator Development, Accountability and Reform.)

The UF CEEDAR Center is in the midst of a five-year, \$25 million technical assistance project to help the 15 participating states strengthen their standards and methods for preparing, licensing and evaluating teachers and school leaders. Funded by the U.S. Department of Education's Office of Special Education Programs, the

center began its work in Florida and four other states — California, Connecticut, Illinois and South Dakota — in 2013.

The 10 latest states to join over the past year are Georgia, Montana, New Hampshire, Ohio, Utah, Arizona, Michigan, Missouri, Oregon and Tennessee. Five more states will be added before the project completes its fourth-year cycle in 2016, bringing to 20 the total number of states participating.

CEEDAR Center director Mary Brownell, a UF special education professor, said the center and its state partners are engaged in work that could have a “dramatic impact” on improving education for kindergarten-through-high-school students with disabilities and other struggling learners.

“If we can prepare teachers and leaders to implement the best evidence we have about effective instruction and classroom management, then we can help to improve student achievement and proficiency levels,” Brownell said.

UF CEEDAR Center is working with the American Institutes for Research, the University of Kansas, the Council of Chief State School Officers and several other national organizations to reach its objectives, including the American Association of Colleges for Teacher Education, the Council for Exceptional Children, the Council for the Accreditation for Educator Preparation, the National Association of State Directors of Special Education and the Association for Persons with Severe Handicaps.

UF CEEDAR Center Teams With Nation’s School Chiefs on Guidelines for States to Meet Needs of All Students

Stronger licensure standards for teachers and principals, identification of skills educators need from their first day in the classroom, and more rigorous preparation programs for teachers and school leaders are among the “clear policy actions” that state education chiefs can take to meet the needs of all students, especially those with disabilities, according to a new report issued jointly by the UF CEEDAR Center and the Council of Chief State School Officers.

The council is a private, nonprofit professional organization that serves leaders of every state’s department of elementary and secondary education.

The two groups convened an advisory group of state education agency leaders, higher education faculty, national professional organizations and teachers last year to develop the guidelines and released them in a July report titled “Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners.” They distributed the report to all state education department leaders in the U.S. and numerous national education organizations invested in teacher and principal preparation.

CEEDAR Center director Mary Brownell called the report “the first of its kind.” The report is available online at <http://cedar.education.ufl.edu/portfolio/promises-to-keep>.



ACTOR MORGAN FREEMAN SURPRISES GRANDDAUGHTER AT UF-COE GRADUATION

Oscar-winning actor Morgan Freeman surprised everyone — even UF officials — when he dropped in at UF’s 2014 fall commencement, but no one was more surprised than his granddaughter, Alexis Freeman, who was graduating with her master’s degree from the College of Education. [Photo by Doug Finger/The Gainesville Sun]



STATE FUNDS NEW UF CENTER TO HELP LEAD REFORM IN
ELEMENTARY TEACHER PREPARATION

EFFORT STARTS WITH UF'S OWN PROTEACH PROGRAM

WITH \$2.7 MILLION FROM THE FLORIDA DEPARTMENT OF EDUCATION, THE COLLEGE OF EDUCATION HAS CREATED A NEW CENTER OF EXCELLENCE TO TRANSFORM ITS HIGHLY RANKED ELEMENTARY TEACHER PREPARATION PROGRAM — AND SEVERAL OF ALACHUA COUNTY'S HIGH-NEEDS SCHOOLS ARE SERVING AS THE EFFORT'S PROVING GROUND.

The state DOE has awarded three-year grant support to UF and three other Florida institutions to establish a Center of Excellence in Elementary Teacher Preparation at each campus, with the education schools partnering with their local school districts on the effort. The other institutions are Florida Atlantic University in Boca Raton, St. Petersburg College and Stetson University in Deland.

“We know more than we have ever known about how to prepare new teachers for strong starts and long careers

of positive impact on student achievement,” said Brian Dassler, Florida DOE deputy chancellor for educator quality. “The centers of excellence grants have been awarded to four pioneer programs that will not only produce outstanding elementary teachers for Florida’s classrooms, but also blaze a trail for improved teacher preparation in the entire state.”

The centers will place heightened emphasis on preparing K-5 teachers to improve learning among historically underachieving students including those with disabilities,

English language learners and students living in poverty. Each teacher prep program is tailoring its strategies to the needs of its partnering school district.

In Alachua County, 12 partnering elementary schools are hosting UF teachers-in-training for their yearlong internships and participating in the UF teacher prep reform project. They include the district's eight, high-need Title 1 schools.

UF's teacher prep reform plan is dubbed Project ADePT, an acronym for Advancing the Development of Preservice Teachers. It calls for deepening student-teachers' content knowledge of core subject areas, strengthening teaching and classroom management skills, and improving feedback to future teachers during their final-year internship.

UF is Florida's top-rated elementary teacher education program — ranked 17th nationally in *U.S. News & World Report's* latest survey of America's Best Graduate Schools — and has a rich history of progressive, research-based teacher preparation practices. UF was one of the first education colleges in the nation to unify its general and special education programs and extend it from four years to five. Students now complete a full-year internship in their final two semesters, in Year 5, before graduating with a master's degree in education.

"This grant affords opportunities for some really creative program enhancements that we couldn't otherwise pursue," said Ester de Jong, director of the UF education college's School of Teaching and Learning.

De Jong's co-researchers on the project are education professors Suzanne Colvin and Elizabeth Bondy, who is principal investigator.

Bondy said UF education faculty are collaborating with subject area experts from the College of Liberal Arts and Sciences to revamp and expand the curriculum of UF's Elementary ProTeach program so future teachers will gain a deeper knowledge of science, math, social studies and English language arts.

"One of the great opportunities to come from this grant is to restore social studies to its rightful place as a cornerstone of public education," Bondy said. "With so much time now spent on preparing schoolchildren for standardized testing, social studies had fallen off the radar."



**"THE REDESIGN OF OUR ELEMENTARY
EDUCATION MODEL WILL EXPAND THE
PIPELINE OF EFFECTIVE TEACHERS
LOCALLY AND STATEWIDE."**

— ELIZABETH BONDY

UF teachers-in-training also will learn the latest, research-based approaches to instruction and classroom management and be supported by a research-driven model of instructional coaching.

The revamped coursework and internship evaluations will place a heightened emphasis on data-driven decision-making and a forward-thinking instructional approach for classroom readiness called Fast Start, which she said "will help our graduates start their first year as practicing teachers ready for the challenges ahead."

New, Internet cloud-based video technology will allow school-based mentor teachers and UF-based supervisors to provide targeted commentary on the student teachers' instructional practice down to the individual frame. Or, the students can study their own videos and share them confidentially with their peers on an online social platform designed just for them.

The UF Lastinger Center for Learning, the college's innovation hub which designs and field-tests promising, experimental learning systems for school districts in several Florida counties and recently in other countries, is adapting its instructional coaching model for UF's own elementary education reform project. Two school-based "professors-in-residence" from the college will serve as liaisons between the public schools and the university's

ProTeach program to help train the mentoring teachers and supervisors in the high-impact, instructional and classroom management skills that the preservice teachers will learn.

This summer and next, UF content experts are conducting intensive, interdisciplinary workshops which combine subject area content knowledge and research-proven teaching practices for ProTeach students poised to start their final, year-long internships. Their mentoring teachers and college supervisors also participate. This year's inaugural summer workshop integrated math, science and technology.

"The redesign of our elementary education model will expand the pipeline of effective teachers locally and statewide," Bondy said. "By providing higher quality interns and future teachers, we can have a dramatic impact on student learning."

Everett Caudle, director of project and staff development for Alachua County Public Schools, said partnering with UF on its teacher prep reform project "holds great promise for preparing classroom-ready beginning teachers."

He said the Alachua County teachers hosting the student-teachers also will benefit "by fine-tuning their skills as student mentors."



UF SUBJECT CONTENT EXPERTS CONDUCTED INTENSIVE SUMMER WORKSHOPS FOR PROTEACH STUDENTS — AND THEIR MENTORING PUBLIC SCHOOL TEACHERS — TO PREPARE THEM FOR THEIR YEARLONG INTERNSHIPS.

QUICK LINKS:

UF Center of Excellence in Elementary Teacher Preparation:
<http://education.ufl.edu/elementary-teacher-preparation>

UF Lastinger Center for Learning: <http://lastingercenter.com>

Project Principal Investigator email: bondy@coe.ufl.edu

COE STUDENTS SEIZE LEARNING OPPORTUNITIES ABROAD IN UF'S TEACH THE WORLD PROGRAM

Sixteen College of Education preservice teachers traveled to Europe in summer 2015 as part of UF's Teach the World study abroad program, spending two weeks at the prestigious Marymount International School in Paris. Pictured right, the students and accompanying UF faculty chomp — Gator style — in front of Notre Dame Cathedral. Teach the World is a joint venture between the COE and UF's College of the Arts. Teach the World provides preservice students with cultural and educational experiences in English-speaking international schools. UF EduGators are helping to prove that the Gator Nation really is everywhere.



New School Director Makes Research, More Faculty High Priorities

David Miller didn't institute major changes when he became the new director of the COE's School of Human Development and Organizational Studies in late May, but the veteran COE professor of research and evaluation methods said he has a few priorities he would like to pursue.

"HDOSE has some great people, so I'd really like to see us increase the quantity and quality of our research productivity and scholarship," said Miller, who succeeded counselor education Professor Harry Daniels, who had directed the school since 2012 until retiring after the 2014-15 semester.

In his new post, Miller oversees the school's academic programs of counselor education, educational leadership, higher education administration and student personnel in higher education, education psychology, and research and evaluation methodology.

Miller said he also would like to add more faculty: "The number of our tenured tracks has fallen the past few years, partly through attrition but mainly because of budget cuts. We've been doing more with less, so it wouldn't hurt to look for ways to add quality people."

Quality is an operative term with Miller, who in 2011 became director of UF's Quality Enhancement Plan, a requirement for accreditation by the Southern Association of Colleges and Schools. He directs a campuswide QEP initiative called "Learning Without Borders: Internationalizing the Gator Nation," created to enhance the learning environment for undergraduate students by increasing awareness of the university's global nature.

Miller also heads the COE's Collaborative Assessment and Program Evaluation Services (CAPES), which supports grant funding in the social sciences by providing expertise in evaluation, assessment and research design for scholars across the UF campus.

A UF education faculty member since 1998, Miller served for seven years as chairman of education psychology. His research interests include large-scale assessment and psychometrics (the science of measuring mental capacities and processes). He has a master's degree and a Ph.D. in educational research and evaluation, and a bachelor's degree in math and psychology, all from the University of California, Los Angeles.



"HDOSE has some great people, so I'd really like to see us increase the quantity and quality of our research productivity and scholarship."

— David Miller

COUNSELOR EDUCATION'S HARRY DANIELS RETIRES, LEAVING A LASTING LEGACY OF SCHOLARSHIP AND LEADERSHIP

After devoting 49 years to education — including 19 as a professor, department head and mentor to many doctoral students at the UF College of Education — Professor Harry Daniels has retired.

“Counselor education is an intense profession, and I’ve enjoyed every minute of it,” he said. “I’ve been blessed to be surrounded by great friends, a loving family and wonderful colleagues.”

Daniels earned his Ph.D. in counselor education from the University of Iowa in 1978. He taught history and other subjects in public schools for several years before arriving at UF in 1996 to head the counselor education department.

During his tenure as chair, UF’s counselor education program ranked among the top five programs nationally in its specialty every year in the *U.S. News and World Report’s* annual survey of America’s Best Graduate Schools. The program held the top spot in 1997 and remains a perennial top 10 program. After 11 years as program head, Daniels returned to the classroom but went on to serve as director of the COE’s School of Human Development and Organizational Studies in Education until his retirement.



MORE THAN 70 WELL-WISHERS PACKED THE NORMAN HALL TERRACE ROOM TO HELP HARRY DANIELS (PICTURED IN BLUE SHIRT) CELEBRATE HIS RETIREMENT AND BID HIM A FOND FAREWELL.

Stay Connected to the

EduGATOR NATION



Being a UF College of Education graduate means being a member of a lifelong community.

In schools, communities and at work, discovering a fellow Gator brings an instant connection and understanding. Please update your email so you can stay connected with the GATOR NATION.

Your email will be used sparingly — *and only by us!* It could be used to invite you to alumni events in your area, view our annual report, or subscribe to our EduGator Enews monthly newsletter.

The UF College of Education thinks it's important for the College and our Alumni to **STAY CONNECTED**.

Please update your email by using one of the following methods:

1 ONLINE you can update your email on our alumni website at: education.ufl.edu/alumni/update-info

2 EMAIL your name, address and phone number to: alumni@coe.ufl.edu

3 SCAN this QR code, then update your email:



Thank you and Go EduGators!

<http://education.ufl.edu/alumni>

New Faculty Members



COUNSELOR EDUCATION

SHON SMITH

Clinical assistant professor, counselor education (Ed.D., counselor education, Duquesne University)

COMES TO UF FROM:

Webster University's Metropolitan campus in Orlando, and he previously taught at the Tampa, Sarasota and St. Petersburg campuses, where he was the college's state director of counseling programs and an adjunct associate professor in counselor education since 2011.

RESEARCH INTERESTS:

Multicultural counseling, clinical supervision, counseling education programming, leadership and advocacy within the counseling paradigm and working with military personnel and families.

NOTEWORTHY:

Smith is past president of the Florida Counseling Association and chairs the American Counseling Association Southern Region. A veteran, he has been deployed to three continents as a combat medic.



ELEMENTARY EDUCATION

AKI MURATA

Associate professor, elementary mathematics education (Ph.D., learning sciences, Northwestern University)

COMES TO UF FROM:

University of California-Berkeley, where she was assistant professor of elementary education.

RESEARCH INTERESTS:

Elementary math education, teacher education, teacher professional development, cultural and social contexts in education, comparative education, qualitative research.

NOTEWORTHY:

Murata has at least 10 published articles in Japanese and numerous others in English in top-tier education journals, and has given plenary talks in several countries.



HIGHER EDUCATION ADMINISTRATION

JUSTIN C. ORTAGUS

Assistant professor, higher education administration (Ph.D., higher education, Pennsylvania State University)

COMES TO UF FROM:

Pennsylvania State University, where he recently earned his Ph.D. in higher education with a cognate in business management and organization.

RESEARCH INTERESTS:

Applying quantitative methods to examine the growing influence of online education and technology in higher education and other crucial issues facing colleges and universities.

NOTEWORTHY:

Ortagus received his bachelor's in English and master's degree in educational leadership from UF.



HIGHER EDUCATION ADMINISTRATION

ISAAC MCFARLIN

Assistant professor, higher education administration and economics (Ph.D., economics, Northwestern University)

COMES TO UF FROM:

University of Michigan, where he was an assistant research scientist with the Gerald R. Ford School of Public Policy and a Ford Foundation Postdoctoral Fellow.

RESEARCH INTERESTS:

Community colleges, affirmative action, school facilities, school choice, labor market returns and postsecondary education.

NOTEWORTHY:

McFarlin is principal investigator on two Institute of Education Sciences research grants focusing on school facilities and community college tuition subsidies. His interests are salsa dancing, adventure travel and cycling.

The College of Education welcomes eight new faculty members for the 2015-16 academic year, bringing fresh viewpoints and new expertise in the vital fields of counselor education, elementary education, higher education administration, literacy education, and school psychology.



HIGHER EDUCATION
ADMINISTRATION

CLIFF HAYNES

Clinical assistant professor, student personnel in higher education/higher education administration (Ph.D., higher education administration, University of Florida)

COMES TO UF FROM:

University of Florida, where he was a staff member in the Department of Housing and Residence Education for eight years.

RESEARCH INTERESTS:

Living-learning programs, faculty engagement in out-of-class interactions with students, student activism, and the use of qualitative research in assessing student engagement and learning.

NOTEWORTHY:

As a UF Ph.D. student Haynes co-authored a research report in the International Journal of Doctoral Studies illuminating how female doctoral students can find balance and life satisfaction in the multiple roles they play.



LITERACY EDUCATION

**KATHRYN ANN
JACOB CAPRINO**

Clinical assistant professor in literacy (Ph.D., education in culture, curriculum and change specialty areas, University of North Carolina at Chapel Hill)

COMES TO UF FROM:

University of North Carolina at Chapel Hill, where she recently completed her Ph.D. while serving as a graduate assistant, an iPad integration professional development facilitator and research assistant.

RESEARCH INTERESTS:

Teacher education, English education, teaching of writing, children's and young adult literature, student teaching supervision, rhetoric and composition, new literacies, digital literacy, critical literacy.

NOTEWORTHY:

Caprino is a reviewer for several publications in the field of English education.



LITERACY EDUCATION

ANGELA M. KOHNEN

Assistant professor, literacy (Ph.D., English education, University of Missouri-St. Louis)

COMES TO UF FROM:

Missouri State University, where she was coordinator of English Education for undergraduate and graduate programs in the MSU English department.

RESEARCH INTERESTS:

The teaching of writing, teacher professional development, disciplinary literacy.

NOTEWORTHY:

Kohnen co-authored a book, "Front-Page Science: Engaging Teens in Science Literacy," in 2012.



SCHOOL PSYCHOLOGY

**JONI D. WILLIAMS
SPLETT**

Assistant professor, school psychology (Ph.D., school psychology, University of Missouri)

COMES TO UF FROM:

University of South Carolina, where she was a post-doctoral Research Fellow on USC's School Mental Health Team.

RESEARCH INTERESTS:

Universal behavior screening, multi-tiered systems of support, social-emotional interventions, and interdisciplinary training and collaboration in school mental health.

NOTEWORTHY:

Splett is a licensed psychologist and advocate for children's mental health services, including serving as two-time co-chair of the South Carolina School Behavioral Health Conference.

OUTSTANDING EDUCATORS

HIGH ACHIEVERS IN 2014-2015



APRAIZ



BROWNELL



HUGGINS-MANLEY



MILLER



SINDELAR

FACULTY

INTERNATIONAL AND NATIONAL RECOGNITION

DAVID G. IMIG AWARD FOR DISTINGUISHED ACHIEVEMENT IN TEACHER EDUCATION

American Association of Colleges for Teacher Education

MARY BROWNELL

PAUL SINDELAR

Special Education

ACA FELLOW

American Counseling Association

MARY ANN CLARK

Counselor Education

AERA BEST PAPER AWARD

American Education Research Association

CORRINE HUGGINS-MANLEY

Research & Evaluation Methods

AERA BEST PAPER AWARD

American Education Research Association

ALBERT RITZHAUPT

Educational Technology

PRESIDENT

Association for Creativity in Counseling/American Counseling Association

JACQUELINE SWANK

Counselor Education

OUTSTANDING ADDICTIONS & OFFENDER EDUCATOR

International Association of Addictions and Offender Counselors

KRISTINA DEPUE

Counselor Education

TOP 30 MOST INFLUENTIAL EDUCATION DEANS IN U.S.

Mometrix Test Preparation

GLENN GOOD

Dean, College of Education

TED CARR INITIAL RESEARCH AWARD

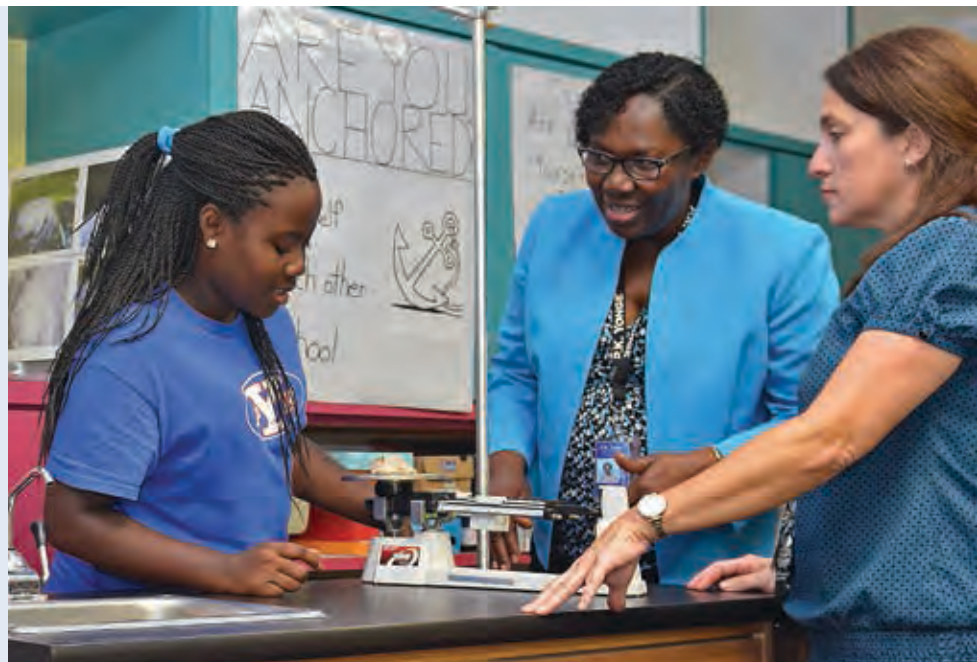
International Association for Positive Behavior Support

NICHOLAS GAGE

Special Education

Spotlight Shines Thrice on Pringle as Top Science Teacher Educator

Three major state and regional professional groups — the Southeastern Association of Science Teacher Education, Florida Association of Teacher Educators, and the Florida Education Fund — each awarded UF science education **PROFESSOR ROSE PRINGLE** (pictured right, in center) with its top teacher educator or student-mentoring award for 2014-15, solidifying her standing as one of the top science education scholars around.



FACULTY

REGIONAL AND STATE HONORS

JOHN SCHRUM AWARD FOR EXCELLENCE IN SCIENCE TEACHER EDUCATION

Southeastern Association of Science Teacher Education

ROSE PRINGLE

Science Education

MARY L. COLLINS TEACHER EDUCATOR OF THE YEAR

Florida Association of Teacher Education

ROSE PRINGLE

Science Education

AAUA OUTSTANDING DISSERTATION AWARD

American Association of University Administrators

IAN NEUHARD (EDD '14, EDS '14)

Mental Health Counseling

WILLIAM R. JONES OUTSTANDING MENTOR AWARD

Florida Education Fund

ROSE PRINGLE

Science Education

STATE CHAPTER PRESIDENT

Fla. Assoc. of Teacher Education

CRYSTAL TIMMONS

Lastinger Center for Learning

FACULTY

UF & COLLEGE HONORS

UF DISTINGUISHED PROFESSOR

University of Florida

PAUL SINDELAR

Special Education

DOCTORAL MENTORING AWARD

University of Florida Graduate School

DAVID MILLER

Research & Evaluation Methods

UNDERGRADUATE TEACHER OF THE YEAR

College of Education

KRISTINA APRAIZ

Mathematics Education

ENTREPRENEURSHIP FACULTY FELLOW

Warrington College of Business Administration's Center for Entrepreneurship and Innovation

GRIFFITH JONES

Science Education, STEM TIPS

ALUMNI NATIONAL RECOGNITION

NATIONAL PRINCIPAL OF THE YEAR

National Association of School Administrators

JAYNE ELLSPERMANN (Med '84)

Educational Leadership

UF DISTINGUISHED ALUMNA

University of Florida

RENEE TIFTON CLIFT (BAE '71)

English Education

GRADUATE RESEARCH FELLOWSHIP IN STEM EDUCATION

National Science Foundation

XAVIER J. MONROE (2013)

UFTEACH (minor)

NBCC MINORITY FELLOWSHIP NATIONAL BOARD FOR CERTIFIED COUNSELORS

MELANIE VARNEY (MAE '14, EDS '14)

Mental Health Counseling

SCHOLARS IN THE SPOTLIGHT



UF PRESIDENT KENT FUCHS (LEFT) POSES WITH COE DEAN GLENN GOOD.

Dean Good Named Among Nation's Most Influential Education Deans

UF College of Education **DEAN GLENN GOOD** has been ranked 14th on a list of The 30 Most Influential Deans of Education in the United States by Momentrix Test Preparation, a Texas-based company that produces test preparation products worldwide.

Special Ed. Scholars Share National Honor for Teacher Education Achievements

UF special education professors and longtime collaborators **MARY BROWNELL** and **PAUL SINDELAR** garnered national recognition when the American Association of Colleges for Teacher Education (AACTE) honored each of them with its distinguished achievement award for making significant, lasting contributions to teacher education research and policy.



ACA Taps UF Counselor Ed. Rising Leaders

Assistant professor Jacqueline Swank (right) and alumni fellow Sandi Logan from UF's counselor education program pose for "selfies" on Capitol Hill. The pair participated last fall in the American Counseling Association's Institute for Leadership Training in Washington, D.C., and each has been appointed to leadership posts with the ACA.



ANDREWS



BETTINI



BOGER



BUCHERT

STUDENTS NATIONAL RECOGNITION

AERA BEST PAPER AWARD
American Education Research Association
SAVANNAH MADLEY
Research & Evaluation Methods

AERA BEST PAPER AWARD
American Education Research Association
KRISTA RUGGLES
Educational Technology

AERA BEST PAPER AWARD
American Education Research Association
MATHEW WILSON
Educational Technology

STUDENT RESEARCH AWARD FOR QUALITATIVE DESIGN
Council for Exceptional Children's Division for Research
AMBER BENEDICT
Special Education

PRESIDENT
Association for Creativity in Counseling/American Counseling Association
SANDI LOGAN
Counselor Education

CADRE FELLOW
Community for Advancing Discovery Research in Education
DOUGLAS WHITAKER
Statistics Education

MCKNIGHT DOCTORAL FELLOWSHIP
Florida Education Foundation
ZACHARY COLLIER
UFTeach (minor)

STUDENTS STATE HONORS

LICHTENBERG PRE-SERVICE EDUCATOR GRANT
Florida Council of Teachers of Mathematics
RACHEL ANDREWS
Unified Elementary Education

STUDENTS UF & COLLEGE HONORS

OUTSTANDING UNDERGRADUATE IN ELEMENTARY PROTEACH
College of Education
MADISON BUCHERT
Unified Elementary Education

OUTSTANDING UNDERGRADUATE IN EARLY CHILDHOOD EDUCATION
College of Education
SHELBY BOGER
Unified Early Childhood Education

OUTSTANDING GRADUATE STUDENT: RESEARCH
College of Education
ELIZABETH BETTINI
Special Education

OUTSTANDING GRADUATE STUDENT: PROFESSIONAL PRACTICE
College of Education
JULIE BOKOR
Curriculum & Instruction

OUTSTANDING GRADUATE STUDENT: LEADERSHIP
College of Education
NATALIE KING
Curriculum & Instruction

EVERY MINUTE COUNTS FOR THE GATOR GOOD

Doctoral student Natalie King merges research with passion to expose underserved youth to high-quality STEM learning

Natalie Simone King, one of the College of Education's most accomplished doctoral students, knows a structured lifestyle as a graduate student is nearly impossible to achieve. Every day, she moves at full tilt between her roles as a wife and parent of two young sons, student, research assistant, church leader, and community volunteer extraordinaire.

King (*BS '09, applied physiology and kinesiology; MEd '11, special education*) can't explain how she fits 72 hours of non-stop hustle and bustle into a 24-hour day, but she can explain what keeps her going.

"It's the possibilities that energize me," she said, "the possibility of exposing children in our most underserved public schools to educational opportunities they otherwise would never experience."

King, a Palm Bay, Fla. native, earned bachelor's and master's degrees at UF and taught science for three years at Gainesville Eastside High School before enrolling in UF's doctoral program in curriculum and instruction (science education specialty) in 2012.

"When I came back to UF I didn't just want to earn my Ph.D.," King said. "My mind was set on how I could help our underserved community tap into the resources at UF and bridge that gap."

And she is having success.

While immersed in her studies and home life, she still found time to launch a yearly, five-week summer enrichment program for youth in east Gainesville called FOCUS that, well, focuses on teaching and tutoring in the STEM subjects — science, technology, engineering and math — as well as in art to tap into the students' creative side.

King is combining her community service work with her doctoral research by analyzing the program's impact on personal growth and student achievement in the STEM subjects. For her dissertation, she's zeroing in on how African American girls in the middle grades who attend the summer education camp respond to the science curriculum.

"African American girls tend to shy away from the STEM subjects in middle school," King said. "I want to equip them with the knowledge and confidence to position themselves as adept learners in the STEM disciplines and learn to appreciate the importance of math, science and technology in their individual lives as citizens and members of the workforce."

"After I graduate, my goal is to scale up the FOCUS Summer Program to reach more inner-city communities across the state and southeast United States," King said.



KING

KING'S RICHES: SHE'S A HIGH-MINDED, HIGH ACHIEVER

Natalie King doesn't seek out recognition for her scholarly achievements and a full calendar of volunteer work, but it'd be difficult to keep her accomplishments a secret.

She is one of 12 women recently honored with a Florida Achievement Award from the Florida Commission on the Status of Women for volunteer work in improving the lives of women and families and serving as positive role models for women and girls in their communities.

At UF, she is a Graduate School Fellow, a research assistant on a \$5 million National Science Foundation study and a co-investigator on a spinoff NSF "I-CORPS for Learning" grant. King has received several other UF and College of Education honors for outstanding graduate student leadership, scholarship and mentoring. She also sits on the board of directors of three local charities and recently was honored by Big Brothers Big Sisters of Mid-Florida for mentoring the same girl for more than eight years until she graduated from high school last year.

"Natalie exemplifies the true relationship that exists between a mentor and a mentee," says Associate Professor Rose Pringle, King's faculty adviser.

A Black woman with short dark hair, smiling, stands in a classroom. She is wearing a blue ruffled top under a black cardigan and a heart-shaped necklace. She holds a white marker in her hands. In the foreground, a student's arm is raised, wearing a blue and yellow striped shirt. The background shows a classroom setting with a projector screen and a printer.

PUSHING THE

“WE KNOW WITH GREATER CLARITY THAN EVER BEFORE: UNLESS TEACHER DEVELOPMENT IS SHAPED BY INDIVIDUAL TEACHER AND STUDENT NEEDS AND PART OF A COHERENT SYSTEM OF SUPPORT, EDUCATOR PRACTICES WON’T CHANGE AND STUDENTS WON’T HAVE ACCESS TO THE GREAT TEACHING THEY DESERVE.”

Don Pemberton, a national leader in the teacher quality movement, supports that assertion.

FIRMLY. Formally. Publicly. Actively.

Pemberton, director of the University of Florida Lastinger Center for Learning, the College of Education’s research-and-development incubator, is one of 28 partners in a blue-ribbon coalition of top American education advocates and thought leaders who have spent the past year collaborating on the development of a set of principles for “re-imagining” professional learning to improve classroom teaching, school leadership and ultimately student achievement.

The collaborators are part of a self-described, national professional learning community called Learning Forward, whose teacher development reform efforts are supported by the Bill and Melinda Gates Foundation. Pemberton and his 27 colleagues have spent the past year challenging assumptions about professional learning, studying promising models, clarifying shared principles and discussing individual and collective action plans to raise the standard of teacher development in America.

They outlined their findings, consensual principles and recommended actions in a report called *The Mirage: Confronting the Hard Truth About the Quest for Teacher Development*. In early August, the national, nonprofit teachers group, TNTP released the 63-page *Mirage* report in Washington D.C. The opening declaration of this article is a quote from TNTP’s public announcement introducing the report. The “hard truth,”

the report’s authors write, “is that the (professional development) help most schools get isn’t that helpful” in furthering their teachers’ effectiveness and impact on student learning.

They call for a “new conversation” about teacher development and list three key recommendations, along with guidelines for accomplishing them:

- » Redefine precisely what it means to help teachers improve their craft
- » Reevaluate existing professional learning supports and programs
- » Reinvent how education systems support effective teaching and learning, and scale up

“Historically, America’s teacher development system has focused just on what takes place between the teacher and student, so we’ve essentially been bombarding our educators with one-size-fits-all approaches that may not work or be relevant for all teachers or their students,” Pemberton said. “Raising the standard of professional learning for teachers is crucial to true education reform.”

Pemberton was a logical choice for the Learning Forward think tank. The UF Lastinger Center that he has headed since its 2002 founding has become internationally recognized for partnering with school districts, philanthropies, governmental entities and the private sector to research, design, build and field-test models — or learning systems — that transform teaching, improve learning and promote healthy child development. The center’s reach extends to school systems across Florida,

BOUNDARIES

OF PROFESSIONAL LEARNING



“WE RECOGNIZE THERE IS NO SILVER BULLET OR SINGLE DEVELOPMENT STRATEGY THAT WOULD INSTANTLY YIELD WIDESPREAD IMPROVEMENT IN TEACHING AND LEARNING ON ITS OWN, SO WE HAVE TO GET CREATIVE.”

— Don Pemberton

(continued from page 29)

in other states and most recently in other nations, including a collaboration on teacher preparation and professional development with the Abu Dhabi Education Council.

“We recognize there is no silver bullet or single development strategy that would instantly yield widespread improvement in teaching and learning on its own,” he said. “So we have to get creative.”

At the Lastinger Center, creative thinking means thinking of America’s increasingly complex education system — including your local school district — as a “learning ecosystem.”

“Teaching and learning transcend a school system. There are so many different moving parts above and beyond the relationship between the student and teacher,” Pemberton said. “The learning ecosystem relates to education policy, curriculum, teacher preparation and support, professional learning and development for educators, and the life of each student. The teachers and school leaders, of course, are the catalyst.

“Our model of professional learning pivots on a deep understanding about all of the moving parts that affect a teacher’s advancement or a student’s learning. We’ve studied the heck out of these moving parts and we design supports that will accelerate new learning and promote great teaching.”

The Lastinger learning system design has its own moving parts for transforming teaching and learning: job-embedded teacher development, mentoring and vigilant support systems; school-based professional learning communities; Web-based communities of practice linking educators from multiple schools; professors-in-residence and certified teacher coaches; UF-school and UF-school district partnerships; teacher self-reflection and rigorous individual and program assessment; personalized distance-learning environments; and sharing among colleagues and students on special tutoring and teaching websites tailored to specific subjects.

The common thread running through all of these moving parts, Pemberton said, is the learning system design that makes the school a learning laboratory, and yields a more cost-effective and efficient way to make a strong, measurable impact and continually improve teacher practice and student learning.

“These are ways the University of Florida is becoming a world leader,” he said. “Our research-proven and customized design of sustainable learning systems yields greater impact in a shorter amount of time and we can scale our systems for school districts statewide and beyond in a very short time because of the digital component.”

The following articles offer our account of how College of Education faculty and the UF Lastinger Center are harnessing the many moving parts in Professional Learning Systems to push the boundaries of teaching and learning by creating, field-testing, scaling and disseminating new models and strategies that are showing promise in transforming teaching and learning.

UF COACHING ACADEMY

‘Sit-and-get’ professional development takes a backseat to the UF teacher-coaching model

Traditional professional development for teachers is often referred to as “sit and get”: A group of educators gather in a large room — equipped with a screen and computer hook-ups for PowerPoint presentations, of course, and plenty of chairs — to hear an expert deliver a lecture.

Then, says UF Lastinger Center partnership manager Philip Poekert, “after a typical lecture, teachers attending are then expected to return to their classrooms and implement their new teaching knowledge with little or no follow-up or support.

“Research shows that this type of professional development rarely translates into change in teaching practice.”

What is proving effective is a portfolio of research-driven, teacher coaching methods that the Lastinger Center has created, field-tested and fine-tuned to advance teaching and learning in a wide array of areas and subjects. Much of the coaching occurs in the teachers’ own classrooms, rather than a hotel meeting room.

The Lastinger Center offers teachers access to collaborative peer coaching tools and a rigorous field practicum in instructional coaching through its new UF Coaching Academy, which Poekert heads.

“Every Florida school district has teacher leaders who serve as instructional coaches, but they receive minimal training with few resources and no set coaching process or curriculum in place. The coaching process looks different from school to school,” Poekert says. “We studied the existing coaching programs, asked the coaches what they needed to be successful, and we came up with a field-tested system of

instructional coach training and practice, with a toolkit, resources and a certificate program documenting the coaches’ competency.”

In 2012, the Lastinger Center started a pilot trial of its groundbreaking Certified Instructional Coaching Program in the Duval County school system — one of the first programs of its type in the nation.

The three-year certification program aims to continuously improve the leadership skills of “teacher leaders,” working with 20 district master teachers each year, focusing especially on science and math teacher coaching. Each group participates in a yearlong series of intensive workshops on effective teaching, instructional strategies, peer-to-peer coaching and other topics, along with regular reviews and support from Lastinger staff.

By embedding professional development into the daily routine of teachers, skilled UF coach-facilitators prepare master teachers as certified coaches, who then collaborate with other science and math teachers throughout the district to inform and inspire colleagues, advance teaching practices and raise student achievement. Participants form “communities of practice” on a user-friendly, interactive website, working with colleagues across multiple school sites to analyze and review their evolving coaching skills.

They produce video clips of coaching conversations and review them with their partner and the UF coach-or professor-in-residence. Participants document their development in an electronic portfolio of written reflections, video clips and coaching conversation reports. UF staff members review the portfolios and award successful program completers the UF Certified Instructional Coach certificate.

(continued from page 31)

UF works closely with a school system for two years to develop a strong cadre of certified learning coaches. The district then assumes full ownership and operation of the program, with their own newly certified learning coaches leading the effort. For a nominal fee, UF continues to provide materials and other sustainable resources and support.

“Individual coaching programs can be customized to meet the needs of any school or district seeking to improve student success through high-quality instruction and leadership,” Poekert said.

After promising success in the Duval County trial, the Lastinger Center has since extended the Certified Instructional Coach program to Seminole, Palm Beach and Miami-Dade counties.

THE COACHING ACADEMY PORTFOLIO

The UF Coaching Academy has tested and developed a portfolio of seven core, individual coaching certification programs that can be tailored to meet the needs of any school or district seeking to improve teacher and leader preparedness and lead students to the highest levels of success.

7 Certified Teacher Coaching Programs

1 CERTIFIED INSTRUCTIONAL COACH — Master teachers who emerge from this yearlong program as Certified Instructional Coaches assist school leaders in creating a supportive and motivating culture of professional learning and collaboration. They work alongside teachers, helping them to identify areas of improvement and develop effective strategies to improve their teaching practice.

2 CERTIFIED INSTRUCTIONAL LEADERSHIP COACH — Lastinger Center staff provide customized training programs to prepare future principals and improve the practices of current school leaders. They facilitate a series of seminars and coaching clinics to improve instructional leadership, master the use of educational technology, use data-driven decision-making, enhance teacher productivity and strengthen parental and community involvement.

3 CERTIFIED PEER EVALUATOR — provides reliable evaluation to develop highly effective teachers who can raise student achievement; they serve as a second teacher observer in the classroom, which is found to significantly increase the reliability of classroom teacher evaluation.

4 CERTIFIED EARLY CHILDHOOD COACH — UF has created the nation’s first certification program in this coaching specialty, which is designed to enhance the caliber and impact of quality improvement support provided to child-care centers, family child-care homes, and school-based early childhood classrooms;

5 CERTIFIED COMMUNITY OF PRACTICE FACILITATOR — focuses on developing Web-based Communities of Practice to encourage teacher collaboration and transform the collective capabilities of a school’s entire faculty.

6 CERTIFIED EQUITY COACH — provides school-based administrators, instructional coaches and teacher leaders with a yearlong, job-embedded professional development experience designed to assist schools and school systems to eliminate policies and practices that disadvantage students of color.

7 TEACHER INQUIRY COACH — equips teachers with knowledge and tools to lead school-based professional learning communities to better understand the roles of self-reflection, critical thinking and problem-solving, for themselves and their students.



‘Inquiring’ Minds Learn to Share Nancy Dana’s Passion

IT’S ALL ABOUT PRACTITIONER INQUIRY

The paper sign taped to a cabinet drawer in Professor Nancy Fichtman Dana’s office at the UF College of Education employs just one word to arrive at the heart of the matter: “Inquiry.”

Dana is a leading international authority on teacher inquiry — a powerful form of educator professional development that’s helping teachers design and deliver engaging ways to help all students learn to their maximum potential.

“Teacher inquiry is a systematic, intentional study by educators of their own practice,” Dana says. “So, rather than research being done to teachers or school leaders, practitioner inquiry empowers teachers and leaders to engage in action research on their own practice, wrapping their professional learning around the learning of students.”

Her influence in the research and growing practice of teacher inquiry is evident in UF’s novel teacher preparation curriculum, and in the UF Lastinger Center for Learning’s extensive, outreach professional learning initiatives and educator coaching programs, which so far

have reached over 10,000 teachers. Dana has worked with numerous schools and districts across Florida, the United States and abroad to help them craft professional development programs of inquiry for their teachers, principals and district administrators.

She embraced the inquiry concept while collaborating with a group of teachers and their principal at a Tallahassee elementary school as part of her doctoral dissertation study during the late 1980s.

“The practice of inquiry was a transformational and empowering experience for all of us at that elementary school,” she says. “Over and over again I’ve seen what an incredibly powerful form of professional development inquiry can be.”

Dana has studied and written about practitioner inquiry for over 20 years, publishing nine books on the topic, including three best sellers. She has her 10th book coming out in November with Corwin Press on Professional Learning Communities titled, simply, “The PLC Book” (with the emphasis on *The*).



NANCY DANA HAS RECEIVED THE ASSOCIATION OF TEACHER EDUCATORS' DISTINGUISHED RESEARCH IN TEACHER EDUCATION AWARD.

(continued from page 33)

Dana has been racking up the frequent flyer miles of late, traversing the nation and globe making keynote presentations and leading workshops for educators hungry for professional learning models that focus on examining evidence from practice. Over the past few years her work has taken her to China, South Korea, the Netherlands and Belgium. In January 2015 she led a weeklong course on inquiry in Lisbon, Portugal, for education leaders from nine countries in the European Union. Next October she is headed to Estonia.

Born and raised in New York, Dana has a doctorate in elementary education from Florida State University and served on the Penn State University education faculty for 11 years. She arrived at UF in 2003, around the time the UF Lastinger Center for Learning was created as the College of Education's innovation hub for education reform. She immediately identified with the center's progressive philosophy and objectives and was instrumental in infusing inquiry into the center's outreach professional development programs for practicing educators.

"I had always been passionate about raising teachers' voices in educational reform and helping educators improve their practice, and the Lastinger Center was emerging as a place that kept practicing professionals' voices at the core," she says.

Lastinger director Don Pemberton describes the center's emergence and Dana's arrival at UF as "perfect timing."

"Nancy's work is particularly relevant because it takes research-based practices and translates them into helping educators improve the quality of their teaching through an accessible, scientific process," Pemberton says. "That is a key distinction of practitioner inquiry and Nancy's scholarship."

Dana doesn't focus singularly on inquiry, although her signature focal point seeps into her other interests. She and co-researchers Cynthia Griffin (UF special education) and Stephen Pape (Johns Hopkins mathematics education) secured a \$1.5 million grant from the federal Institute of Education Sciences to develop and study an extensive online professional development program for third-through-fifth-grade general and special education teachers focused on the teaching of struggling math learners. Teachers' engagement in inquiry is the program's core feature.

She also is deeply involved in the college's new, professional practice doctoral program in curriculum, teaching and teacher education. The Doctor of Education (Ed.D) program is an online, on-the-job degree program in curriculum and instruction designed specifically for practicing K-12 educators who aspire to lead change, school improvement and education reform efforts in their schools and districts. As you might expect, the program emphasizes evidence-based self-study and Dana designed a course specifically to introduce these students to the concept of inquiry.

When it comes to practitioner inquiry or "action research," Dana and others at the College of Education know that they are onto something special — something that's transforming teacher practice and boosting student achievement.

"Teacher inquiry is a very personal process," Dana says. "Teachers are engaging in inquiry because they care really deeply about the learners in their classroom, and they desperately want to do anything they can to be successful in the teaching of all learners and to meet their varied needs."

EARLY LEARNING FLORIDA

Novel online system
offers new tools for
advancing the skills of
Florida's 55,000 early
childhood professionals

Early Learning Florida, launched in 2014 by the college's Lastinger Center, is a first-of-its-kind, online professional development system created for the state's 55,000 practitioners who work with infants, toddlers and preschoolers in Florida centers, family childcare homes and schools.

A UF team of early childhood, adult learning and online education experts built the system with extensive feedback from providers. Their goal: to help school systems advance the skills and practices of their early childhood teachers and providers so they can better prepare our youngest children for success in the early school grades.

"Early childhood practitioners in Florida are desperate for high-quality professional development to give them tools to support the growth and learning of the young children in their programs. Yet, most of their professional learning experiences are of poor quality on limited topics and often inaccessible," said Pam Chalfant, Early Learning initiatives manager at the Lastinger Center. "Early Learning Florida is a custom-designed, learning management system that is easy to navigate, highly engaging and promotes interaction among early childhood professionals."

The program offers a blend of online and face-to-face continuing education with the latest course content, taught by UF-hired early childhood experts with support from technical assistance coaches from the local community. There also are opportunities for mentoring, leadership development and connecting and

collaborating with peers through regional "communities of practice" led by certified facilitators.

The Lastinger Center piloted Early Learning Florida's start-up last year, working with Early Learning Coalitions in Miami-Dade, Broward and Duval counties, and seven counties in the Northwest Florida Coalition. A statewide rollout launched this fall.

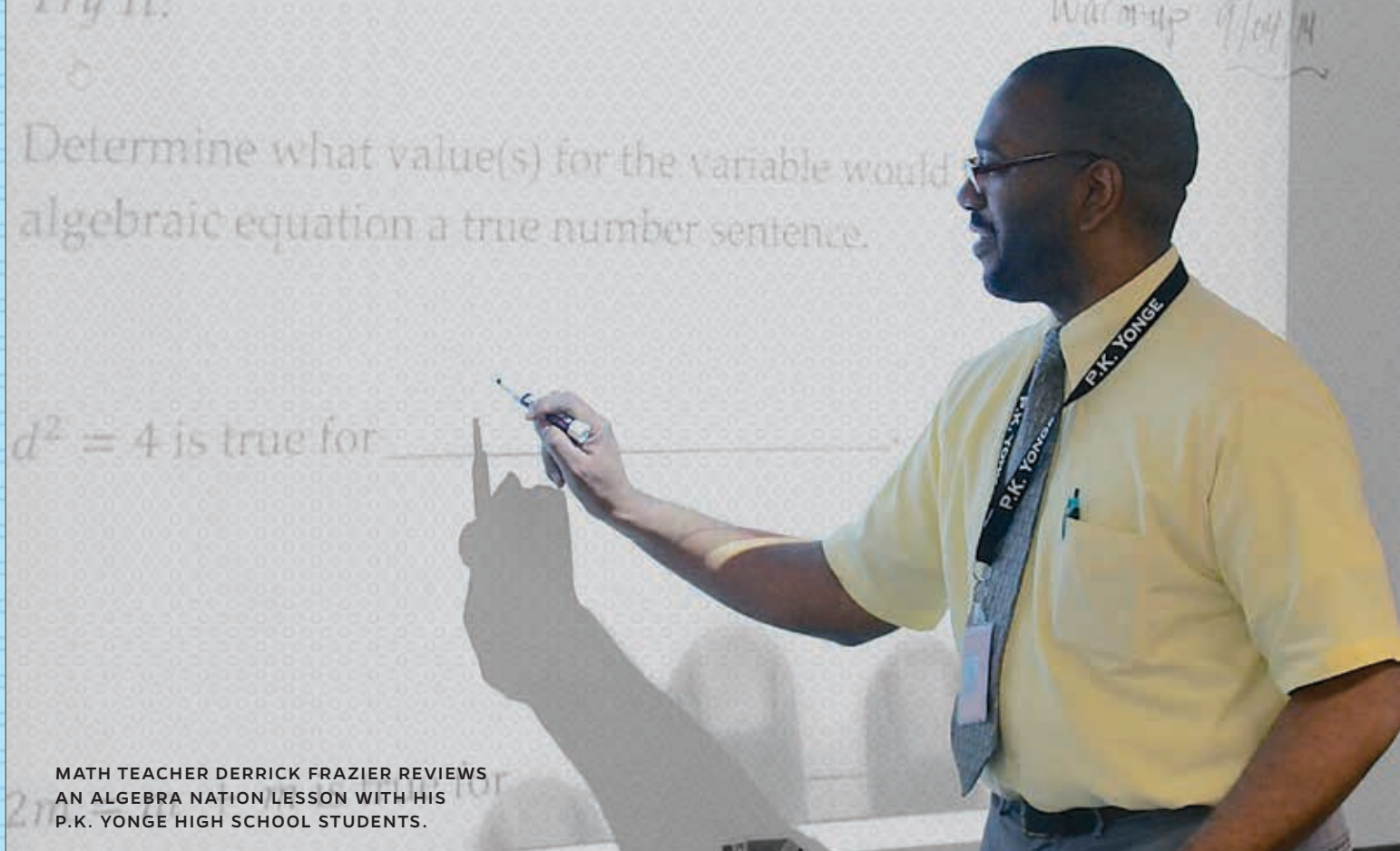
So far in the four pilot districts, hundreds of early learning professionals have received intensive professional development on effective teaching, instructional strategies and peer-to-peer coaching, along with regular reviews and support from Lastinger staff. In turn, these newly trained professionals will provide targeted instructional coaching and support to thousands more early learning educators.

"Statewide, the program will improve learning and development for hundreds of thousands of young children by providing new tools and resources to build the skills of the state's early learning professionals," Chalfant said. "We believe this blended approach to educator development has national scaling implications."

Partnering on the effort with UF are the Florida Office of Early Learning, the Florida Legislature, early learning coalitions in UF-partnering school districts, and provider associations. Also contributing are four philanthropic groups — the Jim Moran Foundation, Helios Education Foundation, the Lastinger Family Foundation, and an anonymous national foundation — which, together, have contributed \$3.5 million to the initiative.



PROTEACH SENIOR ASHLEY TRIGOSO ENGAGES A PRE-SCHOOLER ON A LAPTOP COMPUTER AT THE BABYGATOR CENTER AT UF'S P.K. YONGE SCHOOL



MATH TEACHER DERRICK FRAZIER REVIEWS AN ALGEBRA NATION LESSON WITH HIS P.K. YONGE HIGH SCHOOL STUDENTS.



**MORE THAN A
QUARTER-
MILLION
STUDENTS AND
3,300 TEACHERS,
FROM 1,200
SCHOOLS IN ALL
67 FLORIDA
SCHOOL DISTRICTS,
HAVE USED
ALGEBRA NATION.**

Reaching and teaching students struggling with high-stakes math exam

Algebra Nation, a powerful, online tutoring resource that gives students access to some of the state's best math teachers and e-learning resources, is supporting nearly a quarter-million struggling, but eager-to-learn, algebra students in Florida.

The college's Lastinger Center for Learning has collaborated with a Gainesville tech company to design the free, interactive tutoring app specifically to help students prepare for the required Algebra 1 end-of-course exam, a gateway test that all Florida students must pass to earn their high school diplomas.

Students have their own Facebook-style "Student Wall" where they can help each other, and also 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.

The need for such a tool is clear, as evidenced by the 2014 test results, when nearly 48 percent of Florida ninth-graders flunked the high-stakes exam.

When the Algebra 1 end-of-course exam changed in 2015 with the state's adoption of the new, more rigid Mathematics Florida Standards, Algebra Nation changed right along with it — providing a new set of learning resources fully aligned with the new test.

After pilot-testing Algebra Nation in Miami-Dade and a few other school districts, it was such a hit with teachers and students that the Florida Legislature in 2013

PROGRAM'S SUCCESS SPAWNS PLANS FOR MATH NATION

By popular demand among Florida's students and teachers, the UF Lastinger Center for Learning now is developing Math Nation, a powerful on-ramp to math success that extends the reach of the Algebra Nation learning system to three lower grades.

Aligned to the Florida standards, Math Nation will be a custom-designed teaching and learning system for students and their teachers in sixth through ninth grades that champions students' mastery of mathematics beginning with arithmetic, continuing to algebra and eventually to geometry, algebra II and calculus.

"We expect to begin pilot-testing Math Nation by early 2016 and roll it out to districts across the state in the spring," Lastinger Center Director Don Pemberton said.

allocated \$2 million for UF to integrate an upgraded version of Algebra Nation in school districts across the state. Since then, more than a quarter-million students and 3,300 teachers, from 1,200 schools in all 67 Florida school districts, have used Algebra Nation.

With a grant from the Bill and Melinda Gates Foundation, UF also launched a free "teachers only" space within the Algebra Nation website, creating a virtual teacher-development network with an interactive Teacher Wall of their own and many teaching and professional learning resources.

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

Florida lawmakers went a step further last year and awarded the UF Lastinger Center another \$2 million to pilot-test its new Algebra Nation Summer Boost program for struggling students in Jacksonville. The summer math camp was expanded to five Florida districts in 2015.

In the two years since Algebra Nation's inception, Pemberton said overall Algebra 1 end-of-course test scores in Florida have increased 6 percent. Hispanic student scores rose by 7 percent, and African-American students improved by 10 percent.

"Algebra Nation is the perfect example of how we developed and used a really deep understanding of all the moving parts of a larger learning system to create a new learning system — Algebra Nation — that aligns with that," Pemberton said.

'Test Yourself! Challenge'

Motivating students to practice algebra exam with pizza and parties

Last spring, UF sponsored its second annual, statewide "Algebra Nation Test Yourself! Challenge" to motivate students to prepare for the high-stakes Algebra 1 end-of-course exam. More than 65,000 students practiced for the upcoming exam by working algebra problems through Algebra Nation's online *Test Yourself! Practice Tool*, which simulates the end-of-course test by allowing students to answer standards-based problems in a format similar to the required exam.

Students earned entry into the Algebra Challenge by completing practice tests with at least 80 percent accuracy. With each entry, students also earned an entry for their teachers. Each entry was placed into a raffle for prizes. Last year, Algebra Nation gave out 100 class pizza parties and 10 iPad minis to students, plus Caribbean cruises-for-two to five teachers.

"Success in algebra is increasingly becoming a major determinant for future academic success," said Don Pemberton, director of the UF Lastinger Center, which created Algebra Nation with Gainesville education tech firm Study Edge. "Getting kids motivated to take advantage of the online tutoring tool is a key to their success."

TEACHER LEADERSHIP FOR SCHOOL IMPROVEMENT

On-the-job graduate degree program is tailored to practicing teachers

Through the College of Education's award-winning Teacher Leadership for School Improvement (TLSI) master's degree program, practicing teachers in UF Lastinger Center-partnering, high-poverty schools can earn graduate degrees in education and teacher leadership while remaining on the job. TLSI seamlessly blends on-site and online coursework, supported by UF "professors in residence" based in the school districts.

Along with TLSI core courses in curriculum and instruction, teacher-students devote a portion of their studies to vital specialization areas such as reading, math or science education, early learning, ESOL and educational technology. Lessons are tailored to help teachers meet their students' and schools' specific needs. Because TLSI is job-embedded, teachers can

immediately put their new skills into practice and share knowledge with their peers.

The Association of Teacher Educators has named TLSI the country's best teacher development program, and the U.S. Department of Education selected it as one of the most promising approaches to improve teacher quality.

TLSI is the heart of a \$5 million project — funded by the National Science Foundation — that partners the college with its affiliated P.K. Yonge Developmental Research School in a novel experiment aiming to energize and transform middle-school science teaching and learning — especially in high-need schools. (Read more about this project, called U-FUTuRES, on next page.)





PHYSICS PROFESSOR SELMAN HERSHFELD (CENTER) IS ONE OF SEVERAL UF SCIENCE EDUCATORS TEACHING SUBJECT CONTENT TO TEACHERS PARTICIPATING IN U-FUTURES.

MAKING SCIENCE MEANINGFUL

Inquiry-based teaching tools enhance engagement, achievement

“American students are bored by math, science and engineering. They buy smartphones and tablets by the millions but don’t pursue the skills necessary to build them.”

The *New York Times* editorial board penned that ominous, but so-relatable, observation a couple years ago in a column decrying the “broken American system of teaching,” especially in science and math. They cited studies showing that too many students are learning from teachers who lack broad knowledge of their subjects.

The National Science Foundation, not surprisingly, already knew that. That’s why, a year or so earlier, NSF awarded \$5 million to UF to help reverse the trend. The five-year project pairs the College of Education with its affiliated P.K. Yonge Developmental Research School in a novel experiment designed to transform how science is taught in the critical middle school grades.

The NSF reform strategy calls for boosting student learning by strengthening teachers’ basic science knowledge, providing teachers with proven science-specific practices for engaging students, and offering them a new, more hands-on curriculum.

“We are shifting middle school science teaching to a goals-driven approach with hands-on learning experiences that excite and engage all students,” said Lynda Hayes, director of P.K. Yonge and an affiliate faculty member of the College of Education.

Hayes is lead investigator of the project, dubbed U-FUTuRES (University of Florida Unites Teachers to Reform Education in Science). She and co-investigator Rose Pringle, a UF science education professor, and their colleagues are banking on an innovative, on-the-job graduate degree program to train Science Teacher Leaders in research-proven practices in science instruction.

Since the program’s launch in 2012, 35 middle school science teachers from 11 Florida school districts have completed the two-year master’s degree program through a blend of online and face-to-face instruction taught by UF professors and scientists. A novel aspect of the coursework is its “inquiry-based” approach, in which the teacher-students examine their own teaching practices and share their new knowledge with each other. Their tuition, valued at \$21,000 each, was covered by the NSF grant.

THE NSF REFORM STRATEGY CALLS FOR BOOSTING STUDENT LEARNING BY STRENGTHENING TEACHERS' BASIC SCIENCE KNOWLEDGE, PROVIDING TEACHERS WITH PROVEN SCIENCE-SPECIFIC PRACTICES FOR ENGAGING STUDENTS, AND OFFERING THEM A NEW, MORE HANDS-ON CURRICULUM.

Their master's in science education qualified them as Science Teacher Leaders who now lead professional learning activities and teach the NSF science curriculum in their own classrooms. To date, they have partnered with each other and worked with 13 UF science graduate students to lead 35 workshops for nearly 500 of their teaching colleagues. Nearly 45,000 students, primarily at high-poverty schools, have benefited.

"Our approach gives students hands-on exposure to science, so you end up with middle school learners who not only know the subject content, they also develop the skills, values and attitudes that scientists have," Pringle said. "The students are more confident, more interested and better prepared for success as they move on to more advanced science courses in high school and, for some, in college."

At P.K. Yonge, where Hayes oversaw initial pilot testing and fine-tuning of the approach, the school's eighth grade science achievement now ranks tops in the state, with students posting the highest passing rate in school history.

"Our Science Teacher Leaders tell us that student achievement is increasing not only in science, but also in reading and writing," Hayes said. "The work of the U-FUTuRES Science Teacher Leaders is just beginning. We expect exponential impact in the coming years."



BETTER TEACHING FOR STUDENTS WITH DISABILITIES

UF CEEDAR Center is shaping principal and teacher preparation nationwide

Faculty scholars from the College of Education's nationally ranked special education program are leading a federally funded, \$25 million project to help 20 states — including Florida — strengthen their standards and methods for preparing, licensing and evaluating teachers and school leaders.

Working through the UF-based Collaboration for Effective Educator Development, Accountability and Reform, or CEEDAR Center, the special education team is affecting change through networks of national partners to get students with disabilities ready for college, careers and independent living.

"Students with disabilities can make remarkable progress when their teachers are prepared to serve them effectively," says CEEDAR director and special education Professor Mary Brownell. "Improving the preparation of all future teachers and school leaders is one way to ensure they have the knowledge and skills needed to help a diverse range of students."

(Related story on page 14.)



ADVANCEMENT FOR VOLUNTARY PRE-K TEACHERS

Pre-kindergarten educators trained to lead ‘communities of practice’ for peers

Only a fifth of Florida’s voluntary pre-kindergarten (VPK) teachers have a bachelor’s degree, and many have only six weeks of training. Miami-Dade Public Schools is partnering with the University of Florida to improve teaching and learning at the district’s Voluntary Pre-Kindergarten Academy centers. The VPK centers are part of a state-funded program that provides free pre-kindergarten education for 4-year-olds.

Through the UF Lastinger Center, UF education professors are providing expert training, online and in person, to 18 Miami-Dade early-learning teachers to develop their skills for facilitating regional “communities of practice” in professional development sessions for interested early childhood professionals.

The program is an outgrowth of the Lastinger Center’s field-tested Florida Master Teacher Initiative, a powerful teacher advancement project which over the past four years (aided by a highly competitive, federal grant worth \$5 million in education stimulus funds) has benefited more than 1,200 preschool-through-third-grade teachers in Miami-Dade public schools and impacted 30,000 of the district’s youngest schoolchildren.

STEM TIPS:

TEACHER INDUCTION AND PROFESSIONAL SUPPORT



Online ‘communities of practice’ support new and experienced science and math teachers

The college’s STEM TIPS program, created in 2012 with funding from the Florida Department of Education, is a versatile, online professional support and instructional coaching system for teachers. It enables school districts and teacher preparation programs to provide customized mentoring and professional learning resources to enhance teacher practice, student achievement and coaching capacity in the vital science and math subject areas.

Led by highly trained and certified facilitators, STEM TIPS assists groups of educators from all grade levels to form Web-based “communities of practice” to encourage teacher collaboration and transform the collective capabilities of a school’s or school district’s entire science and math faculty.

School districts can blend the STEM TIPS virtual mentoring platform with their existing face-to-face teacher coaching and professional development activities. A mobile-ready platform connects novice and inexperienced STEM teachers from all grade levels not only with each other, but also with UF-trained

instructional coaches and master STEM teachers from their own districts.

Participating educators gain around-the-clock access to Web-based support, mentoring and professional development resources.

“Our communities of practice accelerate a STEM teacher’s evolution from novice to educational leader while broadening their professional learning network and boosting teacher retention,” said program director Griffin Jones.

Last year, more than 1,500 novice science and math teachers from 18 Florida school districts participated in STEM TIPS’ online instructional coaching and mentoring activities. The UF program also supported 386 experienced educators who were teaching a STEM subject for the first time.

The UF STEM TIPS team also works with nonprofit STEM education groups beyond Florida’s borders including the National Math and Science Initiative and with teacher preparation programs at four major universities across the nation.

THE POWER OF THE UNIVERSITY OF FLORIDA MODEL FOR PROFESSIONAL LEARNING IN EDUCATION RESIDES IN A SERIES OF MUTUALLY REINFORCING STRATEGIES CONCEIVED WITH SCHOOL DISTRICTS AND COMMUNITIES THAT DRAW ON THE LATEST RESEARCH AND EFFECTIVE PRACTICE TO PRODUCE IMPROVEMENT IN TEACHER PRACTICE, STUDENT LEARNING AND CHILD WELL-BEING. THE MODEL, FOR THE MOST PART, IS THE BRAINCHILD OF COLLEGE OF EDUCATION FACULTY WORKING THROUGH AND WITH THE COLLEGE’S LASTINGER CENTER FOR LEARNING.

'VIRTUAL FIELD TRIPS' HELP ONLINE COURSES DELIVER ENGAGING CONTENT

The content for the College of Education's more than 160 online courses is hardly just e-textbooks, dated recordings and static PowerPoint slides.

Freshly produced, high-quality videos are incorporated in online courses to establish instructor presence, deliver compelling lessons and support a sense of connectedness for students.

Videos show teachers in actual schools illustrating all manner of teaching methods. Professors introduce courses and modules using studio-shot videos. Virtual "field trips" allow students to see some of Florida's most inspiring school principals answering questions about best practices and school management.

"The most-engaging classes included face-to-face interviews," said Cody Jarrett, a recent graduate of UF's Educational Leadership online master's program. Jarrett, a high school teacher in Lakeland, Fla., plans to become a school principal. "There is a sense of reality when you can actually see the person. They are more relative, impactful and memorable."

Three months after Jarrett earned his master's in educational leadership, the online degree program was ranked fifth nationally by TheBestSchools.org, a popular independent website for college information seekers.

Two other UF online master's programs in education hold top 10 spots in the website's rankings: Educational Technology, and Reading: Language and Literacy. *U.S. News & World Report* rates the college's overall online program 13th in the nation.

Jason Arnold, associate director of E-learning, Technology and Creative Services (ETC) for the college, said UF's online education students "are not just learning theory but they are seeing it in practice and hearing it."

Last year the college upgraded its e-learning management system to increase video and interaction



with instructors. Most videos are no longer than six minutes and even formatted to allow students to watch on their mobile devices.

"The videos link to an assignment or learning activity," said Bruce Mousa, coordinator of the Educational Leadership online degree program. Mousa even uploads videos from his personal computer to provide feedback to individual students. It's a two-way process: Students may respond with video, improving face-to-face interpersonal communications.

Research shows that online presentations that have moving pictures and sound provide a more engaging and effective e-learning experience.

Instructors get assistance in creating compelling content from the college's growing team of videographers, editors and instructional designers who produce videos shot in the field and in the college's newly created studio.

Sevan Terzian, a professor in the college's School of Teaching & Learning, is incorporating videos with high production values in his Education and American Culture course, even using some Ken Burns-like techniques, such as inserting historical images accompanied by captions and his voice-over narration.

"I wouldn't be the first to say there is a small element of performance in everything we do," Terzian said.

THE COLLEGE HAS UPGRADED ITS E-LEARNING PRACTICES TO INCREASE VIDEO AND INTERACTION WITH INSTRUCTORS.



RISING

through RESEARCH

UF'S COLLEGE OF EDUCATION IS FLORIDA'S FLAGSHIP EDUCATION SCHOOL AT THE STATE'S DESIGNATED PREEMINENT PUBLIC RESEARCH UNIVERSITY. OUR MISSION ALIGNS WITH THE UNIVERSITY'S RESEARCH-INTENSIVE MISSION. LIKE UF, THE COLLEGE IS CONDUCTING GAME-CHANGING RESEARCH AND EXTENDING THE REACH OF OUR SUCCESSSES TO MAKE OUR COMMUNITY AND OUR WORLD A BETTER PLACE TO LIVE.

Five years ago, at the tail end of the Great Recession, UF education faculty researchers accumulated more than \$38 million in external funding, a record high at the time and a rather amazing feat under the economic circumstances. Research funding continued to rise each year, and by 2013 research funding had doubled to nearly \$78 million — the first of two straight years over the \$70 million mark.

Then, last year, faculty researchers topped the \$80 million milestone in external funding — holding 84 grants worth a combined \$86.4 million. That total includes 22 individual grants worth at least \$1 million. The revenue has spawned vital projects addressing some of the most critical issues and needs in education, including:

- » Promising interventions for social and emotional behavioral problems in preschool children
- » Statewide induction programs for novice teachers
- » Boosting college enrollment and success for disadvantaged students
- » Transforming teaching and learning in higher education

Professors, Students Team Up on AERA's 'Best Research Paper'

When two education professors teamed up with three COE graduate students on a compelling research project and a subsequent report of their findings, the multidisciplinary quintet co-penned an equally compelling research paper that can be referred to officially as “the best.”

The co-authors — faculty researchers Corinne Huggins-Manley (research and evaluation methodology) and Albert Ritzhaupt (educational technology), along with doctoral students Krista Ruggles and Mathew Wilson (both in educational technology) and Savannah Madley (REM) — were chosen to receive the American Education Research Association's 2015 Best Paper Award.



Faculty researchers collectively held 84 GRANTS last year valued at \$86.4 million, an all-time high. That's nearly \$12 million, or 16 percent, more than the previous year.



Gage 'Positively' Tapped as Rising Scholar in Emerging Science Field

Nicholas Gage, a UF assistant professor in special education, has gained international recognition for his early-career research success and commitment to advancing the emerging science of positive behavior support. He was one of two young investigators to receive the 2015 Ted Carr Initial Research Award presented by the international Association for Positive Behavior Support.

NEW AWARDS were worth nearly \$16 million combined, almost **double** the amount for 2013-14. There were 35 newly funded grants altogether, five more than in the previous year.

Their article was selected for the category of one of AERA's special interest groups, Technology as an Agent of Change in Teaching and Learning.

Their winning paper explores the accuracy of a measurement tool for assessing

technological pedagogical content knowledge, or TPACK. The writing team was honored at AERA's spring annual meeting.

"We hope the paper contributes to the advancement and refinement of TPACK theory to better mirror practice and how we measure it," Huggins-Manley said.

Faculty Investigators Receive 'Incentive' to Create Better Reading Assessment Tool

The COE has awarded nearly \$40,000 — through its 2015 College Research Incentive Fund (CRIF) — to a diverse team of faculty researchers to continue developing a promising reading assessment tool that teachers can use to help students improve their reading ability.

The research team consists of Corrine Huggins-Manley and David Miller (both from the research and evaluation methods program) and Mary Brownell and Amber Benedict (both from special education).



THE CRIF INCENTIVE GRANT RESEARCH TEAM CONSISTS OF (L-R) AMBER BENEDICT, CORRINE HUGGINS-MANLEY, DAVID MILLER AND MARY BROWNELL.

Huggins-Manley said the tool also could be used to assist in measuring effects of teacher professional development. She said the assessment tool could morph into a software program that would take current reading proficiency tests that estimate overall reading levels to a diagnostic level by measuring which of five key reading skills individual students possess.

"Teachers will have the skill-level information they need to plan teaching strategies for individuals or groups of students," Huggins-Manley said. "They'll be able to implement empirically-driven approaches that can help them both address students' needs and accentuate students' strengths."

'Education is the kindling of a flame, not the filling of a vessel.' — Socrates



EDUCATIONAL TECHNOLOGY
ASSOCIATE PROFESSOR
PASHA ANTONENKO USES
ELECTROENCEPHALOGRAMS
(EEGS), WHICH MEASURE THE
BRAIN'S ELECTRICAL ACTIVITY
TO DETERMINE HOW WELL A
STUDENT IS LEARNING.

LATE BREAKING NEWS

Ed. Technology Scholar Scores Record Number of NSF Grants

RIGHT BEFORE GOING TO PRESS with this annual report, the National Science Foundation announced that Pasha Antonenko, an associate professor of educational technology at UF, has been awarded four NSF grants — all in the same NSF funding cycle (or fiscal year, ended Sept. 30).

That doesn't count a fifth grant yet to be officially announced.

Antonenko's awards, including the anticipated fifth grant, add up to \$4.5 million and would set a record for the most NSF grants received by a College of Education faculty scholar in a single year.

"Dr. Antonenko has blazed the trail we have not seen before," said Thomasenia Adams, associate dean of educational research.

The awards will fund novel research projects using a wide-range of technologies in learning applications,

including using 3-D scanners and printers to study prehistoric bones, drones to study construction projects and computerized simulations of humans to study the body's reactions to stimuli, such as carbon monoxide.

Antonenko specializes in exploring the promise and problems of educational technology, including human-computer interaction and the design of learning environments. "In essence, all of the projects are about my core research, which really is understanding learning from different perspectives," he said.

Antonenko will work with collaborators nationwide, as well as at UF. He is principal investigator on three of the projects and co-P.I. on two. UF educational technology colleagues Carole Beal and Kara Dawson are co-investigators on one project, and five UF biology researchers are collaborating, with two serving as principal investigator on separate projects.

Paddling in Schools Must End Now, Say UF Researchers

UF education researchers are calling for an immediate end to paddling students in all state public schools, citing its new study of classroom disciplinary trends that depicts corporal punishment as violent and outdated and a source of complications such as increased dropout rates and lawsuits.

The team's 33-page research report shows corporal punishment persists in nearly half of Florida school districts, mostly in the state's rural northern counties, and "it's the youngest, most impressionable children — elementary school students — who most often are subjected" to paddling.

Joseph Gagnon, associate professor of special education and one of the report's three authors, said paddling in schools has been banned in 31 states, "yet there are still pockets of Florida and other states where corporal punishment continues to be used."

Most current research shows paddling has little or no positive long-term effect on students, can lower their self-esteem, and instill hostility and rage without curbing the undesired behavior.

The UF study was funded by the Southern Poverty Law Center, an internationally known civil rights and social justice activist organization based in Montgomery, Ala.

Gagnon and co-author Brianna L. Kennedy-Lewis, an assistant professor of curriculum, teaching and teacher education, have presented their research findings to Florida legislators and are working with the SPLC to target other education leaders, policymakers and the general public to raise awareness for the need to end paddling.

The researchers made six recommendations, including abolishing corporal punishment at the federal, state and local levels, and closely scrutinizing the disproportionate punishment of males, African-American students, those with disabilities and other vulnerable student groups.

They also urged schools to implement or broaden proactive, research-proven strategies for handling discipline without punitive paddling, such as tailored interventions for individuals and specific student groups that, in addition to social and emotional skills training, can include counseling and peer tutoring.



PHOTO ILLUSTRATION BY GETTY IMAGES



(FROM LEFT) DOCTORAL STUDENT SUNGUR GUREL, ASSISTANT PROFESSOR BRIANNA KENNEDY-LEWIS AND ASSOCIATE PROFESSOR JOSEPH GAGNON CO-AUTHORED THE STUDY ON PADDLING.

The value of **FEDERAL SUPPORT** accounts for nearly **68 percent** of the COE's externally funded projects. That compares with **8.6 percent** in state funding.

FACULTY RESEARCHERS AT THE FOREFRONT

22 active grants worth \$1 million or more: 2014-15

College of Education faculty researchers have built an impressive track record for winning large, competitive grants over the past several years. Of the 84 active grants held last year by COE investigators, more than one-fourth (or 22 awards) were each worth more than \$1 million. Below is a listing of those million-dollar-plus awards:



ANTONENKO



DANA

**** INDICATES NEWLY FUNDED IN 2014-15**

20-STATE EFFORT AIDS STUDENTS WITH DISABILITIES

Collaboration for Effective Educator Development, Accountability & Reform (CEEDAR Center)

Mary Brownell (special education)

Co-PI(s): **Paul Sindelar** (special education), **Erica McCray** (special education)

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

Oct. 2012 – Dec. 2017 **\$25,000,000**



JACOBBE



LANE

MIDDLE SCHOOLS MAKEOVER IN SCIENCE EDUCATION

U-FUTuRES–University of Florida Unites Teachers to Reform Education in Science

Lynda Hayes (P.K. Yonge DRS)

Co-PI(s): **Rose Pringle** (science education), **Mary Jo Koroly** (Ctr. for Pre-collegiate Education & Training), **Douglas J. Levy** (CLAS, biology)

National Science Foundation

Oct. 2011 – Sept. 2016 **\$5,000,000**



MCCRAY



MCLESKEY



PRINGLE



S. SMITH

‘BEST’ INTERVENTION FOR KIDS AT HIGH RISK

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

Maureen Conroy (special education, early childhood studies, AZCEECS)

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

Aug. 2011 – Aug. 2015 **\$4,134,515**

STRENGTHENING PRESCHOOL TEACHING SKILLS**

Impact of Professional Development on Preschool Teachers’ Use of Embedded-Instruction Practices: An Efficacy Trial of Tools for Teachers

Patricia Snyder (special education, early childhood studies, AZCEECS)

Co-PI(s): **James Algina** (research & evaluation methods), **Mary McLean** (educational technology)

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

June 2015 – June 2019 **\$3,498,113**

MASTER TEACHERS FOR EARLY CHILDHOOD EDUCATION

Florida Master Teacher Initiative: Enhancing Early Childhood Education

Philip Poekert (Lastinger Center for Learning)

The School Board of Miami-Dade County

Oct. 2010 – June 2015 **\$3,311,124**

CENTER FOR ELEMENTARY TEACHER PREPARATION**

Advancing the Development of Preservice Teachers (ADePT)

Elizabeth Bondy (curriculum, teaching and teacher education; elementary education)

Co-PI(s): **Ester de Jong** (English as a second language/bilingual studies, **Suzanne Colvin** (elementary education)

Florida Department of Education
Aug. 2014 – July 2017 **\$2,718,695**

SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT

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

Mary Brownell (special education,
NCIPP)

Co-PI: **Paul Sindelar** (special
education, NCIPP)

U.S. Department of Education —
Office of Special Education and
Rehabilitative Services/Office of
Special Education Programs

Jan. 2008 – Aug. 2014 **\$2,500,000**

STEM TEACHER INDUCTION AND SUPPORT

*Florida STEM: Teacher Instruction
and Professional Support Center*

T. Griffith Jones (science education)

Co-PI(s): **Dimple Malik Flesner**
(UFTEach), **Thomas Dana** (Dean's
Area, science education),

Thomassenia Lott Adams (Dean's
Area, mathematics education)

Florida Department of Education

July 2012 – June 2015 **\$2,383,506**

DIGITAL MATH TEACHING THAT WORKS

*Validation of SunBay Middle School
Mathematics*

Philip Poekert (Lastinger Center for
Learning)

SRI International (subcontract)

Jan. 2014 – Dec. 2017 **\$2,241,002**

EDUCATION CONSULTANCY

Training Services Agreement

Donald Pemberton (Lastinger Center
for Learning)

Madison for Educational Consultancy, LLC
July 2013 – Aug. 2014 **\$2,112,832**



EDUCATION SCHOLARS (PICTURED FROM
LEFT) ESTER DE JONG, ELIZABETH "BUFFY"
BONDY AND SUZANNE COLVIN WERE
AWARDED A \$2.7 MILLION GRANT FROM
THE FLORIDA DEPARTMENT OF EDUCATION
TO TRANSFORM THE DEVELOPMENT OF
ELEMENTARY PRE-SERVICE TEACHERS.

ASSESSING STUDENTS' MASTERY OF STATISTICS

*LOCUS: Levels of Conceptual
Understanding in Statistics*

Timothy Jacobbe (math and
statistics education)

National Science Foundation

Sept. 2011 – Aug. 2015 **\$2,078,088**

ONLINE DEVELOPMENT FOR EARLY CHILD EDUCATORS**

*Early Learning Florida Training
Initiative (Lastinger Center Online
Early Learning Professional
Development System)*

Donald Pemberton (Lastinger Center
for Learning)

Florida's Office of Early Learning
Funded through the U.S. Department
of Health and Human Services

Sept. 2014 – Aug. 2015 **\$2,000,000**

ENRICHING EDUCATION DELIVERY IN THE MIDDLE EAST**

Training Services Agreement

Donald Pemberton (Lastinger Center
for Learning)

Madison for Educational Consultancy, LLC
Sept. 2014 – Aug. 2015 **\$1,816,272**

MENTORING FOR UF SPECIAL EDUCATION GRADUATES

*Restructuring and Improving Teacher
Education (Project RITE)*

James McLeskey (special education)

Co-PI: **Penny Cox** (special education)

U.S. Department of Education, Office
of Special Education Programs

Oct. 2011 – Sept. 2016 **\$1,500,000**

CURRICULUM ADDRESSING EMOTIONAL-BEHAVIORAL DISORDERS

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

Ann Daunic (special education)

Co-PI(s): **Nancy Corbett** (special
education), **Stephen Smith** (special
education)

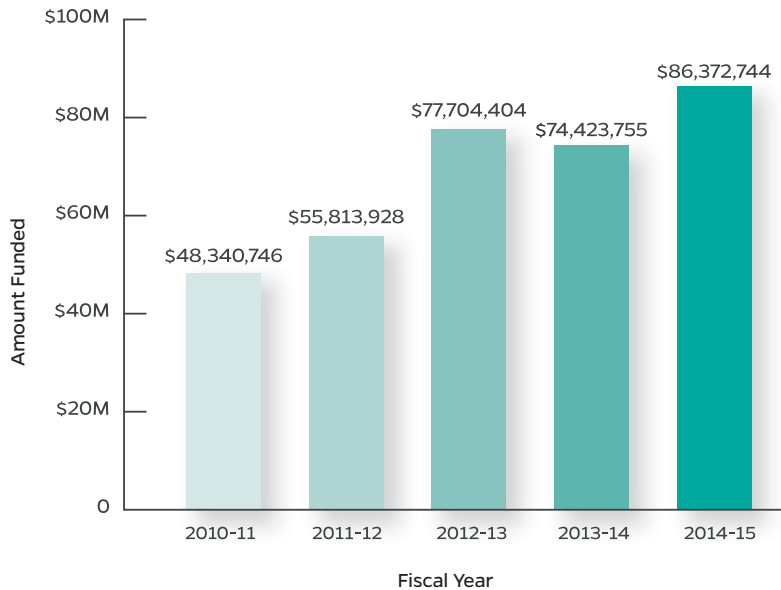
U.S. Department of Education,
Institute of Education Sciences

May 2010 – Aug. 2014 **\$1,494,288**

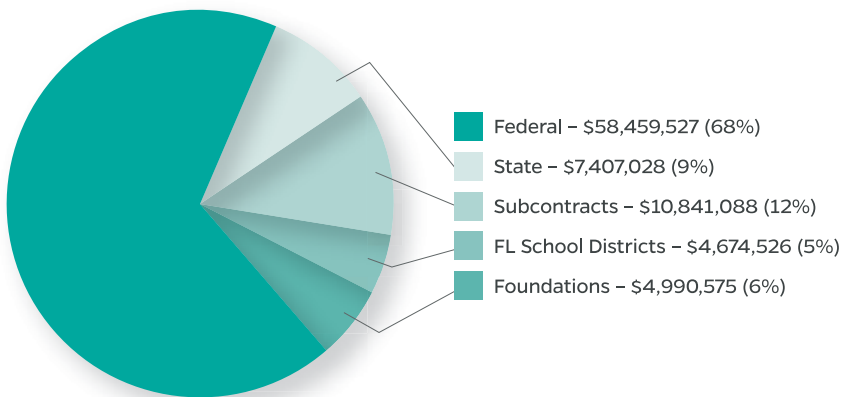
** INDICATES NEWLY FUNDED IN 2014-15

CURRENTLY FUNDED PROJECTS

**Total Dollar Amount of Currently Funded Projects
College-Wide by Fiscal Year**



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



Total dollar amount of currently funded projects college-wide
2014-15: **\$86,372,744**

Total number of currently funded projects college-wide 2014-15: **84**

HELP FOR STUDENTS WITH EMOTIONAL-BEHAVIORAL DISORDERS

*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*

Stephen Smith (special education)
Co-PI: **Ann Daunic** (special education)
U.S. Department of Education,
Institute of Education Sciences
Aug. 2011 – Aug. 2015 **\$1,487,494**

PRACTICE IN INCLUSIVE ELEMENTARY MATH CLASSROOMS

*Prime Online: Teacher Pedagogical
Content Knowledge and Research-
Based Practice in Inclusive
Elementary Mathematics Classrooms*

Cynthia Griffin (special education)
Co-PI(s): **Stephen Pape** (mathematics
education), **Nancy Dana** (curriculum
and instruction)
U.S. Department of Education,
Institute of Education Sciences
Aug. 2010 – Aug. 2014 **\$1,457,085**

ADDRESSING CHALLENGING BEHAVIOR IN PRESCHOOL CHILDREN

*Examining the Efficacy of a
Classroom-Wide Model for Promoting
Social Emotional Development and
Addressing Challenging Behavior in
Preschool Children*

Patricia Snyder (special education,
early childhood studies, AZCEECS)
Co-PI: **James Algina** (research &
evaluation methods)
Vanderbilt University (subcontract)
Funded through the U.S. Department
of Education, Institute of Education
Sciences
March 2012 – Feb. 2016 **\$1,261,594**

★ ★ INDICATES NEWLY FUNDED IN 2014-15



UF SCHOLARS MARY McLEAN, PATRICIA SNYDER AND JAMES ALGINA (PICTURED DURING A LIGHT MOMENT IN THE PHOTO SHOOT) TEAMED UP WITH MARY LOUISE HEMMETER OF VANDERBILT UNIVERSITY TO STUDY THE EFFECTIVENESS OF PRESCHOOL TEACHERS' USE OF LEARNING TOOLS.

BOOSTING SPECIAL ED. TEACHER EFFECTIVENESS**

Project STEEP: Studying Teacher Effectiveness, Education and Policy
Mary Brownell (special education)
 Co-PI(s): **Paul Sindelar** (special education), **Erica McCray** (special education)
 U.S. Department of Education, Office of Special Education Programs
 Sept. 2014 – Aug. 2019 **\$1,250,000**

MOLDING LEADERS IN EARLY LITERACY TEACHER PREP

Project RELATE: Research in Early Literacy & Teacher Education
Holly Lane (special education)
 Co-PI: **Hazel Jones** (special education)
 U.S. Department of Education — Office of Special Education and Rehabilitative Services
 Jan. 2011 – Dec. 2015 **\$1,200,000**

ADVANCING PRACTICE IN HIGH-NEED EARLY CHILDHOOD SETTINGS**

Preparation and Retention of Early Intervention/Early Childhood Special Education Personnel: Preparing for Evidence-Based Practice in High Need Early Childhood Settings (Project Prepare)
Mary McLean (special education, early childhood studies, AZCEECS)
 U.S. Department of Education, Office of Special Education Programs
 Jan. 2015 – Dec. 2019 **\$1,232,603**

HANDS-ON FOR FUTURE STEM TEACHERS

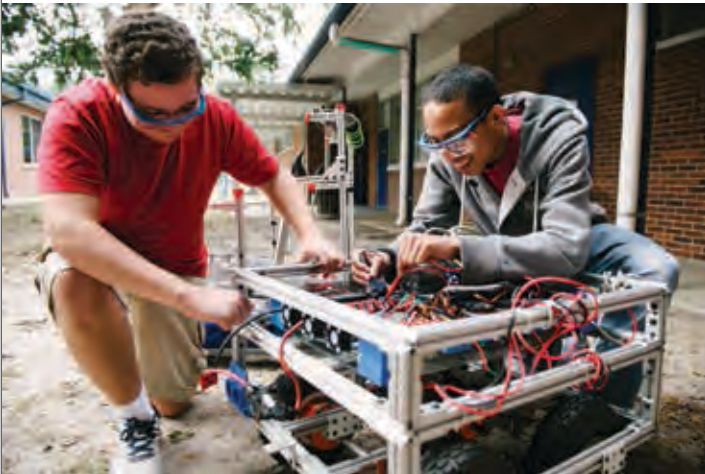
STEM EduGators: UF Noyce Scholars Program
Thomas Dana (Dean's Area, science education)
 Co-PI(s): **Dimple Flesner** (UFTeach), **Thomassenia Lott Adams** (Dean's Area, mathematics education), **Anne Donnelly** (UF Center for Undergraduate Research), **Bruce McFadden** (Florida Museum of National History)
 National Science Foundation
 Sept. 2012 – Aug. 2017 **\$1,199,165**

** INDICATES NEWLY FUNDED IN 2014-15

A SCHOOL THAT WORKS —

BY DESIGN

P.K. Yonge, UF's developmental research school since 1934, is shifting the pervasive K-12 educational model to meet the challenges of the 21st century



MEMBERS OF THE P.K. YONGE ROBOTICS TEAM WORK ON THEIR ROBOT THAT CAPTURED THE FANCY OF THE INTERNATIONAL ACADEMIC ROBOTICS WORLD.

ROARING RIPTIDE: Robotics team takes national, global field by storm

P.K. Yonge's Roaring Riptide robotics team won the 2015 Orlando regional competition and placed 11th out of 75 teams in its division in the international *FIRST Robotics* championships in St. Louis this spring. *FIRST Robotics* is a public charity created to inspire young people to be science and technology leaders.

FIRST Robotics challenges teams to custom-build and program a robot — in six weeks' time — to perform prescribed tasks against a field of international competitors. This year's competition theme was "Recycle Rush," so the Roaring Riptide squad built its robot to stack recycle bins and move trash cans. More than 18,000 youth from 40 countries, plus 800 robots, competed.

Eleventh-grader Logan Hickox, the robotics team president, was named to the *FIRST Robotics* Competition Dean's List. Hickox recently became one of youngest people in the nation to pass the Certified SOLIDWORKS Associate exam — with a perfect score. This certification is an industry standard that allows holders to use this

computer-based mechanical design program on a professional level.

Teacher inquiry: two minds (or seven) are better than one

For several years, P.K. Yonge faculty instructors have conducted "practitioner inquiry," or action research, where teachers and principals assess their own practices and then share what they learn with their peers. Inquiry is proving to be an effective approach to school-based professional development that fosters whole-school improvement and enhanced student learning.

At PKY, the use of teacher inquiry has sprawled beyond individual research projects conducted in the confines of a single classroom. In 2014-15, the number of collaborative inquiry projects grew significantly at the school, encouraging teacher collaborations across disciplines and increasing the reach and impact of a single project. The largest inquiry group was a seven-member team focusing on standards-based grading in multiple grade levels and disciplines.

UF Foundation Research Professor Nancy Dana of the College of Education, who is a world-class inquiry scholar and best-selling author on the subject (see pg. 33), coached school faculty members through the inquiry process along with PKY biology instructor Mickey MacDonald, a veteran inquiry trainer.

P.K. Yonge annually stages a year-end Teacher Inquiry Showcase where faculty members share their inquiry research with school and College of Education colleagues.

School's K-12 education outreach goes global

P.K. Yonge DRS has been hosting outreach workshops and classroom observation opportunities for educators across the state for decades, and that tradition continues



P.K. YONGE AND UF FACULTY RESEARCHERS ARE PARTNERING ON A TWO-YEAR STUDY, FUNDED BY STEELCASE, INC., ON PIONEERING STUDIES INTO HOW SCHOOL DESIGN CAN INFLUENCE SCHOOLING FOR BOTH TEACHERS AND STUDENTS.

today. Lately, however, the school's reach extends far beyond Florida borders to states across the nation and even worldwide.

A video profile of P.K. Yonge produced in 2014 by Edutopia for its "Schools That Work" documentary video series has been viewed by nearly 140,000 people over the past year. Edutopia.org is an education reform website produced by the George Lucas Foundation. The video highlights PKY's groundbreaking work in blended learning and a "multi-tier system of supports" that integrates academic and behavioral instruction and intervention.

Globally, the Harvard Graduate School of Education featured UF's laboratory school in a video produced for a free, worldwide, "Leaders of Learning" MOOC (massive open online course). The video depicted PKY and its new elementary building as an example of how innovative building design can change the way students experience school.

Exploring the ACTIVE LEARNING CLASSROOM

Study explores how classroom design impacts teaching and learning

Inspired by the early impact of P.K. Yonge Developmental Research School's new, state-of-the-art elementary wing, faculty researchers from PKY and UF are teaming up on pioneering studies into how school building design can influence and improve schooling for both teachers and students.

P.K. Yonge, led by Director Lynda Hayes, is partnering with UF's College of Design, Construction and Planning on a two-year study funded by Steelcase, Inc., the world's largest office furniture manufacturer. The team also includes UF educational technology Professor Kara Dawson.

Steelcase has refurbished and furnished a designated "active learning classroom" in the school's older high school building with \$50,000 worth of furniture and integrated technology and is training school instructors in the use of the active-learning tools.

"This project will provide a better understanding of how learning best takes place and how smarter, active learning spaces can help," Hayes said. "Our intent is to create the most effective, engaging and inspiring learning environments to meet the evolving needs of students and teachers in the 21st century."

YOUR NEWS

HONORING YOUR OWN

FOR THE GATOR GOOD

COLLEGE OF EDUCATION ALUMNI CARRY THEIR INFLUENCE FAR BEYOND THE UF CAMPUS AND NORMAN HALL ARCHWAYS. THE IMPACT OF THEIR CONTRIBUTIONS IS FELT BY MILLIONS, AND ALSO HELPS BOTH THE COLLEGE AND UNIVERSITY TO ACHIEVE NATIONAL AND INTERNATIONAL RECOGNITION FOR THEIR WORK IN SERVING STUDENTS AND THE WORLD. BY THEIR EXAMPLE AND IMPACT AS WELL AS THEIR SUPPORT, OUR ALUMNI ARE HELPING THE COLLEGE SHOW THE WORLD THAT THE GATOR GOOD — AND THE EDUGATOR GOOD — IS THE GREATER GOOD.

ALUMNI ACHIEVEMENTS

2015 UF DISTINGUISHED ALUMNUS AWARD

Renee Tifton Clift (BAE '72)



RENEE TIFTON CLIFT, associate dean and professor at the University of Arizona College of Education, has been a highly influential figure throughout a stellar education career spanning four decades. She is noted not only for her innovation and expertise in teacher preparation, but also her capacity to build partnerships across educational institutions, policymakers and government agencies.

She is known for her research of factors that affect the process of learning to teach — for pre-service teachers, professional development for practicing educators, and educational leadership. Clift's current projects include Communities as Resources for Early Childhood Teacher Preparation (CREATE),

a field-based, early childhood teacher prep program; making common core state standards for mathematics accessible to teachers; and an ongoing self-study to examine the impact a college dean can have on program development.

Clift, a prolific academic writer and author, previously served on the teacher education faculties of the University of Houston and the University of Illinois.

She has held several leadership positions for prominent professional teaching organizations and has won numerous professional honors, including the Outstanding Research in English Education Award from the National Council of Teachers of English (twice) and the Outstanding Teacher Educator Award from the Association of Teacher Educators.

"Teachers are instructional organizers. It isn't about you and what you do, it is about your students, how you engage them, and how your classroom allows them to learn and develop."

— Renee Tifton Clift on her greatest takeaway from her UF teacher prep experience



ALUMNI ACHIEVEMENTS

EDUCATIONAL LEADERSHIP ALUMNA HONORED AS NATION'S TOP PRINCIPAL

UF College of Education alumna **JAYNE ELLSPERMANN** (MEd '84, educational leadership), principal of Ocala West Port High School, was named the 2015 national principal of the year by the National Association of Secondary School Principals. The announcement came last October as part of NASSP's celebration of National Principals Month. Pictured, Ellspermann revs up the student audience at the college's 2015 Education Career Night event.

ALUMNA-PHILANTHROPIST NAMED TO UF TRUSTEES BOARD

The Florida Board of Governors has announced that **ANITA ZUCKER**, a 1972 College of Education graduate, and one of the nation's most successful businesswomen, has been named to the UF Board of Trustees.

"Anita is a global business leader, an education policy advocate and a generous supporter of the university," UF President Kent Fuchs said. "She will be an exceptional trustee, and I look forward to working with her as we move the university forward and upward."

Zucker is CEO and chair of the Charleston, S.C.-based global manufacturing conglomerate The InterTech Group. Besides her UF degree, she received a master's in educational administration and supervision at the University of North Florida and taught English and social studies in elementary schools in Florida and South Carolina for 11 years. When her husband, Jerry, also a UF alum, died in 2008, she succeeded him as the first female CEO of the Hudson Bay Co. and head of the InterTech Group.

Zucker last year donated \$5 million to support the college's and university's early childhood initiatives, one of the identified priorities of UF's Preeminence Initiative. Her dedication and generosity was acknowledged by the UF Board this year with the naming of the Anita Zucker Center for Excellence in Early Childhood Studies at the College of Education. (See related story, page 2.)

INTERNATIONAL COUNCIL GROUP HONORS COE ALUMNA

ANN MARIE O'ROARK (PhD '74, foundations of education, MEd '72) received the 2015 Frances Mullen Award for distinguished contributions to international psychology from the International Council of Psychologists. The honor salutes O'Roark's 37 years of leadership to the council, including serving as president, secretary and director.





MONROE POSES WITH A GROUP OF KIDS HE MET IN KANO, NIGERIA, WHERE HE CONDUCTED RESEARCH AS A UF UNDERGRADUATE.



NSF Fellowship is Just Latest Achievement for UFTeach Alum

XAVIER MONROE, a 2013 UF graduate with a double major in civil engineering and history, also is an inspiring role model for the UFTeach minor program, one of the pillars of the College of Education's STEM education reform strategy. This spring, the National Science Foundation selected Monroe as one of 16 graduate students in the U.S. to receive a prestigious NSF Graduate Research Fellowship in STEM education and learning research. Since graduating from UF, he also earned a master's in educational leadership and policy from the University of Michigan and is in his second year of Ph.D. studies in educational policy at Stanford University. Monroe, 25, said UFTeach "was the beginning of my transition to the education field." After earning his doctorate, he'd like to become a college professor, with his research interests including issues of equity and access in STEM education for underrepresented minorities. The UFTeach program, offering minors in math or science education, enlists top UF STEM majors and prepares them to teach effectively in one of those vital disciplines. *(Top photo courtesy of Xavier Monroe.)*



ALUMNI 'MEET-AND-GREET' GATHERINGS MAY BE COMING YOUR WAY

College of Education alumni living in Florida and selected Gator hubs around the nation, take note: We may be heading your way soon and would love to get together with you and other EduGators in your community. Delicious food, great conversation and reminiscing with your fellow COE alumni await you, and you'll hear updates on the college's ambitious initiatives in education research and reform. Last year's visit to Tampa produced a great turnout (pictured) and plenty of new EduGator friendships were formed. Visit the college's alumni website to see when alumni events may be planned for your area.

➔ www.education.ufl.edu/alumni



50-YEAR EDUGATOR ALUMNI INDUCTED INTO UF GRAND GUARD



Seven members of the College of Education class of 1964 pose at a luncheon held last November at Norman Hall, honoring their induction into the UF Alumni Association's Grand Guard for 50-year alumni. Pictured from left are Anna Karayiannakis, Joyce Neilson, Diane Haines, Steve Freedman, Carol Hayes-Christiansen, Virginia "Pep" Culpepper and Diane Brown.



**EDUGATOR ALUMNI
PRE-GAME TAILGATE:
OCT. 3, 2015 (GATORS BEAT OLE MISS!)**



(1) COE students and friends Melissa Chambless, Wogma Ejiowhor, Michelle Law, Katie Orovecz and Jennifer Landau crashed the pre-game alumni tailgate Oct. 3 at Norman Hall — but nobody minded; (2) Stan Morris, COE Dean Glenn Good, Chris Morris (BAE '69) and Gerardo Gonzalez (PhD '78 and former interim COE dean); (3) New faculty member Joni Splett with husband Matt and son; (4) Alum and staffer Cheryl Williams (BAE '94), left, Gator champs with several of her Gator family members; (5) Great food! Great EduGator crowd! Great times! Great game! (6) Eric and Kirby Basting (EDS '92) with Priscilla (BAE '76) and Larry Griggs; (7) Dana (BAE '78) and Kevin Kaye; (8) Kristin Hill and Melissa Gore love their Gator season tickets.

UF|Preeminence

INVESTING IN PEOPLE AND PROGRAMS
THAT HELP UF HELP THE WORLD



THANK YOU

FOR YOUR SUPPORT

The UF College of Education is pleased to acknowledge its many benefactors who supported the college during the 2014-2015 fiscal year, which ran from July 1, 2014 through June 30, 2015. To you, our donors, your generous giving speaks highly of your commitment and confidence in the College of Education. Your gifts support student scholarships, research, teaching, faculty professional development, supplies and equipment, special programs and activities, and much more as we strive to transform education in today's complex global society.

2015 ALUMNI & GIVING SUMMARY

	2011-12	2012-13	2013-14	2014-15
Total Gifts Amount	\$1.46 million	\$6.2 million	\$4.28 million	\$7.4 million
Total Number Gifts	1,862	2,011	1,973	1,850
Total COE Alumni Gifts	1,457	1,469	1,544	1,494
Total Number Donors	2,258	2,352	2,243	2,255
Total COE Alumni Donors	1,144	1,188	1,244	1,202
Total COE Living Alumni	29,006	29,216	29,494	29,665
Total COE Alumni in UF Alumni Assoc.	3,209	3,187	3,215	3,291

COLLEGE OF EDUCATION HONOR ROLL OF DONORS

A 2014/15 Report from the University of Florida Foundation on behalf of the College of Education

➔ <http://education.ufl.edu/alumni/honor-roll-of-giving>

IN THEIR OWN WORDS:

Scholarships Make the Difference

MEET THE 16 JAMES PATTERSON SCHOLARS IN ELEMENTARY EDUCATION



PATTERSON

Best-selling novelist and Florida resident **JAMES PATTERSON** believes one way to champion books and reading for children is by supporting our future teachers. That explains why his Patterson Family Foundation has donated \$144,000 over the past two years for scholarships benefiting 16 incoming UF elementary education students (eight each year).

Each recipient shares a passion for cultivating a love for reading in their future students. Each scholar has a story to tell, a goal to strive for and a passion for teaching. You might call this “the Patterson passion.”

Meet Paige Fitzpatrick, who recently decided on a major in elementary education. Paige says she views her Patterson scholarship as a sign that teaching is the path she was meant to take, and she plans to teach first grade.

PAIGE FITZPATRICK:

“Becoming a teacher is so meaningful to me because I want to bring heart and passion into the classroom and make students excited to learn. I love the idea of making a positive impact on somebody’s future.”



THE COE CLASS
OF 1970 HAD
THE HIGHEST
GIVING
PERCENTAGE
— MORE THAN 6
PERCENT — OF
ALUMNI DONORS.

VISIT THE COLLEGE “ALUMNI & GIVING” WEBSITE

For brief vignettes and videos on Paige and all 16 James Patterson scholars:

➔ <http://education.ufl.edu/alumni/giving-news>

8 NEW SCHOLARSHIPS, FELLOWSHIPS ESTABLISHED THROUGH GIFTS

Interest earned last year on cumulative endowments and annual gifts enabled the college to award \$379,000 in scholarships to 119 of our most deserving students. Recent gifts and bequests led to the creation of eight new scholarships and fellowships in the college in 2014-15:

1

CLARK SCHOLARSHIP HONORING LAURA M. CLARK to support graduate students in the ProTeach program.

2

DELIA MARIAH JULIA BROOKS ROBINSON MCKNIGHT SCHOLARSHIP to support graduate students in the ProTeach program.

3

DR. THOMAS OAKLAND INTERNATIONAL SCHOOL PSYCHOLOGY FELLOWSHIP to support school psychology graduate students.

4

KENT BATCHELDER SCHOOL COUNSELOR SCHOLARSHIP to support graduate students in school counseling who demonstrate financial need.

5

LAUREN C. SAMPSON ENDOWED SCHOLARSHIP IN SCHOOL PSYCHOLOGY for graduate students in the Educational Specialist degree program in school psychology who plan to pursue a career in that specialty in P-12 education.

6

P.K. YONGE GLOBALIZATION FUND for international travel grants for talented P.K. Yonge students with financial need.

7

SHIRLEY M. COWANS ENDOWED SCHOLARSHIP FUND for undergraduate education.

8

STEVE AND DENISE FREEDMAN SCHOLARSHIP to support graduate students involved in early childhood education.

Development-Alumni Affairs Team Has New Look, New Ideas

The College of Education's Office of Development, Alumni Affairs and News and Communications has undergone two major staffing changes recently, starting with the promotion of **BRIAN DANFORTH** as the office's new director.

Danforth, who served as the office's associate director of development for the past two years, replaces Maria Gutierrez Martin, who accepted a position with the UF Foundation's development division after four years as senior director of development at the college.

ALEXANDRA "XAN" MINTON ANDERSON has been hired as assistant director of development.

Danforth has nothing but praise for Anderson, whose first name is pronounced "Zan."

"Xan brings us front-line and annual giving development experience, along with a great deal of energy, drive and passion for UF," Danforth said. "I'm excited about her ability to strengthen and expand the relationships we have with our alumni and friends base."

Anderson, who was assistant director of development for annual giving at the UF Foundation for one year

before coming to the COE, is a 2011 *cum laude* graduate of the University of Florida with a bachelor's degree in food and resource economics. The Ft. Pierce, Fla., native earned her master's degree in 2013 from Rollins College, where she majored in entrepreneurship, marketing and international business.

Anderson, whose mother, Misty Padrick Minton, is a 1981 science education graduate of the college, said she is "beyond excited" about her new job.

"I've heard nothing but good things about the College of Education," she said. "I plan to give it everything I've got."



"I've heard nothing but good things about the College of Education. I plan to give it everything I've got." — Xan Minton Anderson

**STATE FUNDING
ONLY COVERS ABOUT
20 PERCENT
OF THE UNIVERSITY'S
YEARLY EXPENSES.**

continued on next page



MAKE A GIFT

To discuss supporting the UF College of Education, contact Brian Danforth at 352-273-4140 or by email: bdanforth@coe.ufl.edu

NEW LOOK, NEW IDEAS (continued from page 63)

Danforth is a South Carolina native with a strong background in college fundraising. Prior to his COE appointment in 2013, he worked for three years as director of annual giving at Mars Hill College in North Carolina and four years in that role at Texas Lutheran University near San Antonio, where he was named to the San Antonio Business Journal's annual list of Top 40 Under 40 Rising Stars of San Antonio.

Danforth received his master's degree in entrepreneurship from Western Carolina University in 2008, two years after earning his bachelor's degree in computer science from Mars Hill College in North Carolina.

COE Dean Glenn Good said he knew right away that Danforth has what it takes to lead DAANC.

"Brian has an exceptional track record and is highly motivated," Good said. "He has his eye on the future and will continue building upon the solid foundation built by his predecessors."



DANFORTH AND DEAN GOOD POSE WITH COE GRADUATE MARIANNE BECK (Med '96, EDS '96) AT THE 2015 ALUMNI PRE-GAME TAILGATE ON OCT. 3.

THE COE HAS
29,665 LIVING
ALUMNI; **3,291**
(11%) ARE MEMBERS
OF THE UF ALUMNI
ASSOCIATION.

SLIGHTLY OVER
HALF (53%) OF
OUR DONORS ARE
COE ALUMNI.

THE COE CLASS
OF 1972 GAVE THE
LARGEST AMOUNT:
\$5,005,193 IN
2014-15.



UF

College of Education

Online

Degrees and certificates conducted in a collaborative learning environment designed for busy professionals.

Programs

CURRICULUM, TEACHING AND TEACHER EDUCATION
EDUCATIONAL LEADERSHIP
EDUCATIONAL TECHNOLOGY
HIGHER EDUCATION ADMINISTRATION
READING EDUCATION
SPECIAL EDUCATION (TEACH WELL ONLINE ACADEMY)
TEACHER LEADERSHIP FOR SCHOOL IMPROVEMENT

Certificates

DISABILITIES IN SOCIETY
EARLY CHILDHOOD STUDIES (COMING SOON)
EDUCATION AND HEALTH CARE TRANSITION (EDHCT)
EDUCATIONAL TECHNOLOGY
U-FUTURES SCIENCE CERTIFICATE

education.ufl.edu/coe-online

UF UNIVERSITY of
FLORIDA



140 Norman Hall
PO Box 117040
Gainesville, FL 32611-7044

WWW.EDUCATION.UFL.EDU