

The Making of America's No. 1
Online Program in Education

History Timeline Marks
110 Years of Excellence

Behind Bars, Behind in School

A person wearing VR goggles is shown from the chest up. A large, semi-transparent brain scan overlay is positioned on the right side of the image, partially covering the person's face and the background. The brain scan is a grayscale medical-style image with some areas highlighted in red and blue. The background is a blurred indoor setting.

FLORIDA EDUGATOR

UF College of Education | 2016-2017

LEARNING GAINS FROM OUR BRAINS

Merging Neuroscience & Education
Research to Personalize Online Learning

UF
UNIVERSITY of
FLORIDA



Good Thoughts

WITH DEAN GLENN E. GOOD

Welcome to the inaugural edition of our new **FLORIDA EDUGATOR** magazine. Its debut occurs at an exceptionally exciting time for the College of Education. While reflecting in appreciation of the 110th anniversary of the founding of the college, we also look forward to continuing to create innovative solutions to the educational challenges facing our society's future.

Today's college is a buzzing hub of innovative scholarship, educational leadership and impactful research.

We are a college on the rise, with many top-ranked academic programs. Our research funding is at an all-time high. Through outreach initiatives such as our statewide Algebra Nation online-tutoring program and our teacher coaching institute, the college's education reform presence is felt in every Florida school district. Our hosting with UF of an upcoming national summit on early childhood reflects our leadership in that vital discipline. With the Digital Era upon us, faculty researchers in Education Technology are at the forefront of precision instructional efforts that personalize the online learning experience for all students, including those with disabilities.

Finally, we are delighted to report that 82-year-old Norman Hall will be renovated beginning in the summer of 2017.

With our faculty and students, alumni, donors, and other loyal friends and stakeholders all working together, your College of Education has created one of the most dynamic learning and teaching communities in the nation.

I welcome your feedback. Feel free to email me at Dean@coe.ufl.edu

*Let's transform education and
strengthen society. Together.*

FLORIDA EDUGATOR

2016-2017

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MADDIE McCLINTON:
CHANGE MAKER
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UF faculty scholars are merging neuroscience and education research to personalize multimedia and online learning. *Photo Illustration:* Study subject wears virtual reality headset, one of many multimedia devices showing promise in education.

LET'S GET SOCIAL





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ALUMNI SIGHTINGS



4



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It's a great honor to have you as my advisor. It's great to be a Florida Gator.



8



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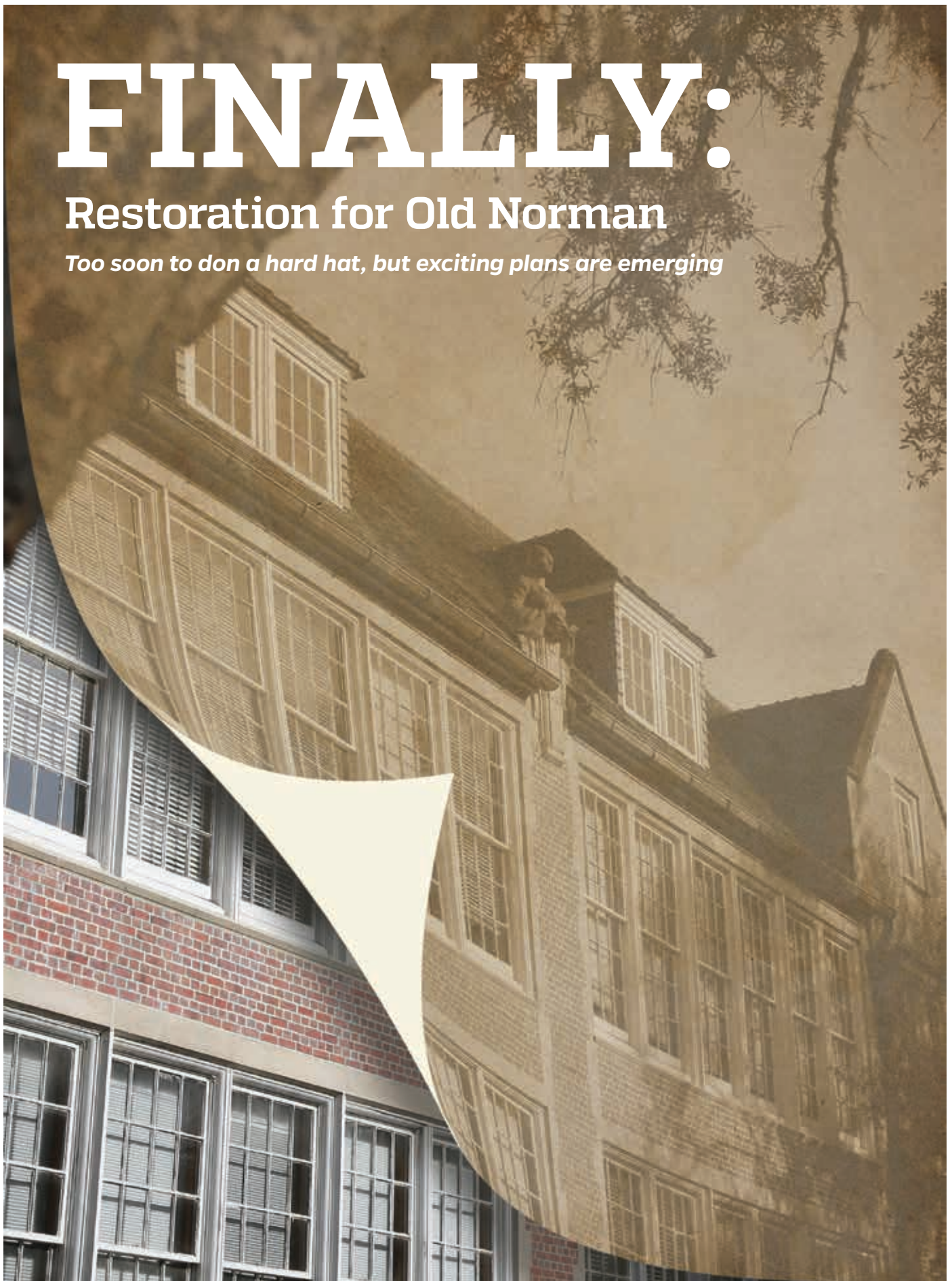
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(1) Dean Glenn Good and Florida U.S. Congressman John Mica (BAE '67) at the U.S. Capitol; (2) Scholarship donor Carol Meyer (r) meets student recipient Kacey Gilbert; (3) Scholarship donor James Sampson with recipient Angela Nertney and family friend Amanda March; (4) Elementary ed. alumnae Madison Buchert (left) and Jessica Heath (right), both BAE '15 and MEd '16, enjoyed the COE Alumni Pre-game Tailgate party at last year's Ole Miss game with family and friends; (5) Our distance ed. media crew captured alumna Leslie Cabrera (MEd '13) in a lively lesson with her pre-kindergarten students at Coral Park Elementary in Miami; (6) New alum John Vitalis (MEd '16, **Student Personnel in Higher Education**) maintains balance with his graduation cap during the hooding ceremony; (7) Donor Carolyn Marty poses with scholarship recipient Timothy Miller (center) and her son Justin Marty; (8) 2016 graduate Shantrell Jenkins beams pride and joy at the SPHE hooding program; (9) Newly graduated Augus (Zhongtao) Yang (MEd '16) surprises his faculty adviser, Professor Linda Eldridge (ed. leadership), with a signed gift to express his gratitude for her support.

FINALLY:

Restoration for Old Norman

Too soon to don a hard hat, but exciting plans are emerging



The College of Education is preparing to start the design phase of a top-to-bottom overhaul of Norman Hall, the college's historic academic home.

The planning marks the beginning of a project to transform the stately but aging, red brick building, a collegiate Gothic-style structure built in 1934. Earlier this year, the Florida Legislature approved \$14.1 million in funding to pay for the first phase of the long-needed improvements.

The upgrades include overhauling Norman's infrastructure — a new roof, windows, plumbing, electrical, and HVAC (heating, ventilation and air conditioning system) — as well as adding suitable spaces for hosting symposia and guest speakers, more research space and technology upgrades.

"We can't wait to break ground to make our home more suitable for educational opportunities and challenges we face today and into the future," Associate Dean Tom Dana said. "But there's a lot of work to do before we can start construction."

Among the issues to solve first: Obtaining the required approval from two historic review boards or committees (the state's and UF's) and logistical challenges, such as temporarily moving classrooms and offices to another location during construction.

The college hopes to complete the project in the summer of 2019.

Norman Hall was originally built to house the college's lab school, P.K. Yonge. The school building was renamed in 1957 after former Education Dean James W. Norman. A year later, P.K. Yonge moved to its own campus a few blocks away and the College of Education became the primary occupant of Norman Hall. The building was listed on the National Register of Historic Places in 1989.

CHANGE
MAKER

MADDIE McCLINTON (BAE '16)

Rallying Fellow Students to Lobby for Norman Renovations

MADLINE "MADDIE"

McCLINTON received her bachelor's in **Elementary Education** in spring 2016 and is on track to receive her MED degree in spring 2017. But she has already accomplished something quite remarkable: She spearheaded UF students' campuswide efforts last spring to help secure state funding to renovate Norman Hall. McClinton, the college's representative to UF Student Government during her junior and senior years, recruited her ProTeach classmates, sorority sisters and other UF students to gather signatures on petitions, solicit testimonials from college alumni and promote the cause across campus and on social media. She also joined college administrators and other Student Government leaders to persuade elected officials in Tallahassee. The efforts of McClinton and her fellow students paid off: The Legislature and Gov. Rick Scott have approved funding for the 82-year-old building's first major makeover.



BEHIND BARS, BEHIND IN SCHOOL

UF researchers are working to
improve educational opportunities
for incarcerated youth nationwide



**“I WANT TO GO
BACK SO THAT
I MAKE SURE
EVERYTHING’S
GOING RIGHT. IT
HAS TO BE DONE
AND I HAVE TO
BE A PART OF IT.”**

— SHYARA HILL

Growing up in Philadelphia, Shyara Hill was a straight-A student. But unlike her classmates, Shy — as friends call her — never got to walk across the graduation stage after completing kindergarten, or fifth grade, or eighth grade. In and out of foster care, Shy bounced from school to school, always just missing the ceremonies that marked her educational milestones.

Then, when Shy was 16, somebody picked on her little brother at school. She hit the culprit, got expelled, and landed in two different juvenile correctional facilities for 45 days each.

Shy quickly fell behind in her studies while serving her sentence. Instead of building on the algebra she’d begun learning in school, she was taught basic reading and math lessons better suited to third graders. “Everybody, no matter what age they were, did the same work,”

she says. By the time she was released and transferred to a few more schools, algebra was a distant memory, as were her hopes of a high school graduation with her peers.

Federal law requires that incarcerated students have access to the same education and curriculum as their peers. Yet researchers in the UF College of Education have found that all too often that is not the case.

“In a lot of these facilities, they’re not getting the education to which they’re entitled,” says Joseph Gagnon, associate professor of **Special Education**. “By the time they get out, they’re going to be behind, and it causes more problems.”

Those problems range from dropping out of school to breaking the law again, contributing to the so-called “school-to-prison pipeline” that increasingly funnels students out of public schools and into

the justice system. Through their research, Gagnon and his collaborators are working to short-circuit that pipeline — and ultimately give young people like Shy a better chance at a brighter future.

IDENTIFYING THE PROBLEM

Before becoming a UF doctoral student and joining Gagnon as a co-researcher, Brian Barber (PhD '13, **Special Education**) was a high school teacher. About a dozen times a year, a student would vanish from his classroom through the revolving door of the juvenile justice system — and many eventually dropped out of school altogether.

“That was the really disheartening part,” says Barber, now an assistant professor of special education at Kent State University. “When you know these students individually, they’re very capable.” Barber’s observations were borne out in his research with Gagnon: They found that approximately two-thirds of students drop out after exiting the juvenile justice system.

“You’ve got a large portion of facilities that don’t even use the same curriculum as public schools,” Gagnon says. “There are facilities where kids don’t even get a full school day.”

Compounding the problem, many of these same students also suffer from emotional and behavioral issues that were not addressed prior to entering the justice system. “It is widely acknowledged that right now, the juvenile correctional program is sort of our de facto mental health system for teenagers,” says Gagnon, who has also partnered with Jacqueline Swank, UF assistant professor in **Counselor Education**, to investigate mental health practices within the juvenile justice system. “We’re basically locking these kids up rather than providing the services that they need.”

FINDING SOLUTIONS

The good news? Change is on the way, thanks in part to the research by Gagnon and his colleagues.

Through nationwide surveys of juvenile correctional facilities, Gagnon and his fellow researchers have for the first time gained a national picture of trends within those facilities, aiding in the development of best practices. Their findings were also prominently cited in



GAGNON INTERVIEWS A FORMERLY INCARCERATED TEEN FOR A VIDEO HE'S MAKING TO GENERATE SUPPORT TO IMPROVE THE QUALITY OF EDUCATION FOR INCARCERATED YOUTH IN JUVENILE CORRECTION CENTERS.

**“IT IS WIDELY ACKNOWLEDGED
THAT RIGHT NOW, THE JUVENILE
CORRECTIONAL PROGRAM IS SORT
OF OUR DE FACTO MENTAL HEALTH
SYSTEM FOR TEENAGERS.” — JOSEPH GAGNON**

recommendations to the U.S. Department of Education for improving education for incarcerated youth under the new Every Student Succeeds Act.

“Our task is to let people know about the seriousness of the situation,” Gagnon says. “I think once people start looking at the issues and they’re brought to light, then we can start to do some additional research that looks at how we intervene.”

As for Shy, she finally got her long-anticipated graduation. Last May, she earned her GED, just a day after passing her fourth attempt at the math exam, and a week after giving birth to her third child. Now 22 and living in Philadelphia, she works two jobs, has become involved in juvenile justice reform, and is considering going back to the detention center — this time as a staff member.

“I want to go back so that I make sure everything’s going right,” she says. “It has to be done and I have to be a part of it.”

— Sarah L. Stewart, *Special to Florida EduGator*

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#5

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Education

#17

Curriculum
& Instruction

#19

Elementary
Teacher
Education



U.S. NEWS rates the University of Florida College of Education 20th overall among public education colleges in its 2017 rankings of America's Best Graduate Education Schools. Four of the college's academic specialty areas also are highly ranked: two in the top 10 and two more in the second ten. These latest rankings highlight the college's growing lead in preparing highly qualified educators and delivering quality instruction.



New SESPECS School Director is Committed to Vigorous Research Agenda

The College of Education has appointed one of its own — associate professor of **Special Education** Holly Lane — as the new director of the college's School of **Special Education, School Psychology** and **Early Childhood Studies** (SESPECS).

Lane had worked as associate director of the school since 2012 and coordinated its nationally ranked doctoral program in **Special Education**. She succeeds Jean Crockett, who stepped down in August 2016 after seven years to resume teaching and research as a professor of **Special Education**.

Lane is a "Triple EduGator," having earned her bachelor's, master's and doctoral degrees in **Special Education** from UF and has won the college's Outstanding Graduate Teacher Award. She is on track to become the president of the Teacher Education Division of the Council for Exceptional Children in 2018.

In her 22 years at UF, Lane has served as the lead or co-principal investigator on contracts and grants totaling more than \$8 million, mostly in the areas of early literacy instruction and teacher education.

In 2014, she helped the college's dual certification program — in **Elementary** and **Special Education** — become one of the nation's first teacher prep programs to receive accreditation from the International Dyslexia Association. She also directed the UF Literacy Initiative (UFLI), which provides outreach programs to help young learners who struggle to read or write.

Lane said her most important role as director is mentoring faculty and "supporting the work of an exceptional group of scholars and teachers." She said sustaining the school's strong research program is an ongoing priority for SESPECS.

"A vigorous program of funded research allows for more flexibility in what we do as a school," she said.

Struggling Students Getting a 'Winning Reading Boost'



Florida legislators have earmarked nearly \$400,000 to fund a promising, intensive literacy program developed at the college's Lastinger Center for Learning to help five failing schools in south St. Petersburg improve the reading of their most struggling readers.

The experimental program, called "Winning Reading Boost," showed promise in preliminary trials last year at two other troubled Pinellas County elementary schools. It's a 36-step, 90-day program for students who need the most help, according to UF **Special Education** researcher Holly Lane, a literacy education specialist who leads the project's assessment team.

In the first pilot study, the Lastinger Center team worked with 20 third, fourth and fifth graders and evaluated the students' grasp of critical reading skills before and after the program. Lane said students' reading success improved by 75 percent to 100 percent.



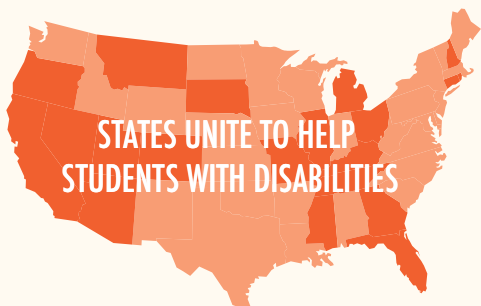
PINELLAS COUNTY SCHOOLCHILDREN PROUDLY DISPLAY THEIR CERTIFICATES FOR COMPLETING THE READING PROGRAM.

20 STATES

Join UF-led Effort to Transform Teaching and Learning for Students with Disabilities



VALENTINA CONTESSE (BAE '12, Med '13), NOW AN ALACHUA COUNTY FIRST-GRADE TEACHER, WAS WELL-PREPARED TO WORK WITH STUDENTS WITH DISABILITIES UPON GRADUATION FROM UF'S **PROTEACH PROGRAM**.



With the recent selection of five more states, the UF CEEDAR Center rounds out its roster of states participating in a sweeping movement to improve the teaching and learning of students with disabilities. Below are the 20 states participating in the effort, listed by the year they joined the initiative.

CLASS OF 2013: California, Connecticut, Florida, Illinois and South Dakota

CLASS OF 2014: Georgia, Montana, New Hampshire, Ohio and Utah

CLASS OF 2015: Arizona, Michigan, Missouri, Oregon and Tennessee

CLASS OF 2016: Colorado, Kentucky, Mississippi, Nevada and Rhode Island

The selection this year of five new states rounds out a 20-state roster for a federally funded effort, led by the University of Florida, to help states vastly improve the effectiveness of teachers and principals who serve students with disabilities.

Supported by \$25 million from the U.S. Department of Education, the College of Education is home base for a national center established to lead major reforms in policy and educator preparation. Its mission: to help states increase academic success for students with disabilities by improving the training and practices of their teachers and school leaders.

A team of faculty scholars from the college's nationally ranked **Special Education** program heads the UF CEEDAR Center. CEEDAR is short for Collaboration for Effective Educator Development, Accountability and Reform.

The five-federal grant called for the CEEDAR Center to partner with education leaders, groups and agencies, and university teacher prep programs from five states each year, from 2013 through 2016.

The latest, and final five states to join — the “class of 2016” — are Colorado, Kentucky, Mississippi, Nevada and Rhode Island.

Florida was one of five states to join in the first-year cycle.

“It is our intention that the 20 partnering state teams will benefit from the successes and lessons learned from each of the five-state cohorts,” said CEEDAR Center Director Mary Brownell, a UF **Special Education** professor.

Brownell said 60 to 80 percent of students with disabilities spend time in general education classrooms, underlying the need to improve teaching and leadership in all schools.

Her CEEDAR co-directors are UF **Special Education** professors Paul Sindelar and Erica McCray.

Brownell said educators in the partnering CEEDAR states gain access to a host of resources, including the consultory services of center faculty and staff and several partnering organizations. The center also stages webinars and workshops and has created a website with a Facebook-style “wall” for member-networking and numerous multi-media resources.

She said many states are already developing detailed action plans, strengthening collaborations between state education interests, expanding professional development programs for teachers, redesigning their teacher prep programs, and enacting new standards so all teachers and principals can work successfully with students with special needs.

With 20 states enrolling five at a time at one-year intervals, she said their progress varies from state to state, but “we’re seeing very encouraging results.”

Report Offers Guidelines for All States to Meet Needs of All Students

The UF CEEDAR Center’s reach and scope extends beyond its 20 member states. Center leaders hope teaching strategies and standards proven successful in its federally supported project will be considered for adoption by all states. Last year, the CEEDAR team joined forces with the Council of Chief State School Officers to distribute a nationwide report on “clear policy actions” and guidelines that education department leaders in every state can take to meet the needs of all their students, especially those with disabilities.

CHANGE
MAKERS



PAUL SINDELAR &
MARY BROWNELL

Preparing Better Teachers for Students with Disabilities

MARY BROWNELL and **PAUL SINDELAR** (professors, **Special Education**; co-directors, UF CEEDAR Center), could easily rest on their individual accomplishments and laurels. Instead, they have found they can be even more effective change makers when they join forces. In 2013, following decades of successful collaborations on several national projects studying and supporting special education teachers, they helped co-found CEEDAR (Collaboration for Effective Educator Development, Accountability and Reform). The UF CEEDAR Center is helping 20 states strengthen their standards and methods for preparing, licensing and evaluating their teachers and school leaders who serve students with disabilities.

UF Chooses **40** Across State as Teacher Leader Fellows

The college's Lastinger Center for Learning has selected 40 public school educators for a new program to develop leadership skills and share expertise with teachers across Florida. They are the first Florida Teacher Leader Fellows and are participating in an 18-month program designed to build a statewide teacher leadership network, improve the quality of classroom teaching and enhance outcomes for students.

The idea: Nurture a corps of teachers who can inspire and empower others to better the teaching and learning at their schools, districts and, ultimately, across the state. The Bill and Melinda Gates Foundation invested in this idea to get the program off the ground.

The 40 fellows, selected from 217 applicants, are practicing classroom teachers, school counselors, media specialists and instructional coaches at all education levels across Florida.

The teacher leader fellows gathered in March in Tallahassee for two days to learn about creating a fellowship community and engaging in educational policymaking. In June, the fellows came to UF's main campus in Gainesville to launch their personal leadership projects. The fellowship will continue with an international teacher leadership conference in Miami next March, open to all interested educators.

[Learn more at LastingerCenter.com/TLconference](http://LastingerCenter.com/TLconference)



THE 40 FLORIDA TEACHER LEADER FELLOWS CAME TO UF LAST SPRING TO LAUNCH THEIR PERSONAL LEADERSHIP PROJECTS.

THE FIRST ANNUAL INTERNATIONAL TEACHER LEADERSHIP CONFERENCE

A conversation among scholars and practitioners about teacher leadership

March 2-3, 2017 | Miami Hyatt Regency
Register Now: LastingerCenter.com/TLconference/



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Global Classrooms Create Worldly Connections

UF education students are using technology to connect with educators and classrooms worldwide to learn about other cultures and education systems first-hand, thanks to a new Global Classroom Initiative (GCI) developed by UF researchers.

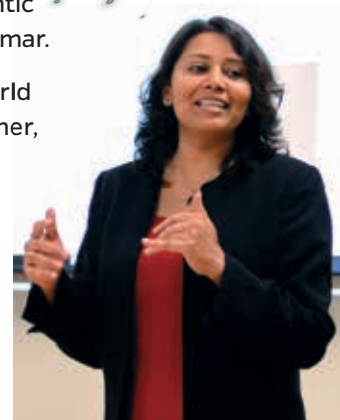
The initiative prepares preservice teachers to use computer programs such as Skype and Adobe Connect to develop global awareness — for themselves and their future students. It also provides opportunities for students to participate in virtual conferences and interact with innovative global educators.

“Communication technologies today make it much easier to provide students with authentic experiences of other cultures,” said **Education Technology** faculty researcher Swapna Kumar.

The global classroom program is funded by a grant from the Longview Foundation for World Affairs and International Understanding. Kumar is co-principal investigator with Mary Risner, associate director at the UF Center for Latin American Studies and a 2011 COE doctoral graduate in **Curriculum and Instruction**.

The initiative was launched last fall in the college’s Integrating Technology into the Elementary Classroom course.

Students in the class explored global themes, connected with educators in Bolivia and Japan, prepared lesson plans for elementary students about foreign nations and learned about job and study opportunities abroad.



SWAPNA KUMAR



UF COUNSELOR EDUCATION STUDENTS AND FACULTY DO SOME GATOR CHOMPING ON THE STEPS OF THE STATE CAPITOL.

Students Advocate for Counseling Legislation

A contingent of UF **Counselor Education** students and faculty traveled to the Florida Capitol in Tallahassee during spring semester to make Florida lawmakers aware of a handful of bills related to therapy and **Counselor Education** that have been filed in the state Legislature. The Day at the Capitol trip was organized by Shon Smith, clinical assistant professor in **Counselor Education**.

PARTNERSHIP YIELDS BLUEPRINT FOR ‘BUILDING’ BETTER TEACHERS



GISSSELLE MORROBEL (BAE '15) IS ONE OF 60 UF PRESERVICE TEACHERS WHO PARTICIPATED IN A 10-DAY WORKSHOP LAST SUMMER TO PREPARE FOR HER YEARLONG INTERNSHIP.

You might say the College of Education’s three-year project to partner with its local school district is a building project to train teacher interns and their mentors.

“It’s a blueprint to improve the development of future elementary educators, especially at underachieving schools,” said UF education professor Elizabeth “Buffy” Bondy.

The effort is part of the college’s new Center of Excellence in **Elementary Teacher Preparation**, one of four such centers created in 2015 by the Florida Department of Education to reform the state’s teacher preparation programs. Funded by a \$2.7 million DOE grant, UF faculty researchers have developed a program called Advancing the Development of Preservice Teachers, or

Project ADePT, to transform the college’s nationally ranked teacher preparation program.

The three-year project is a partnership with the Alachua County school district, which also is benefiting by improving the quality of teaching and its ability to attract and retain teachers and school leaders.

“The program is already improving the skills of UF **ProTeach** students starting their final, year-long internships and the mentoring they receive from classroom teachers,” said Bondy, who is principal investigator for the program.

The project’s key goals include:

- » Deepening the subject content knowledge of both preservice teachers and their mentors.
- » Providing professional development to classroom teachers and improving the experiences of pre-service teachers by using research-proven instructional models and embedding UF “professors-in-residence” to provide coaching at target schools.
- » Improving the feedback provided to preservice teachers by, among other things, using cloud-based video technology to analyze their own practice and identify ways to improve.

A highlight of the program is the intensive 10-day summer workshops in which UF student teachers and their host classroom teachers work side-by-side to improve their content knowledge and teaching practices. Roughly 60 interns and their mentors from 24 schools have participated.

Kylee Sexton, a veteran third- and fourth-grade teacher at Williams Elementary in Gainesville, said she and the UF intern assigned to her built a close relationship working and learning together during the 2016 summer workshop.

“Having an intern keeps me learning the newest and latest trends in teaching, Sexton said. “It also makes me more willing to try new things that I might be hesitant about.”



“We think that over the long-term high attrition rates negatively impact student learning at the charter schools.”

— M. DAVID MILLER

Teacher Attrition Found Higher at Charter Schools

UF education researchers found that the in-year rate of teacher attrition is substantially higher at Florida charter schools than traditional public schools.

Teachers at state charter schools have more than twice the in-year attrition rate of those at traditional public schools, which could have a negative impact on student academic achievement, a 2016 College of Education study finds.

Florida charter schools on average lost roughly 10 percent of their teachers each school year from 2011-2012 to 2014-2015, the study shows. In contrast, the teacher turnover rate at traditional public schools was about 4 percent during the same period.

“We think that over the long-term high attrition rates negatively impact student learning at the charter schools,” said M. David Miller, director of the college’s Collaborative Assessment and Program Evaluation Services.

School administrators surveyed commonly cited three likely contributing factors for the high turnover rates at charter schools:

- » Salaries of teachers are almost always lower than their counterparts at traditional schools.
- » Charter-school teachers typically do not have access to the state teacher retirement system.
- » The vast majority of charter schools have no formal teacher mentoring programs to support new teachers.

UF researchers found generally only small differences in the achievement of students at a sample of comparable traditional schools vs. charter schools.

Neuro-Learning Research Featured at UF President’s Inauguration Event

First-year University of Florida President Kent Fuchs (seated) seems to be enjoying his role as testing subject in a College of Education demonstration of the use of electroencephalograms (EEGs) in education technology research. The demo occurred at the college’s exhibit during the President’s Inauguration Showcase held on campus in December 2015. Pictured with Fuchs are COE Dean Glenn Good and **Education Technology** faculty researcher Pasha Antonenko, who uses EEGs to measure the intensity of cognitive processing during learning. (See page 28.)



National Summit to Address Challenges of Early Childhood

Early childhood studies is one of the highest research priorities at the University of Florida and the College of Education. Campuswide, faculty scholars from several disciplines are collaborating to address the grand challenges facing young children who are most vulnerable, and their families.

This momentum has spurred the university and the college's Anita Zucker Center for Excellence in Early Childhood Studies (ECS) to bring together renowned researchers, educators, scholars, policymakers and leaders for an early childhood national summit in February 2017 in Orlando.

While the center convenes the gathering — themed “Starting Ahead. Staying Ahead.” — UF is hosting the event along with the colleges of Education, Medicine, Public Health and Health Professions, and Law.

“This interdisciplinary collaboration is important because of the myriad of issues faced by many young children in our country and world, including lack of adequate health care and access to high-quality early

learning experiences, conditions that affect young children's development and learning,” said center director Patricia Snyder, the David Lawrence Jr. Endowed Chair in ECS Professor.

Snyder said summit participants will identify action-based solutions for unlocking and widely sharing scientifically valid methods to help young children reach their full potential.

Experts from multiple disciplines will lead invited thought-leaders in discussions on three key areas:

- » Advances in interdisciplinary theory and research focused on strengthening children's resilience to biological, environmental and other risk conditions.
- » How scientists, leaders, policymakers and advocates can better influence social policy to promote equity and reduce disparities for children and their families and communities.
- » Ways to widely implement scientifically based practices and early interventions in child health and development in communities where the need is greatest.





CHANGE
MAKER

Elevating Early Child Development

MARY McLEAN (professor,
**Special Education & Early
Childhood Education**,
Anita Zucker Center
for Excellence in Early
Childhood Studies)

As a longtime leader in the Division for Early Childhood of the Council for Exceptional Children, McLean has contributed to the creation and continuous updating of *DEC Recommended Practices*, which offer guidance to parents and professionals who work with infants and young children who have or are at risk for disabilities.

Addressing a national priority, McLean has a five-year, personnel preparation grant now supporting a second group of 12 master's students in **Early Childhood Education** to prepare them to work with young children with disabilities in high-need communities.

EARLY LEARNING FLORIDA

Program to develop early childhood educators fills dire need — and is quickly expanding

After just one year, College of Education educators say they are beginning to see promising results from their work to improve the teaching of Florida's infants, toddlers and preschoolers.

The college developed Early Learning Florida to educate and support teachers of infants, toddlers and preschoolers in centers and family child care homes. The program offers free, interactive online courses that are available any time of day. Certified coaches provide one-on-one sessions to help the participants apply their new skills.

Last school year, 2,900 preschool teachers and child care providers successfully completed the professional development program, and this year the program developers have set of goal of training 4,800 educators. They also plan to double the hours of training provided to 60,000 hours from 30,000 hours last year.

Studies show that high-quality early learning programs have a positive long-term effect on early development, particularly for the most vulnerable children, such as those living in poverty.

"By elevating the skills of early childhood professionals, Early Learning Florida can help young children get off to a good start so they have a chance to meet their full potential," said Dr. Abby Thorman, who oversees Early Learning Florida.

The program was created by the college's Lastinger Center for Learning to fill a dire need to provide a high-quality, competency-based, cost-effective professional development for early childhood professionals. The program received \$5 million from Florida's Office of Early Learning, and private philanthropies.

This year Early Learning Florida is expanding to offer more courses and develop an online resource "sandbox" for early childhood educators. This will include a variety of resources such as "lunch and learns" — short videos that highlight specific strategies and best practices for teaching young children.

The Making of America's **BEST** Online Graduate Education Program

By Jason Arnold
Director
E-learning, Technology & Creative Services (ETC)

THE UF COLLEGE OF EDUCATION HAS ALWAYS STRIVED TO OFFER THE MOST INNOVATIVE AND STUDENT-CENTERED ONLINE GRADUATE DEGREE PROGRAMS IN THE COUNTRY. IF WE'RE NOT THERE YET, WE AT LEAST APPEAR TO BE CLOSING IN ON OUR GOAL.



JASON ARNOLD

The college's overall **Online Master's Level Education** program was ranked No. 1 in the nation in 2016 by U.S. News and World Report. The rankings are based on several factors including course design for student engagement, availability of student services and technology support, quality of faculty credentials and training, and reputation among our peers.

Our goal is simply to offer the best student experience using research-proven best practices in web-based learning and teaching.

INNOVATIVE ONLINE PEDAGOGY

Our faculty and e-learning team collaborate to create engaging learning experiences that include student-led discussions, theory-to-practice application, problem-solving approaches to learning, flexibility for students, and engaging video-based teaching strategies. Online pedagogy requires a commitment to explicit instruction with a strong instructor presence, and our program

stands out as having great depth of student-instructor interaction.

The trust that our instructional design team has built with faculty is a leading factor in improving course design through student engagement.

We build off the strengths of our faculty. Our instructional designers work intimately with UF faculty to learn their styles of delivery so we can match our instructional design with their individual style of teaching. There's no one way to present a course online just like there is no one way to present a face-to-face course.

We experiment to create new best practices and learning experiences in **online education**...

Domenic Durante, an ETC instructional design and learning support coordinator, and Professor Nancy Dana, who teaches in both the **Online Master's Program in Teacher Leadership** and the Professional Education Doctorate in **Curriculum and Instruction**, have received accolades for UF faculty training presentations they give on the innovative "jigsaw" method of teaching.



The jigsaw technique is a cooperative learning strategy used in both online and face-to-face instruction. Teachers arrange students in mixed groups and break assignments or problems into pieces, one for each group member. Each student receives resources to complete only his or her part. Through the shared insights of its members, the group assembles the pieces of information to complete the “puzzle.” The final outcome may be a final report or presentation on a given topic, or a solution to a problem. It’s a class activity that makes students dependent on each other to succeed.

LEARNING VIDEO PRODUCTION

We include professional videos in our online courses with synchronous observation video software. The videos feature teacher observation and preservice mentoring, UF graduates modeling best teaching practices within our online courses, expert and practitioner interviews and case studies woven through online discussions.

What we learn from redesigning courses in one area informs our work in new online initiatives.

One example is a new graduate certificate course for teaching reading to students with dyslexia. The course, led by **Special Education** Associate Professor Holly Lane, is rich with hundreds of professionally produced video demonstrations of targeted teaching strategies designed to improve the reading skills of affected students. The videos were captured over two summers during a UF-hosted summer reading program that Lane directs for struggling readers in elementary grades.

The online certificate course, one of the first of its type, assigns students responsibility for their own learning experience, while empowering faculty to integrate new technologies in their course designs.

The development of effective online learning is ever evolving. Our e-learning team, informed by the latest online research, continues to develop and test new teaching and learning techniques to engage and support our students all over the world. No matter what technology is used, we want to meet the needs of our students and challenge ourselves to continuously improve.



THOMASENIA ADAMS (RIGHT) SAYS HER FIRST ROLE AS A MENTOR IS TO UNDERSTAND THE STUDENT'S GOALS.

PROFESSORS as student MENTORS

AWARD-WINNING FACULTY OFFER
INSIGHTS ABOUT MENTORSHIP

Mentoring is the age-old academic practice that has shaped the careers of countless students and teachers.

At the UF College of Education, graduate students, and many top undergrads, work closely with a faculty mentor for advice and help in completing crucial major projects and dissertations.

Recently, three of the college's award-winning mentors gathered to discuss how these special relationships help sharpen students' research skills, open doors for post-graduation opportunities and even develop into lifelong collaborations.

"My first role as a mentor is to understand what a student's goals are," said Thomasenia Adams, a **Mathematics Education** professor and associate dean for research. "It's not for me to judge what those goals are but to try to help them reach for the stars." Last year, the Florida Education Fund honored Adams for outstanding mentoring of minority doctoral students.

Craig Wood, a professor of **Educational Administration and Policy** and winner of the 2016 UF Faculty Doctoral Mentoring Award, agreed.

“There are many successes for students, such as being a research professor, a community college president, a school superintendent, or working in a policy organization. What I try to impress on them is getting a degree is very important but perhaps as important is developing skill sets so they can accomplish more when they leave. Better education is what we’re all about.”

Caitlin Gallingane, a clinical assistant professor, said, “part of my job is to help students pinpoint what they are interested in, what they are truly passionate about to explore in-depth and then to help them do the best work they can do.”

Gallingane primarily mentors seniors working on honors projects in **Elementary Education**. She has been recognized the last two years by the elite UF Anderson Scholars program for inspiring top **Elementary Education** students.

Sharing her own personal story helps to inspire her mentees, Gallingane said.

“I start by telling them it wasn’t too long ago when I was in your seat. I went through this same program and took the same classes. I know the beginning point and what the ending point is. And my job is to help take you on that journey and we’re going to do it together.”

Some mentees initially feel intimidated by the seemingly daunting task of completing a rigorous academic program and working with a UF professor who may be nationally known in the field.

“When a student invites me to be their doctoral program chair — and I do say invite because it is a privilege they have selected me — we sit down and have a very calm one-on-one talk,” Adams said. “I share with them my expectations so you never have to wonder what I expect, or whose side I’m on. I’m on your side, so let’s take down the barriers and start building this relationship.”

“Mentorship is really based on trust,” she added. “The student has to trust that I have his or her interest as a priority.”

Mentor-mentee relationships usually work both ways. Mentees come bearing challenges to cutting-edge topics, which helps professors keep up on new research in the field.

“I enjoy mentees who don’t necessarily think like I do. It’s beneficial because they are still taking course work and a lot of things are fresh in their minds that I don’t know,” Adams said.

Wood said, “I think I have the world’s greatest job. Where else does society pay you a decent salary to think? And mentoring is part of that thinking process. I can’t possibly keep up with all of the literature and they assist me in that regards.”

Mentor-mentee relationships often grow into working collaborations. Teacher and student may co-author a research paper for an academic journal or jointly present at conferences. Some hold mock interviews to prepare mentees for upcoming job panels.



FROM LEFT, FACULTY MENTOR HONOREES CAITLIN GALLINGANE, CRAIG WOOD AND THOMASENIA ADAMS.

“They need to show they are ready to hit the ground running,” Wood said. “That is critical for students to get into certain professions.”

To illustrate how she often works with mentees after they graduate, Adams said recently she collaborated with a former mentee, now a professor at Valdosta State University, to update an article they co-wrote a decade ago for a journal’s anniversary issue.

“I don’t consider them mentees anymore, but my new colleagues,” she said. “I am still opening doors and making sure I do what I can to help them be successful in their careers. So it doesn’t necessarily stop because they graduated.”

Higher Education Administration Sharpens Focus on Policy Research, Training Leaders



FACULTY MEMBERS (BACK ROW) JUSTIN ORTAGUS, ISAAC MCFARLIN, DALE CAMPBELL, (FRONT ROW) DENNIS KRAMER, KEILLI PECK PARROTT AND DIANE PORTER-ROBERTS. NOT PICTURED IS CLIFF HAYNES.

Modern-day colleges and universities are arguably facing the most profound changes in post-secondary education since the end of World War II.

There is the impact of declining state funding, escalating costs and crippling student debt. Then there's the surge in online learning and nontraditional learners, a looming leadership crisis and the changing role of community colleges.

Tackling such hot issues and critical questions facing universities and colleges are UF professors and graduate students in the college's **Higher Education Administration and Policy Program**.

The growing program is coordinated by longtime professor Dale Campbell and assistant professor Dennis Kramer. Both also play important roles in directing the Institute of Higher Education, the program's research arm.

Since joining UF in 2014, Kramer has bolstered the institute's research mission, helped recruit promising students and welcomed four new faculty. He also has his own ambitious research agenda, focusing on the economics of higher education, policy evaluation, postsecondary budgeting and financial aid models. In a multi-institutional study soon to be published, his research team examines how decentralizing budgeting may increase revenue at postsecondary institutions.

Kramer has teamed up with second-year assistant professor Justin Ortagus to explore the impact of need-based aid and no-loan programs on graduate

school enrollment of low-income and first-generation college students. Ortagus joined the UF faculty in 2015 after completing his Ph.D. in higher education at Pennsylvania State University. His research focuses on the impact of online education, technology and state policies on higher ed. institutions.

Another new assistant professor, Isaac McFarlin, with a Ph.D. in economics from Northwestern University, heads an Institute of Education Sciences study to examine whether school capital investments, aimed at upgrading school facilities, improve student achievement. In another economics study, McFarlin found that student enrollments spike when college taxing districts, which provide local funding for colleges, expand into nearby unincorporated areas.

This fall, clinical professor Keilli Peck Parrott from Texas A&M also joined the **Higher Education** faculty.

Meanwhile, practicing educators are being groomed for top positions at U.S. universities and community colleges as they pursue a **Leadership in Education Administration Doctorate (LEAD)** degree. The timing for the online program is ideal: Colleges and universities face a surge of retirements of baby-boom generation provosts, deans and college presidents.

Finally, UF's **Student Personnel in Higher Education** master's program, coordinated by clinical assistant professor Diane Porter-Roberts, is training future student affairs leaders for a variety of campus-based careers. In 2015, led by first-year clinical assistant professor Cliff Haynes, the college launched an online master's program for mid-level student affairs professionals seeking to advance their careers.

UF Presence Felt at Nation's Largest Education Research Gathering



HUGGINS-MANLEY

Nearly 60 UF College of Education faculty and graduate students were among the 14,000 scholars from around the world who converged on Washington, D.C., in April for the 2016 Centennial Annual Meeting of the American Educational Research Association to examine critical issues of education research and public policy.

The AERA meeting is the largest gathering of international scholars in the field of education research. More UF education faculty and graduate students attend AERA's annual meeting than any other professional gathering.

The busiest COE faculty attendees were Pasha Antonenko (**Education Technology**), Corinne Huggins-

Manley (**Research and Evaluation Methods**) and Albert Ritzhaupt (**Ed. Tech**) with each involved in five research presentations.

UF presentations included pertinent topics such as:

- » Educating the captive audience: inmates in state correctional facilities
- » Narrowing the digital divide in Florida schools
- » How elementary principals relate teacher appraisals to student achievement
- » Struggles facing novice black female teacher educators
- » Principals as instructional leadership coaches

Among doctoral student participants, Zachary Collier (**REM**) was involved in four presentations, and Stephanie Schroeder (**Curriculum, Teaching and Teacher Education**) in three.

Students Get a Taste of the Educator-Researcher Experience

The college's student-led Education College Council and the Student Alliance of Graduates in Education (SAGE) co-hosted the inaugural COE Research Symposium this spring at Norman Hall. The event featured 25 student poster presentations and 38 roundtable discussions. About 60 guests attended along with several dozen faculty, student panelists and judges. Workshops for academic job seekers also were held.

TOP: WINNERS OF THE STUDENT RESEARCH POSTER AND PAPER COMPETITION INCLUDED, FROM LEFT, ANDIE ANDERSON, ALI UNGER-FINK AND JESSICA OREY. BOTTOM: SELCUK DOGAN EXPLAINS HIS RESEARCH POSTER.



STUDENT



(1) Shanee Toledano, in cap and gown, poses with family at Norman Hall a few hours before receiving her Ph.D. in **School Psychology**; (2) It's OK when Gator mascot Alberta crashes our spring Recognition Dinner; (3) In Project ADePT, UF preservice students prep for their yearlong internships at a summer workshop with their host schoolteachers; (4) Those are sweet-tooth smiles worn by many at the fall ice cream social for COE students.

SNAPSHOTS



(5) More preparation for preservice teachers in a summer workshop before fall internships start; (6) Scholarship students gather at spring Recognition Dinner to meet and thank their donors; (7) Vera Wei Ma explains her poster at student-led Research Symposium; (8) Graduation Week always brings out the Gator in Florida EduGators—chomp, chomp!





“The college’s increase in external funding is particularly remarkable given the highly competitive nature of the funding arena.”

— Thomasenia Adams

Discovery with IMPACT

Federal Support Keys Record Surge in Research

Despite diminishing federal and state support for education research, UF education faculty scholars are building an impressive track record for winning large, competitive grants. Their success is making it possible to seek solutions to some of the most crucial issues and needs in education and society.

As a nation, education spending last year came in at barely 4 percent of the entire federal budget, yet federal dollars accounted for more than 70 percent of the College of Education’s currently funded research and training projects.

The college’s strategy is no secret: COE leaders and faculty scholars have placed heightened emphasis on interdisciplinary, multi-site collaborations to boost their capacity for winning large grants and seeking solutions to society’s greatest educational challenges.

Fiscal 2015-2016 was another record-setting year for the college’s burgeoning research enterprise. Newly funded grants awarded last year exceeded \$29 million, doubling the previous year’s total. Including multi-year projects, COE faculty researchers held \$97 million in external research awards — an all-time high. The COE’s external funding has doubled in value over the past five years.

“The college’s increase in external funding is particularly remarkable given the highly competitive nature of the funding arena,” said Thomasenia Adams, UF associate dean for education research. “Funding agencies have recognized and rewarded our faculty’s drive and commitment to investigating critical educational issues and their impact on society.”

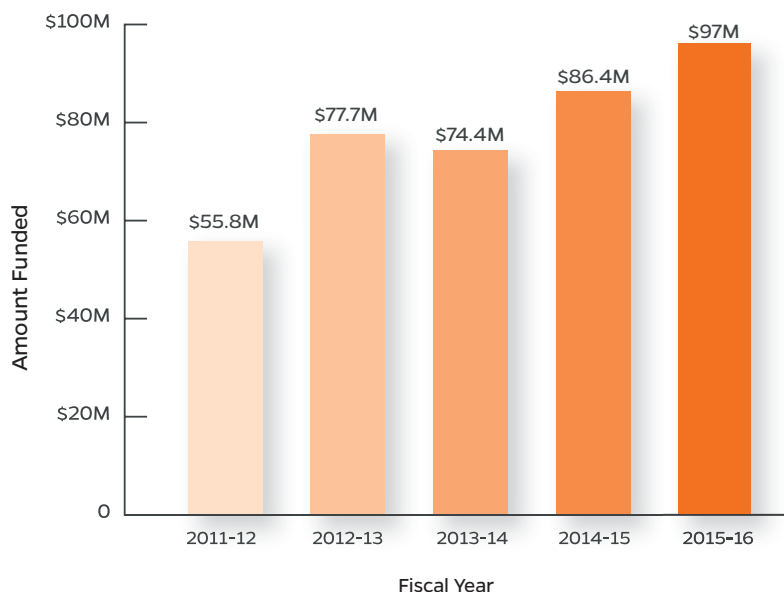
Major awards last year included \$9 million from the U.S. Department of Education to create a Virtual Learning Lab, where faculty researchers in **Education Technology** and other disciplines are testing a novel approach for personalizing online instruction for students in mathematics (see story page 32). Another federal grant, worth \$3.5 million, supports the work of faculty investigators in special education and from the college’s Anita Zucker Center for Excellence in Early Childhood Studies to evaluate a promising learning curriculum for middle school students at risk for emotional or behavioral disorders.

Externally funded projects also addressed vital education issues such as:

- » Adapting e-learning for students with disabilities including dyslexia and visual impairment;
- » Professional development for Florida’s early child practitioners;
- » Improving school safety through new strategies for enhancing the social culture and positive behavioral climate of classrooms and schools;
- » Certified Teacher Coaching programs of the UF Lastinger Center for several Florida school districts.

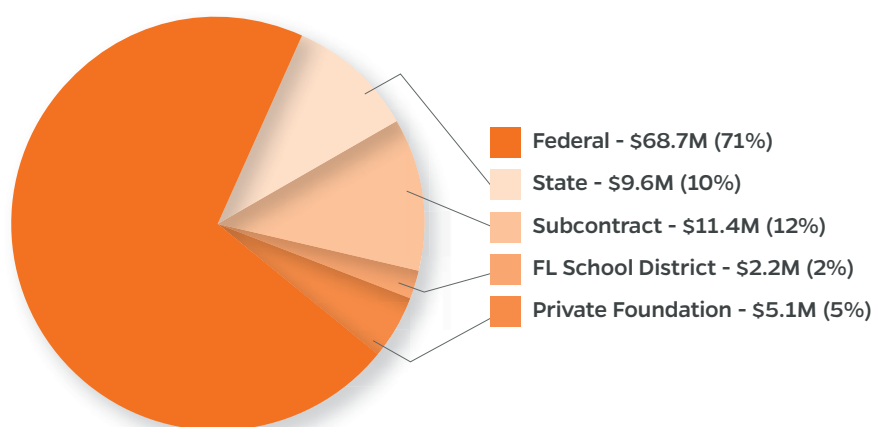
CURRENTLY FUNDED PROJECTS

TOTAL DOLLAR AMOUNT BY FISCAL YEAR



Total amount of currently funded projects collegewide increased by 12.3% from 2014-15 to 2015-16.

TOTAL DOLLAR AMOUNT BY AGENCY TYPE



\$97m

Total value of the college's 106 research grants. This is the largest amount in the college's 110-year history.

COE faculty were awarded

54

new research grants

in 2015-16, worth nearly \$29 million — almost double the previous year's value.

MORE THAN

70%

of the college's currently held research grants are funded by federal agencies or organizations.

Research funding per faculty member averaged more than

\$513,000

— a year's increase of nearly 15%.

Collaborative projects between UF education scholars and researchers from other institutions or UF divisions led to nearly \$11 million in newly funded awards. That is a

9,000%

increase over 2014-15.

FACULTY SCHOLARS ARE MERGING NEUROSCIENCE AND EDUCATION RESEARCH TO PERSONALIZE MULTIMEDIA AND ONLINE LEARNING

SETTING THE STAGE

“Everything I heard there and the people I met, I said ‘wow, this is what I want to do as my graduate education and job,’” he says.



Within a few months, he and his wife, Yuliya, moved a half-world away to settle in Ames, Iowa, where he spent five years at Iowa State University earning a doctorate in curriculum and instructional technology and human-computer interaction.

Along the way, Antonenko worked with Iowa State neuroscientists on one of his personal research interests — the use of electroencephalography (EEG) to monitor brain activity known as “cognitive load,” which is the amount of mental effort expended by the working memory during a learning task. EEG, which records the brain’s electrical activity, is most commonly used in medicine as a first-line, non-invasive method of diagnosing stroke and other brain disorders.

It would have been intriguing to monitor Antonenko’s own brain activity as he thought to himself, “Hmmm, I wonder if EEG might be a reliable way to study the mental processes underlying learning.” He wrote his dissertation on the topic and became one of the first education researchers to use EEG to measure the cognitive dynamics of learning.

THE STARS BEGIN TO ALIGN

After earning his doctorate and serving five years on the education technology faculty at Oklahoma State University, Antonenko joined UF’s **Education Technology** faculty in 2012. His appointment coincided with the education world’s identification of personalizing online learning as a global challenge and a top research priority of the U.S. Department of Education and the National Science Foundation.

UF administrators also targeted research of personalized e-learning for investment of state “preeminent university” funds, which enabled the College of Education in 2014 to recruit top ed. tech scholar Carole R. Beal from Arizona State University, where she was conducting her own pioneering neuro-education studies. Beal became the first director of UF’s new campuswide Online Learning Institute.

The College of Education made a priority of integrating neuroscience with education research to improve online learning at all levels. Pivotal developments during the 2015-16 academic year made that push a certainty.

“WE ALL SHARE THIS MUTUAL GOAL OF FIGURING OUT HOW TECHNOLOGY CAN HELP ALL TYPES OF LEARNERS. WE NEED TO MAKE TECHNOLOGY WORK SO EVERYONE FEELS THEY CAN LEARN AND BE SMART AND SUCCESSFUL.” — KARA DAWSON

MERGING NEUROSCIENCE AND EDUCATION RESEARCH AT UF



KARA DAWSON

In 2015, Antonenko, Beal and UF **Education Technology** colleague Kara Dawson attracted vital grant funding to lead novel interdisciplinary research projects using wireless EEG brain monitoring and other neuro-technology to study how multimedia learning can be improved for all students, not just those who test well on academic exams. These studies focus on education in the STEM disciplines — science, technology, engineering and math —

areas in which the use of multimedia learning tools “has far outstripped the ability of research to keep pace with,” says Antonenko.

Their focus on custom-tailoring instructional design for individual learner differences, rather than a “one-size-fits-all” approach, is a distinctive feature of their studies.

“Virtually all research on multimedia learning methods has been performed on high-achieving students at elite research-intensive universities, where studies like this usually occur. We are evaluating these methods with more diverse student populations and those with special needs,” Antonenko says.

NSF STUDY FOCUSES ON COMMUNITY COLLEGE STUDENTS

Antonenko heads a team of highly specialized researchers drawn from multiple institutions on a three-year study, supported by a \$765,000 grant from the National Science Foundation. The researchers are gauging how effective technology-assisted learning practices are for a diverse group of community college students, which now constitute nearly half of all U.S. higher education students.

The team, dubbed the Science of Learning Collaborative Network, includes top scholars in **Education Technology**,

neuroscience, **STEM Education**, neuropsychology, computer science and **Educational Measurement**. They hail from UF, the University of Massachusetts-Boston and Washington State University.

Some 120 students from three colleges — Santa Fe College in Gainesville, Bunker Hill Community College in Boston and SUNY Buffalo State in Buffalo, N.Y. — are participating in the study. The students are screened for demographics and learning differences, such as working memory and visual attention levels, to ensure a varied test group.

Team specialists in cognitive neuroscience are employing EEG and other high-tech methods, including functional near infrared spectroscopy (to measure neural changes in blood oxygenation) and eye tracking (to understand visual attention) to assess the students’ attention and mental processes while they learn using multimedia materials that include text, images, videos, animations and audio.

The researchers hope to land follow-up NSF grants by demonstrating the effectiveness of their network’s organization, infrastructure and integration of diverse research strategies, along with their unique approach to personalized learning.

“Working with scholars from other disciplines and other institutions is really exciting but it’s also challenging because each discipline and each person has a different way to work,” Antonenko says. “We have to make sure everyone is invested and feels valued and make sure we pull all of the expertise together in a way that makes sense.”

UF co-researchers are ed. tech faculty members Dawson and Beal, and psychology professor Andreas Keil. Co-principal investigators are computer science and STEM education scholars Matthew Schneps from Massachusetts Institute of Technology and Marc Pomplun from the University of Massachusetts-Boston, and Richard Lamb of SUNY Buffalo State, who focuses on science education and measurement.

ADAPTING DIGITAL MEDIA FOR STUDENTS WITH DYSLLEXIA

Professor Dawson heads an educational neuroscience study focused on multimedia learning for students with dyslexia, the most common language-based disability.

LAST YEAR,
ANTONENKO BECAME
THE FIRST UF EDUCATION
FACULTY RESEARCHER
TO WIN **5 NSF**
GRANTS IN THE
SAME YEAR.

People with dyslexia typically have difficulty reading and processing words.

Dawson was awarded \$85,000 for the one-year project from UF's Office of

Research, which awards Research Opportunity Seed Fund grants to UF scholars for the merit and potential of their research proposals. Antonenko is a co-principal investigator.

The study involves 72 college students with dyslexia, each participating in one of four multimedia learning settings while wearing wireless EEG headsets to monitor and record brain activity during the multimedia exercise and comprehension assessment. The student volunteers are drawn from four institutions: Santa Fe College and the universities of Central Florida, North Florida and South Florida.

While neuroscience-based methods are central to the study, Dawson is quick to make one thing clear: "In no way am I a neuroscientist."

"To me, this is not about neuroscience," she says, "I am interested in what neuroscience techniques can tell us about the learning process. That is what it's all about for me."

Dawson and her team will use their findings to evaluate the validity of merging EEG and behavioral measures and, ultimately, to develop new instructional strategies and materials that teachers can personalize for individual students with varied learning traits and backgrounds.

Besides Dawon and Antonenko, the research team includes UF **Education Technology** colleagues Beal and Albert Ritzhaupt, dyslexia diagnostic specialist Linda Lombardino from UF's **Special Education** program, and UF neuropsychologist Keil. Doctoral students participating are Kendra Saunders from **School Psychology** and Nihan Dogan, Jiahui Wang, Li Cheng, Wenjing Luo and Robert Davis from the School of Teaching and Learning. Matthew Schneps from Massachusetts Institute of Technology also is collaborating.

"We all share this mutual goal of figuring out how technology can help all types of learners," Dawson says. "We need to make technology work so everyone feels they can learn and be smart and successful."

MUCH PROMISE BUT NOT YET READY FOR PRIME TIME

The researchers describe both educational neuroscience studies as exploratory, but Antonenko says he expects them to yield solid preliminary findings that may lead to follow-up NSF research proposals.

"EEG appears to be a great tool for educational research that can produce important implications for teaching and learning in education," he says. "Our focus is on helping people who need additional support as they learn using 21st century online and multimedia tools in education."

"That is what I find most rewarding."

COE Awarded \$10M for Two Critical Studies

PRECISION EDUCATION:

A New Approach to Personalizing Online Instruction



BEAL

The University of Florida is assembling top faculty researchers from multiple fields to seek solutions in two critical areas of 21st century education — personalizing online math instruction and adapting **Educational Technology** for students with visual impairments.

The studies are funded by two grants, worth more than \$10 million combined, from the Institute of Education Sciences, the research arm of the U.S. Department of Education.

Nearly \$9 million of the grant money supports a new project called Precision Medicine: Virtual Learning Lab, which brings together top experts in informatics, **Math Education** and professional development for teachers. Their charge is to advance a new approach for exploring massive sets of archived student data to update and personalize virtual instruction for future math students.

“With the increased use of computers in education, the large-scale mining of existing education data represents a big new opportunity for computers to help teachers adapt their practice for today’s digital world and help their students to improve their virtual learning,” said UF **Education Technology** Professor Carole R. Beal, the principal investigator of both studies.

The new Virtual Learning Lab team comprises faculty researchers at UF and the University of Notre Dame, and experts from Study Edge, a Gainesville-based online tutoring company.

Over the next five years, the researchers will conduct studies in the emerging discipline of precision education, which uses large-scale education data from prior students — such as standardized test scores, administrative records from schools and universities, and teaching methods used — to personalize the learning experience for future individual students.

No more one-size-fits-all lesson plans geared to some “statistically average” student profile.

The researchers will focus on online or virtual learners in math using the new technology of “big data” learning analysis. The precision education approach has researchers using powerful “supercomputers” to rapidly scrutinize the massive education data, plus figures from students’ use of interactive and group learning tools.

“Our grand challenge is to improve the achievement of struggling online students,” said Beal, who was recruited from the University of Arizona in 2014 to head the new UF Online Learning Institute. “We will design new teacher development programs on the use of learning analytics and personalizing instruction, and how to track student progress when every student is doing something unique.”

Researchers at the Virtual Learning Lab will develop and test their prototype personalized model of precision education on a popular online tutoring tool called Algebra Nation, which the UF Lastinger Center for Learning launched in 2013 in tandem with Study Edge. Algebra Nation has since been used by more than 3,000 teachers and 200,000 math students from all 67 Florida school districts — mostly ninth graders gearing up for the mandatory end-of-course exam in Algebra 1.

Near the end of the study, researchers will compare test results of students using the



UF ALGEBRA NATION TUTORS TRAIN FOR THEIR ONLINE MATH TUTORING GIGS.

updated and personalized version of Algebra Nation with the scores of students using the regular version.

Beal said the Virtual Learning Lab also will serve as a national hub for researchers — forming a network for sharing findings and collaborating on new efforts to advance the fledgling field of precision education and personalized virtual learning.

The project's co-principal investigator is Walter Leite, UF professor of **Research and Evaluation Methods** (REM) with expertise in big-data mining and learning analysis.

Other College of Education faculty researchers involved are: Corrine Huggins-Manley (**REM**), and Don Pemberton and Philip Poekert from the college's Lastinger Center for Learning.

Two other participating UF faculty scholars are: George Michailidis, director of the UF Informatics Institute; and Juan Gilbert, chairman of computer and information sciences and engineering, and a pioneer in the field of human-centered computing.

Other key team members are psychology and computer science professor Sidney D'Mello of the University of Notre Dame and online tutoring specialist Ethan Fieldman of Study Edge.

Adapting Education Technology for Math Students with Visual Impairment

The theme of personalized online learning carries over to Beal's second federal grant, a three-year, \$1.4 million project to help solve the unique challenges that visually impaired students must overcome in learning online.



GAGE

Think about it: How can students who can't see the images on their computer screen solve algebra or geometry problems filled with line, bar and circle graphs, figures, geometric shapes and maps?

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

For this study, Beal has assembled a research team with colleagues from Arizona and Florida to explore how technology can make online learning more accessible to students with special needs. Nicholas Gage from UF's **Special Education** program is co-principal investigator.

The researchers will develop and test an iPad-based instructional system to train students with visual impairments to locate and decipher targeted information in math graphics problems. The system includes audio, print and braille cues in accompanying books to point users to targeted graphics and word problems.

They plan to recruit up to 150 middle and high school students with visual impairments for the project from regular schools and specialized residential programs in Florida, Arizona and other states.

BIG DATA



U-FUTuRES 2.0

NOT AN APP, BUT AN INNOVATION TO TRANSFORM SCIENCE EDUCATION

The goal of U-FUTuRES is nothing if not ambitious.

Organizers of the College of Education program want to reverse the dire trend of U.S. students falling behind peers from other countries in their mastery of science and mathematics.

With the support of a \$5 million grant from the National Science Foundation, a cadre of 37 middle-school science instructors have completed the innovative master's program, which is designed to help teachers create more engaging science classes. U-FUTuRES strengthens teachers' knowledge of basic science and offers a new, more hands-on curriculum.

"I feel like the program was designed especially for me," said Susan Russo, a middle school science teacher in Palm Beach County who earned a **Master's in Science Education** in 2015 through the program. She now directs a special three-year science and technology academy at her school.

Science teacher-leaders who have completed the program are now passing on what they learned to hundreds of other teachers in 20 school districts across Florida, potentially impacting thousands of students.

"In a couple years we hope to cover the entire state of Florida," said **Science Education** associate professor Rose Pringle, who is co-leader of the program with Lynda Hayes, director of UF's P.K. Yonge Developmental Research School.

With the five-year NSF grant running its course, the program has been rebranded U-FUTuRES 2.0 and transformed into a one-year accelerated certificate program that includes a summer workshop and online courses to sharpen teachers' understanding of scientific methods and of physics, chemistry, geology and earth sciences.

**U-FUTuRES
STANDS FOR
"UF UNITES
TO REFORM
EDUCATION IN
SCIENCE."**

U-FUTURES NOW OFFERS A ONE-YEAR ACCELERATED CERTIFICATE PROGRAM THAT INCLUDES A SUMMER WORKSHOP (PICTURED ABOVE) TO SHARPEN TEACHERS' SCIENCE CONTENT KNOWLEDGE.

110 YEARS

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EDU
GATOR 110
INSPIRING THE FUTURE



110
YEARS

COLLEGE OF EDUCATION

Since its founding in 1906, the College of Education at the University of Florida has been a leader in innovative educator preparation, research and outreach scholarship. Throughout its 110-year history, Florida's flagship education school has produced exemplary educators who have gone on to positively impact the local, national and global communities.

Spanning several generations, College faculty scholars have been pioneers in landmark initiatives such as:

- the community college system
- the middle school movement
- Head Start
- the development of accreditation standards in counselor education
- advancing the standards and practices of early childhood and special education
- Florida's first K-12 laboratory school
- the evolution and honing of classroom technology
- testing and dissemination of new learning systems to ensure quality education for all students, especially low-income children

Success of our graduates, national recognition of our programs and faculty, our rich heritage and our promise for future achievements: These are the roots that nourish our pride as Florida EduGators — past, present and future.



1906

First education classes held by the UF Normal School (predecessor of the College of Education).

1912

School restructured as UF Teachers College and Normal School.

1931

Teachers College renamed College of Education.

1910

1905

Florida Legislature consolidates higher education for teacher preparation into two schools – UF for men and the Florida State College for Women.

1920

1913

First "permanent" College of Education building (Peabody Hall) is built in center of campus.

1912

John A. Thackston becomes first dean.

1930



1940

1934

College moves into own campus building at new P.K. Yonge Laboratory School, the state's first K-12 laboratory school.



PRIDE POINTS

- » **HAPPY "FATHERS" DAY:** Education Professor James Wattenbarger earned recognition in the 1950s as the father of Florida's community college system; a decade later, Professor William Alexander's leadership role earned him the honorific of father of America's middle school system.
- » The College's ProTeach program, launched in 1984, was one of the first teacher preparation programs requiring an additional fifth year of study for teacher certification.
- » **NATION'S TOP EDUCATORS:** In 1985, College alumna Therese Knecht Dozier (MEd '77) was selected National Teacher of the Year; in 2015, Education graduate Jayne Ellspermann (MEd '84) was named National Principal of the Year.
- » The state's Florida Fund for Minority Teachers, established in 1996, is based at the College to attract promising minority students into teaching careers.
- » UF's counselor education department was the nation's top-ranked program in its discipline in 1997, according to the *U.S. News & World Report*, and the program remains a perennial Top 10 selection.

1947

State allows first women to enroll in College of Education for regular academic session.

1957

P.K. Yonge Laboratory School building renamed Norman Hall for former Education Dean James W. Norman.

1957-67

Education Professor James Wattenbarger guides development of state's community college system.

1979

A new Norman Hall annex opens, doubling existing space for expanded research and clinical teaching, and housing a new media center and education library.

1950

1948

Alice McCarthy earns a Ph.D. in education, the first woman to receive a doctorate from UF.

1960

1958

P.K. Yonge School moves to own campus.

~~~~~  
A leader in desegregation in the South, the College enrolls its first African-American student.

### 1970

#### 1966

Johnnie Ruth Clark is first African-American to earn a doctorate in education at UF.

~~~~~  
Yearlong institute at UF culminates three-year effort to create middle-school system in Florida.

1980

1975

The College's affiliated P.K. Yonge School is voted America's best laboratory school in a survey of lab school administrators around the country.

PRIDE POINTS

- The College's elementary teacher education program received an international award in 2003 for distinctive achievement in integrating technology into the curriculum.
- The College's UFTeach program in 2011 received the Workforce Florida council's Best Practices Award for excellence in targeted teacher recruitment and retention efforts in the vital STEM disciplines (science, technology, engineering and math).
- UF's affiliated P.K. Yonge Developmental Research School opened a new, state-of-the-art elementary school wing in 2012 that experts describe as a national model for school building design in the 21st century.
- Currently, in its quest for national prominence, UF is investing state Preeminence funds in three designated priority initiatives involving the College of Education — in early childhood studies, personalized e-learning, and "big data" informatics analysis of national education trends and teaching practices.



1994

New education Dean Roderick J. McDavis becomes UF's first African-American college dean.

1999

UF alumni Allen and Delores Lastinger contribute \$2M to establish the Lastinger Center for Learning as the College's education innovation hub.

2004

The College offers its first online degree program — a master's in curriculum and instruction with specialization in education technology.

2005

William and Robbie Hedges commit \$1.9M for research to help marginal students learn.

2007

A \$10M grant teams the College with Miami-Dade Public Schools and a Miami foundation in an all-out school readiness effort for preschoolers.

1990

1987

Education alumni meet to form an alumni association, generating much needed financial assistance, particularly for student scholarships.

2000

1997

US News & World Report ranks UF counselor education program No. 1 in its specialty.

2002

Catherine Emihovich becomes the College's first female dean.



2006

Yearlong celebration marks Centennial Anniversary of College's 1906 founding.

UF creates the David Lawrence Jr. Endowed Chair in Early Childhood Studies at the College of Education.



NATIONAL RANKINGS

According to the 2016 *U.S. News & World Report* rankings of America's Best Graduate Schools, UF's College of Education is the highest rated education college in both Florida and among public institutions in the Southeast. Nationally, the College rates 20th among public education schools.

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

- » Special Education — 5th
- » Counseling & Counselor Education — 9th
- » Elementary Teacher Education — 17th
- » Online Graduate Education, overall — 13th

STUDENT ADMISSIONS SELECTIVITY — an indicator of high-quality student enrollment — for the College's overall **ONLINE LEARNING** program was rated **BEST IN NATION** by *U.S. News*.

ALSO NATIONALLY RANKED: ONLINE DEGREE PROGRAMS

BY GRAD SCHOOL HUB

- » Educational Leadership doctoral degree — 2nd
- » Educational Leadership master's degree — 2nd

BY THEBESTSCHOOLS.ORG

- » Reading: Language & Literacy master's degree — 2nd
- » Educational Leadership master's degree — 5th
- » Educational Technology master's degree — 9th

2010

The College leads UF's drive to establish an interdisciplinary Center for Excellence in Early Childhood Studies.

2012

A team of UF special education scholars receives a federal grant worth \$25M — the College's largest-ever award — to lead a 20-state effort to advance the preparation of effective educators serving students with disabilities.

2014

UF's Center for Excellence in Early Childhood Studies is renamed for education alumna Anita Zucker in recognition of her \$5M donation — the College's largest gift by an individual — to expand the growth and outreach of the center's programs.

2010

2008

Thirty-three UF science and math majors enroll in inaugural class of UFTech, which provides them with a specialized education minor and prepares them to teach effectively in their discipline.

2011

The College's Lastinger Center receives federal education stimulus funds to expand its job-embedded Florida Master Teacher Initiative for early-learning teachers in Miami-Dade.

Supported by a National Science Foundation grant, faculty researchers at the College and UF's K-12 P.K. Yonge School team up on a five-year effort to transform how science is taught in Florida's middle schools.

2013

The Lastinger Center for Learning launches Algebra Nation, a powerful, Web-based tutoring resource that now supports a quarter-million algebra students in all 67 Florida counties.

2015

Faculty researchers accumulate a record high \$86.4M in total external funding.

The state funds new center at College to help lead statewide reform in elementary teacher preparation.

The UF Coaching Academy is established, providing teachers access to collaborative peer coaching tools and a portfolio of seven individual teacher coaching certification programs.



COLLEGE OF EDUCATION | UNIVERSITY OF FLORIDA

Innovation rooted in tradition

THE EARLY YEARS

The first classes of the new University of Florida Normal Department (the predecessor of the College of Education) were held in September of 1906 at the university's new Gainesville campus, setting the stage for a long and rich history for the College.



1909 - 1916
**JOHN A.
THACKSTON**

Albert Murphree, UF's second president, hired John Thackston as a professor of education in 1909 at UF's Normal Department. The department, for males only, was restructured in 1912 as the

UF Teachers College and Normal School and Thackston was its first dean. A year later, the college moved into its first "permanent" home (Peabody Hall), built in the center of campus.



1916 - 1920
**HARVEY
WARREN COX**

A coeducational Summer School had become the College's largest program and would remain so until the state allowed the College to enroll women for the regular session in 1947.



1920 - 1941
**JAMES W.
NORMAN**

In 1920, James Norman, fresh with a doctorate from Teachers College at Columbia University, took over the dean's chair, a seat he would hold for more than two decades. Norman endorsed the idea that professional training combined with experience would yield success in teaching. His philosophy took shape in the form of a laboratory school that would house a K-12 school as well as College of Education faculty and students. P.K. Yonge Laboratory School opened in 1934 with 470 students, housed in a new building on a 12-acre site adjoining the university.

THE EARLY TRANSITION YEARS



1941 - 1949
**G. BALLARD
SIMMONS**

Graduate education got a boost in 1946, with approval to offer a doctor of education degree at the college.

The major challenge of the late 1940s was to accommodate the rise in enrollment resulting from the inception of coeducation at UF and the influx of young men taking advantage of the G.I. Bill.



1949 - 1964
**JOSEPH B.
WHITE**

The College was experiencing serious growing pains. In 1957, the P.K. Yonge Laboratory School moved to a new campus near the university. The College of Education became the sole occupant of the old P.K. Yonge building, which was renamed James W. Norman Hall for the former dean.

The rising student enrollment in the College made it necessary to place more student teachers in community schools.

In the mid-1950s, the Florida Board of Control sought UF Education Professor James Wattenbarger to develop and guide the state's first community college system to help lessen the strain on higher education from the state's booming population growth. Under Wattenbarger's guidance from 1957 to 1967, Florida's community college system went from an enrollment of 3,000 students to more than 75,000.

The College of Education influenced higher education development through its newly formed Institute of Higher Education.

THE EARLY RESEARCH YEARS



1964 - 1968
KIMBALL
WILES

Although Kimball Wiles was dean for just four years before his death in an auto accident, his legacy lives on. Local school district officials and the College of Education worked together to make sure new federal Head Start services would become accessible to local children and families.

To become a quality graduate institution in education, Wiles thought the College should expand

its research efforts. He enacted a plan to create three institutes that would promote scholarly investigations in key education fields.

The Florida Educational Research and Development Council also was formed, linking the college with 21 counties to promote innovation and research in state public schools.

UF also became recognized as the hub of middle school education in the country due to the college's role in developing the middle school concept – addressing the specific needs of children during their formative years (ages 10-13) in a transitional setting.



1968 - 1978
BERT SHARP

Dean Bert Sharp's tenure had many high points. The college hired its first African-American

faculty members in the early 1970s, and P.K. Yonge was voted the country's best laboratory school in 1975.

Several doctoral programs received top 10 and top 15 rankings in national surveys including higher education administration, curriculum teaching, and guidance counseling. A 1976 survey rated the College 16th in faculty and program strength.

THE PROTEACH YEARS



1978 - 1994
DAVID SMITH

To meet the needs of the state's changing population, David Smith's 16-year

administration was marked by sweeping changes in the College's teacher education program.

College faculty worked with practitioners in the early 1980s to design a revolutionary new concept of teacher education, which they called ProTeach (PROfessional TEACHER). The program required a fifth year of study toward a master's degree, with a broad liberal arts and science base and professional studies

to give students instruction in the College and more field experience in schools.

The changes produced a revitalized College, with enrollment rising along with the quality of applicants for admission.



1994 - 1999
RODERICK J.
MCDAVIS

Recognizing the College could not remain static if it wanted to keep on the

cutting edge of teacher education, Dean Roderick McDavis set out to restructure the College and its teacher education program.

The ProTeach program was retooled in 1995 to focus on the changing demographics in schools and the movement to include students with disabilities in general education classes. By combining the elementary and special education programs, the College was better able to prepare teachers for dealing with the varied demands of an exceptional student body.

The College also initiated a technology training program for the faculty.

Before the close of his tenure, McDavis reorganized the College into five academic departments to increase opportunities for more collaboration between units and to develop new graduate programs and research initiatives.

MOVING FORWARD INTO A NEW CENTURY



2000 - 2002
BEN F. NELMS

In 2000, Ben F. Nelms, director of the College's newly named School of Teaching and Learning,

agreed to serve as dean for two years. It was a tough period for the university, which was experiencing budget woes and a statewide

reorganization. Together, Nelms and Associate Dean Rodman Webb would help transition the College into the 21st century.

The College launched several construction projects that included building a new student services center and restoring the former P.K. Yonge school library for use as classroom and meeting spaces.

A key highlight was the extension

of services to public schools. The Lastinger Center for Learning was created to serve high-poverty elementary schools in the Gainesville, Jacksonville and Miami areas. And the University of Florida Alliance became a universitywide program, collaborating with urban high schools in Jacksonville, Miami and Orlando to help prepare at-risk students for college admission.



**2002 - 2011
CATHERINE
EMIHOVICH**

Catherine Emihovich became the first woman dean of the College of Education in 2002. She worked with faculty to infuse “engaged scholarship” as a core principal of the College’s teaching and research programs – connecting academic scholarship to the practical concerns of educators and to benefit the public good.

The College forged numerous partnerships with public schools, school districts and communities in school-improvement efforts

and developed novel, on-the-job degree programs and professional development offerings for practicing teachers. Distance learning also was expanded. The Lastinger Center for Learning forged a \$10 million partnership with a Miami foundation to prepare preschoolers for success by the time they enter the classroom.

Despite all odds, the College not only survived, but thrived during the seven-year Great Recession, a feat Emihovich credited to her committed executive team, faculty, staff and supportive stakeholders.

To help meet the critical need for more science and math teachers, Associate Dean Tom Dana led the creation of UFTeach, a new alternative teacher certification program with

a novel approach for recruiting and preparing future teachers in those disciplines.

Retired education faculty member William Hedges and wife Robbie, donated a \$1.9 million bequest that will support research to help marginal students learn.

In 2006 – with the College celebrating its centennial anniversary – UF created the \$1.5 million David Lawrence Jr. Endowed Chair in Early Childhood Studies in the College. Emihovich recruited top scholar Patricia Snyder to fill the prestigious post and, together, they led the creation in 2010 of a university-wide, interdisciplinary Center for Excellence in Early Childhood Studies.

THE ‘GOOD YEARS’



**2011 - PRESENT
GLENN E.
GOOD**

Glenn Good, the College’s 13th dean, saw the strength of the College’s research enterprise as a way to improve the College’s national visibility.

The College has accelerated its growth in research funding and private support and joined the ranks of the nation’s top 20 public education colleges. Several of the College’s academic specialty areas, including its online graduate education program, also are highly ranked.

In 2013, UF’s investment of state Preeminence funds in priority

research initiatives involving the College of Education allowed the College to hire four distinguished scholars in early childhood studies (two appointments), educational technology, and research and evaluation methodologies.

In 2014-2015, College’s faculty researchers, together, held an all-time high \$86.4 million in external research grants, a 78 percent increase since 2010-2011.

A significant portion of the record funding resulted from a five-year, \$25 million federal grant – the College’s largest award in its 110-year history. The support allowed a team of UF special education faculty researchers to launch a

20-state initiative to strengthen their standards, policies and methods for preparing teachers and public school leaders who serve students with disabilities.

The Anita Zucker Center for Excellence in Early Childhood Studies – renamed to honor Zucker’s record \$5 million donation to expand the center’s growth – has emerged as the hub for one of UF’s priority research initiatives.

The UF Lastinger Center for Learning, the College’s education innovation hub, continues to develop and disseminate new learning platforms, such as Algebra Nation, which is having broad impact across the state and beyond.

THE FUTURE YEARS

Looking to the future, the UF Preeminence Initiative, with enthusiastic participation of the loyal EduGator community, reflects the beginning of a new chapter in the College’s history that promises to make our highly regarded College of Education even greater.

Preparing educators to meet the classroom demands of the 21st century is a special challenge.

Distance education and online graduate degree programs are taking on a greater importance through such initiatives as a job-embedded master’s degree program that enables classroom teachers to earn their degrees on-site in their districts while working with master teachers and UF faculty.

The UF Board of Governors has made renovating vintage Norman

Hall a top funding priority on its list of capital improvement requests for the 2016 Florida legislative session.

The future is ultra-bright. The College is well-positioned to strengthen its leadership role in establishing the models and paradigms that will define and shape education deep into the 21st century.

OUTSTANDING EDUCATORS

HIGH ACHIEVERS IN 2015-2016



CONROY



DE JONG



PRINGLE



RITZHAUPT



SNYDER

FACULTY

INTERNATIONAL AND NATIONAL RECOGNITION

PRESIDENT ELECT

TESOL (Teachers of English to Speakers of Other Languages)
International Association

ESTER DE JONG

ESOL/Bilingual Education

OUTSTANDING SCIENCE TEACHER EDUCATOR OF THE YEAR

Association for Science Teacher Education

ROSE PRINGLE

Science Education

LEADERSHIP AWARD

Council for Exceptional Children/
Council for Children with Behavioral Disorders

MAUREEN CONROY

Early Childhood Studies

DEC MCAVOY AWARD

Division of the Council for Exceptional Children

MARY MCLEAN

Early Childhood Studies

MENTOR AWARD

Division of the Council for Exceptional Children

PATRICIA SNYDER

Early Childhood Studies

BOB CRAVES CHAMPION OF COLLEGE ACCESS AWARD

National College Access Network

DON PEMBERTON

UF Lastinger Center for Learning

REGIONAL & STATE

WILLIAM R. JONES OUTSTANDING MENTOR AWARD

Florida Education Fund

THOMASENIA ADAMS

Mathematics Education

MOST DISTINGUISHED EDUCATIONAL RESEARCH PAPER

Florida Educational Research Association

WALTER LEITE

Research and Evaluation Methods

UF & COLLEGE HONORS

UF DISTINGUISHED PROFESSOR

University of Florida

PAUL SINDELAR

Special Education

UFF TERM PROFESSORSHIP

University of Florida Foundation

MARY BROWNELL

Special Education

UFRF PROFESSOR

UF Research Foundation

WALTER LEITE

Research and Evaluation Methods

UFRF PROFESSOR

UF Research Foundation

ALBERT RITZHAUPT

Education Technology

IRVING & ROSE FIEN PROFESSORSHIP

UF College of Education

KARA DAWSON

Education Technology

GLOBAL FELLOW

UF International Center

WALTER LEITE

Research and Evaluation Methods

GLOBAL FELLOW

UF International Center

BRIAN REICHOW

Early Childhood Studies

AFFILIATE FACULTY MEMBER

UF Bob Graham Center for Public Service

ELIZABETH WASHINGTON

Social Studies Education

UF FACULTY DOCTORAL MENTORING AWARD

UF Graduate School

R. CRAIG WOOD

Ed. Administration and Policy

UF SUPERIOR ACCOMPLISHMENT AWARD (STUDENT MENTORING)

University of Florida

SWAPNA KUMAR

Education Technology

ANDERSON SCHOLARS FACULTY MENTOR AWARD

UF Anderson Scholars Program (CLAS)

CAITLIN GALLINGANE

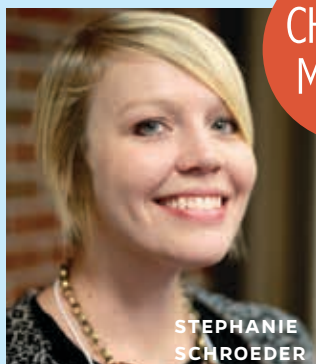
School of Teaching and Learning

B.O. SMITH RESEARCH PROFESSORSHIP

UF College of Education

DAVID THERRIAULT

Education Psychology



CHANGE MAKER

Teaching for Social Justice

STEPHANIE SCHROEDER

(MEd '11 and a doctoral student in **Curriculum, Teaching and Teacher Education**) is an active advocate for social justice — and against oppression — in education. She helped organize an informal, student-led “community” at the College of Education last year called Teaching for Social Justice (TSJ), which hosts discussions and other activities to promote frank, open discussions about timely social issues. TSJ meets several times each semester to examine and act on issues of equality and social justice in education. Schroeder also held leadership positions last year in the UF Education College Council and the Student Alliance of Graduates in Education (SAGE), which co-hosted an inaugural COE Student Research Symposium.

STUDENTS

INTERNATIONAL & NATIONAL RECOGNITION

**C. GLEN HASS LAUREATE
SCHOLARSHIP FOR
INSTRUCTIONAL LEADERSHIP**

Kappa Delta Pi International Honor
Society in Education

NATALIE RIDGEWELL

Curriculum and Instruction

**K. PATRICIA CROSS FUTURE
LEADERS AWARD**

Association of American Colleges
and Universities

UTTAM GAULEE

Higher Education Administration

STATE

**MOST DISTINGUISHED
EDUCATIONAL RESEARCH PAPER**

Florida Educational Research
Association

ZACHARY COLLIER

Research and Evaluation Methods

UF & COLLEGE HONORS

ROTHMAN DOCTORAL FELLOWSHIP

UF Center for Humanities and
Public Sphere

KENNETH NOBLE

Curriculum and Instruction

**COE OUTSTANDING GRADUATE
STUDENT — RESEARCH**

RACHEL HENESY

**COE OUTSTANDING GRADUATE
STUDENT — PROFESSIONAL PRACTICE**

NATALIE RIDGEWELL

**COE OUTSTANDING GRADUATE
STUDENT — LEADERSHIP**

KATHRYN WILLIAMS

**COE OUTSTANDING UNDERGRADUATE:
UNIFIED EARLY CHILDHOOD
EDUCATION**

MARIAH HARRIS

**COE OUTSTANDING UNDERGRADUATE:
UNIFIED ELEMENTARY PROTEACH**

MADELINE “MADDIE” MCCLINTOCK

ANDERSON SCHOLARS WITH
HIGHEST DISTINCTION WERE
KATELYN MAYER, CALEY RAPPA
AND KRISTA STEELE.

16 ProTeach Students — Most Ever — Named UF Anderson Scholars



Sixteen COE **ProTeach Elementary Education** students have been named UF Anderson Scholars for their outstanding academic performances during their first two years at UF — the most education students ever to receive the annual award.

Three education students received the Anderson Scholar award with highest distinction: **KATELYN MAYER, CALEY RAPPA** and **KRISTA STEELE**.

Education students awarded with high distinction are **SIMONA BLANARIKOVA, LINDSAY BURN, LAUREN CASSELL, AUTUMN FINKE, FELICA HANLEY, MARGARET KELLY, ABBY NEWMAN** and **ALEXANDRA SMART**.

Scholars honored with distinction are **SHANNAN CAMPBELL, SICILY GUARISCO, CASSANDRA LUSSIER, TORI RUBLOFF** and **SYDNEY VAIL**.

A Big Year for ‘Big Data’ Scholar Walter Leite

Last year was a big year for Walter Leite, associate professor of **Research and Evaluation Methods**. The operative term is “big” because Leite’s expertise is “big data” analysis — mining massive amounts of numbers, student records and other data to analyze the effectiveness of teaching tools and educational programs.

Leite works in a world of standardized test scores, end-of-course assessments, website usage logs and observation protocols. His mantra is: follow the data. His analysis helps educators determine teaching practices that work, and ones that don’t.

“My niche is scouring extremely large data sets with lots of variables and I try to find the evidence for program effectiveness based on that data,” the Brazilian-born scholar said.

Leite was thrust into the spotlight this past year with three noteworthy achievements:

- » He received a prestigious UF Research Foundation Professorship, which awards three-year stipends to

a select few tenured faculty for their outstanding research and to provide incentives for continued excellence;

- » He also shared the Florida Educational Research Association’s Distinguished Paper Award with his research assistant reporting on the impact the college’s novel Algebra Nation online-tutoring program has on students’ standardized test scores in algebra;
- » Leite and his team also received a \$1.6 million grant to evaluate a statewide pilot project that provides child care providers with special training and coaching as a way to improve the learning of children preparing to enter kindergarten.

Leite’s reputation as a leader in his field is growing not only among his peers but also among UF students. Last year, his structural equation modeling course attracted two dozen graduate students from across the university, from the fields of criminology, forestry, psychology, immunology and more, who wanted to learn how to analyze complex sets of data.

WALTER LEITE (LEFT) WORKS ON A PROJECT WITH TWO GRADUATE STUDENTS IN **RESEARCH AND EVALUATION METHODS**.



GLOBAL ATTRACTION

India is Latest Nation to
Scout P.K. Yonge's Teaching-
Learning Innovations

School leaders from Mumbai, India traveled halfway around the world in February to learn ways to improve the educational experiences for their country's schoolchildren.

One of their stops? P.K. Yonge Developmental Research School, UF's kindergarten-through-12th grade laboratory school in Gainesville.

"The more time we spend with their educators, the more we are impressed by their commitment to their work and to the students, their academic progress and their personal growth," said Mumbai school developer Bhavesh Ghandi, reflecting on his visit to P.K. Yonge in February.

They came to P.K. Yonge with the goal of learning how to provide Indian children with a radically different kind of learning experience — a 21st century education — where learning is interdisciplinary, project-based, intensively creative and *fun*.



BHAVESH GHANDI (LEFT) SNAPS A GROUP SELFIE PICTURE OF VISITING EDUCATORS FROM MUMBAI, INDIA, AND FOUR P.K. YONGE SECONDARY STUDENTS.

The Indian educators were the latest of many national and international groups to tour P.K. Yonge in the past year. Educators from Australia, Belgium, Canada, China, Japan, and Slovakia also consulted with faculty and administrators on campus and virtually to understand the educational work going on at P.K. Yonge.

The school has a growing reputation for its innovative curriculum and pedagogy, and even for its architecture, which is designed to provide innovative, adaptable learning spaces.

The visits and information sharing goes two ways: the relationships established also contribute to supporting the environment of global learning that P.K. Yonge teachers and administrators are working to cultivate.

"Each group that spends time with us adds to our understanding of educational innovation from a global perspective," P.K. Yonge Director Lynda Hayes said.



Learning Corridor Named for Former Principal After Family's Gift

Former P.K. Yonge "lifer" student Leslie Scales-Holloway (BAE '68) of Orlando pledged a \$100,000 gift this year to support the school's proposed state-of-the-art secondary building. The Dr. C. Lee Eggert Learning Corridor, named for Scales-Holloway's father, pays homage to his tenure as principal at P.K. Yonge from 1947 to 1952 and as a faculty member in secondary administration at the UF College of Education.

Teaching Excellence Draws State, National Recognition

P.K. YONGE TEACHERS ARE BRINGING HOME GOOD GRADES.

George Pringle, a seventh-grade math teacher, and Cody Miller, a ninth-grade English teacher, each won two awards for teaching excellence last year.

Pringle won the prestigious Presidential Award for Excellence in Mathematics and Science Teaching and a Florida High Impact Teacher Award, given by the Florida Department of Education to teachers having the highest impact on student academic growth during the past three years.

Miller won the National Teaching Tolerance Award from the Southern Poverty Law Center as well as a high-impact teaching award.

Sixth-grade math teacher Bill Steffens and 10th-grade English teacher Kate Yurko also were honored by the state for their high impact on their students' achievement.

A high teacher ranking and better student scores on standardized tests are an outgrowth of the main thing: better teaching and learning, Yurko said.

"We emphasize good teaching, and good teaching brings results," she said.

Not to be outdone, Jon Mundorf (UF College of Education's Outstanding Young Alumnus) and Ross



CODY MILLER, KATE YURKO, BILL STEFFENS AND GEORGE PRINGLE ARE AMONG FLORIDA'S TOP "TEACHERS OF HIGH IMPACT."

Van Boven (Teacher as Researcher Award from the American Educational Research Association) also won prestigious awards in 2015-2016.

P.K. Yonge teachers are not only receiving local and national awards. An increasing number are participating in state, national and international educational conferences to share knowledge with other educators.

"This school year has really been a banner year for our faculty," said P.K. Yonge Director Lynda Hayes. "Our faculty can stand proudly next to exceptional teachers around the nation."



A New Tradition Begins: Final Wave Walk for Graduating Seniors

Members of the Class of 2016 became the first group of graduating seniors to take part in P.K. Yonge's "Final Wave Walk," a swan song stroll for about 110 graduating Blue Wave seniors. The seniors walked the hallways and through classrooms as younger students cheered and high-fived them along the way. The Final Wave Walk not only caps the seniors' achievement but inspires the younger members of the school's future graduating classes.

YOUR NEWS

HONORING YOUR OWN

FOR THE GATOR GOOD

ALUMNI ACCOLADE

‘DEAN’ OF FLORIDA SCHOOL FINANCE OFFICERS AWARDED TOP ALUMNI HONOR

HENRY BOEKHOFF is widely recognized as a leader in the field of school finance and for his dedication to improve the quality of public education across Florida. Now, after four decades working behind the scenes at many Florida school districts, Boekhoff is in the spotlight.

He is the 2016 recipient of the University of Florida’s Distinguished Alumnus Award. UF President Kent Fuchs and education Dean Glenn Good presented the award to Boekhoff, 73, at UF’s spring 2016 commencement ceremony at Ben Hill Griffin Stadium.

“Most likely I am being given the award because of the sheer longevity of my career, and part is the opportunity I had at a relatively early age to make a mark in the area of school finance,” he said.

Boekhoff transferred to UF after his discharge from the U.S. Army and in 1966 earned a bachelor’s in business. After a short stint as an auditor for an accounting firm, he took a job as director of finance for the Nassau County School District in Fernandina Beach. He quickly made a name for himself and went on to serve as deputy superintendent and chief financial officer for many of the state’s largest school districts, where he displayed a passion for education and commitment to schools and communities.

Along the way, Boekhoff returned to UF to receive a **Master’s in Education** in 1970 and a doctorate in **Education Leadership** in 1978. More recently, he served as co-CFO of Florida Virtual School and still works there as a special assistant to the chief financial officer.

Often referred to as the “dean” of school finance officers in Florida, Boekhoff helped Florida craft one of the most equitable education funding formulas in the nation.

“If you don’t have the funds,” Boekhoff says, “you can’t keep hold of good (school) employees and if you don’t have good employees the children are going to suffer.”



2016 UF DISTINGUISHED ALUMNUS AWARD

Henry R. Boekhoff

(MEd '70, DED '78, Ed. Leadership)



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2016 UF YOUNG ALUMNI AWARD

Jon Mundorf
(EdD '14, **Curriculum and Instruction**)

ALUMNI ACCOLADE

HOW OUTSTANDING YOUNG ALUM SAVED HIS TEACHING CAREER

JON MUNDORF considered quitting the profession after three years of teaching elementary school in Naples, Florida. He felt frustrated and ineffective despite doing his best to follow the top teaching methods and steps laid out in educator manuals.

“Only a small number of kids really got it when I would teach,” Mundorf says.

Some did not speak English, others had behavior problems or learning disabilities. He came to realize: The standardized teaching methods he was using were ineffective because his students weren’t standardized.

In 2006, Mundorf decided to look for a better way to teach and give his career a spark.

He found it. He learned new teaching methods designed for educators to more effectively reach all their students and has become a highly sought-after speaker and international consultant for his inclusive teaching innovations. This spring, Mundorf, 36, received the University of Florida’s 2016 Outstanding Young Alumni Award for the College of Education, one of 23 Gator graduates across campus honored.

Mundorf is a 2014 Ed.D. graduate of UF’s **Online Doctorate** program in **Curriculum and Instruction**. In 2015 he joined UF’s P.K. Yonge Developmental Research School, where he teaches seventh grade language arts.

UNIVERSAL DESIGN FOR LEARNING: HIS SAVING GRACE

Mundorf credits his transformation to a decade ago when he attended a summer institute on Universal Design for Learning. UDL is a method of flexible curriculum development that gives all individuals equal opportunities to learn.

“I reinvented myself as a teacher,” he says. “Instead of focusing and complaining about the disability I saw in my students, I chose to target the disability in our curriculum.”

Mundorf says he provides choices in how his language arts students engage with reading materials, providing audio-visual, text-to-speech, captioning, and, if necessary, braille formats. His students also have choices in how they express their grasp of the subject, such as writing an essay, making a speech or giving a visual presentation.

This way, students with high-incidence disabilities such as dyslexia or serious impairments like blindness have more opportunities to succeed.

Mundorf says both students and teachers in the 21st century must become expert learners.

“Teaching can be extremely challenging,” he says. “When you feel like you have figured it all out, the next day things change. Teachers have to be the lead learners in this effort.”

An EduGator Love Story

COE development officer Xan Anderson had an inspirational visit in the Florida Panhandle recently with COE alumni **WILLA LAND** (BAE '48, MED '59), the first female freshman ever at UF. In 1945, after a semester at FSU, Willa personally pleaded with the state higher education superintendent, stating she absolutely would not live apart from her husband — an education student at UF — anymore. Willa went home for the holidays and soon received her acceptance letter from UF.



2008 ALUMNA NAMED DIRECTOR OF UF BABY GATOR

The University of Florida has named COE alumna Stacy Ellis (PhD '08, **Curriculum and Instruction**) the new director of Baby Gator Child Development and Research Centers at UF. Ellis formerly was associate director for organizational operations for the centers. She succeeded Pamela Pallas, who retired this summer after 13 years as director. Besides enrolling 330 children at its three on-campus centers, Baby Gator also is a hub of research activities for the Anita Zucker Center for Excellence in Early Childhood Studies at UF.



Alumni & Giving: by the numbers



THE CLASS OF 1979
GAVE THE
LARGEST AMOUNT:
OVER \$1 MILLION.



6.5% OF ALUMNI
FROM THE CLASS
OF 1989 DONATED,
THE HIGHEST
PERCENTAGE OF ALL
CLASSES.



ALUMNI AND
FRIENDS DONATED
\$6.6M TO THE COE
IN 2015-16.



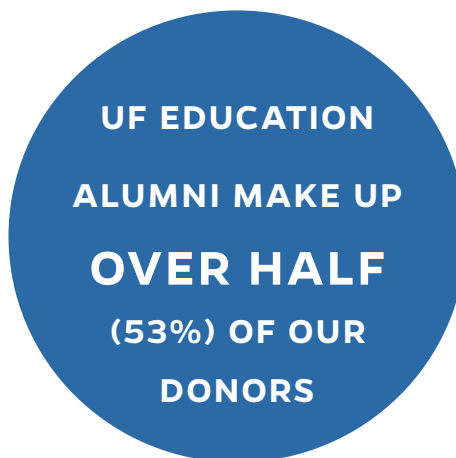
PRIVATE GIVING
ENABLED THE COE
TO GRANT \$377,000
IN SCHOLARSHIPS
TO 123 STUDENTS.



2,612 DONORS
GAVE TO
THE COLLEGE
LAST YEAR.



29,743
TOTAL NUMBER
OF COE LIVING
ALUMNI



UF EDUCATION
ALUMNI MAKE UP
OVER HALF
(53%) OF OUR
DONORS

Now in Third Career, Scholarship Donor Never Forgot Her Educator Calling

During high school she was a summer camp counselor. In 1968, she earned a bachelor's in **Special Education** from the University of Florida and then went on to teach middle school students, and even managed UF's Broward and Rawlings dormitories in the 1970s.

But over time she drifted from her "calling," and began a second career as a real estate agent and sold homes in Melbourne, Florida.

"I made more money than I ever did before and I was not fulfilled at all," Karen recalls.

She moved back to Gainesville and began a third career as an abstract artist. Yet she still wanted to work with students.

In 2003 she found a way. She established the Karen Koegel Scholarship, an annual award given to a deserving UF College of Education graduate student who is engaged in research to make a difference in the lives of students with disabilities.

In December 2015, she did it again. She and her husband Charles funded an annual studio art scholarship at UF's School of Art and Art History to support a studio art student. And, they have pledged to endow both scholarships in perpetuity with a total of \$200,000 after they die.

A native of North Miami, Karen, 69, says having no children plays a role in her supporting so many college students.

"That's probably why I work with them," she says with a laugh during an interview at the Gainesville Fine Arts Association's new gallery. "I have a lot of kids; they are all grown up now."

DONOR KAREN KOEGEL STAYS IN TOUCH WITH SCHOLARSHIP RECIPIENT JONTE MYERS.

As the president of the fine arts association, she has spearheaded yet another annual scholarship. Starting in 2016, the association will provide its first-ever scholarship to help fund the education of a deserving art student at UF.

She hopes that the gifts multiply. She encourages others to give back, too. "A lot of my friends say 'wow, what an incredible thing.' And I say 'you can do it.' It's not like I'm special. We all can do it."

Sometimes the benefits of giving are subtle. She meets her scholarship recipient at the College of Education's Recognition Dinner each spring. The students convey their thanks with words, of course. But they also communicate with their shining eyes, eyes that express heart-felt appreciation for a gift that made life easier as they pursued a graduate degree.

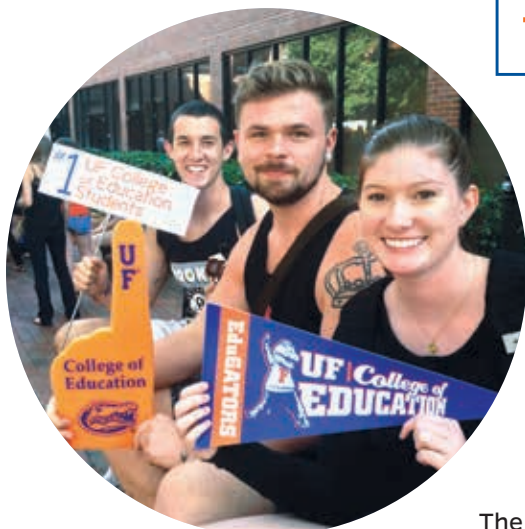
"You can tell. You can see these kids and see how appreciative they are," she says. "How much more could I ask for? That I made that much of a difference."



COLLEGE OF EDUCATION HONOR ROLL OF DONORS

A 2015/16 Report from the University of Florida Foundation on behalf of the College of Education

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



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The Virtuosity of EduGator Generosity

ALUMNI AND FRIENDS GIVE
IN RECORD NUMBERS

The College of Education is pleased to acknowledge its many benefactors who supported the college during the 2015-16 fiscal year.

There is a lot of Gator Good going on at the college, and the charitable support of our alumni and friends is key to our success in accomplishing our mission.

EduGators can take pride in our highly ranked academic programs, the innovation and growth of our research enterprise, the high quality of our students and graduates, and the impact of our outreach programs in education reform. Those successes may explain why 2,612 alumni and friends chose to make a gift to the college in 2015-16. Their contributions totaled \$6.6 million.

To our donors, your generous giving speaks highly of your commitment and confidence in the College of Education. Your donations support student scholarships, research, teaching, faculty professional development, supplies and equipment, special programs, and much more as we strive to transform education in today's complex global society.

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Who says nothing lasts forever?

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

"Finding a balance between academics and childhood is the key to our preschoolers' future success. They need to have the opportunity to run and play as they develop fundamental skills," says Marie "Weezie" Vreeland (BSPE '68), who created a scholarship for early childhood education students by naming the College of Education a beneficiary of her life insurance policy.



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To learn more about making a planned gift to the College of Education, contact:

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