

Education*Times*

UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION



SPRING 2004

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



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“Never doubt that a small group of thoughtful and committed people, working together, can change the world. Indeed, it is the only thing that ever has.” —Margaret Mead

UF Takes The National Holmes Partnership Meeting by Storm

BY NANCY DANA, PH.D.
SCHOOL OF TEACHING AND LEARNING

The weather may be beautiful this time of year in Gainesville, but a critical mass of teachers, faculty, administrators, and graduate students from UF – School Partnership efforts created a thunderous impact at the National Holmes Partnership meeting in San Diego, California, January 15–17, 2004. Our strong presence at the conference was evidenced by our record-breaking attendance – 26 people total including Deans Catherine Emihovich and Rodman Webb, 13 faculty members, 5 teachers, and 2 administrators from P. K. Yonge, the Lastinger Center, and Alliance partnership schools, and 4 graduate students (including UF's two new Holmes Scholars).

UF's impact and accomplishments were multifaceted during the group's three-day trip to San Diego. To start, Dean Emihovich hosted an alumni dinner. Seven alumni joined Dean Emihovich and UF faculty to get acquainted and hear about the many powerful initiatives that are underway in the College of Education. Alumni were most impressed with the college's direction, including the extraordinary ways faculty are joining with practitioners in schools to gain insights into teaching and learning and to make a difference in high poverty/high need schools in the state.

These UF partnership efforts were publicized at the conference itself in eight separate presentations – three highlighting UF Alliance work and three highlighting Lastinger Center work. P. K. Yonge faculty and Counselor Education faculty made the remaining two presentations.

Representing the UF Alliance, Ben Nelms (Alliance Director), Mickie Miller (Assistant Director), Wanda Lastrapes



(Urban Education Coordinator), Ronetta Wards (teacher, Jean Ribault High School), Adriana Martinez (teacher, Miami Senior High School), and Ilviana Osceola (teacher and UF graduate student) delivered three presentations entitled "The University of Florida Alliance: A Partnership with Urban Schools," "Project FIRM: The Use of Text Sets in Teaching Reading Across the Curriculum," and "Project CHESP (Community/Higher Education/School Partnership): An Urban Cross-Age Tutoring Service Learning Project."

The first presentation provided an overview of the Alliance – a partnership between UF and six urban high schools, located in Jacksonville, Miami, and Orlando, now labeled as "struggling" through the state school-grading system. Shared in this presentation were the goals of the Alliance (to enhance learning as tested by state-mandated tests, to advance college preparation, and to develop school

improvement strategies in partner schools), as well as some of the strategies that they have utilized to meet these goals (scholarship awards, summer leadership institutes, and the development of collegiality among the partners). The remaining two presentations focused on special Alliance projects in partner schools – Project FIRM, which prepares mentor teachers in the teaching of reading across the curriculum with an emphasis on the use of text sets to supplement adopted textbooks in content areas, and Project CHESP, a cross-age tutoring program connecting UF ESOL students, students in Early Childhood Education classes at Miami Senior High School, and children in Auburndale Elementary School in Miami, Florida.

Representing the Lastinger Center For Learning, a coalition of professionals, including Don Pemberton (Center Director), Alyson Adams (Program Coordinator), Elizabeth Bondy, Mary Ann

Clark, Dorene Ross, Diane Yendol Hoppey (UF faculty and Teacher Fellows Project facilitators), Gloria Merrieux, Lea McNealy (teacher and principal at Duval Elementary School), and Fran Vandiver, Linda Hayes, and Valerie Austin (P. K. Yonge director and teachers) actively participated in sessions throughout the conference as well as delivered three presentations of their own to share the Lastinger work.

In the first presentation entitled "The Teaching Fellows Project: An Example of Teacher Driven Professional Development in High Poverty Elementary Schools," Lastinger Center professionals presented research findings on the professional concerns of teachers in high poverty schools; described the design principles for the Teaching Fellows Project, a professional development program designed to impact students; and presented selected examples of the teacher-designed, inquiry-based professional development program emerging in these schools.

The second Lastinger presentation ("The Florida Principals Fellows Project: Connecting Leaders and Sharing Solutions in High Poverty Elementary Schools") discussed the principal's role in Lastinger Center work.

Finally, in a presentation entitled "Effective Strategies for Low Income, Minority Students: A Year-Long Study in an Elementary PDS," UF faculty member Buffy Bondy joined with Duval Elementary School teacher and principal Gloria Merrieux and Lea McNealy to highlight the findings from a year-long study of two teachers' promising practices in this Lastinger Center high poverty (95% of students on free and reduced lunch) elementary school site.

In addition to the Alliance and Lastinger presentations, P. K. Yonge faculty shared a developing experimental model for introducing music education students to the realities of the music classroom and

for increasing their pre-professional contact time with children in a presentation entitled "Preparing Our Musical Future: A University/Laboratory School Partnership Model for Music Teacher Education." Finally, in "Factors in Educational Success of Minority Educators," Counselor Education faculty Mary Ann Clark and Michael Brooks discussed the results of a study using qualitative and quantitative methods examining factors that have helped cultural/ethnic minority students surmount obstacles and be successful in their educational pursuits.

UF's partnership work was also shared in the presentation for the Nancy Zimpher Best Partnership Award made by Penn State and the State College Area School District PDS, previously directed by Nancy Dana prior to her joining the UF faculty this August. Creating a coalition between the University of Florida and Penn State is a possibility that was discussed for the future, to enable both institutions to deepen their commitment to engaged scholarship.

In addition to UF's heightened visibility attained through the plethora of presentations, Dean Emihovich and Tom Dana (director of the School of Teaching and Learning) participated in the Holmes Scholars job fair, producing a great deal of interest in UF's College of Education for the next generation of professors. UF Holmes Scholars Yashica Crawford and Michelle Thompson represented UF in specialized programs for scholars.

The UF College of Education weather front that passed through San Diego and dominated the Holmes Partnership Meeting clearly impacted the national partnership scene, putting UF on the map for its commitment and excellence in school-university partnership endeavors. Weather prediction for the future of school-university partnerships at UF — sunny and bright!

Distinguished EDUCATORS

The University of Florida adopted the practice of recognizing outstanding K-12 building-level educators from throughout the state beginning with the fall 1988 commencement. Each fall and spring term, a county from each of the five educational regions of the state has been identified and asked to select a distinguished building-level educator, representative of all of the outstanding educators in the county. The individual selected might be a teacher, principal, counselor, or other educator at the elementary, middle, or high school level. The university commencement is an event to which the educators in the elementary, middle, and secondary schools of the state have made a major contribution. These educators have provided the foundation for the success which their students have enjoyed. Consequently, they also deserve recognition and honor. They are invited to participate in the university commencement ceremony as members of the platform assembly in full academic regalia. Each educator is recognized by the president of the university and presented the Distinguished Educator Award from the University of Florida.

The fall 2003 Distinguished Educators:



Sharon Lynn Houpp
Okaloosa County
principal, Destin Middle
School, Regatta Bay, Destin



Karen A. Hughes
Putnam County
principal, Palatka High
School, Palatka



Joyce Dowd Tullis
Seminole County
guidance counselor,
Lake Brantley
High School,
Altamonte Springs

Meeting the Needs?

English Language Initiative

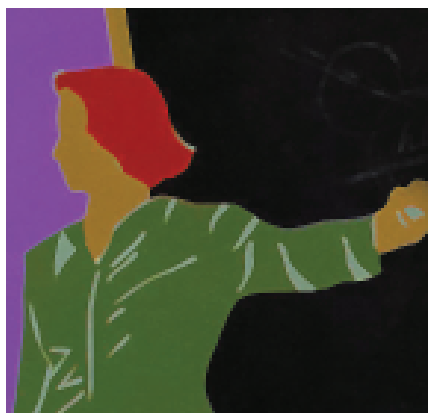
Working with Migrant Farmworking Families in Greater Gainesville

BY MARIA COADY, PH.D.
SCHOOL OF TEACHING AND LEARNING

Josephina (not her real name) is a 21-year-old migrant farm worker from Mexico whose daughter, Estrella, is three and a half years old. Josephina has lived in the United States for less than one year, traveling between the tobacco fields in Tennessee and nurseries in Florida. In the outskirts of Gainesville, Josephina attends English as a Second Language (ESL) classes on a regular basis.

One week this past January, Josephina arrived at class clutching her left jaw in pain. She explained that she had had some problems with a tooth. A reduced-cost dental clinic did not provide her with any dental options or a clear understanding of the problem (no one there spoke Spanish); so, with the assistance of some community volunteers, Dr. Maria Coady brought Josephina to a local Gainesville dentist to examine her teeth at a reduced fee. Josephina needed four extractions, several fillings, and two separate cleanings.

Meanwhile, she was also examined by a medical doctor who found that she has an irregular heartbeat; thus, Josephina needed additional medication before dental surgery could be performed. She also needed someone to take care of Estrella for several hours during each dental visit while her father and husband worked. Over the past month, members of the local community, including University of Florida students, have come together to provide childcare and make donations of food, clothing, and health care supplies to the family. While Josephina's case is not unique, it illustrates how teaching English to migrant farmworkers and families often entails



more than just teaching language; it requires addressing the immediate health and social needs of individuals.

For student volunteers at the University of Florida, teaching English to this population is truly a labor of love. During any given week, four to six students give up their Saturday evenings to travel more than 40 miles round trip to Williston to teach English; a similar size group spends Sunday afternoons in the company of peers carpooling to High Springs to assist migrants; and still a third group travels west from Gainesville to Newberry to teach English on Wednesday evenings in a room reserved at the local library. Despite the challenges of no funding and just a few donated materials and supplies, like the migrants they teach, the volunteers always show up.

This fall and spring, Coady has worked alongside a group of dedicated undergraduate and graduate students from a multitude of disciplines at the university. Most of the students are members of HABLA, the Hispanic Association for BiLingual Assistance, a university group established less than two years ago, for

which Coady acts as faculty advisor. HABLA was established with the mission of assisting non-English-speaking migrant workers and their families in the region. As part of that mission, student volunteers teach English to Spanish-speaking adults and their children within a 20-mile radius of Gainesville. The founding members were pre-medical students who had been asked to use their bilingual (English-Spanish) abilities to interpret in the maternity and craniofacial units at Shands Medical Center. The project began in fall 2003 with four students teaching English to about a dozen Spanish-speakers in Newberry. The volunteer teachers used materials that they obtained from the Internet, as well as their own ESL textbooks. Trained neither in pedagogy nor second language acquisition, the HABLA students turned to the ESOL/Bilingual Education program in the School of Teaching and Learning last summer for training and support.

In fall 2003, Coady and the students surveyed the local area to gain a sense of the population and need. They found a growing population of migrant farm workers living in the outlying regions of Gainesville, primarily where farms (nurseries and other agricultural areas) are located. As a result of this initial investigation, the program was expanded to include two additional sites: Williston and High Springs. The outreach expansion also included a larger cast of volunteer teachers, both bilingual and monolingual, studying at the university in fields as varied as biodiversity, law, community-family services, and education.

Working with this population is not simply a matter of teaching English; it

means knowing the language and cultural background of the students, paying attention to their social needs, and responding by creating a network of community services that supports the lifestyles of the migrants and their children. This is no small task, as there is also tremendous variation in the group in terms of age, educational background, economic need, and English ability level. For example, some of the adults participating in the program have lived in the United States for upwards of 15 years; others have been here for less than a month. Some participants are able to read and write in the first language; still others cannot. Carmen, for example, was a trained and practicing medical doctor in Mexico, who is learning English from a foundation of bilingualism (Spanish and Mayan). This makes her language learning goals and needs different from other participants.

Despite the challenges of no funding and just a few donated materials and supplies, like the migrants they teach, the volunteers always show up.

Thus, the umbrella term “culturally and linguistically diverse” eclipses the variation and distinct needs of the individuals in the program, especially when their language learning needs are tightly intertwined with distinct social needs. Language teaching initiatives must respond to meet those needs. This happens by creating lessons with language learning objectives that are connected to a particular theme that addresses their social concerns. As the children of farm working families enter the school districts in Alachua and the surrounding counties, we can predict that this population and its needs will continue to grow and change in many ways. Coady, along with students from HABLA and the School of Teaching and Learning, will continue to develop a language and literacy program that responds to the needs of the participants. This diversity is undoubtedly here.

2004 Bellwether Awards Announced

The University of Florida Institute of Higher Education announced February 3 at its 2004 Community College Futures Assembly that **Blue Ridge Community College, North Carolina; Seminole Community College, Florida; and Springfield Technical and Community College, Massachusetts**, were this year's winners of the prestigious Bellwether Awards. The Bellwether Awards were established to recognize outstanding and innovative programs that are leading colleges in the 21st Century.

Blue Ridge Community College (BRCC) won in the Instructional Programs and Services category, which recognizes programs and services that foster or support teaching and learning in the community college. “Learning Together: A Family-Centered Literacy Program” described BRCC's multi-agency educational collaboration serving Western North Carolina's rapidly growing Latino population. The program's objective is to enhance English language and social skills for Latinos of all ages in a friendly environment so that participants may advance and obtain a GED diploma.

Seminole Community College won in the Planning, Governance and Finance category, which recognizes programs or activities that improve efficiency and effectiveness in the community college. “They ‘Joined the Team to Build the Dream’—A \$5 Million Center for Building Construction” explained the process the college went through in order to provide state-of-the-art, workplace-simulated labs for apprenticeship students. More than 90 industry partners donated \$2.5 million of the required \$5 million to construct a Center for Building Construction.

Springfield Technical and Community College (STCC) won in the Workforce Development category, which recognizes strategic alliances that promote community and economic development. “A Creative Use of Real Estate: Converting a Derelict

Factory into an Economic Development Engine” demonstrated how a small urban college purchased a 500,000-square-foot derelict factory adjacent to its campus in 1996. Within six years, the facility, known as the STCC Technology Park, had created over 2,000 local jobs, incubated dozens of new businesses, contributed \$250,000 annually in city taxes, and provided \$300,000 annually to support college programs.

The Institute of Higher Education issued a call for Bellwether Award nominations in the fall of 2003, and 30 finalist colleges were competitively chosen from the applicants. Ten finalists were selected in each category: *Instructional Programs and Services*, co-sponsored by the National Council of Instructional Administrators; *Planning, Governance and Finance*, co-sponsored by the Council for Resource Development; and *Workforce Development*, co-sponsored by the National Council for Workforce Education. Finalists presented at the Assembly, and one winner was then selected in each category.

The Community College Futures Assembly convenes annually as an independent national policy forum for key opinion leaders to work as a “think tank” in identifying critical issues facing the future of community colleges and to recognize Bellwether Finalist colleges as trend-setting institutions. This year, the Assembly's tenth anniversary, participants focused on solutions to community college critical issues.

For more information about the Bellwether Awards or Futures Assembly, consult the Community College Futures Web site at <http://www.coe.ufl.edu/futures>, e-mail futures@coe.ufl.edu, or call 352-392-0745 ext. 280. The 2005 Community College Futures Assembly is scheduled for January 29–February 1, 2005 in Orlando, Florida.

The University Center of Excellence in Developmental Disabilities Announces New Affiliate

The University Center of Excellence in Developmental Disabilities at the University of Florida (UF-UCEDD) has presented the opportunity to all University of Florida faculty and Florida community members to work with the Center to achieve common goals for the State of Florida and the nation. The Center's commitment to education, research, and service can serve as an integral piece in the collaborative environment.

The University of Florida is pleased to introduce Florida's newest University Center of Excellence in Developmental Disabilities: the Florida Center for Community Inclusion (FCCI). Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDD) have been working to accomplish a shared vision that foresees a nation in which all people, including people with disabilities, participate fully in their communities. UCEDDs have played key roles in every major disability initiative over the past four decades. Many issues, such as early intervention, health care, community-based services, inclusive and meaningful education, transition from school to work and

community life, employment, housing, assistive technology, and transportation have been directly benefited by the research, service, and training provided by UCEDDs.

These centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research and information sharing, with a focus on building the capacity of communities to sustain all their citizens (see www.aucd.org).

The Center's areas of expertise include inservice and preservice education, community service and outreach, and information dissemination.

Recently, the Association of University Centers on Disabilities (AUCD) granted UF-UCEDD affiliate membership. The AUCD is comprised of sixty-one UCEDDs. They are in every state and territory, located in a university setting. As an affiliate member, UF-UCEDD has joined an established national organization that has been instrumental in advancing policies and practices concerning individuals with developmental disabilities and their families.

The mission of UF-UCEDD is to support the self-determination, inclusive opportunities for choice and quality of life for adults with developmental disabilities and their families, thus supporting the capacity for reciprocal relationships.

A five-year process to develop UF-UCEDD in partnership with the Florida Developmental Disabilities Council (FDDC), the Mailman Center at the University of Miami, and the Advocacy Center for Persons with Disabilities began recently. The goals are to facilitate interdisciplinary preservice and inservice training, community service and outreach, information dissemination, and research in the areas of emphasis identified by the FDDC. These areas are Childcare, Education/Early Intervention, Employment, Family Support, Formal and Informal Community Supports, Health, Housing, Recreation, Transportation, and Quality Assurance (Full Life Planning). The hope is that UF-UCEDD will link statewide interdisciplinary research, services, and training, dedicated to improving the quality of life for adults with developmental disabilities.

The Center's areas of expertise include inservice and preservice education, community service and outreach, and information dissemination. An infrastructure is in place that will support all aspects of grant and project development, including conceptualizing and writing grant applications, technical editing, providing statistical expertise and information technology services, and planning and implementing project evaluations.

To learn more about services and to discuss how the FCCI can work together with you, please contact UF-UCEDD at 352-392-0701 ext. 307. And visit the Web site at <http://www.coe.ufl.edu/Projects/UFUCEDD>.

Lastinger Center Brings Teachers Together

On Wednesday, January 28, 2004, the Lastinger Center for Learning brought together over 100 teachers from five Gainesville schools to participate in the first Gainesville Community Meeting of the Florida Teacher Fellows. This event is not only a recognition of the hard work and dedication of these educators but an opportunity for them to expand their growing professional communities to network with other high poverty elementary schools in the county. This year marks the initiation of the Florida Teacher Fellows program, with 225 teachers throughout the state being awarded Teacher Fellowships. Fellows participate in monthly school meetings where a UF faculty facilitator assists them in focusing their collective strengths on addressing dilemmas of teaching and learning in high poverty schools. At each school, teachers engage in inquiry into their own practices by looking at student work collaboratively; creating action plans to address student learning and refining those plans through collective reflection in critical friends groups; and investigating, exploring, and sharing research-based best practices with their peers.

This community meeting was established to respond to teachers' requests to share what they are learning more widely. Teachers in the fellowship initiative recognize they have a lot to learn with and from each other, both within and across schools. At this three-hour meeting, teachers from Duval, Rawlings, Williams, Prairie View, and P. K. Yonge (a) participated in five workshops run by UF faculty members in order to get a taste of the resources and knowledge that UF's College of Education has to offer, (b) participated in small cross-school groups organized by grade level to share important things they are learning at their schools through the Teacher Fellows program, and (c) reconvened in whole-school groups with their facilitators to discuss how what they learned at this community meeting will impact their work at each school.

Response to this community meeting was overwhelmingly positive. Teachers reported that they would like to see more meetings of



First Gainesville Community Meeting of the Florida Teacher Fellows
this type because they never have the opportunity to talk to teachers in similar schools and learn about strategies that are working in similar contexts. They left wanting more...more workshop breakout sessions, more time in cross-school groups, more time to talk about the dilemmas of teaching in high poverty schools, and more time to talk about how to share successes with others through program documentation and evaluation. Teachers left feeling invigorated, motivated, and renewed, which says a lot for a meeting held after a long school day!

In addition to the focus on teacher and student learning, the Teacher Fellows initiative was designed to strengthen the connections between the College of Education and local schools. Dean Catherine Emihovich, Deputy Superintendent Sandra Hollinger, and Center Director Donald Pemberton offered welcoming remarks at the meeting, outlining their recognition of and appreciation for the dedicated educators involved in this Lastinger initiative. As these speakers alluded to in their opening remarks, this meeting marks another step in the continued collaboration between the College of Education and Alachua County schools. The hope is to leave "No Educator Behind" as we all work together to improve the education of Florida's elementary school students.

For more information on the Florida Teacher Fellowship program or other Lastinger Center initiatives, visit the Web site at www.coe.ufl.edu/Centers/Lastinger/index.html or contact: Alyson Adams, Ph.D., Program Coordinator, UF Lastinger Center for Learning, P.O. Box 117052, 111 Norman Hall, Gainesville, FL 32611, 352-392-0726 ext. 295 or adamsa@coe.ufl.edu.

SAVE OLE NORMAN HALL "He Ain't Heavy, He's Ole Norman"

Name: Norman Hall
Age: 70 years old, originally built in 1934
Previous Annex surgery in early 1970's
Band-Aid renovation in 2003
Surgeries: Ole Norm is a mess and in poor health
Prognosis: Education Technology transplant
In Need Of: Total overhaul of teaching classrooms
Tummy tucking the wires but keeping the historical integrity of the architecture
Main Lobby surgery

After all he's been through, he's still pumping out teachers, educators, administrators, and lifelong learners. He is home to more than 25,000 alumni.
Can't you help the Ole Guy continue? Here's how:
Send in a gift to the University of Florida Foundation, Norman Hall Renovation Project, c/o Debbie Hagopian
140A Norman Hall
P.O. Box 117044
Gainesville, FL 32611-7044
Thank you, and Norm thanks you, too!



faculty news



Phillip A. Clark, professor in Educational Leadership, Policy and Foundations and director of the Stewart Mott Davis Center for Community Education, was inducted as a charter member in the Hall of Fame of the National Community Education Association in December 2003. He has served as the director of the UF Center for over 31 years and is a founding member of the national organization. Other inductees included the late Charles Stewart Mott, founder of the C. S. Mott Foundation, and the late Frank J. Manley, founder of the national community education movement.



Nancy F. Dana, professor in the School of Teaching and Learning and the assistant director of the Center for School Improvement, has received the Nancy Zimpher Award for Best Partnership at the annual meeting of the Holmes Partnership. She took a leadership role in creating the Central Pennsylvania Holmes Partnership, a coalition of university faculty at Penn State and local schools. This partnership emphasized professional development for teachers through inquiry and action research.



Kristen M. Kemple, professor in the School of Teaching and Learning and a noted expert on children's social competence, has written a much needed book for both early childhood educators and early childhood special educators entitled *Peer Competence and Social Inclusion in Early Childhood Programs* (New York: Teachers College Press, 2004, 179 pp).

Linda L. Lamme, professor in the School of Teaching and Learning, is the recipient of the University of Florida President's Humanitarian Award, given to a student, faculty, staff, or community member who has made significant humanitarian contributions on campus and/or in the local community.



Martha B. League, supervisor of field experiences for the Department of Special Education and project director for the Celebrate Teaching grant, has been selected as the 2003-2004 Teacher of the Year for the College of Education. Her name will now go forward for consideration for the university-wide award. In addition to being honored at the commencement ceremony on Sunday, May 2, 2004, she will also be recognized at a special university-wide commencement ceremony on Friday, April 30.



Anne McGill-Franzen, associate professor in the School of Teaching and Learning, and colleagues have been awarded the Dina Feitelson Research Award by the International Research Association. This prestigious award recognizes an empirical study published in the *Journal of Educational Psychology* entitled "Learning To Be Literate: A Comparison of Five Urban Early Childhood Programs."



Theresa B. Vernetson, assistant dean for student affairs, has recently been elected to serve as treasurer of the Florida Association of Colleges for Teacher Education.



If you have any questions, comments, or suggestions, please contact Kay Shehan Hughes at 352-392-0726 ext. 266 or tkhughes@coe.ufl.edu.

news from instructional technology

Equipment Check Out Center (ECHO)

BY GAIL RING, DIRECTOR OF INSTRUCTIONAL TECHNOLOGY

The Office of Instructional Technology (OIT) staff in room G525 of Norman Hall are having success in their attempts to place technology in the hands of faculty and students. Recently, OIT implemented the online ECHO Center (<http://tech.coe.ufl.edu/echo/>) where faculty and students can check out an assortment of computer and video equipment. Opportunities to play with technology are continually offered in the hopes that once professors and students are comfortable with technology they will use it in the classroom. Because of generous donations from the Dean's Office, the PT3 Teaching and Technology Initiative, and Apple Computer, the ECHO Center has three laptop carts available for check out (both Macintosh and PC compatible), five digital video cameras, three digital still cameras, several CD burners, two portable projectors, ten Web cameras, and more. Faculty have used this equipment in a variety of ways. For example, the laptop carts have allowed professors to convert any classroom in Norman Hall into a computer lab.

In conjunction with faculty development workshops (<http://www.coe.ufl.edu/OIT/calendar/index.html>), faculty and students learn how to utilize the technology that is readily available to them. For example, after attending an image processing workshop, some faculty began video projects and encouraged their students to explore a variety of uses for video in their coursework. Examples of student videos may be found on the e-portfolio examples page at www.coe.ufl.edu/oit/. Students have been using their experience with this technology to get jobs, to get into graduate school, and to document their PROTEACH experiences using a variety of media.

Electronic Portfolios

Special thanks are extended to Courtney Herosy, Sherri Sakai, Breanna Seidel, Jillian Landers, Holly Moody, and Sara Rhouzihad who demonstrated their electronic portfolios at the 2003 Homecoming Reception.



The electronic portfolio project is a nationally recognized initiative in which teacher education students are required to develop and maintain teaching portfolios connected to the Florida Accomplished Practices. Students collect work throughout the PROTEACH Program, select illustrations to include in their electronic portfolios, and reflect on those choices in a rationale statement which articulates the reasoning behind their choice. In this way students make connections between theory and practice: the theories they learn in the classroom and the practical teaching experiences they have in the program.

For a closer look at the portfolio project, please visit the Web site at www.coe.ufl.edu/OIT/ep-main.html. You may also view the electronic portfolios of Courtney at www.ep.coe.ufl.edu/2003/courtneyherosy/index.htm, Sherri at www.ep.coe.ufl.edu/2003/SherriSakai/index.htm, Breanna at www.ep.coe.ufl.edu/2003/breannaseidel/index.htm, Jillian at www.ep.coe.ufl.edu/2004/JillianLanders/index.htm, Holly at www.ep.coe.ufl.edu/2004/Hollymoody/index.htm, and Sara at www.ep.coe.ufl.edu/2003/SaraRouzihad/index.htm.

Watch for more opportunities in the future to see the graduating elementary PROTEACH students demonstrate their "completed" electronic portfolios and discuss the portfolios with showcase attendees.





alumni news

Alumni Schedule of Events

April 24

Education Alumni Council Board of Directors Meeting, 10:30 a.m., Room 158, Norman Hall

April 27

Scholarship of Engagement Dinner, 6:30 p.m., University of Florida, Emerson Alumni Hall, Ballroom

May 3

College of Education Alumni/University of Florida Alumni Association Golf and Reception, golf at noon and reception at 6:30 p.m., Golden Ocala Golf and Equestrian Club, Ocala, Florida

May 20

Distinguished Lecture Series: Dean Catherine Emihovich, "Border Crossings: The New Cultural Diversity in Florida Schools," 6:30 p.m., University of Florida, Emerson Alumni Hall

For additional information, please contact Robin Frey at rfrey@coe.ufl.edu or 352-392-0726 ext. 293.



Alumni event in St. Augustine, Florida, on February 19 at Le Pavillon Restaurant. From left – Ann Henson, Reisa George, Norm Nelson, Maggie Nelson, Paul George, Dean Catherine Emihovich, and Glen Moore.

June 3

Alumni event, Miami, Florida

September 23

College of Education Career Night, 6:00 p.m., Terrace Room, Norman Hall

September 30 – October 2

University of Florida Grand Guard Reunion

If you have any questions, comments, or suggestions, please contact Robin Frey at 150 Norman Hall; PO Box 117044, Gainesville, FL 32611-7044; 352-392-0726 ext. 293, or by e-mail: rfrey@coe.ufl.edu.

Candy strippers, educators, and lifelong friends

The Story of Carole and Anita

BY MARY DRISCOLL

I am always intrigued by the College of Education alumni I meet—who they are, where they come from, what brought them to the College of Education, and what difference they are making in the schools and communities in which they live today. The story below is about two such women who have shared more than their education at the University of Florida, but who have remained the closest of friends, sharing lifelong lessons of education, family, and friendship.

For those who can remember the early 1960s, imagine a setting in a local Miami hospital and young girls in white and pink striped outfits...the official Candy Strippers! That is how it all began for Dr. Carole Bernstein (BAE '71) and Dr. Anita Meinbach (BA '71). Carole says, "...it was the 'very cool' thing to do." Their friendship and volunteerism started that year and continues to grow.

When it came time to decide on a career and college, they both chose the University of Florida and the College of Education. Both aspired to become teachers and spent most of their time in Norman Hall. They engaged in new activities with new friends, each growing independently, but always knowing the common bond between them. In 1970 and 1971, there was a special program run through Dr. Art Combs called the "New Program." Students were assigned to a different school every quarter. Each student planned their own curriculum, and one night a week, students and teachers discussed new ideas and methodologies. Carole and Anita both look back on that experience fondly and say it was one of the most exciting times of their lives.

During their senior year, they both had a chance to study abroad and observe early childhood experiences in the British Infant School. Twenty-five females and one male student took part in this experience in Manchester. Carole and Anita had the good fortune of rooming together overseas. It was a ten-week practicum of eating "fish and chips"; bathing one day a week; exploring Scotland, Manchester, and the Lake District on the weekends; and experiencing a whole new way of teaching and living. The last week of the trip, Anita became dreadfully ill, and to this day she says, "Carole saved my life! She brought me Coca-Cola and would stay by my bedside....I didn't think I was going to make it, but Carole was there for me."



From left: Anita Meinbach, Carole Bernstein, Mary Driscoll, and Dean Catherine Emihovich.

After graduating, Anita taught in Atlanta and Carole married in Miami, both living their own lives. In 1975, fate brought the two friends back together, along with their families. They moved within two blocks of each other in Miami. Their children have grown up together and developed their own friendships. Three of the four are UF alumni. Anita's son, David, 28, is a urologist. Anita's son, Ken, is a dentist and a 2001 graduate of UF. Carole's son, Jeremy, 27, received his finance degree in 1998 and his MACC in accounting in 2002. Carole's daughter, Jill, 23, also received her degree in 2002 in education.

Anita's passion is literacy, and she has written 15 books: college textbooks, self-esteem books, works on the Holocaust, and research skills sets. Carole has a chain of very successful "Get Smart" stores, selling educational items to a national and international market. Carole also volunteers one day a week at her daughter's school at Blue Lakes.

Anita and Carole stay in touch once a week amidst their hectic schedules. I remember the first time I met Carole. She didn't want to talk about her own success. She said, "Hey, look at my best friend, Anita. She just received the Miami-Dade Teacher of the Year Award." And that's how they compliment each other, both successful, both teachers in their own right, and both best friends after almost 40 years!

edugator news

1950
Janet S. (Steward) Craig, BAE '50, has now retired.


1954
Fred W. Hoffman, MEd '54, died on June 18, 2003.

1955
Carey T. Southall, EdD '55, professor emeritus of education at the University of Missouri, was named Distinguished Educator of the Year in 1999 by the Association of Teacher Educators.

James R. Swanson, BSE '55, MEd '56, retired from Embry-Riddle University in 1998 and did adjunct teaching with Florida Atlantic University, Embry-Riddle, and Chapman University until 2002. He moved to Franklin, North Carolina, in June 2003 and recently received honorary membership in the Florida Educational Research Association.

1956
Barbara J. Hull, MEd '56, has now retired.

1959
Jack (John) R. Lamb, MEd '59, is a school board member in the Hillsborough County schools (Florida). He is a member of the UF College of Education Alumni Association and has won the FASA Lamp of Knowledge Award.

1967
 **Kenneth Tyrone Henson**, MEd '67, has just published his 27th book, *Constructivist Teaching Strategies for Diverse Middle-level Classrooms* (Allyn & Bacon, 2004). The book uses case studies of current middle school teachers and programs and also quotes from middle level state teachers of the year. Henson is a former middle level science and math teacher, a former National Science

Foundation Academic Year Institute recipient at the University of Florida, and a Fulbright Scholar. He was named the Distinguished Teacher Educator for the year 2000 by the Association of Teacher Educators/Wadsworth Publishers. He and his wife, Sharon, live in Charleston, South Carolina, where he serves as dean of the School of Education at The Citadel. He can be contacted at kenneth.henson@citadel.edu.

Glenn G. Tucker, MEd '67, EdS '68, EdD '69, retired in 1993.

1971
Jon Ayres, BA '71, a science teacher at Howard Bishop Middle School in Gainesville, has been awarded one of the inaugural NASA Explorer School programs after competing against hundreds of other schools across the country. During the next three years, the team will train at NASA centers and bring engaging aerospace activities to their students. Having trained at Kennedy Space Center in 2003, Ayres will train in microgravity experiments at the Johnson Space Center. Additionally, Ayres has been nominated as a Clariant Science Teacher of the Year for his school.

Karen (Dent) Scarborough, BAE '71, is the district coordinator for the School Volunteer/Business Partnership program in the Alachua County schools.

1975
Ira Rosenberg, BAE '75, a letter carrier for the United States Postal Service, is a legislative liaison for the National Association of Letter Carriers and a member of the board of the Broward County Gator Club.

1979
Carolyn (Green) Speed, MEd '79, is the new executive director of the Polk County Opportunity Council, a community action agency in

Bartow, Florida. The agency serves the following counties: Highlands, Polk, Okeechobee, and Hardee.

Rick Varner, BA '79, MEd '85, an assistant principal at Howard Bishop Middle School in Gainesville, has been awarded one of the inaugural NASA Explorer School programs. The Bishop team competed against hundreds of other schools across the country to receive the NASA/NSTA recognition. During the next three years, the team will train at NASA centers and bring engaging aerospace activities to their students. Varner will travel to Pasadena to work with robotics scientists at JPL, home of the Mars rovers.

1983
Robert D. Askren, BAE '83, a priest at Trinity Episcopal Church in St. Augustine, Florida, is board certified in pastoral care.

1987
Larry C. Kubiak, PhD '87, director of Psychological Services at the Tallahassee Memorial Behavioral Health Center, was recently elected president of the Florida Psychological Association (to serve in 2005).

1995
Carmelo J. Sigona, MEd '95, is a library media specialist in New Jersey.

William David Weaver, BA '95, MEd '97, has been teaching at Memorial Middle School for the past seven years. During this time, he has earned endorsements in both gifted and ESOL education. This year, he earned National Board Certification.

1996
Joey Knapp, MEd '96, is a technician at Audiowaves, a car/home audio store, and the manager of a band called Unforsaken (www.unforsaken.org).

1997
David Shelnett, BA '97, MEd '98, EdS '03, a history teacher at

Buchholz High School in Gainesville, has been named 2004 Alachua County Teacher of the Year. He is working on his doctorate in Educational Leadership in the College of Education.

1999
Lana L. (Lorenz) Barros, BAE '99, MEd '00, media specialist at Archer Community School for three years, is currently on maternity leave with her new son, Tiago. She presented at the 2000 Florida Reading Association Conference on counter-ing gender stereotypes.

Elizabeth J. Hill, BAE '99, MEd '00, was named 2003-2004 Teacher of the Year in the Brevard County schools (Florida).

2002
Jessica L. Peramo, BAE '02, MEd '03, is a pre-K bilingual teacher for the Spanish program at Ada Merritt Elementary School, a new language magnet program in Miami, Florida. She was named Rookie Teacher of the Year for her school, going on to district competition for Miami-Dade County.

2003
Jordan M. Johnson, BAE '03, is currently a kindergarten teacher at Northwest Elementary in St. Petersburg, Florida.

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American Youth Policy Forum Welcomes COPSSE

The Center for Personnel Studies in Special Education (COPSSE) presented information to the American Youth Policy Forum (AYPF) concerning the proliferation of alternative route programs being developed to address the growing shortages of special education teachers. This event was held on Friday, February 27, 2004, from 11:45-2:00 p.m. in the Longworth Office Building, Washington, D.C.

Nationally, 98% of the nation's schools report shortages of qualified special education teachers. Many states, in response to the demands of the "No Child Left Behind" Act and the Individuals with Disabilities Act, have developed alternative routes to certification (ARCs). According to the COPSSE study, 15% of special educators earn their degrees through these alternative programs. The research also shows great range and variability in the structure and standards of these programs. Nearly half of the ARCs require less than three months of preparation before students enter the classroom as special education teachers; 14.6% require no training at all. There are 175 such programs in 33 states and the District of Columbia.

Dr. Paul Sindelar, one of the researchers looking at what ARCs do to help meet the need to find highly effective and qualified teachers for every special education student, states, "...Effective ARC programs exhibit meaningful collaboration among key stakeholders (IHEs, SEAs, LEAs); have adequate length and intensity; contain substantive, rigorous, and programmatic content; and provide careful and frequent supervision and mentoring."

Michael Rosenberg, a professor at Johns Hopkins University and a principal in the COPSSE study, said, "The complex nature of special education programs makes it difficult to establish the connection between what teachers do and what students achieve.

More work needs to be done to assess the effectiveness of these programs."

The AYPF also provided a forum for a policy discussion regarding the use of ARCs as a means to train qualified teachers for special education classrooms.

AYPF is a service organization that works to provide accurate, up-to-date information for policymakers and their senior aides so that effective educational programs, hands-on learning experiences, internships, and community service opportunities can be developed for youth across the nation. By providing information exchanges that bring leading policymakers, researchers, and youth-serving practitioners into a bipartisan group of senior Congressional aides, Executive Branch leaders, state offices located in Washington, D.C., and their counterparts in national associations focused on the education of youth and career development, AYPF assists in the development of national youth education, training, and transition opportunities.

Prior to the American Youth Policy Forum, COPSSE presented to members of Congress a series of policy briefs representing recent research concerning the preparation of highly qualified teachers, administrators, paraprofessionals, and related service personnel. The event was held on Thursday, February 26, 2004, in the Dirksen Senate Office Building. The COPSSE policy briefs make available the latest research on the effectiveness of both traditional and alternative teacher preparation programs. COPSSE is funded by the Office of Special Education of the United States Department of Education.

Dean Ralph Fessler of the School of Professional Studies in Business and Education at Johns Hopkins University and Dean Catherine Emihovich of the University of Florida presented the policy briefs to Senate and House members. Both schools represent the principal partners in the Center, whose goal is to enhance classroom practice and to improve learning for students with disabilities.



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