

Education *Times*

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Centennial
Celebration
1906-2006

COMMUNITY • SCHOOLS • FAMILY • DIVERSITY



CLOSING THE ACHIEVEMENT GAP THROUGH PARTNERSHIPS



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Etta Hollins



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Overview

Successful efforts for *Closing the Achievement Gap* require the collaboration of policy makers, educators, health care providers, families and community groups. Schools cannot close this gap alone. As we focus on the cognitive skills of literacy and numeracy, so too should we focus on non-cognitive issues surrounding the growth and education of children, such as health, housing, family and early-childhood preparation. In commemoration of its research, teaching and community outreach focused on children's achievement, the College of Education announces this conference as the culminating event of its year-long centennial celebration.



Participants

Educational policy makers and administrators, teacher educators, educational researchers, economists, mental health care and social science professionals, educators, school counselors and psychologists.

For more information visit www.doce-conferences.ufl.edu/gap



Centennial edition celebrates rich heritage, prompts pondering of future challenges

The long awaited Centennial edition of *Education Times* is finally out, and I think most readers will find it well worth waiting for. The inclusion of the “College of Education: Our First Century” insert is a wonderful guide to the rich array of accomplishments, achievements and highlights this college has experienced over the last 100 years.

Even after serving as dean for four years now, I am still amazed to see the wealth of talent evident in all the faculty and student research projects and grants currently underway, the number of awards given, and significant honors received during the past year. Equally impressive is the generous support we have received from our alumni and former faculty, especially when this support is linked to advancing one key mission of the college to engage in scholarship that benefits the public good. The magnificent gift pledged by William and Robbie Hedges (see page 6) to support research on “slow learners” is an excellent example of the creative synergy that can be developed between a donor and the college, with mutual benefit to both. As a guest columnist, Dr. Hedges talks about his commitment to learning and how he hopes gifts like theirs can make a difference in the lives of students whose abilities are often overlooked.

As we wind down this centennial year, the culminating event will be a national conference Nov. 2-4 in St. Petersburg. The theme of the conference is “Closing the Achievement Gap through Partnerships,” and it highlights the broad array of scholarship in our college, across campus, and by faculty and students at other state and national universities intended to address one of the most critical challenges facing this nation — ensuring that all children have an equal opportunity to learn and achieve their best. This topic takes on added urgency given recent national data that show the income gap between those well-off and our poorest citizens is widening at an alarming rate, especially among our most diverse learners. In both urban and rural areas, parents and teachers struggle to find the resources to ensure these students have what they need to become successful learners. The College of Education is deeply committed to working closely with concerned citizens, families, schools, communities, business leaders and state legislators to create successful outcomes for these children, who will in turn emerge as the next generation of leaders. As the College begins its next century, this may be the most important legacy we leave behind.



A handwritten signature in black ink that reads "Catherine Emihovich". The signature is written in a cursive, flowing style.

Catherine Emihovich
Dean

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on the covers

FRONT: Archive photos depict the college's early years... Top left, the P.K. Yonge laboratory school library; top right, Summer School education students in 1911; bottom, Dedication Day in 1934 for the building later named Norman Hall, home of the College of Education. BACK: Top left, Peabody Hall, home of the UF Teachers College, in 1916; bottom, three students from the UF Normal School — the predecessor of the College of Education — were among the 14 members of the modern university's first graduation class in 1906, nine of whom are pictured here.

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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www.education.ufl.edu

How will you change... TOMORROW?

It wasn't long ago that Duval Elementary was one of Gainesville's worst-performing schools. The state's Department of Education stamped it with an "F" rating in 2003. Student test scores were terrible. Parents were transferring their children and leaving classrooms half empty.

Looking for a way to turn her school around, principal Lea McNealy asked the University of Florida's Lastinger Center for Learning for help. The very next year, 2004, Duval earned a prized "A" rating.



Principal Lea McNealy (left) and UF Professor Buffy Bondy

For teachers, principals, children and parents in Florida's worst-performing schools, the Lastinger Center is a blessing. Created in 2001 with a \$4 million endowment from Allen and Delores Lastinger of St. Augustine, the center puts UF's College of Education professors directly in elementary school classrooms.

Last year, the Lastinger Center worked with 400 or so teachers and principals throughout the state. The goal, center Director Don Pemberton says, is to provide a foundation that will help all children — especially those from disadvantaged homes — succeed in academics.

How will you change tomorrow? If you're interested in touching someone's life through a gift to the college, contact Laforis Knowles with UF College of Education Development at lknowles@coe.ufl.edu or (352) 392-0728, ext. 293.

New dean's staff aims high as college reaches century mark

As the UF College of Education celebrates its 100th year of preparing teachers, counselors, school administrators and other educators for their life's work, several new academic leaders and top administrators are on hand to help Dean Catherine Emihovich guide the college's efforts to reach the top tier of American education schools.

The college, which held its first classes in 1906, currently ranks 35th in the *U.S. News and World Report* rankings of the nation's top graduate education schools — 22nd among public education schools of the elite Association of American Universities.

Emihovich, UF's education dean since 2002, has been assembling a staff she thinks can help the college develop nationally reputed academic programs and attract eminent faculty and top students worldwide. Her new "cabinet" includes a new associate dean for research, two new academic department chairs, and new directors for programs in graduate studies and a novel university-schools alliance.

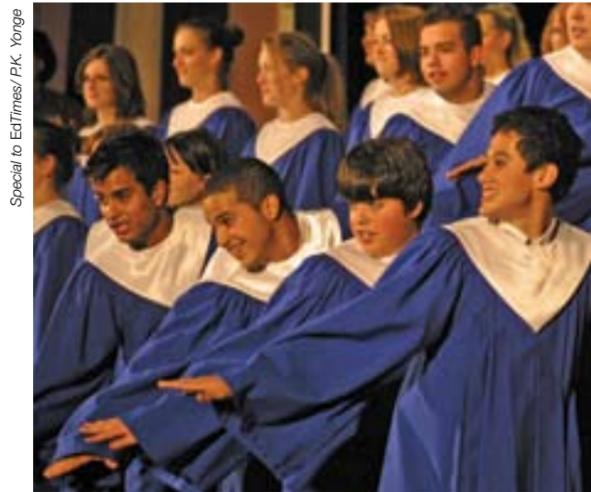
Here are brief profiles of five new College of Education leaders appointed during 2005-06:

P.K. Yonge chorus performs in Carnegie Hall

An invitation to perform in prestigious Carnegie Hall would thrill just about any well-known musician. Imagine the excitement to be asked to sing on the world-renowned stage as a high school student from Gainesville, Fla.

This spring, members of instructor Sherwin Mackintosh's vocal ensemble at P.K. Yonge Developmental Research School joined other choruses from throughout North America in the world premier of Paul Basler's *Missa brevis* at New York's Carnegie Hall. P.K. Yonge is the laboratory school of the UF College of Education.

The students traveled to New York City in early May to spend five days and four nights rehearsing for the performance, which was conducted by Russell Robinson, UF professor of music, and accompanied by the New England Symphonic Ensemble. The chorus worked on several fund-raising activities to help cover trip expenses.



P.K. Yonge chorus members rehearsed long and hard for their triumphant gig last spring at Carnegie Hall.

New Associate Dean



Paul Sindelar
Professor and Associate Dean for Research

Sindelar assumes the new post of associate dean for research after five years as co-director of the Center on Personnel Studies in Special Education (COPSSE). He and his new Office of Education Research staff support college faculty in their efforts to obtain external funding for research and training initiatives. Sindelar previously headed the college's Center for School Improvement for five years and was chair of special education from 1988-1996. In his 17-year UF career, he has brought into the College of Education more than \$11 million in external funding.

"Improving the research culture is a high priority," Sindelar said, "and everyone here understands the importance of bringing in external funding for the research. My job is to put the infrastructure in place to move the college forward on both fronts."

New Chairs



Linda Serra Hagedorn
Professor and Chair, Dept. of Educational Administration and Policy

Hagedorn is the former associate director of the Center for Higher Education Policy Analysis at the Rossier School of Education at the University of Southern California, and also co-directed the Higher Education/Community College Leadership concentration of the Ed.D. program. She has written numerous articles on community college student success, equity issues and college retention of underrepresented student groups, and is the vice president of the postsecondary education division of the American Educational Research Association (AERA).

"Our department has changed its name to Educational Administration and Policy, so the new name and the new chair will usher in many changes," Hagedorn said.



Mark Shermis
Associate Professor and Chair, Dept. of Educational Psychology

Mark Shermis, professor in educational and psychological studies and associate dean of research at Florida International University, is the newest appointee, becoming chair of UF's Department of Educational Psychology this July. He is a licensed psychologist in several states, including Florida.

His research interests are in the intersection of measurement and technology. He has been involved in studies on automated essay scoring for the past eight years and co-edited a book on that topic in 2003. Shermis is currently working on a textbook entitled *Classroom and School Assessment: Instruction, Curriculum, and Policy*. He has a Ph.D. in educational psychology from the University of Michigan.

New Academic Directors



Thomasenia Adams
Associate Professor and Director, Office of Graduate Studies

Adams, associate professor and former graduate coordinator in teaching and learning, is the founding director of the new Office of Graduate Studies in education. She works closely with the associate dean for research, department chairs, graduate coordinators, faculty and staff to enhance the quality of graduate teaching and research in the college. She also assists in recruiting and mentoring strong graduate students as the college heightens its emphasis on graduate education.

"One of my primary goals is to promote graduate education so we grow with the overall university goal to increase graduate enrollment," Adams said. "We are looking to improve every facet of graduate education in the college."



Bernard Oliver
Professor and Director, UF Alliance

Oliver, a veteran university and public schools administrator and a scholar in urban and multicultural education, is the new head of the UF Alliance, a school-improvement partnership involving UF and six under-resourced urban high schools across Florida. He most recently was assistant superintendent for high school education in the Virginia Beach City Public Schools. Oliver also has held faculty and administrative posts at several universities, including the Ewing Kauffman endowed chair at the University of Missouri-Kansas City, and dean and professor at Washington State University.

Even the sky is no limit for PKY science students

Third- through fifth-grade science classes at P.K. Yonge Developmental Research School, UF's nearby laboratory school, have a hotline to the national space agency that's opening a new frontier of space study for the students.

The students are participating in a NASA-sponsored "Sky Calls" education program in which, once their parents sign a permission form, they receive a telephone reminder to go outside and look up whenever something interesting in the solar system is happening. Students conceivably could observe anything from a meteor shower or highly visible constellation to an earth-buzzing asteroid or a lunar eclipse.

Couple donates nearly \$2 million to help marginal learners in school

By Larry Lansford

Throughout their teaching careers that began after World War II, William and Robbie Hedges noticed how little help was available for normal but slightly slower-learning students at their schools. Now, the Hedges are committing nearly \$2 million to the UF College of Education to help marginal students in modern-day schools get the extra attention they need.

Their \$1.93 million contribution is the second largest ever made to the college.



Donation by William and Robbie Hedges, above, was the second largest gift ever made to the College of Education.

The gift from the retired Gainesville couple was made in the form of a charitable remainder trust that establishes The William D. and Robbie F. Hedges Research Fund. The Hedges funded the trust through the sale of family-owned real estate. The trust will support sorely needed studies to develop better teaching methods and curriculum materials for students who fall behind, become discouraged and tend to drop out of school before graduation.

“We’ve seen a lot of federal dollars come down the pike for mentally challenged and gifted student programs, and the average students tend to get along just fine. However, about one in seven are nice, normal kids, but they are marginal learners. I call them invisible kids because they’ve fallen through the cracks and don’t get the attention they need to learn,” said William (Bill) Hedges, who spent the final 20 years of his half-century teaching career on the UF education faculty until retiring as professor emeritus in 1991. “We hope in some small way to generate more attention and research that yields a more pleasant and productive experience for this frequently overlooked and neglected segment of our school population.”

For the Hedgeses, the trust guarantees them an immediate estate tax deduction and lifelong security with an annual income for them and their two grown sons. After their deaths, the remainder of the trust will pass to the UF education college.

“At each school we taught, Bill and I had some really fine young people in our classes who had fallen just a little behind the learning curve,” said Robbie Hedges, who gave up teaching to raise their two sons and work as a volunteer for the Shands at UF medical center auxiliary after they moved to Gainesville in 1971 for her husband’s new UF faculty appointment. “In the smaller schools we could do a great deal of individual work with the students and help them. But our schools have kept getting larger and those marginal learners tend to be overlooked.”

Bill and Robbie Hedges are former high school teachers. Bill, a World War II veteran, taught math and science while Robbie taught history and business education. They met and started dating in 1948 while both were teaching in North Arkansas. “We had nine dates over two months and got married. We knew right away it was meant to be,” Bill said.



UF President Bernie Machen, left, and Education Dean Catherine Emihovich, right, pose with Robbie and William Hedges.

He soon complemented his bachelor’s degree in electrical engineering from the University of Oklahoma with master’s and doctorate degrees in education from Peabody College of Vanderbilt University. He served as principal of three high schools and was a teacher-education adviser to South Korea after the Korean War. He was a member of the education faculties at the universities of Virginia and Missouri before serving as chairman of childhood education at UF from 1971-75. Except for a year as a Fulbright Lecturer at Chungnam National University in Taejon, South Korea in 1986-87, his final 15 years at UF were in the college’s department of education leadership. He authored more than 150 articles and three books.

Robbie Hedges received her bachelor’s in history in 1946 from Northeastern State College in Tahlequah, Okla., and did graduate studies in education at Missouri and Virginia. She taught at high schools in Arkansas and Kansas and was a cultural enrichment teacher for the St. Louis City Schools before moving to Florida.

“This gift is a wonderful testament to the Hedges’ belief that all children need specialized attention to their learning needs if they are to succeed in school and society,” said Catherine Emihovich, dean of the College of Education. “Their contribution will fund research that can make a significant difference in these children’s lives. I also appreciate the Hedges’ strong commitment to helping the College of Education become nationally known for addressing the needs of at-risk learners.”

Please see our *Viewpoint* column on page 16, where guest columnist William Hedges shares his views on how the “No Child Left Behind” legislation is affecting marginal learners.

New master’s program stresses special-ed reading instruction

By Chan Tran
Student-intern writer

With \$800,000 in new funding from the Florida Department of Education, the UF College of Education is launching a program to help middle and high school teachers earn a master’s degree in special education and boost expertise in literacy instruction, especially for students with reading and learning disabilities.

Project PRESS, Preparing Reading Endorsed Secondary Special Educators, will provide practicing middle and high school teachers the opportunity to pursue a master’s degree in special education with coursework that could lead to a reading endorsement by the state. Professor Mary Brownell and Assistant Scholar Anne Bishop, both from the Department of Special Education, and Associate Professor Zhihui Fang, of the college’s School of Teaching and Learning, are the principal investigators.

The project will recruit secondary teachers mainly from the 13 school districts in Northeast Florida. Two groups of 20 teachers from culturally and linguistically diverse backgrounds will participate on a two-year cycle. The teachers will complete 36 hours of course credits and related on-the-job experiences that lead to a master’s degree in special education with an emphasis in reading.

“There has been a huge shortage of special education teachers for more than 30 years, especially those with reading expertise,” Brownell said.

Project PRESS features evidence-based teaching methods in both special education and reading education. It will help contribute to the supply of highly qualified middle and high school special education teachers and ensure that teachers have the skills and knowledge to meet the academic literacy needs of students with learning disabilities and those from culturally diverse backgrounds.

“Many special education teachers are prepared broadly, and we found that they were not sufficiently prepared to meet the literacy needs of their students,” Brownell said. “We are tightening up the type of preparation teachers typically receive to create a heavier focus on literacy for adolescents.”



Teachers who complete UF’s new master’s program in special-ed reading instruction will have the skills and knowledge to meet the academic literacy needs of all schoolchildren.

SCIENCE FOR LIFE

College will play a leading role in UF's \$4 million science education initiative

By Larry Lansford

Bolstered by a \$1.5 million grant from the Howard Hughes Medical Institute (HHMI), the College of Education will team with nearly 50 UF academic departments in 10 colleges in an ambitious effort to close the critical gap in science education, starting with UF's own student body.

With the university and other sources contributing more than \$2 million in matching funds, the total investment in the Science For Life initiative will approach nearly \$4 million. Plans call for creating a new interdisciplinary science teaching laboratory, undergraduate opportunities for authentic research experiences and several innovative new courses.

"The HHMI award will bring together early undergraduates, graduate students, postdoctoral fellows and faculty members campuswide to teach and learn from each other in a way no other facility in the state does now," said Randy Duran, the grant's lead researcher and an associate professor of chemistry in UF's College of Liberal Arts and Sciences. "UF has a very talented freshman class, and we want to make stimulating opportunities available to these students."

Science-education Assistant Professor Troy Sadler, right, teaching in his class on integrating math and science, will help promote science teaching as an exciting profession to some of UF's most talented students.



KRISTEN BARTLETT/UF News Bureau

Education Dean Catherine Emihovich, who will lead a teaching mentorship program for postdoctoral research fellows funded by the Hughes award, said the overarching theme of Science For Life is to recruit and support future scientists, but it's not the only objective.

"Science For Life will strengthen the science base for society and the next generation of voters who will be determining pressing societal issues requiring a sound background in science and math, such as cloning and stem cell research," Emihovich said. "More and more, biological discoveries are emerging from interactions with other disciplines such as chemistry, mathematics and computer science, but undergraduate biology education is having a hard time keeping up."

The university will use the grant money to create the HHMI Undergraduate Core Laboratory at UF's Health Science Center. The 2,000-square-foot facility will be devoted to cross-disciplinary teaching and laboratory work. Future plans call for building another core lab in the College of Education's Norman Hall for the teaching component.

UF hopes to fund 70 to 100 freshman research awards annually. An extramural program will send more experienced undergraduates to Scripps Florida biomedical research institute in Jupiter and some of the outstanding life science labs in Europe to further their education.

Education faculty will be among some 150 faculty

from 49 UF academic departments involved in Science For Life. COE faculty also will be able to compete for at least 25 HHMI term professorships (committed to mentoring undergraduate students in research and science), each worth \$10,000 over a two-year period.

Tom Dana, chair of the college's School of Teaching and Learning, sits on the program's campuswide faculty advisory board.

Troy Sadler, assistant professor in teaching and learning, will lead some of the science education initiatives and help develop the curriculum aimed at effecting a fundamental change in the teaching of the life sciences to undergraduates at UF. He also will develop a new graduate level course in College Science Teaching and Mentoring, specifically designed for students pursuing graduate degrees in the sciences. The course will be taught by COE faculty from the science education program and cross-listed in life sciences programs.

A new science education minor program also will be developed to help resolve the critical shortage of qualified science teachers.

"The science-ed minor program represents a new model for science teacher preparation at UF. We hope to promote science teaching as a viable and exciting profession to some of UF's most talented students," Sadler said. "Even students who choose not to become classroom teachers will become better prepared to assume their de facto roles as science educators."

Linda Behar-Horenstein and Luis Ponjuan, both COE faculty members in educational administration and policy, will evaluate the effectiveness of each HHMI program component and disseminate their findings at national and international conferences and in professional journals and digital libraries.

An outreach component, called Science For Life Alliance, reaches out into the high schools and middle schools to engage and prepare future science majors and to strengthen science teaching through professional development activities with their teachers. The program builds on the College of Education's existing partnerships — through its UF Alliance program — with underserved inner-city high schools in Jacksonville, Orlando and Miami and will include annual, weeklong summer institutes for participating teachers.

UF Science For Life faculty are working with the biotech industry to update UF Alliance school science laboratories, and curricular materials developed by the partnering UF Alliance teachers will be disseminated through the Florida Association of Science Teachers and other meetings.

The Howard Hughes Medical Institute — the nation's largest private supporter of science education — awarded grants to 50 universities totaling \$86.4 million. UF is one of six universities to receive the grant for the first time out of 160 applications.

Gov. Bush enlists UF Lastinger Center for family literacy study

The team of literacy experts that Gov. Jeb Bush has assembled for his initiative to help Florida children and their parents improve their reading skills has a new player — the UF Lastinger Center for Learning.

The Governor's Family Literacy Initiative has enlisted the Lastinger Center, part of the UF

College of Education, to evaluate two of the program's most effective family-literacy programs. Holly Lane, UF associate professor in special education, and her doctoral student Tyran Wright, have been visiting the sites regularly over the past year, making first-hand observations to pinpoint exactly what they are doing that makes them so effective. The knowledge they gain will help them develop a model for family literacy programs across the state based on those best teaching practices.

The two "best-practice" pilot sites for the study are in Apopka, near Orlando, and Immokalee in Collier County in south Florida, considered two of the most successful family literacy programs in the state.

"A key part of our involvement in Gov. Bush's literacy initiative is our traditional focus on involving the family in the child's learning experience," said Don Pemberton, director of the Lastinger Center. "We all want to make literacy a family value in their communities."

Bush and a cadre of Florida literacy experts launched the Governor's Family Literacy Initiative in 1999 to help parents become better qualified to succeed in the workforce, while helping their children become better prepared for school. More than half of the participants in the statewide program speak a language other than English as their primary language, and only one in every four participating parents speak English in their homes.

"The Lastinger Center brings credible experience to the literacy initiative in the special development of teachers," said Liza McFadden, president of the Tallahassee-based Volunteer Florida Foundation, which manages the Governor's Family Literacy Initiative. "We not only need to look at the best teaching practices between teachers and children, but we need to get our teachers talking to each other to improve the literacy of entire families."



KRISTEN BARTLETT/UF News Bureau

The Family Literacy Initiative is one of several UF literacy education programs. Above, a UF teaching student intern reads with a first-grader at the P.K. Yonge K-12 laboratory school.

Congratulations to Class of 2006!

Centennial year graduates are in class all their own

Every graduating class forges its own legacy, but the College of Education Class of 2006 holds a special place in the history of both the university and the college.

With the spring 2006 graduation ceremonies, UF marked 100 years of commencements. This year, the College of Education also celebrates 100 years of preparing teachers, counselors, administrators, college professors and school psychologists for roles in education.

It was May 30, 1906, when members of UF's first graduating class received their diplomas. Three students from the UF Normal School—the predecessor of the College of Education—were among the 14 graduates at that inaugural graduation ceremony.

Nearly a century later, on May 7, 2006, some 328 education students joined those first 14 as UF alumni. About 200 donned cap and gown and “took the walk” across stage at UF's Stephen C. O'Connell Center to receive their diplomas. The college's Centennial Class of 2006 included 139 bachelor's degree recipients and 189 advanced-degree graduates, from all five College of Education academic units.

The graduates—plus some 1,000 family members, friends, faculty members and dignitaries—were treated to remarks by Cynthia Tucker, nationally syndicated op-ed columnist and the editorial page editor of *The Atlanta Journal-Constitution*. Tucker acknowledged the key role many educators played in her family life, and emphasized the need to have high-quality teachers in our most challenged schools.



Photos by LARRY LANSFORD/EdTimes

New 2006 education graduates had plenty to smile about as members of the centennial year class.

Education Dean Catherine Emihovich presented the education student and faculty awards, along with Distinguished Educator Awards to five public-school teachers and administrators from around the state.

Local community leader Portia Taylor, vice president for student affairs at Santa Fe Community College, received the College of Education alumni achievement award for her leadership, service and accomplishments both professionally and in her community.

Among the outstanding student award winners was Jessica Klahr, a senior in elementary education, who was inducted into the University of Florida Hall of Fame for her many contributions and services to the university and community.

As Dean Emihovich reminded the new graduates in closing the ceremony, “There will always be just one centennial class. Congratulations to members of the College of Education Centennial Class of 2006.”

University recognizes state's distinguished educators

Five teachers, principals and administrators from public school districts throughout the state were honored by the University of Florida as Distinguished Educators at the College of Education's spring 2006 commencement.

The five honorees were each chosen by their districts to represent their counties for this twice-yearly award to recognize outstanding building-level educators for their commitment to the profession.

The 2006 Distinguished Educators are:

Julia Burnett, Highlands County, is a literacy curriculum resource teacher at Lake Placid Middle School. She was the 2005 Highlands County Teacher of the Year and was the first National Board Certified teacher at Lake Placid.

Lynn Carrier, Miami-Dade County Public Schools Teacher of the Year for 2007, teaches in a third-grade inclusion classroom at Gulfstream Elementary School. She also is National Board Certified.

Marilyn Lentine, Escambia County, is a third-grade teacher at Hellen Caro Elementary School. She is her district's 2007 Teacher of the Year. She recently took part in a U.S. Department of Education roundtable discussion on Hurricane Katrina, which had a dramatic impact on hundreds of Escambia County schoolchildren.

Sherry McIlwain, Lake County, has been a teacher, dean, assistant principal and, for the past nine years, principal of Seminole Springs Elementary School. Hers is the only school in Lake County to earn a state grade of “A” for the past six years.

LuAnne F. Williams, Baker County, is principal of Macclenny Elementary School. After completing her undergraduate studies in early childhood education at UF, she taught kindergarten at Macclenny for 12 years before promotions to assistant principal and her current post as principal.

Receiving the honor at UF's fall 2005 commencement program were:

Mindy Marie Myers, Collier County, a first-grade teacher at Avalon Elementary School;

Kelly Tyler, Citrus County, principal of Lecanto High School;

Rosemarie Shaeffer, Hernando County, a program staffing specialist for the Hernando County School District;

Jacquelyn H. Cornelius, Duval County, principal of Douglas Anderson School of the Arts;

Sarah Mott White, Indian River County, the Project CHILD intermediate writing teacher at Glendale Elementary School in Indian River County. She holds bachelor's and master's degrees in elementary education from UF.



Special to EdTimes/University Photography, Inc.

The 2006 UF Distinguished Educators are, from left: LuAnne Williams, Lynn Carrier, Sherry McIlwain, Julia Burnett and Marilyn Lentine.



Happy 100th to us!

Times columnist David Brooks helps COE kick off 100th anniversary

New York Times op-ed columnist and best-selling author David Brooks, a regular analyst and commentator on National Public Radio and PBS television's *NewsHour with Jim Lehrer*, helped the College of Education launch its yearlong Centennial Celebration, serving as featured speaker for a lecture and panel discussion Jan. 24 at UF's Emerson Alumni Hall.

Brooks mixed humor and social commentary in his half-hour talk on "Education, Class and the Future of America." More than 300 people packed the room to hear Brooks expound on some of his recent *Times* columns in which he cited a growing education gap linked to race, poverty and gender differences. Following his talk, Brooks and a panel of educators from the College of Education and local public schools discussed possible solutions to some of education's most intractable problems.

The panel included: Victor Lopez, principal of Miami High School; Leanetta McNealy, principal of Duval Elementary School in Gainesville; Bernard Oliver, professor of educational administration



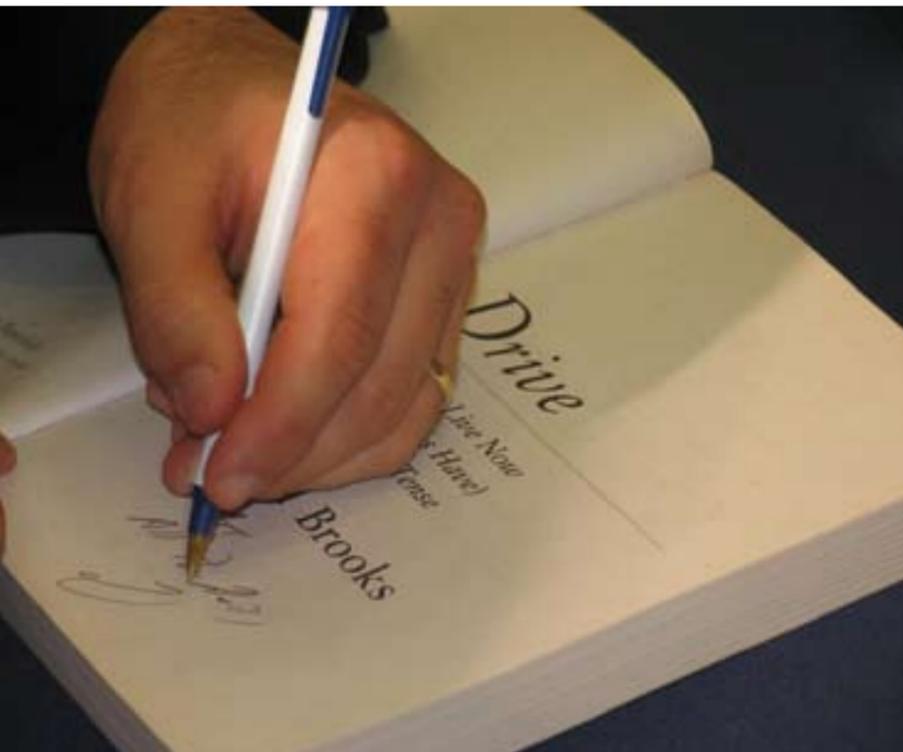
Photos by LARRY LANSFORD/ECTimes

An appearance by NY Times columnist David Brooks kicked off the college's yearlong Centennial Celebration.

and director of the UF Alliance school-improvement program; Donald Pemberton, director of the UF Laster Center for Learning; Fran Vandiver, director of P.K. Yonge Developmental Research School (UF's lab school); and Barbara Woodhouse, who occupies the UF David H. Levin Chair in Family Law and directs the Center on Children and Families at UF's Levin College of Law.

Brooks has written two books: *BoBos in Paradise: The New Upper Class and How They Got There* (published in 2000) was a *New York Times* best-seller; his most recent book, *On Paradise Drive* (2004), depicts suburban life in America.

Brooks' appearance kicked off a yearlong celebration commemorating the College of Education's 100th anniversary of its founding. Other college Centennial events this year have included a three-part Fien Lecture Series, Back-to-College Weekend events, a Gator basketball game half-time event and the Scholarship of Engagement Banquet in April. Also planned later this year is a time capsule burial, a national conference Nov. 2-4 in St. Petersburg on "Closing the Achievement Gap Through Partnerships," and other festivities.



Women at the College of Education

Women of distinction make their mark in College history

By Desiree Pena
Student-intern writer

During the yearlong celebration of UF's 150th birthday in 2003-04, seven authors came together to write about the history of women at UF in the 284-page book, "Women at the University of Florida." At least 16 College of Education alumnae and women faculty are among those recognized for their accomplishments since UF officially opened its doors to women in 1947.

The college's list of lady luminaries includes a congresswoman, administrators, teachers and published authors in specialties ranging from nursing to educational research.

The book's seven authors — Mary Ann Burg, Kevin McCarthy, Phyllis Meek, Constance Shehan, Anita Spring, Nina Stoyan-Rosenzweig, and Betty Taylor — had more than 190 years, combined, at UF.

Catherine Emihovich, who in 2002 became the College of Education's first woman dean, acknowledged the importance in recognizing the achievements of these women and the inspiration they provide.

"Because women were denied admission for so long to the state's flagship school, it's important to hear their stories. They help complete the picture of what it means to create a more equitable society," Emihovich said.

The following women of the College of Education are cited in the book:

- In 1966, **Johnnie Ruth Clarke** became the first African American to earn her doctorate in educational administration. She later became assistant dean of academic affairs at St. Petersburg Junior College.

- In 1958, Rawlings Hall opened as a woman's dormitory and sections of the hall were named after significant women in Florida's history. Education Professor **Kate Vixon Wofford's** name graces third floor north. Wofford was an expert in both elementary and rural education.

- **Daphne Duval** was a graduate of Florida A&M University in the 1920s who became a teacher at Lincoln High School in Gainesville. She enrolled in the College of Education in January 1959, becoming the university's first black female student.

- **Alice McCartha** earned a doctorate in education in 1948 — the first doctorate ever awarded to a woman at UF.

- **Ann Stuart** received a bachelor's degree in education from UF in 1958. She eventually was appointed provost and vice president for academic affairs at Alma College in Michigan in 1990, becoming the highest-ranking woman at the college since it opened in 1887.

- **Margretta Madden Styles** graduated in 1958 with a doctorate in education and in 1993 was elected president of the International Council of Nurses. She also served as professor and dean at several nursing schools.

- **Hannelore Wass** became a professor at the College of Education in 1968. She is the founding editor of *Death Studies* and published 10 books before retiring in 1992.

- **Sue Legg** completed her doctorate in educational research, measurement and evaluation in 1978. This same year she was asked by the Florida Department of Education to establish specifications for the State Student Assessment Test II, which became the state's standardized high school graduation test.

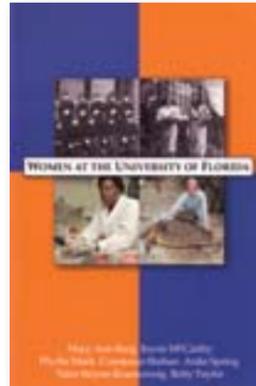
- **Hattie Bessent**, a professor of education, was one of the first UF African American faculty members hired, in the early 1970s.

- **Therese "Terry" Dozier**, of Fairfax, Va., graduated in 1974 as UF's Outstanding Scholar with a 4.0 grade point average in social studies and secondary education at UF. She went on to complete her master's degree while teaching at Lincoln Middle School and in 1985 was selected as a Fulbright scholar to work in China. She was named the U.S. 1985 National Teacher

of the Year and in 1986 was named Distinguished Alumna of the University of Florida. She served as special adviser to the U.S. Secretary of Education from 1993-2001 and currently directs the Center for Teacher Leadership at Virginia Commonwealth University.

Six College of Education graduates were selected as UF Alumnae of Distinction in 1997:

- **Fran Stuart Carlton**, who received her Associate of Arts degree in 1956, was a member of the Florida House of Representatives from 1976-88. She chaired the Governor's Task Force on Physical Fitness in 1975 and was the first female president of the UF Alumni Association.



“Because women were denied admission for so long to the state's flagship school, it's important to hear their stories.”
— Catherine Emihovich

centennial celebration

- **Gail C. Culverhouse** of New York, is a 1969 graduate and is the former president of the Tampa Bay Buccaneers and owner of C&W Cattle Company.
- **Catherine Cornelius** of Avon Park, Fla., is a 1978 graduate and is currently the president of South Florida Community College in Avon Park.
- **Martha McCarthy** graduated in 1975, and is chancellor and professor of education at Indiana University.
- **Karen Loveland Thurman**, a 1973 graduate, served as a U.S. congresswoman for Florida District 5 from 1993 to 2002.
- **Julie Underwood-Young** of Miami, Ohio, is a 1984 graduate and served as dean at Miami University's school of education. She is nationally known for

her work as a children's advocate. UF celebrated 50 years of coed education in 1997 by honoring 47 UF women of distinction, including seven COE alumnae. A plaque located near the University Auditorium commemorates their achievements. The education graduates recognized were: Catherine P. Cornelius, Gay Culverhouse, Therese Dozier, Marta M. McCarthy, Margaretta Madden Styles, Karen Thurman and Julie Underwood-Young. Present day leaders such as Dean Emihovich recognize the affinity they share with these women. As she said, "I owe them a debt of gratitude because it's much easier to forge a path when you are following in the footsteps of giants who walked before you."

calendar

UF College of Education

October	5	Centennial Education Career Night, 7 p.m., UF Reitz Union Ballroom
	6	UF Homecoming Parade
	13	COE Alumni Gainesville Reception
	27	COE Alumni Jacksonville Princess Dinner Cruise
	29	Norman Hall Halloween Haunted House, 7-11 p.m., Norman Hall
November	2-4	COE Centennial Conference <i>Closing the Achievement Gap Through Partnerships</i> St. Petersburg, Fla., 7-9 p.m., Register now! www.doce-conference.ufl.edu/gap
	2	EduGator Gathering for alumni conference attendees
	14	Retired Faculty Reception
	17	Grand Guard, UF 50-year Reunion COE Grand Guard Luncheon UF Digital Worlds Institute at Norman Hall www.ufalumni.ufl.edu
December	15	College hosts Florida Distinguished Educators
	16	Fall Commencement 10 a.m., Stephen C. O'Connell Center
January 2007	8	Spring classes begin

For additional information please contact: Jodi Mount, Coordinator of Alumni Affairs and Events, College of Education, at jmount@coe.ufl.edu or 352-392-0728, ext. 250; or visit the COE Alumni Affairs Web site at:

www.education.ufl.edu/alumni

From Vietnamese orphan to top U.S. educator, Therese Dozier finds life's purpose in teaching

By Desiree Pena
Student-intern writer

Few can fathom the tragic circumstances surrounding Therese Knecht Dozier's (MEd, 1977) early childhood—and how she overcame them to become a nationally recognized educator.

Dozier was born in Saigon in 1952 to a Vietnamese woman and German soldier who had once served Hitler during World War II. He escaped the German army and fled to French Indochina under a false identity, where he married Therese's mother. Before Dozier's second birthday, her mother died and her father sold Therese and her brother to a Chinese businessman. When authorities found the children, they were placed in a French orphanage where U.S. Army advisor Lawrence Knecht and his wife, Anne, adopted them in 1954. She describes this as the point at which her life "took a wonderful turn."

"I am very conscious that my life would be totally different, in fact that I might not even be alive today, had I not been adopted. So I believe I am here for a purpose, and that I am fulfilling that purpose through my work in education," Dozier said.

She and her brother were the first Vietnamese children adopted by U.S. citizens. Dozier's turbulent past, though, has given her a chance to improve others' lives rather than cloud her own.

The Knechts brought the children to Florida, where the young girl grew up as Therese "Terry" Knecht and graduated first in her class at Charlotte High School in Punta Gorda.

In 1974, she received UF's Outstanding Scholar Award with a 4.0 grade point average. Three years later, she completed her master's degree in education at UF and in 1985 she was named the U.S. National Teacher of the Year. She also served as special advisor to U.S. Education Secretary Richard Riley from 1993 to 2001. Dozier is currently the director of the Center for Teacher Leadership at Virginia Commonwealth University.

"My two most significant achievements were to be named Teacher of the Year and my service as the first classroom teacher to advise a U.S. Secretary of Education. In that role I led the Clinton Administration's efforts to elevate the importance of teachers and teaching, including passage of Title II of the 1998 Higher Education Act, which resulted in the largest federal investment in teacher education in almost 30 years," she said.

Knecht has traveled extensively around the globe and taught in Singapore where she worked with students from 45 different countries. Her lifelong achievements were acknowledged by UF in 1986 when she received the

Distinguished Alumni of the University of Florida Award. In 1997 she was named as one of UF's 47 Women of Distinction, which recognizes successful alumnae.

"Much of my outlook on life is an outgrowth of my education. So in a very real sense, becoming a teacher was my way of repaying a debt to the society that has given me so much. And of all the wonderful things I have enjoyed as an American, it is my education that I prize the most," said Dozier.

Born in Saigon and sold by her father as a toddler, Theresa Dozier (MEd '77), below, survived a tragic early childhood to earn her education master's at UF and eventually be named the U.S. National Teacher of the Year.



Special to EdTimes/Theresa Dozier

Why 'No Child Left Behind' isn't working

By William Hedges



Hedges

"No Child Left Behind" is a great slogan cleverly designed to garner support and votes. However, laying on battery after battery of standardized tests — and the wrong kind, at that — won't improve student learning. In fact, a recent study by the Northwest Evaluation Association suggests that accountability tests actually increase the learning gap between white and nonwhite students.

Where is the money for essential research and remedial programs to help the youngsters who fail these tests?

A tragic irony of this slogan is that more children than ever are being left behind and drop out. In Florida, more than two out of five students don't finish high school, according to a 2005 report by the Manhattan Institute for Policy Research.

When the major emphasis in a school is on ever higher test scores, what happens? First, the lower achieving students immediately become less desirable. Many schools and teachers vie for the brighter students because that's where the prestige is — ironic, since it's the slow learners who are the greatest test of a teacher's patience and skills. Subtle hints and pressures arise to cause the "dumb" kids to exit.

Under such conditions, not only do students drop out, so do teachers. The most capable teachers tend to be creative and tailor their lessons to the individual needs of their students. When they must adhere to a canned, one-size-fits-all curriculum geared to the FCAT exam, they head for private schools where they have more freedom or they leave the teaching profession altogether.

Since World War II, we have seen great strides in research to help the mentally and physically handicapped. Great strides also have been made in developing magnet schools to work with various types of gifted students. But there is a segment of our schools that tends to be overlooked: the more-or-less normal youngsters at the lower end of the learning curve, just above the handicapped and just below the average. They are often termed "marginal learners." I call them the "invisible" children because they tend to fall between the cracks; they constitute a generous chunk of this 41 percent that drops out.

What can we do about it?

First, change how we use tests. The medical profession uses tests as a basis for identifying a problem and ascertaining what can be done to improve the situation. It really doesn't help to label a student as a **D** or a school as an **F**, but that is what we do with this overemphasis on testing. That may be acceptable in college where what makes the difference is drive and perseverance because

the students are, relatively speaking, homogenous in IQ. Universities work with students in the top third of the intellectual spectrum. Our public schools work with the continuum. To expect such diverse students to learn at the same rate and under the same conditions is absurd.

Second, we must induce many of our best teachers to work with the students who are at risk. We do it with small classes, adequate resources and, above all, with recognition, prestige and money — all powerful motivators.

Third, we must lengthen the school day and the school year. The short school day and year are carryovers from agricultural times and no longer fit. Increasingly, we turn these kids out on the street at 2 to 3 p.m. and for 10 weeks every summer and then wonder why they don't do as well as kids in other nations such as Japan or Korea.

School also needs thorough restructuring to enable supervised tutoring of at-risk students, coupled with enrichment activities for the more advanced students.



Special to EdTimes

Homework is most effective when it is done at school under direct teacher supervision. An eight-hour school day for 11 months of the year could yield a giant leap in achievement. Parents would rejoice as their children receive professional supervision with their assignments rather than relying on the parents' help. Evenings should be a joyous time for parents to be with their children.

If teachers understand the longer school day would include time to complete their lesson plans and test grading, they should also support the longer school days.

Just look around to see what the rest of the world is doing as our own youth in the United States fall further behind. In Japan and Korea, over 90 percent of the students finish high school. When I served in South Korea as an education adviser, they even attended school a half-day on Saturdays. We can no longer afford such a waste of our youth with a graduation rate of less than 60 percent.

Fourth, universities must work more closely with their colleges of education to develop more appropriate curricula for future teachers. All too often, teacher training gets short shrift. Until university authorities recognize that public schools are their feeder systems, we shall all continue to suffer.

Fifth, our government leaders must realize that the greatest threat to freedom in this country derives not from terrorists, but from a poorly educated populace. As Thomas Jefferson said, "A nation that expects to be both ignorant and free, expects what never was and never will be."

It has been my experience that teachers, and those engaged in preparing future teachers, have always believed in leaving no child behind. Rather than testing, testing, testing, I believe we can do better in providing an appropriate school environment for all our children, not just a select few.

If you, the alumni and friends of the College of Education, agree with any of these suggestions, I encourage you to push for them.

William Hedges is a retired professor of education at UF. He and his wife, Robbie, recently pledged \$1.93 million to the UF College of Education to develop programs geared to help marginal learners. (See story, page 6.)

Disclaimer: The views and opinions expressed in this column are strictly those of the author and are not intended to represent the views and opinions of the University of Florida and the College of Education.

Study examines how parenting practices affect academic success among black students

By Chan Tran
Student-intern writer

Cirecie West-Olatunji, assistant professor of counselor education, has received the Tutt-Jones Memorial Research Grant from the African American Success Foundation to investigate effective parenting practices among African American parents of "at-risk" students.



West-Olatunji

Aided by the \$2,000 grant, West-Olatunji will survey approximately 400 parents of children who have demonstrated academic success. She will examine the strategies these parents use to provide emotional and psychological support to their children in ways that result in academic engagement, self-motivation and knowledge achievement in schools. Following the survey portion, focus groups and interviews will be conducted.

West-Olatunji hopes the research generates greater awareness of culture-centered parenting skills available as a resource within the African American community. Participants in the survey will be randomly selected from a database made available from the School Board of Alachua County.

Clark is B.O. Smith Research Professor

Mary Ann Clark, associate professor in counselor education, is this year's recipient of the B.O. Smith Research Professorship. Her research will focus on the topic, "Male achievement in public education: Examining data and developing systemic interventions." The research professorship, which focuses on associates seeking full professorships, has the potential for three years of funding, renewed year to year. Clark joins Maureen Conroy and Kristin Kemple, last year's selections for the Smith professorship.

Researcher hopes to smooth road to higher education for blacks

By Joy Rodgers

As a black teen, Michelle Thompson (PhD '05) attended a mostly white high school, where she says she learned little about racial identity. When it came time to choose a college, school guidance counselors extended only modest help.

That early educational experience planted the seed for Thompson's later work in education, eventually bearing fruit in her doctoral dissertation on racial identity development and the college choice process.

"I noticed that in high school, the guidance counselors did not assume that I would go to a four-year institution and never once was a historically black college or university mentioned," says Thompson, who graduated last August with a Ph.D. from the Department of Educational Administration and Policy at the UF College of Education.

Now continuing her research and teaching at Bethune-Cookman College, a small, historically black college in Daytona Beach, Thompson relates to her students because her study findings are fairly consistent with her own experiences.

Thompson's interest in black identity grew through her undergraduate years, heightening even more in graduate school, where she recalls feeling invisible. "Not once did I have a class with an instructor who looked like me," says Thompson, recently promoted to dean of freshmen at BCC.

"Although blacks aspire to a college education, something often happens once they arrive on campus. They don't persist," she says.

Thompson hopes her research into racial identity development and its influence on black students' college choice decisions will help university administrators better understand the needs of black students and that not all black students regard being black in the same way.

Current studies have focused on the

experiences of black students at predominately white institutions, noting their difficulties adjusting socially and academically. Studies also have been done on the experiences of black students at historically black colleges, especially those who were first-generation college students or from disadvantaged backgrounds. And, there have been limited studies on why some black students choose college while others don't.

"All of the studies have regarded black students as a monolithic group," Thompson says.

But black students are not a monolithic group. They are at varying degrees of racial identity development, says Thompson, who used a mixed-methods approach in her data gathering.

For her statistical research, she asked 50 freshman students from a historically black college and 50 freshman students from a predominately white institution to take the Racial Identity Attitude Scale for Black Populations (RIAS). Before administering the RIAS, she asked the freshmen to complete a background inventory to obtain demographic information. For her qualitative research, she randomly selected 12 students for interviews on what influenced their decisions to attend historically black colleges or predominately white institutions.

"I found the two most common reasons that black students chose to attend a mostly white institution

“Students who attended an all-black high school most wanted to attend a predominately white institution, and those who attended a culturally diverse high school wanted to attend a historically black college.”

— Michelle Thompson

were for perceived quality of education and financial assistance," Thompson says.

Thompson also learned that students who chose to attend a historically black college did so at the recommendations of friends and family members who told them about the institution. Most of them had gone to culturally diverse high schools and wanted to attend a college that would allow them to study the contributions blacks have made and to be in an environment with other blacks.

"I found it interesting that students who attended an all-black high school most wanted to attend a predominately white institution, and those who attended a culturally diverse high school wanted to attend a historically black college," Thompson says.

This finding is significant for college recruitment officers, many of whom ignore their target audiences, Thompson says. Traditionally, recruiters from historically black colleges seek out students from all-black high schools. And recruiters from predominately white institutions interview students from large majority-white schools.

"Those aren't the students who want to attend their schools," says Thompson, explaining that college and university recruitment officers should make better use of high school guidance counselors. "(Guidance counselors) serve as gatekeepers for black students, allowing or preventing them from considering certain types of institutions."

Based on her research, the strongest recommendation Thompson says she has for university administrators is to examine the college choice process for black students of all socioeconomic backgrounds.

"Unfortunately, a model does not exist for black students," Thompson says. "The discussion to date has been limited and has not gone beyond why black students chose to attend college in the first place."



Thompson



Michelle Thompson (PhD '05) discusses a college literature assignment with her students at Bethune Cookman College.

Special to Ed Times/John Reeves, Bethune Cookman

ADHD Study: black kids, girls are less likely than white boys to receive proper treatment

By Chan Tran
Student-intern writer

Research has shown that African American children and girls of any race with attention deficit/hyperactivity disorder (ADHD) are less likely than white boys to get proper medical attention for their problem, but the reasons why are poorly understood. UF researchers, though, are finding answers in a \$2.6 million federal study.

Mirka Koro-Ljungberg, assistant professor of education psychology at the College of Education, and Regina Bussing, professor of psychiatry at the College of Medicine, are in the second year of a five-year grant funded by the National Institute of Mental Health (NIMH).

After researchers screened a community sample of over 1,600 families, parents of 266 students at high risk for ADHD subsequently participated in diagnostic interviews and focus groups and provided detailed accounts of help-seeking activities since they first became concerned about their children. Data collection will continue for three additional waves and include a community survey of treatment-intervention responses.

The researchers so far have focused on the parents with elementary school children at high risk for ADHD. They discovered that parents' perceptions of their child's ADHD-related behavior may be influenced by their child's gender and race. For example, black girls were often perceived as "misbehaving," so they were disciplined, rather than given professional help, according to Koro-Ljungberg. Black boys, on the other hand, were considered "endangered" and parents took measures to protect them by using restrictions and behavioral modifications.

The researchers also found that many children, especially girls, stop taking their medication treatments soon after starting therapy.

The researchers are continuing data collection and ultimately will assess various professional guidelines and options for improving treatments for girls and African American youth with ADHD.

Community colleges: Where have all the leaders gone?

By Larry Lansford

Community colleges could face a critical leadership gap as administrators born during the early baby boom era retire over the next five years, according to University of Florida education researchers.

Dale F. Campbell, director of the community college leadership consortium at the UF College of Education, said a recent survey of community college presidents predicts that, between now and 2010, there will be a shortage of staff members available for work in departments of academic, student and business affairs.

“Community colleges could be highly vulnerable and experience major fiscal impact if we do not act now to develop programs to meet this need,” said Campbell, a UF professor in educational administration and policy.

More than a third of the nation’s 965 public community college presidents listed in the 2005 Higher Education Directory participated in Campbell’s survey. Eleven community college leaders from seven states then met with Campbell at a forum in Jacksonville, Fla., to explore new strategies to resolve the looming leadership gap. The college registrar, identified in the survey as one of the positions most critical to the future of their institutions, was singled out for special study.

Campbell’s survey findings and conclusions reached at the leaders’ forum are the basis of his recent research report published in the

Community College Journal. The Chronicle of Higher Education also has covered his findings.

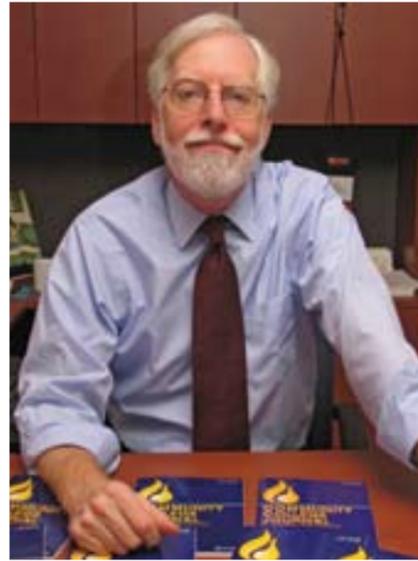
Campbell said opportunities and programs for career exploration and training for those interested in pursuing administrative and professional positions at the community college level are lacking.

“Applicant pools for community college registrar positions, for example, tend to be limited to experienced classified support staff without academic credentials or younger professionals without the specialized experience required in the field,” he said.

In his report, titled “The New Leadership Gap,” Campbell advises college presidents to identify and train current staff members who have the potential

to move into these positions. He also recommended that university leadership programs develop partnerships with colleges and professional organizations to provide accessible graduate master’s and certificate programs in critical shortage areas.

“Top college administrators must be made aware of the new leadership gap of administrative and professional positions, and colleges should begin exploring new strategies for effectively managing job recruitment and the hiring process,” Campbell said.



Campbell

LARRY LANSFORD/EDTimes

“Opportunities and programs for career exploration and training for those interested in pursuing administrative and professional positions at the community college level are lacking.”
— Dale Campbell

UF honors 2 education faculty as Research Foundation Professors

Two College of Education faculty members have received the prestigious UF Research Foundation (UFRF) Professorship over the past year.

Associate Professor Zhihui Fang from the School of Teaching and Learning received the campuswide honor for 2005-2007 and Professor Craig Wood from Educational Administration and Policy is the 2006-2008 recipient.

The three-year professorships are awarded to recognize recent contributions in research. The appointment carries a \$5,000 annual salary supplement and a

one-time \$3,000 research grant.

Wood’s research centers on public policy issues of funding education. He currently is analyzing the equity and adequacy of state financial aid distribution formulas.

Fang’s studies focus on three fronts: children’s language development during the transition from emergent to conventional literacy; the language demands of content area reading/writing; and preparation of reading teachers as knowledgeable, reflective professionals.

Gender study tackles pressing concern: Why are boys falling behind girls in school?

By Joy Rodgers

Thirty years ago, boys, not girls, were the high performers in schools. Today, test scores, grades and dropout rates show boys are achieving at levels far below girls, and a UF-led international study is yielding insights that may explain why.

In the United States, girls capture more academic honors, outscore boys in reading and writing, and score about as well on math at the fourth-, eighth- and 12th-grade levels as tested by the National Assessment for Educational Progress exam. Internationally, fourth-grade girls significantly outperformed boys in the eight leading industrialized nations that took part in the 2001 Progress in International Literacy Study. And 15-year-old boys have been surpassed by 15-year-old girls among the 28 countries involved in the 2000 Program for International Student Assessment.

According to a UF College of Education researcher engaged in a joint project examining male underachievement in public education across cultures, there are many factors involved in why boys are falling behind.

“Brain research has shown differences in male and female brains that can affect preferred learning styles and communication,” said Mary Ann Clark, associate professor of counselor education. “It has been suggested that public school curriculum may not be teaching ‘to the boys’ and that teaching styles are more suitable for girls.”

To examine the factors that lead to male underachievement and the measures needed to raise the achievement of boys, Clark and two doctoral students from the College of Education at UF have teamed with other teacher education and school counselor faculty and students from universities in England and Australia on an “Internationalizing the Curriculum” project. The research is supported by the International Center at UF.

The study entails focus groups, interviews and database analyses. Undergraduate and graduate students in the colleges of education at Nottingham University in England and Wollongong University in Australia are comparing findings across their schools and discovering themes or factors that may contribute to the gender achievement gap.

“It is our hope that preservice educators will use their findings to develop some interventions to use with their students in schools that will help in their work as teachers and counselors,” Clark said of the university students’ work.

Heather Adams and Erin Oakley — the two UF students working with Clark — have a personal interest in the topic. Adams said she is intrigued by the differences in the male and female brains and their development, as well as in the socialization of males and females in society.



LARRY LANSFORD/EDTimes

◀ Associate Professor Mary Ann Clark, center, teamed with doctoral students Health Adams (left) and Erin Oakley (right) in the gender-gap study.

Oakley says that through her clinical work at the Gainesville Wilderness Institute, a Florida Department of Juvenile Justice program for young offenders, she has seen firsthand that teaching and counseling styles that work with girls don’t necessarily work for boys.

“We need approaches that address boys’ special needs and that meet them where they are, rather than expecting them to fit some predetermined mold of what ‘good’ students should be,” Oakley said.

Clark said one major issue has become clear: the need for awareness of the special needs of students with regard to gender. Many “school success skills” such as compliance and organization seem to be more easily applied to girls, said Clark, adding that teachers, administrators, school counselors and even parents should be trained in strategies for providing a positive view of learning and studying that targets all students.

“Curricular materials, particularly reading, may need to be more inclusive with regard to male interests. The use of physical space and need for movement should be taken into consideration,” Clark said. “We also need to recognize that developmental stages differ between males and females, with females maturing earlier, cognitively as well as physically.”

KRISTEN BARTLETT/UF News Bureau



Teacher says 'underwear,' students say 'yuck'

UF study: Effective teacher collaboration requires different strokes for different folks

By Larry Lansford



Brownell

"Underwear."

By uttering that single evocative word, Jacksonville elementary school teacher Sarah Edmonds hooks every student in her third-grade class and reels them into her lesson on cause-and-effect, a key principle of reading comprehension.

"Yuck."

The young students respond in unison, just as Edmonds predicted they would, letting her demonstrate how her one-word monologue was a cause and the students' "yucky" response was an effect. Because the students also find her example humorous, they give the veteran teacher their full attention.

Edmonds (not her real name) then switches off the lights in the classroom, and the students buzz, "ohhh."

Another cause-and-effect example, and her lesson continues on, the enthralled students hanging on every sentence.

UF College of Education researchers view Edmonds' lesson strategy — making a potentially boring and complex topic relevant and interesting to children — as characteristic of a knowledgeable teacher who is willing to adopt better teaching strategies and incorporate them into her instruction.

Edmonds' real name isn't divulged, nor is the name of her school, because she was one of eight teachers at two high-poverty Jacksonville elementary schools participating anonymously in a federally funded study so their experiences could be freely and openly reported. UF special-education researchers were examining how teachers who readily adopt instructional innovations acquired in teacher study groups, professional development schools and other collaborative arrangements differ from those who don't.

"In special education, professional collaboration is viewed as a powerful tool for helping teachers serve students with disabilities. Teachers learning and working together to improve their instructional practices is considered a central element of major school reform efforts," said Mary Brownell, professor in special education and the lead investigator in the UF study. "But there is little in-depth information about why some teachers readily adapt and adopt new, research-based innovations that can change their instructional practices in important ways, while others teachers are less inclined to do so."

Brownell's co-investigators in the study were UF education researchers Alyson Adams, Paul Sindelar and Nancy Waldron, and Stephanie vanHover from the University of Virginia. The team included specialists in both special and general education and school psychology. Their research report appeared in a recent edition (Winter 2006, Vol. 72, Issue 2) of *Exceptional Children*, the quarterly special-education journal of the Council for Exceptional Children.

Their investigation is part of a larger, federally funded study designed to use collaborative teacher learning — in a school-based group called Teacher Learning Cohort — to promote better teaching of struggling learners and students with disabilities.

"We wanted to know what personal qualities enable some teachers to benefit more than others from professional collaboration," Brownell said. "This could influence how professional development programs and teacher collaboration arrangements should be structured and tailored so everyone benefits."

Over the past three school years, UF researchers observed the eight teachers instructing in their classrooms and regularly met with them to provide feedback, examine their personal teaching practices and beliefs and discuss research-proven practices they might want to incorporate into their classroom teaching for helping disabled students and high-risk learners.

"We didn't expect that teachers would differ so strongly in their ability to use classroom strategies acquired in their collaborative learning groups," Brownell said.

“In special education, professional collaboration is viewed as a powerful tool for helping teachers serve students with disabilities.”
— Mary Brownell

The researchers identified five personal characteristics that influenced teachers' willingness to adopt new teaching innovations:

- **Most knowledgeable.** Sarah Edmonds and the two other teachers classified as "high adopters" of new methods were consistently the most knowledgeable teachers. They quickly grasped how new ideas presented could fit within their curriculum and demonstrated the most effective instructional technique. (Three of the eight teachers were judged "moderate adopters" who used certain classroom practices and ignored others. The two "low adopters," while supportive of the learning-cohort group, were less inclined to try new strategies or did so only after realizing the methods in use weren't working well.)
- **Teach positive behavior.** Well-designed instruction goes a long way towards eliminating behavior problems in the classroom, or so the high adopters believe. They also considered teaching positive behavior to be as important as teaching academics, while other teachers often failed to recognize the importance of actively teaching students more appropriate behavior.

• **Student-focused.** Teachers most likely to adopt new teaching innovations had the strongest student-centered views of instruction, considering both the academic and behavioral needs of the class and individual students. Low adopters were more teacher-focused, shunning opportunities for children to work together in order to maintain behavioral control in the classroom.

• **Reflect on students' learning.** High adopters were the most reflective about their instructional practices and classroom management. They were more likely to consider the needs of the entire class as well as individual students.

• **More adaptive.** Researchers said high adopters were "sponges" for information, reading or using information independently to adjust their teaching practices in order to meet their students' needs.

"Our findings demonstrate how teaching knowledge, beliefs, skills and reflective ability work together to influence a teacher's benefit from collaborative professional development efforts," Brownell said. "Awareness of these personal teacher qualities can be useful in structuring or tailoring professional development activities so all participants benefit."

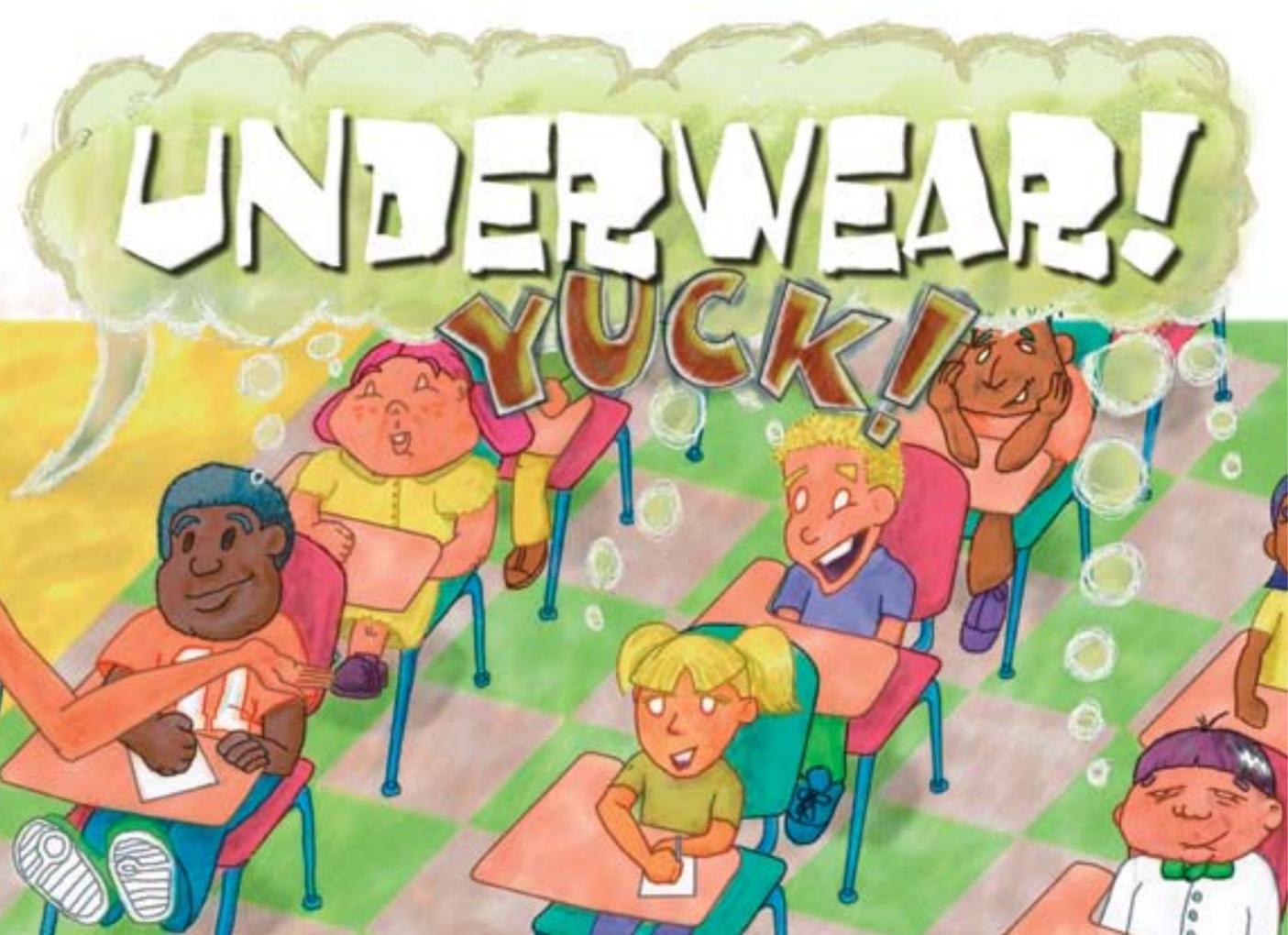


Illustration by JUAWON SCOTT/EduTimes

Grants boost distance-learning

UF education technology instructor Richard Ferdig believes earning an education degree shouldn't be confined to the College of Education's classrooms at Norman Hall. Associate Professor Ferdig and the college are working to provide more online education courses at the high school, undergraduate and graduate levels.



Ferdig

Ferdig, a faculty member in the college's School of Teaching and Learning, has received two technology-related grants totaling nearly \$100,000 that the college will use to increase its development and use of virtual schooling.

With a grant worth more than \$76,000 from the North Central Regional Educational Library, Ferdig will evaluate the effectiveness of virtual high school lessons taught online.

"We want to be able to provide educational opportunities to people who might otherwise not have access to these courses, whether it's a ninth grader in need of a remedial class, advanced chemistry students in rural areas or home-schooled students. The point is not to replace traditional schooling, but provide a reliable online curriculum for students with those needs," he said.

UF education technology researchers are partnering in the study with two Wisconsin high schools to gauge whether students learn as effectively online as they do in a live classroom setting.

Ferdig also received a \$21,000 grant from the U.S. Department of Education to expand distance-learning opportunities in pre-service (internship) teacher education. Ferdig is developing programs to prepare teachers in leading classes online using existing virtual high school models.



Special to EdTimes

The College of Education has ambitious plans to expand its evolving virtual school nationwide and to other countries, according to Ferdig.

The college launched its first online master's degree program for teachers in 2004 in instruction and curriculum, with an emphasis on "teaching, learning and facilitating educational change with technology." Additional online graduate-degree programs are now available in teacher leadership for school improvement, and in media education.

Some education professionals and parents of school-aged children believe virtual schooling is not so virtuous, but Ferdig says online courses offer advantages for certain students both at the high school and university levels.

"These classes meet a need for some students with particular needs, so there's a definite niche for online education," Ferdig said. "Whether the student is a full-time employee or a high school student, it's our job to provide these diverse learning opportunities and research their effectiveness."

COE technology researcher joins NIH-funded autism study

A UF education technology researcher is involved in a four-year, \$1.1 million study designed to help fathers communicate more effectively with their autistic children.

Richard Ferdig, associate professor in the School of Teaching and Learning, is developing a Web site that will be used to broadcast training sessions to a group of fathers participating in the study, which is being funded by the National Institute of Nursing Research, a part of the National Institutes of Health, and headed by Jennifer Elder of the UF College of Nursing.

Ferdig is exploring ways to combine educational theory with new technology. "I don't believe the field of educational technology spends enough time researching learning in informal learning environments," he says. "I thought this would be a great way to examine how we could get parents involved through the use of technology."

Autism is a developmental disability that typically appears during the first three years of life and is characterized by problems interacting and communicating with others. A previous study by Elder found that teaching fathers how to talk to and play with their autistic children in a home setting improved communication, increased the number of intelligible words the youngsters spoke by more than 50 percent and helped fathers get more involved in their care.

Ferdig's Web site will feature training "booster" sessions that fathers can view and then hear comments on how they can improve upon their play sessions with their children. Ferdig will get nearly \$45,600 over the next four years to develop the site, which will include an investigator feedback system.

Study aims to help teachers master math instruction

By Chan Tran
Student-Intern Writer

A UF education researcher is exploring ways to help elementary school teachers lead their mathematics classes as effectively as they do the other subjects they teach their young children.

Thomasenia Adams, an associate professor who heads the mathematics education program at the UF College of Education, says mastering mathematics can be a challenge considering the limited preparation that elementary school teachers-in-training typically receive in math.

Adams is principal investigator of a new \$160,000 grant awarded to the College of Education to develop professional development experiences that help practicing teachers increase their mathematical knowledge and ultimately, help students improve their mathematics skills.

The UF study is part of the Multi-University Reading, Math and Science Initiative (MURMSI), a \$1.5 million research program funded by the federal Department of Education and coordinated through Florida State University.

Adams' co-researchers include UF education graduate students Emily Perterik, Kristin Spencer, Fatma Aslan-Tutak and Joanne LaFramenta.

"With mathematics content instruction decreasing in teacher preparation programs, students' math achievement levels are bound to be affected," said Adams, who is also the director of graduate studies for the college. "I saw a need to help teachers, especially at the elementary level, to become better prepared mathematically and to think about teaching mathematics in non-traditional ways."

The researchers are assessing not only professional development for teachers, but also its impact on student achievement—a step Adams said is often lacking in typical professional development programs.

She said more innovative professional development opportunities can help teachers improve their mathematics knowledge. Professional development programs should include exploring different teaching methods and ways to represent mathematical ideas for students with different learning styles and strengths, she said.

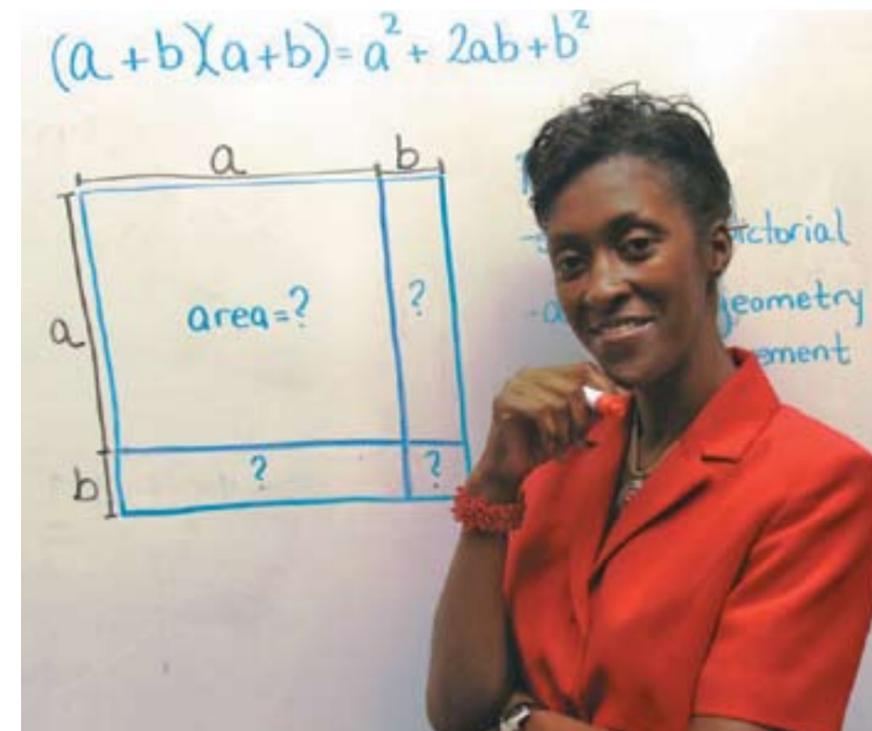
The project was being conducted this school year at two Gainesville schools — W.A. Metcalf Elementary and Prairie View Academy (K-5) — each with a high percentage of students at risk of low mathematics achievement. It received initial support from the Lastinger Center for Learning, a College of Education school-improvement program for high-poverty elementary schools in Florida, and from the School Board of Alachua County.

Adams said she hopes this new approach to professional development will help teachers truly know the mathematics content they are teaching children and understand that math can be understood by all children at some level.

"Mathematics is the primary language of communication in today's technological and global society, from the creation of computer passwords and business program languages to programs for lifting the space shuttle off the ground," Adams said. "Perhaps we should think of it as the fourth element because it affects how we interact with the world we live in — earth, wind, fire...and mathematics."

"With mathematics content instruction decreasing in teacher preparation programs, students' math achievement levels are bound to be affected."

— Thomasenia Adams



LARRY LANSFORD/EdTimes

Thomasenia Adams, above, seeks to help teachers become better prepared mathematically.

College honors educators, students for scholarly outreach activities

The UF College of Education recently honored educators and students from UF and the local Alachua County school district whose scholarly outreach activities contribute to improved schools and student learning or address important social and community issues.



LARRY LANSFORD/EdTimes

Faculty SOE Award recipient Diane Yendol-Hoppey shares a happy moment with husband David Hoppey, a 2005 SOE Award recipient.

The honors are based on the “publicly engaged scholarship” philosophy, or engaged scholarship done for the public good. The research-intensive concept is a burgeoning movement in higher education that UF education Dean Catherine Emihovich is infusing as a core principle of a faculty-led transformation of the college’s research, teaching and public service programs.

The Scholarship of Engagement Banquet, held at UF’s Emerson Alumni Hall, also was a forum for recognizing this year’s College of Education student scholarship recipients and the donors who funded their endowed scholarships. It’s a rare occasion where scholarship donors get to meet the students who benefit from their philanthropy. UF Provost Janie Fouke was the keynote speaker.

The College of Education recognized several local teachers, principals, school district administrators, university faculty and UF education students whose scholarly activities are yielding an immediate positive impact on teaching and learning in the classroom or on the community.

Those receiving Scholarship of Engagement Awards were:

- **Jim Brandenburg**, principal of Alachua Elementary School
School District Scholarship of Engagement Award

Brandenburg led his school’s effort to forge a partnership with the College of Education that fosters school-based teacher education for UF teaching students and in-school professional development opportunities for his own teachers.

- **Jill Cox, Margie Donnelly and Julie Johnson**, the kindergarten teaching team at P.K. Yonge Developmental Research School
P.K. Yonge School Faculty Scholarship of Engagement Award

Since 2004, this teaching trio has transformed P.K. Yonge’s kindergarten program into a model demonstration site for a statewide, voluntary pre-kindergarten reform effort, with an emphasis on early literacy instruction.

- **David Lawrence Jr.**, president of the Early Childhood Initiative Foundation in Miami
Community Scholarship of Engagement Award

Since retiring in 1999 as *Miami Herald* publisher, David Lawrence Jr. has worked to strengthen the nation’s commitment to early childhood development so all children will arrive at school prepared for success.

- **Jen Jacobs**, UF doctoral student in teaching and learning

Graduate Student Scholarship of Engagement Award

Jacobs developed a “coaching-for-equity” model with a set of tools that encourage prospective and practicing teachers to reflect on and demonstrate equitable teaching practices.

- **Carolyn Tucker**, UF psychology professor
University Scholarship of Engagement Award

Tucker has developed a partnership model that takes the best scholarship a research university like UF can offer and connects it with the needs of those who aspire to achieve to their highest potential, particularly black children and adolescents in high-poverty schools.

- **Diane Yendol-Hoppey**, associate professor, UF School of Teaching and Learning

College of Education Faculty Scholarship of Engagement Award

Yendol-Hoppey forged the college’s current partnership with 10 — soon to be 12 — local elementary schools, creating a network of “professional development community” (PDC) schools committed to preparing the next generation of educators to teach diverse learners and pursue ongoing school improvement.

“Many people talk about taking action for change, but very few can document how they made a difference as these outstanding recipients have done. This commitment illustrates professional education at its best,” Dean Emihovich said.



LARRY LANSFORD/EdTimes

Gator mascots Albert and Alberta, in bronze statue form, mug for the camera with school psychology doctoral student Eric Rossen, left, and Hannelore Wass and Harry Sisler outside UF’s Emerson Alumni Hall, scene of the Scholarship of Engagement Banquet. Wass and Sisler, who are married, established the Dr. Hannelore Wass Endowed Scholarship awarded to Rossner.

WILD ABOUT WRITING

UF student-teachers help schoolchildren develop, improve their writing skills

By Chan Tran
Student intern-writer

When Rodney, now 9, was in second grade at Newberry Elementary, he hated school. He was a year behind his classmates and reading below his grade level. Writing proved particularly frustrating. Instead of working at it, he misbehaved or cried. When he had to write, he just scribbled.

But UF education student-intern Tiffany Molynue, whose academic focus is in literacy instruction, never gave up on Rodney and continually worked with him to improve his reading. He started a self-monitoring check-sheet and she encouraged him to write on topics that interested him, such as friends and basketball.

“He became one of the best students, a real leader in the classroom,” Molynue said. “I was so proud of him, and it was great to see that he was proud of himself.”

College of Education professors and 13 prospective teachers, including Molynue, teamed up with the Newberry school faculty over the past year to implement a school-wide writing program for nearly 550 students in kindergarten through fifth grade. The initiative helps students develop better writing skills and strategies. At the same time, the UF student-teachers get to work alongside their mentor teachers and gain the real-life classroom experience they can’t get from their college textbooks and classes.

Professor Danling Fu of the education college’s School of Teaching and Learning was invited by Principal Lacy Redd to work with the teachers to apply the program, called “Wild about Writing,” in the hopes that it would help raise the school’s FCAT writing scores and improve the development of the students’ writing competency and skills. Fu works with a group of Newberry Elementary teachers on a writing committee to discuss and explore ideas in writing instruction.

“Writing develops and demonstrates all the language skills: reading, writing, speaking, listening and thinking,” Fu said.

Although Newberry Elementary has been graded as an “A” school, it continues to work on improving its academic programs, especially in the writing area.

Teachers and student interns set different goals each month, such as having students write every day, write longer and with greater focus, and learn how to edit their copy and improve on quality of writing. The first strategy they have successfully applied is the daily practice of writing.

“Writing is like playing instruments or sports,” Fu said. “We need to practice every day from early age on in order to write well, and there is no end to its practice and development.”

Newberry is among 10 Alachua County elementary schools involved with the College of Education’s professional development communities (PDC) program. UF partners with the PDC schools to form a network of school- and university-based teacher educators committed to “inclusive” education—preparing the next generation of elementary teachers to teach diverse learners—while pursuing ongoing school improvement.

Other PDC schools are P.K. Yonge Developmental Research School (UF’s lab school), Alachua Elementary, High Springs Community School and, in Gainesville: Williams Elementary, Littlewood Elementary, Stephen Foster Elementary, Norton Elementary, One Room School House and Terwilliger Elementary.



KRISTEN BARTLETT/UF News Bureau

UF student-teacher Ting Tseng, right, works with Newberry Elementary fifth-graders on a “Wild About Writing” assignment as Professor Danling Fu, left, observes.

Funding boost helps UF expand support network for new teachers

By Joy Rodgers and Larry Lansford

A University of Florida project launched to reverse the critical teacher shortage and attrition rates of three inner-city Florida high schools is showing signs of success and moving into a new phase that will involve additional schools.

Supported by a \$90,000 grant from BellSouth Telecommunications, BellSouth Foundation and BellSouth Pioneers, UF's urban teacher induction and retention project provides a support network of novice and experienced mentor teachers within and across the inner-city schools in Jacksonville, Orlando and Miami to help raise the schools' retention rates of those teachers.

"The teacher shortage is especially critical in urban high schools in Florida. Annual teacher turnover at struggling inner-city schools can exceed 40 percent, and about 15 percent of beginning teachers leave the profession after their first year," says Wanda Lastrapes, a UF education lecturer and UF Alliance project coordinator. "Under-resourced urban schools typically have difficulty supporting new teachers. We are creating a professional development model that encourages and prepares classroom teachers to remain in challenging urban schools."

The participating schools — Jean Ribault High in Jacksonville, Maynard Evans High in Orlando and Miami Carol City High — are members of the UF Alliance partnership program, which links the university's College of Education with six under-resourced urban high schools. There currently are 57 novice teachers, or those with three or fewer years of teaching experience, and 15 mentor teachers taking part in the project at the three participating schools. Last year, 65 percent of novice teachers and 95 percent of mentor teachers involved in the project returned to their respective schools to teach in the 2005-06 academic year.

Building on a successful pilot project during the 2003-04 academic year at Ribault High, Lastrapes and school leaders have developed a support network of novice and experienced mentor teachers within and across the three inner-city schools. In 2005-06, project leaders expanded the network of "professional learning communities" to the other three UF Alliance member schools — Jones High School in Orlando, William M. Raines High School in Jacksonville and Miami High School.

Lastrapes directs the effort with the aid of an experienced teacher-facilitator at each school. Teachers in their first three years of urban-school teaching receive support and advice on effective teaching strategies from trained mentor teachers at regular meetings at each school and at UF Alliance-sponsored retreats, where they can share their experiences with others teaching under similar circumstances.

Grant monies are used in part for professional development retreats for participating teachers at all schools. Alliance faculty are collaborating with the school districts of the network schools in helping teachers begin the process of attaining certification as mentor teachers from the National Board for Professional Teaching Standards. New initiatives this year entail expansion of a Web site to include a forum for online discussions for all novice teachers at the six Alliance partner schools.

The BellSouth grant also covers the cost of substitute teachers so novice and mentor teachers can regularly observe each other during the school day. BellSouth's Florida company-employee volunteer organization, the BellSouth Pioneers, is providing support to the novice and mentor teachers in the network schools and exploring ways to become more engaged in classroom activities.

The UF Alliance sponsors field trips to campus and several recruitment activities for students interested in teaching careers, as well as a Summer Leader-



UF researchers are developing a professional development model that prepares classroom teachers to remain in challenging urban schools.

ship Institute for teachers and administrators from its six member schools. The University of Florida also awards five \$12,500 scholarships each year to top students from Alliance schools who choose to attend UF.

"By raising student achievement through effective

teaching strategies at challenging urban high schools, we can improve the educational opportunities for at-risk students and help them become leaders in their schools, communities and their chosen professions,"

Lastrapes says.

\$600,000 grant funds study to strengthen online learning

The BellSouth Foundation has awarded a \$600,000 grant to the UF College of Education to develop a comprehensive strategy for measuring and assessing the outcomes of the *BellSouth 20/20 Vision for Education* initiative, which focuses on strengthening state-led virtual schools and supporting e-learning in the communities BellSouth serves.

The \$20 million initiative commemorates the foundation's 20th anniversary and is designed to bring engaging, rigorous, online instruction to students throughout the Southeast — particularly low-income and minority students — to address the growing achievement gap and improve graduation rates.

Under the five-year grant, UF researchers headed by associate professor Richard Ferdig will develop standardized methods for evaluating the effectiveness of online education for students. In collaboration with BellSouth's virtual high school partners in nine southeastern states, the researchers will then use the new evaluation tools to determine the best teaching practices and strategies for online instruction, particularly to students of diverse backgrounds.

"Studies have already proven that learning through online schooling is effective," said Ferdig. "Our study will move beyond the question of whether virtual schooling works, focusing instead on when and how online instruction works most effectively. Our aim is to provide a comprehensive set of tools for regional virtual schools to improve the quality of online instruction and student performance."

Ferdig's co-researchers at UF are Tom Dana, professor of education and director of the college's School of Teaching and Learning, and education technology doc-



Under the BellSouth grant, UF education technology researchers will develop new evaluation tools to determine the best teaching practices and strategies for online instruction, particularly to students of diverse backgrounds.

toral students Erik Black and Meredith DiPietro.

The centerpiece of the evaluation plan for *BellSouth 20/20 Vision for Education* will include drawing on existing research and current virtual school practice to create a database of metrics useful for school improvement. The online database will provide multiple reporting mechanisms with implications for funding, policy, and practice. It will also be used by the virtual schools to provide timely, continuous feedback for data-driven decision making and evaluation of existing policies and practice.

UF researchers also will test evaluation instruments to improve student performance and increase the quality of online instruction.

"The University of Florida has a national reputation for innovative education research and this grant recognizes their expertise in virtual learning," said Marshall Criser III, state president of Florida-BellSouth.



Lastrapes

More high-poverty schools join Florida network to keep good teachers, boost student learning

By Larry Lansford



Pemberton

A \$750,000 grant from the Wachovia Foundation to the University of Florida has allowed a statewide school-improvement partnership between UF and high-poverty elementary schools to add five more schools from south central Florida.

The Florida Flagship Schools network already worked with 14 at-risk schools in Jacksonville, Gainesville, and Miami-Dade County to improve student learning and teacher retention.

The five new Florida Flagship schools, located in the rural town of Immokalee in Collier County, are Pinecrest, Lake Trafford, Village Oaks, and Highlands elementary schools, and The Learning Center for pre-kindergarten children. Immokalee has a sizable number of low-income, migrant farm workers whose children attend those schools.

Expansion of the partnership was made possible through a three-year grant awarded by the Wachovia Foundation to the Lastinger Center for Learning at the UF College of Education. UF education faculty coordinate the professional development and networking activities for teachers and principals at participating schools.

The latest grant makes the Wachovia Foundation a million-dollar supporter of the Florida Flagship Schools network. A \$250,000 grant last year enabled the Lastinger Center to add six schools from the Miami-Dade school district to the original eight-member network. The foundation is the philanthropic arm of the Wachovia

Corporation, one of the nation's largest financial services providers.

The Lastinger Center was one of 23 grant recipients in 11 states and one of only nine to receive the maximum amount of \$750,000, awarded recently as part of the Wachovia Teachers and Teaching Initiative.

A team of 11 UF education professors is leading the Florida Flagship Schools venture in collaboration with 19 principals and 400 teachers from participating schools. The professors embed themselves in the classrooms at participating schools for first-hand observation and demonstration of experimental teaching methods. Nearly 11,500 students attend the network's 19 schools, with more than 93 percent enrolled in the free and reduced-lunch program for children in low-income families.

Other Flagship School participants include administrators from the involved school districts, state and national government agencies, and faculty from other UF units, including the College of Business Administration. Teachers and principals from Flagship schools each have their own networking groups — the Florida Teacher Fellowship and the Florida Academy of Principals — that meet regularly throughout the year.

The Lastinger Center sponsors summer institutes for network educators, coordinates joint research projects and serves as a central clearinghouse for sharing the most effective, research-driven teaching strategies and innovations.

Lastinger Center gets \$100,000 grant to aid Jacksonville schools

The Lastinger Center for Learning has received a \$100,000 grant from the Jim Moran Foundation to support the design and implementation of a research-based professional development model to improve student achievement and educator practice at two elementary schools in Jacksonville. The schools are part of the Lastinger Center's Florida Flagship Schools Network — a partnership of under-resourced schools that are working collaboratively to enhance child development and school performance.



KRISTEN BARTLETT/UF News Bureau

"Professor-in-residence" Buffy Bondy, pictured (middle back) observing a fifth-grade class at Duval Elementary School in Gainesville, and other UF Lastinger Center faculty professors work with teachers and school administrators to study and improve teaching and learning at high-poverty elementary schools throughout Florida.

Teachers Teaching Teachers School-improvement showcase draws 300 Florida educators

More than 300 teachers and administrators from 14 school districts in North Central Florida converged upon P.K. Yonge Developmental Research School in Gainesville in late April for the second annual Teaching, Inquiry and Innovation Showcase, staged by the Center for School Improvement at the UF College of Education.

The program theme was "Improving Schools from Within." Co-sponsors were P.K. Yonge (UF's laboratory school) and the North East Florida Educational Consortium.

Instead of traditional professional development relying on outside "experts," this pioneering showcase features an emerging "inquiry-oriented" approach in which practicing educators and UF education students collaboratively assess their own teaching practices and share new knowledge with each other. Education research suggests this collective networking approach generates more meaningful change and improvement in teaching and learning in classrooms — and allows schools to improve from within.

The Inquiry Showcase featured more than 70 breakout discussions and student poster presentations scheduled over five half-hour sessions, plus a closing presentation by UF Center for School Improvement Director Nancy Dana, the showcase organizer.

Lastinger Center receives schools-partnership award

The UF Lastinger Center for Learning at the College of Education recently received the Florida Education Foundation and the Florida Department of Education Commissioner's 2006 Business Recognition Award.

The UF center was recognized for helping the Education Foundation of Collier County develop a new master's degree program in the high-needs community of Immokalee in South Florida.

The award cites organization-school district partnerships that demonstrate noteworthy commitment, creativity and innovation in producing positive change in local education.

The Lastinger Center also received a plaque from the Collier County School Board for outstanding community involvement.



KRISTEN BARTLETT/UF News Bureau

Lastinger Center Professor Dorene Ross helps a student with her assignment.

Share YOUR news and photos!

Please tell us about your personal and professional accomplishments and latest news. Attach a separate page if needed. Don't forget to send photos!

For news of a death, printed notice is required, such as a newspaper obituary or funeral notice.

Mail form to: *Education Times*, UF College of Education, PO Box 117044, Gainesville, FL 32611-7044. Or e-mail your information with a high-quality digital image to news@coe.ufl.edu. You can also submit your information from the college's alumni Web site: <http://education.ufl.edu/alumni>.

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Your Class Note: _____

STORY IDEAS: What education or UF topics would you like to read about in Ed Times? _____



Klahr

Another Hall of Famer

Jessica Klahr, a May bachelor's graduate in elementary education, was recently inducted into the University of Florida Hall of Fame — the second straight year that a COE student has entered the Hall.

Klahr received the college's Outstanding Undergraduate Leadership Award at spring graduation. She was named UF's Most Involved First-Year Student in 2002 and UF's Outstanding Undergraduate Student in 2005. She served as president of the Hispanic Student Association, one of UF's largest student groups, and was programming director for Hispanic Heritage Month. She also found time to maintain a 3.91 GPA.

Katie Fredericks, a 2005 M.A.E. ProTeach graduate in elementary education, was inducted last year.



Fredericks

COE student council is No. 1

UF's Education College Council won the Best Council of the Year Award for 2005-06 from the UF Student Government Board of College Councils.

The ECC is the umbrella organization for all College of Education student organizations. ECC president for the award-winning group was Megan Connaughton. Theresa Vernetson, assistant dean for student affairs, is the council's faculty adviser.

New ECC officers for 2006-07 are: Sarah Ryals, president and technology chair; Meredith Serneels, vice president; Stephanie Heart, treasurer; Dannielle Smith, secretary; Teala May, historian; and Kelly Anne Hage, professional development.



Assistant Dean Theresa Vernetson, third from right, meets with officers of UF's Education College Council, voted UF's Best Council of the Year.

32 teacher ed students win minority scholarships

The following 32 College of Education students will receive \$2,000 Minority Teacher Education Scholarships for the spring 2006 semester from the Florida Fund for Minority Teachers: Melissa Anderson; Denisa Avila; Melody Budgett; Judith Calixtro; Verlinda Colding; Sheri Cox; Nicole Drewery; Mary Dukes; Myra Garcia; Jacqueline Gonzalez; Carlos Gutierrez; Tanya Heard; Jennifer Hipp; Rebecca Hooks; Brandy Hughes; Derrick Johnson; Jessica Klahr; Karla Lacayo; Danielle Lafontant; Juary Lopez; Adriane McGnee; Patti Milikin; Jolande Morgan; Felicia Naidu; Diana Petit-Fond; Ivette Podetti; Loubert Senatus; Marianne Spoto; Andrew Stirling; Jameka Thomas; Kutura Watson; and Stephanie Whitehurst

EAP doctoral students receive honors

A doctoral student in the Department of Educational Administration and Policy was awarded the annual L.V. Koos Scholarship, and two others received honorable mentions.

The higher education administration students recently received their awards at the Florida Association of Community Colleges annual convention in Tampa.

Karen Bakuzonis won the scholarship based on her dissertation proposal, which involves analyzing the impact of the Florida community-college system's performance-based budgeting initiatives on instructional and administrative efficiency and effectiveness.

Tom Robertson received honorable mention for his dissertation proposal on the leadership gap among student affairs professionals in community colleges. Honorable mention winner Carole Luby proposed a study of psychological empowerment among employees in a community college.

Counselor Ed student receives Holmes Scholarship for minorities

UF College of Education graduate student Sophie Maxis has been reappointed as a Holmes Scholar, a designation that recognizes advanced-degree students of color in education for their character, academic standing and career goals in education.

To qualify for the award, students must be working toward advanced degrees for careers in the education professorate and in professional development schools.

Maxis, of Sarasota, Fla., is a doctoral student in counselor education. She obtained her Ed.S. and M.Ed. at UF in school counseling with an emphasis in mental health. She completed her undergraduate studies at Oakwood College in Alabama, where she received a bachelor's degree in mathematics education.

The College of Education also appointed three other doctoral students as Holmes Scholars who will receive financial support to travel to the National Holmes Partnership annual conference. These scholars are Nicole

Fenty, Tyran Wright and Jyrece McClendon.

The Holmes Scholars are a select group of graduate students who are enrolled at one of 96 universities involved with the Holmes Partnership, a program that provides support for underrepresented students in university leadership programs. Full scholarship recipients at UF each receive a part-time assistantship in the College, mentoring and opportunities to make presentations at the National Holmes Conference each year.

The scholars program directors and the Holmes Partnership organization help Holmes Scholar graduates obtain positions as faculty members, K-12 administrators or with education policy organizations. The Holmes Scholar program is administered at UF by the college's Center for School Improvement, directed by Nancy Dana.



Maxis

Doctoral student writes "best essay" on library history

Don Boyd, a doctoral education student in social foundations (School of Teaching and Learning), won the 2005 Justin Winsor Prize for the best essay on library history, awarded by the American Library Association. He received the award for, "The Book Women of Kentucky: The WPA Pack Horse Library Project, 1935-1943," an essay he researched and wrote as an independent study under the supervision of Assistant Professor Sevan Terzian. Boyd's award is particularly noteworthy since the competition drew entries from both graduate students and faculty.

Rachel Manes



LARRY LANSFORD/EdTimes

Who's Who? Reitz Scholar Rachel Manes, that's who

Rachel Manes, a recent bachelor's degree graduate in elementary education, has been recognized by *Who's Who Among Students in American Colleges and Universities* for 2005. Manes is one of the 20 UF students selected for this long-standing national honors program.

She also is one of 31 UF students awarded the prestigious J. Wayne Reitz Scholarship for 2005-06 for leadership, service and academic excellence. The honor includes a \$2,500 scholarship, renewable annually for up to three years.

Manes is a member of Florida Cicerones, Florida Alternative

Breaks and Floridance. Her leadership roles include serving as a Preview staff member, group fitness instructor, College of Education ambassador and Unified Elementary ProTeach student representative. She is also a recipient of the President's Honor Roll and Dean's List at UF.

She capped off her senior year by receiving the College of Education's Outstanding Undergraduate Research Award at spring graduation. Manes, of Davie, Fla., is working toward a master's degree in elementary education, specializing in children's literature.

For science-educator Rose Pringle, it's all about the learning

Undergraduate Teacher of the Year

By Joy Rodgers

When it comes to science education, the College of Education's 2006 Undergraduate Teacher of the Year says she strives to model the ideals she hopes to instill in future teachers. Rose Pringle, associate professor in the School of Teaching and Learning, encourages her students to become involved in the teaching process, guiding them past the preconceived barrier that science is difficult and helping them build confidence in themselves as well as in their teaching abilities.

"As a teacher-researcher, my interests in science teacher education are promoted as I learn from and about my students. My deliberations, therefore, include the modeling of a variety of teaching strategies to build confidence, develop positive attitudes toward science and provide images of science learning for classrooms," Pringle says.

Pringle also received the undergraduate teaching award for 2002.

When asked if she has developed a "Rose Pringle model for teaching," she laughs.

"I wonder what that would look like?" she says.

"My method is more philosophical and involves what works at that point in time. I do not think I have ever taught the same class in the same way twice."

Still, Pringle says she tries not to lose sight of the needs of the prospective teachers and their lack of confidence in their ability to teach science. As the semester develops, she works to "gently" tear down the scaffolds to help students become more independent in their thinking.

Pringle joined the college faculty in the fall of 2000, after earning her doctorate in science education from Florida State University. But Pringle was not new to a classroom. She had spent 18 years teaching high school and college level students in Jamaica, where she received several awards for her contribution to science education.

Pringle encourages her students to reflect on the concepts and strategies she brings to her courses, and to explore other models.

"I've had students complain that I 'spoil their GPA,' and I understand they want a good grade. But I try to focus their attention on what they have learned from the class, to understand why we're here," Pringle says. "It's all about the learning."



Pringle, center, helps two of her science education students with their experiment.

"My method is more philosophical and involves what works at that point in time."

— Rose Pringle

Ed Psych instructor Koro-Ljungberg urges students to think critically

Graduate Teacher of the Year

Mirka Koro-Ljungberg, associate professor in Educational Psychology, views herself as more than a teacher and mentor. The 2006 College of Education Graduate Teacher of the Year also sees herself as a facilitator, urging her students to think critically and to learn from each other.

"I favor group work, as well as lively, critical discussions that are as often student-led as teacher-led," Koro-Ljungberg said.

Koro-Ljungberg joined the UF College of Education in 2001 after earning her Ph.D. in education from the University of Helsinki. Her knowledge of theoretical frameworks and corresponding methodologies quickly put her in great demand among novice qualitative researchers who seek her out for their doctoral committees.

In this role, Koro-Ljungberg is known to be generous with her time and committed to excellence. She provides detailed feedback and healthy doses of encouragement to her students.

In her first semester in the college, Koro-Ljungberg

developed two new courses in research methods that have attracted a campuswide following, with more than 200 students enrolling. In 2002, Koro-Ljungberg organized a qualitative support group for faculty to discuss theoretical and methodological issues related to qualitative research. Recently, she extended that support group to students to help them identify possibilities for presenting and publishing their research.

Believing that students need to find their voices and identities as researchers, Koro-Ljungberg challenges them to move outside their comfort zones.

"My classroom is a place in which a community of learners meets," she said.



Koro-Ljungberg, left, counsels a graduate student.

School psychology group honors Oakland

Thomas Oakland has a new distinction to add to his long list of honors. The UF Research Foundation Professor of Educational Psychology recently was presented with the Willard Nelson Lifetime Achievement Award by the Florida Association of School Psychologists (FASP).

Named for a former Florida school psychologist who was instrumental in establishing FASP, the award acknowledges school psychologists who have made a significant impact on school psychology practice across the state and nation.

Oakland was chosen in part for recognition of his numerous other awards, including the Distinguished Service Award from the American Psychological Association's division of school psychology and the International School Psychology Association, and the Legend Award from the National Association of School Psychology.

In 2004, Oakland received UF's Senior Faculty Distinguished International Educator Award.

Teacher-learning researcher receives early career honor

Diane Yendol-Hoppey, associate professor in the School of Teaching and Learning at the College of Education, received the 2006 Kappa Delta Pi/AERA Early Career Award recently at the American Educational Research Association's national meeting in San Francisco.

In her studies, Yendol-Hoppey challenges the belief that teaching can be standardized and, instead, recognizes the complexity of teaching and the process of learning how to teach.

Yendol-Hoppey's studies explored how different learning contexts and the diverse needs of students — along with such factors as demographic differences in schools — can affect teacher learning and teacher leadership related to instructional decision-making and school improvement.

Yendol-Hoppey now is investigating how teachers learn about the complexity of teaching and how to attend to the needs of diverse students within alternative pathways to teaching including alternative certification, online programs and professional development schools.



Yendol-Hoppey

CSI director cited for staff development

The Florida Association for Staff Development (FASD) has honored Nancy Dana, professor and director of the college's Center for School Improvement, for her contributions to outstanding staff development practices.



Dana

Dana directs the center's teacher-inquiry programs and workshops, which involve a collective networking approach to professional development for teachers. Earlier this year, 26 teachers and 13 principals from schools in the Northeast Florida Educational Consortium (NEFEC) met regularly for four months to exchange ideas, experiences and teaching strategies.

Participants focused on areas of teaching they sought improvement in, such as curriculum development, student achievement, content knowledge or teaching techniques. UF education faculty and graduate students served as mentors and coaches for the teachers. In April, the teachers presented their findings at the NEFEC- and CSI-sponsored Teaching, Inquiry and Innovation Showcase in Gainesville. More than 300 teachers and school administrators from 14 school districts in Northeast Florida attended the showcase, which Dana coordinated and led.

Special education scholar garners national award

UF special education researcher Anne G. Bishop has received the Council for Exceptional Children's Early Career Publication Award for her landmark journal article outlining the most efficient and accurate timeframe and measures for early identification of kindergarten children who may struggle in learning to read.



Bishop

Bishop is an assistant scholar at the College of Education and the project coordinator for the college's Center on Personnel Studies in Special Education, which generates and disseminates research-based information on special education workforce issues.

The award recognizes outstanding research in special education conducted and published within five years of completing the doctorate degree. Her article, entitled "Prediction of First-grade Reading Achievement: A Comparison of Fall and Winter Kindergarten Screenings," appeared in the summer 2003 edition of *Learning Disabilities Quarterly*.

Distance education course cited

Associate Professor Colleen Swain, of the School of Teaching and Learning, was part of an award-winning distance education project titled Roadmap to Effective Distance Education Instructional Design. The online course won a 2005 American Distance Education Consortium (ADEC) Excellence in College and University Distance Education Award. Swain collaborated with UF faculty members from the College of Agricultural and Life Sciences and from five other universities. She created the curriculum dealing with the teaching aspects of distance teaching and learning. Funded by a U.S. Department of Agriculture higher education grant, the online course develops effective materials and innovative approaches in distance education at universities with agricultural academic programs.

Science teaching journal honors STL's Sadler

Troy Sadler, assistant professor in the School of Teaching and Learning, has been chosen by the National Association for Research in Science Teaching (NARST) to receive the 2006 *Journal of Research in Science Teaching* (JRST) Award for "Patterns of informal reasoning in the context of socio-scientific decision making," an article he wrote with Dana Zeidler. The selection committee gave the article the highest rating of all the articles published in volume 42.

Jones, Ferdig receive UF international honors

Two education professors in the college's School of Teaching and Learning have been recognized as International Distinguished Educators for their work in advancing the globalization of the University of Florida campus and curriculum through teaching, research and service.

The college's senior faculty honor went to Associate Professor Linda Cronin-Jones for her contributions to research on environmental education in Africa and Latin America and to teaching both at UF and abroad. Richard Ferdig, associate professor, received the junior faculty award for his efforts in building intercultural educational technology competence in doctoral researchers.

Middle schools league names award for Professor Paul George

The Florida League of Middle Schools has established an annual lifetime achievement award in honor of a UF education professor considered by many to be the nation's leading expert on middle school education.

The 200-school league named the award for Distinguished Professor Paul S. George of the College of Education's School of Teaching and Learning.

The yearly award will go to an educator selected for "leadership and service for the advancement of middle school education" in Florida. The first recipient of the Paul S. George Award was Orange County middle school educator Shirley Fox, who received her doctorate in special education from UF in 1993.

George has published 10 textbooks on middle school education and other topics that have been adopted for use by dozens of universities and school districts. The *Middle School Journal* described three of his books in one article as "classics in the field." The journal also identified George as "the number one ranking scholar" in middle school education, based on a survey of 241 American university professors and deans.

The American Association of School Administrators has referred to George as "the foremost expert on middle schools in the country," and he previously received the National Middle School Association's Lounsbury Award for lifetime achievement in middle school education.

George has helped the UF College of Education maintain its reputation as the nation's hub of middle-school education research and leadership. UF education professors were instrumental in advancing the middle school concept in the mid-1960s. They first proposed middle schools in 1963 as a preferred, transitional setting to the departmentalized junior-senior high school system for handling a child's formative years. The college hosted a year-long institute in 1966 to study the middle school concept, involving 36 school teachers and administrators from around the South. Two years later, three UF professors co-authored what became the primary textbook on the emergent middle school at many universities.

George arrived in 1972 as the first professor hired for the college's new middle-school teacher education program. By 1977, there were more than 5,000 middle schools nationwide. He has continued to carry the gauntlet for middle schools into the 21st century, serving as an international consultant and publishing more than 150 books, journal reports, textbook chapters and multimedia presentations, many on middle school

education issues. He recently has been investigating the change from middle school (grades 6-8) to K-8 schools in a dozen of America's largest school districts.

George also has other research interests, ranging from Japanese education to the social organization of schools, and even the application of corporate organizational strategies to improving public education. He is one of the college's most popular instructors and mentors for doctoral students in teacher preparation, having supervised some 35 doctoral dissertations.

Leadership in middle school education, though, is his legacy.

"This honor recognizes the important contributions Paul George has made to middle level education through over 30 years of extensive, carefully crafted scholarship," said Tom Dana, chairman of the School of Teaching and Learning. "No one else in the world has had the impact he has had on policy and practice in quality middle schools."



George

Professor cited for dissertation mentoring

Linda Behar-Horenstein, professor in Educational Administration and Policy, is one of five UF faculty members to receive the UF Graduate School's 2005-2006 Doctoral Dissertation Advisor/Mentoring Award.

In nominating her, Behar-Horenstein's graduate students cited her care of their well-being, extensive feedback and her accessibility at both her office and home.

"Dr. Behar-Horenstein assists her students in the development of ideas for their dissertations and other publications," said Linda Serra Hagedorn, department chair and professor of Educational Administration and Policy. "Several students said they have learned more by working with Dr. Behar-Horenstein in a one-on-one atmosphere than they've learned in all of their coursework."

Her students also cited her passion and commitment to helping them develop the habits of scholars and demonstrate critical thinking while conducting research on salient educational issues.

She has chaired or co-chaired 22 doctoral committees and served on 14 more in other UF colleges. She also co-authored 10 articles with students.



Behar-Horenstein

Ferdig garners national appointments

Associate Professor Richard Ferdig is the new associate editor of the *Journal of Technology and Teacher Education*, the official journal of the Society for Information Technology and Teacher Education. Ferdig, an associate professor, has also been elected into the International Digital Media and Arts Association (iDMAa).

DOE advisory board appoints ed-tech expert



Dawson

Kara Dawson, a UF specialist in the uses of technology in teacher education, has been named to a state advisory board on instructional technology to the Florida Department of Education.

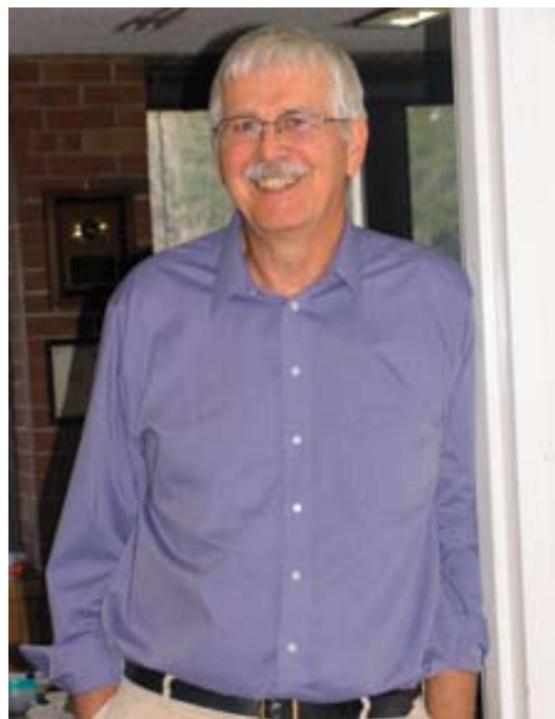
Dawson, an associate professor of education technology at the College of Education's School of Teaching and Learning, is one of the first university-level experts in education technology to join the board, which advises the state's office of instructional technology on educational technology matters relating to Florida school districts, schools and the classroom.

She joins newly appointed board members from the universities of South Florida, North Florida and Central Florida, and the Florida Center for Interactive Media.

Kate Kemker, Florida's new director of instructional technology, was instrumental in adding university educators to the panel and expanding its focus from K-12 to K-20 grade levels.

"Collaboration between the public schools and state university educators can improve the uses of technology in Florida schools and in our teacher preparation programs. The partnership ultimately fosters a higher level of student learning," Dawson said.

At UF, Dawson heads the education technology program and is co-coordinator of the advanced Education Specialist (Ed.S.) and master's online programs in education technology.



Daniels

Daniels appointed to revise standards

Harry Daniels, professor and chairman of counselor education, was appointed to the board of directors of the national Committee for the Accreditation of Counseling and Related Education Programs (CACREP). He is one of six counselor educators who will evaluate and update the existing accreditation standards of the profession. The new standards will apply from 2007 to 2012.

Counseling group elects West-Olatunji

Cirecie A. West-Olatunji, assistant professor in counselor education, has been voted president-elect of the Association for Multiculturalism Counseling and Development, which is a division of the American Counseling Association (ACA). She began her term in July and is in line to assume the one-year presidency in July 2007.



West-Olatunji

Loesch named ACA fellow

Counselor Education Professor Larry Loesch was named a fellow of the American Counseling Association at its recent annual convention in Atlanta. This honor recognizes ACA professional members for their significant contributions in professional practice, scientific achievement and governance, or teaching and training.



Loesch

Assistant dean re-elected to state posts

Theresa Vernetson, assistant dean for student affairs, was re-elected as board member of the Florida Association for Staff Development and as treasurer of the Florida Association of Colleges for Teacher Education.



Vernerson

She will serve another three years for FASD, which promotes professional development, leadership and support for educational professionals, and two years for FACTE, which strives to improve the performance quality of Florida colleges and universities.

Dean takes leadership role in Holmes research panel

Catherine Emihovich, dean of UF's College of Education, has been appointed vice president of research for the Holmes Partnership, a national consortium of 96 universities that provides support for underrepresented students in university leadership programs.

Her role will be to collect and disseminate research evidence on the impact of Holmes-affiliated school-university partnerships on student achievement and school improvement, particularly in high-poverty schools.

The College of Education supports three full-time Holmes Scholarships to recognize advanced-degree students of color for their character, academic standing and career goals in university leadership.

Doud will help update national standards for school leaders

A UF professor in educational administration and policy has been named to a national panel of experts that will help revise licensure and certification standards for school leaders across the United States.

James Doud will represent the National Association of Elementary School Principals (NAESP) on the steering committee formed by the National Policy Board for Educational Administration to review interstate school leaders licensure consortium standards. The newly formed panel is expected to make recommendations for the modification or elimination of current standards and propose new standards.

Doud has 44 years of professional experience, including 26 years as an elementary school principal. He also was chairman of the Department of Educational Administration and Policy at UF from 1999 to 2005. He is a past president of NAESP and was recognized by the group in 2003 as an Honorary National Distinguished Principal — the only former principal to receive this distinction.



Doud

Torres Rivera elected CSJ president

Edil Torres Rivera, associate professor in counselor education, was elected president-elect of the national Counselors for Social Justice organization. Torres Rivera will hold the CSJ presidency in 2006 to 2007 and will serve as a CSJ executive board member through 2008.

Torres Rivera, center, is equally passionate about teaching, as pictured, and advancing social justice.



KRISTEN BARTLETT/UF News Bureau

THE EDUCATOR FAMILY suffered several notable losses in recent months, from beloved alumni and professors, to some of the most influential faculty members of the mid-1900s. They are all greatly missed.

Alumni

Donald D. Bishop (BSE'49, MEd'50) died Sept. 21, 2004 at age 81. (Info received since last issue published.)

Former Faculty

Robert A. "Bob" Blume, professor emeritus in curriculum and instruction, died May 31, 2005, at age 78. He lived in Ormond Beach. He was a staunch humanist and advocated improvements in public education throughout his life. He was a past president of the Humanists of Florida and of the Association for Humanistic Education. The American Humanist Association awarded him the Humanist Fellow Award in 1978. He worked at the National Teacher Education Center in the Somali Republic, Africa, during the 1960s. Author and co-author of several articles and books, he finished his most recent book, "The Continuing American Revolution," in 2004. (Info received since last issue published.)

Frances Pauline Hilliard, professor emerita in elementary education and curriculum and former chair of elementary education (1960-68), died Dec. 20, 2005, of natural causes. She was 96. She also chaired the board of editors for the journal *Childhood Education* and authored two professional books and numerous articles. She retired from UF in 1979.

James W. Longstreth, a retired faculty member in educational administration and policy, died of cancer April 23, 2006. During four decades working in Florida education, he perhaps was best known as the first appointed superintendent of Alachua County's public schools. He also was a 12-year School Board member (1982-94). In 1975, "Dr. Jim" was named School Administrator of the Year by the American School Counselors Association. Later as a UF professor, he mentored future school administrators, many of whom hold posts in Florida's school districts today. He was also an advocate for early childhood education, one of the priorities in today's education system.

'Father of Community College System'

James Wattenbarger, the COE alumnus and former professor known as the "father of Florida's community college system," died Aug. 14 at the age of 84.

Wattenbarger started his higher education career at Palm Beach Junior College — one of only a handful of public community colleges in Florida at the time. He used junior college as a springboard to undergraduate and graduate school at UF. In his doctoral dissertation at COE, Wattenbarger outlined his vision for a modernized community college system, in which higher education was open to everyone, regardless of age, social class, or location.



That document became the blueprint for a complete overhaul of Florida's community colleges. Wattenbarger oversaw much of that overhaul during his 11-year tenure as head of the Division of Community Colleges.

"He created a community college system that has become a model for the rest of the country," said Linda Serra-Hagedorn, chair of COE's Department of Educational Administration and Policy. "Florida has one of the most successful systems in the U.S., and this is largely due to his influence."

Wattenbarger served as chair of COE's Department of Educational Administration and founding director of the Institute of Higher Education. The Wattenbarger Building at Santa Fe Community College in Gainesville is named in his honor.

In lieu of flowers, his family is asking for donations to the James L. Wattenbarger Fellowship Fund, which is for graduate students in higher education administration at UF's College of Education. Contributions can be made online at www.education.ufl.edu/wattenbarger. You can also donate by check to: University of Florida Foundation, PO Box 14425, Gainesville, FL 32604. On the memo line, write "Wattenbarger Endowed Fellowship (Fund #11967)."

Longtime UF, P.K. Yonge educator and crusader for school desegregation

Hal G. Lewis Sr., a Distinguished Service Professor Emeritus in the College of Education's formative years and a crusader for desegregation of Florida schools and college campuses, died Aug. 7, 2005. He was 97.

Lewis, who lived in Gainesville, also was the principal of P.K. Yonge Laboratory School from 1944-48. He was a professor of educational foundations at the college for 42 years, spanning 1936 through his retirement in 1979.

There were only six College of Education faculty when Lewis arrived — more than a decade before UF became coeducational. His ties with P.K. Yonge lasted for more than 60 years — as a teacher, principal, parent and College of Education professor. For several years starting in the late 1940s, he served as chair and sole faculty member of UF's newly formed Department of Foundations of Education.

During the tumultuous period of desegregation in the 1950s and 1960s, Lewis focused his efforts on preparing teachers to work with children of a different race. He served two terms as president of the Florida Council on Human Relations, one of the

first southern groups to work for desegregation. He also founded the Gainesville Council on Human Relations and served for 10 years on the Florida Advisory Committee to the U.S. Civil Rights Commission. Behind the efforts of Lewis, J.B. White (dean of education from 1949-64) and others, UF enrolled its first black student in 1958, into the College of Law. The College of Education soon followed suit.



"Dr. Lewis's desegregation activism occurred at a time in North Florida when such behavior entailed serious risks," said Richard Renner, a College of Education faculty member from 1965-2003. "His long life contributed much to improve race relations."

Professor Rod Webb, an education faculty member since 1971, said of Lewis: "He dedicated the college and the P.K. Yonge school to innovation and to anticipating the problems that schools would face in the near future."

Outspoken critic of education and society

Robert Primack, who taught in the college's Social Foundations of Education program for 30 years, died Aug. 12, 2006. He was 84.

Students knew Primack as a no-nonsense critic of the educational system who urged future teachers to approach their work as "architects" rather than "carpenters." Gainesville residents knew him as outspoken critic of current trends in politics and the media.



Raised in Chicago and New York, Primack moved to rural New Jersey at age 19 to raise poultry. He prospered as a farmer, but grew restless in the business — so he sold his farms and embarked on an academic career, triple-majoring in English, education and history at Monmouth College and going later to Rutgers for a doctorate in history and philosophy of education.

Primack edited the book "Issues in Social Foundations of Education" and for many years published a monthly newsletter on issues in the field. After retirement, he became a frequent contributor of editorial letters to *The Gainesville Sun* and other newspapers, including *The New York Times*.

His last letter to the *Sun* ran in the Aug. 18 edition of the paper — six days after his death — alongside an editorial-page memorial by Richard Scher, a professor of political science at UF.

"(Primack) was every bit the populist...willing to rail publicly against anyone or anything which smacked of discrimination, elitism, unfairness or stupidity," Scher wrote.

A scholarship fund is being set up in Primack's name. Contributions to the fund can be sent to the UF Foundation at P.O. Box 14425, Gainesville, FL 32604-2425, with "Primack Scholarship" in the memo line.

EDUGATOR NEWS

'30s

Thomas E. Smith (BAE '34/MAE '58) is retired. He is a life member of the Acme Masonic Lodge and has been president and lieutenant governor of the Kiwanis Club.

'40s

Willa (Foxworth) Land (BAE '48/MEd '59) is retired since 1979 after teaching for 30 years in Santa Rosa County public schools. She was a leader in the formation of the SRC teacher's union in 1968. **Charles H. Hamblen** (MAE '48) has been retired since 1981. His recognitions include the Basketball Hall of Fame and the Basketball Team of the Century at Carson-Newman College (Tenn.), regional representative of the U.S. Office of Education in New York, vice president of Central Florida Community College, and the Academy of Senior Professionals at Eckerd College from 1991-98.

William A. Bell (BS '49/MEd '55) has retired after teaching 36 years in high schools and junior colleges of Florida. **Henry (Hank) W. Bishop, Jr.** (BSPE '49/MEd '53) has retired after teaching 20 years at P.K. Yonge Laboratory School in Gainesville and 15 years in Naval Intelligence at the Pentagon.

'50s

Janet S. (Steward) Craig (BA '50) is now retired. **Carey T. Southall** (MAE '50/EdD '55) is a professor emeritus of education at the University of Missouri-Columbia. **Mary Ellen (O'Quinn) Johnson** (BA '52), formerly a first-grade teacher who became an automobile dealer 28 years ago, is now president of Johnson Chrysler, Inc. in Fort Pierce, Fla. **Martin W. Schoppmeyer** (MEd '55/EdD '62) is the University Professor Emeritus of Education Administration at the University of Arkansas Fayetteville. He and his wife Marilyn (BSE '51/MEd '58) are currently helping their son with the only secondary



Dave DeRuzzo (MEd '66/EdD '72) mugs with Margaret Gaylord, then the college's development director, at last fall's Homecoming Parade alumni gathering.

charter school in Arkansas.

Robert (Bob) Shaffer (BAE '58/MEd '64/DED '66) is the principal at Trinity Lutheran School in Orlando. **John R. Lamb** (MEd '59) retired as a school administrator and was reelected to a second term on the Hillsborough County School Board. He recently was elected president of the Florida School Board Association.



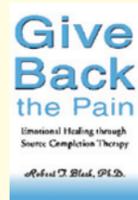
Photos by LARRY LANSFORD

'60s

James M. Eikeland (MEd '62) recently retired from Leon County Schools after 10 years as a guidance counselor. He previously retired from the Florida Department of Education after serving for 22 years as a school psychology consultant. He has received several state and national awards in his field and served on NCATE from 1980-1990. **William H. Stuart** (MEd '62) a minister in the United Church of Christ, is also a professor emeritus at Oakland (Mich.) Community College. **David DeRuzzo** (MEd '66/EdD '72) is a retired school superintendent with 43 years in education, most recently as school superintendent in St. Lucie County, Fla. He has been recognized by the National Association of Principals and serves on the UF College of Education Alumni Council Board of Directors.

'70s

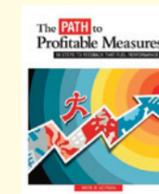
Christine R. L. (Levring) Bowman (BAE '71) has retired. **Glenda (Green) Kelley** (BAE '71) is a retired teacher after 20 years, most of them in Alachua County schools. She is currently writing a screenplay and children's books. **Beckie D. (Reidling) Preston** (BAE '75/MAE '02) is working as the assistant university registrar at the University of Florida. She received the Davis Productivity Award in 2005. **Robert T. Bleck**, (MEd '75/PhD '77) is the founder and director of the Source Completion Therapy Center in Plainview, NY. He wrote a book called "Give Back the Pain" that addresses the symptoms that Source Completion Therapy identifies. **Larry C. Kubiak**



(EdS '76/PhD '87) is director of psychological services at Tallahassee Memorial Behavioral Health Center. His awards and recognitions include: Distinguished Psychologist (by the Florida Psychological Association) – 2002; FPA's Spellman Award for ethical contributions to psychology – 2003; FPA's Psychologist of the Year – 2004; and FPA president – 2005. **Randi M. (Premer) Garlitz** (BAE '79) has completed six years at Williams Elementary School (Gainesville) as a primary reading teacher, tutor and coach. She received her National Board Certification in literacy (early/middle childhood reading, language arts) in 2004. **Barbara A. Henry** (BAE '79) is a behavior research specialist and assistant principal at Charles W. Duval Elementary School, a fine arts magnet school in Gainesville. She earned her PhD in educational leadership in 2004 from Florida A&M.

'80s

Lilya Wagner (EdD '80) recently became vice president for philanthropy at Counterpart International in Washington, D.C. She previously worked for 14 years at Indiana University's Center on Philanthropy as associate director for public service and director of the Women's Philanthropy Institute. She has published numerous articles and book chapters on philanthropy and fundraising, and her book, "Careers in Fundraising (2001)," was the winner of the 2002 Skystone Ryan Research Prize. She also was vice president for institutional advancement at Union College in Lincoln, Neb. She has taught at the university, college and high school levels. She also has master's degrees in journalism and music. **Nancy Vader-McCormick** (PhD '85) is an associate professor in speech communication at Delta College (Mich.). She was awarded the Barstow-Frevel Award in April 2005 for scholarly achievement and for her contributions to the fields of speech communication, organizational development and the fine arts. **Mark W. Morgan** (EdD '87) is the director of institutional research at Seminole Community College in Sanford, Fla. ASQ Press recently published Morgan's third book in March entitled "The Path to Profitable Measures: 10 Steps to Feedback that Fuels Performance."



'90s

Jamie L. (Reszczenski) Poole (BAE '93) was named UF Alumni Association Leader of the Year in 2003. **Carmelo J. Sigona** (MEd '95) works as a library media



From left, Sandra Autore, Bonnie Jernigan (BAE '66/MEd '72), and Mary (BAE '71/MEd '72) and Jim Brandenburg (BAE '75/MEd '81) party at the Homecoming Parade alumni gathering.

specialist. **Meribah A. (Harter) LaBranche** (BAE '96) teaches at Mills Elementary School in Manatee County, Fla. and is National Board Certified. **Kelly J. Brennan** (BAE '97/MEd '98) is an eighth-grade history teacher and social studies department head at Burnett Middle School. She was named Teacher of the Year and Hillsborough County (Fla.) Social Studies Teacher of the Year. **Adam J. Auerbach** (BAE '98), currently a third-grade teacher, served as assistant principal at Weddington Hills Elementary in Concord, N.C., in 2005-06. He is finishing his master's degree in school administration at the University of North Carolina-Charlotte. **Amy E. (Turner) Bonds** (BAE '99) a fifth-grade teacher at Vass-Lakeview Elementary School in Vass, N.C., was recently named Teacher of the Year at her school. She has also submitted her National Board portfolio for middle child generalist. **Angelisa (Carter) Bromley** (BAE '99/MEd '01) is a documentation specialist (educational technology consultant) at Anystream, Inc., in Sterling, Va.

'00s

Kathryn Golden (BAE '01/MEd '02) is a fourth grade teacher at Pasadena Lakes Elementary School in Broward County. **Robert Smith** (PhD '03) recently left the medical faculty at the University of South Florida to become a health scientist administrator at the National Institutes of Health in Bethesda, Md. **Theodore Sofianos** (PhD '05) is an account executive for the Center for Business and Industry at Daytona Beach Community College. He is responsible for attracting new businesses to the center. He has been in education for 14 years. His doctorate is in administrative leadership in higher education.

2 of America's best teachers

Alumni receive Presidential Award for excellence in math, science teaching

Two College of Education alumni were among 100 middle and high school teachers honored this spring with the 2005 Presidential Award for Excellence in Mathematics and Science Teaching, the nation's highest honor for teaching in these fields.

Kristen Springfield (*EdD '99*), a UF doctoral graduate in educational leadership, and Luther Davis III (*MEd '99*), a ProTeach master's graduate in science education, recently represented the state as Florida's top math and science teachers, respectively. President Bush recognized all 100 awardees at the White House in May for their outstanding work inside and outside the classroom. One math and one science teacher from every state were honored.

Award recipients each received a \$10,000 stipend from the National Science Foundation, the independent federal agency that administers the Presidential Awards program, which was established by Congress in 1983.

Luther Davis III, science teacher, Seminole County



Davis III

Learning physics from the football announcer?

That is just one way that Lake Mary High School physics teacher Luther Davis III educates not only his students, but the parents and community members of this small town near Orlando. During football season, Davis brings "Football Physics" to the stands, enlightening the crowd on topics such as projectile motion, conservation of momentum, the sound waves of band instruments and the effects of gravity on cheerleading.

Davis said his students respect his passion for physics and his desire to make the best of every given opportunity.

"I believe physics is a wonderful science, giving students the opportunity to understand basic concepts of how our world operates," he said. "I offer thrilling examples and have students conduct exciting activities developing these concepts."

Davis wants his students to see physics in their lives.

"For example, students can explore notions of how

airplanes fly, why the sky is blue, how cameras work, and how electricity is used in a television," he said. "If students are encouraged to use math and science tools in their everyday lives outside the classroom, lessons become more than just meaningful. Students will look forward to math and science."

Kristen Springfield, math teacher, Seminole County

For Springfield, teaching math is more than just teaching basic concepts.

"I recognize that if all I do is give my students the information, they will not internalize their learning," said Springfield, who teaches at Sanford Middle School. "Instead, I help them discover the big ideas in math rather than just memorizing the individual skills."

She tries to guide her students to see the patterns and relationships between the math topics they study. She also builds on what her students are learning and incorporates technology whenever possible.

"Eventually, my students end up being able to interpret real-time graphs or write their own real-time stories when given a graph," she continued. "I think this is a favorite of my students because they get to learn through discovery, use technology on a regular basis, and learn in an active way."

Springfield earned her Ed.D. degree at UF in the college's ECPD (East Coast Professional Development) program, an off-campus doctoral cohort program delivered in the Orlando area by UF Educational Administration and Policy faculty.

"A good day for me," she said, "is any day that I hear my students in the hall or at lunch talking to their friends about the really cool thing they got to do in math that day."



Springfield



LARRY LANSFORD/EdTimes

Mount

New alumni affairs coordinator named

Jodi Mount has joined the college as alumni affairs coordinator, providing support in event planning and development.

Mount is a 1998 UF graduate and holds accreditation in event and meeting planning. She most recently was public relations coordinator for Haven Hospice in Gainesville, where she managed external fund-raising events. She previously was special events coordinator and assistant director of recreation for the city of Hapeville, Ga.

Mount's office is in Norman Hall 148. She may be reached by e-mail at jmount@coe.ufl.edu and by phone at 352-392-0728, ext. 250. She replaces Robin Frey, who left to become events coordinator for UF President Bernie Machen.

Longtime alumni supporter tapped as Hispanic Woman of the Year

UF education alumna Adrienne Garcia (*MEd '70, EdS '71, EdD '78*) has been honored over the past year as the Tampa community's Hispanic Woman of the Year.

Garcia was chosen for the honor by Tampa Hispanic Heritage, a non-profit organization dedicated to advancing and celebrating the local Hispanic culture. Her family comes from Spain and Mexico.

She is a charter member of the College of Education Development Board, formed in 2002, and served as president of the UF Alumni Association in 1996.

She has been the executive director of the Hillsborough Community College Foundation since 2002. Garcia's experience, education, leadership skills and continued service to the Tampa Bay community have earned her many awards throughout her career.

Her doctorate degree is in foundations of education.



Dana

Alumnus is National Distinguished Principal

Patrick Galatowitsch (*EdS 1995*), a UF alumnus in the Department of Educational Administration and Policy, was recently selected as Florida's National Distinguished Principal by the Florida Association of Elementary and Middle School Principals. The award, co-sponsored by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP), recognizes principals' accomplishments and reinforces their leadership in teaching children. Galatowitsch has been principal of Rolling Hills Elementary for the past nine years. Seven years ago, Rolling Hills was a critically low performing school, but today, it's an "A" school.

'03 Ed.S. grad in inaugural class of UF Outstanding Young Alumni

David Shelnutt, a member of the college's Education Alumni Council since 2001, is one of 40 charter members of the UF Alumni Association's inaugural class of 2006 Outstanding Young Alumni. The new Outstanding Young Alumni Award recognizes UF graduates who have graduated within the past 10 years and who have distinguished themselves in their profession and community. Shelnutt, an assistant principal for curriculum at Gainesville Buchholz High School, received his M.Ed. in social studies education from the college in 1998 and an Ed.S. in educational leadership in 2003. He was the 2004 Alachua County Teacher of the Year.



Shelnutt

'02 ProTeach master's graduate is Broward County Teacher of Year

By Anwen Norman
Student-intern writer

Brian Dassler (*MEd '02*), a UF ProTeach alumnus, is Broward County Public Schools Teacher of the Year for 2007.

Since graduating from UF, Dassler, 27, has taught English for the past three years at Fort Lauderdale's Stranahan High School. He describes his teaching philosophy as "an unequivocal focus on student achievement, a sincere role for families in the education process, and classroom interaction and dialogue as a way of developing and refining communication and critical thinking skills."



Dassler

Dassler leads by example in encouraging students to take on leadership responsibilities and give back to others in the form of community service.

At UF, Dassler earned a bachelor's degree in English in 2001 and a master's in English education in 2002. While attending the College of Education, he was named the 2001 Florida College Student of the Year by *Florida Leader* magazine.

"When I compare my first-year teaching with those of other new educators, I realize how well prepared I was, thanks to ProTeach," Dassler said. "From classroom management to instructional design and delivery, ProTeach prepared me in a way that I didn't fully realize until I had a classroom all to myself my first year."

His former education faculty adviser, Associate Professor Emeritus Robert Wright, has Dassler pegged as a future leader in public education, saying, "My guess is that Brian will probably move on into administration and will be a principal or even a superintendent of schools somewhere, probably in the not too distant future."

"When I compare my first-year teaching with those of other new educators, I realize how well prepared I was, thanks to ProTeach."

— Brian Dassler

'94 grad is Florida's top elementary school counselor

By Chan Tran
Student-intern writer

Karen Pearson (*EdS '94*) began her counseling career as an intern at Stephen Foster Elementary School in Gainesville, but now she's the school's guidance counselor with a top state honor to her credit.

Pearson, a UF education alumna with a specialist degree in counselor education, has been named Florida's elementary school counselor of the year by the Florida School Counselors Association.

Pearson has worked at Stephen Foster since 1996, providing guidance counseling for individual students and faculty, small groups and classrooms. She works with parents, teachers and the community to allow her students to have off-campus experiences such as field trips, which included scoring tickets for UF sporting events and taking third-graders to see "A Christmas Carol" at the Hippodrome State Theatre.

Pearson tries to do something different for her students every day, such as providing a weekly puppet presentation for kindergartners on needed social skills



Pearson

or counseling students during all three lunch periods on a wide range of issues including personal or family crises, behavioral management, peer issues and self-control.

"Children and families are her focus," said Norton Elementary School counselor Jennifer Taylor.

Recent statistics show that Florida, the nation's fourth largest state, still ranks in the bottom third of states in a number of key indicators.

A BOOST for early child education

UF creates \$1.5 million endowed professorship in early childhood education, named after former *Miami Herald* publisher David Lawrence Jr.

By Larry Lansford

Since retiring in 1999, former *Miami Herald* publisher David Lawrence Jr. has worked to strengthen the nation's commitment to early childhood development so all children will arrive at school prepared for success.

Lawrence now has a lasting legacy for his efforts, and it promises to further strengthen the "school-readiness" movement that is his passion and new life's work.

Lawrence's alma mater, the University of Florida, has received more than \$1 million in private gifts from more than 80 individuals and children's advocacy groups to create a new endowed faculty position in the College of Education. The post will be called the David Lawrence Jr. Endowed Professorship in Early Childhood Studies.

The state will contribute \$500,000 under Florida's matching gifts program to create a \$1.5 million faculty post. Earnings from the endowment fund will finance a world-class scholar's teaching and research activities. The College of Education will conduct a search for a nationally recognized practitioner and scholar in early childhood education.

"Naming this professorship after David Lawrence honors the contributions of one of the University of Florida's most accomplished graduates and a prominent national advocate for the early childhood school-readiness movement," UF President Bernie Machen said. "The world-class scholar who is chosen for this professorship will provide the leadership to pursue cross-disciplinary projects aimed at improving the services and policies affecting infants, young children and their families."

Advancing early child development and education is a state and nationwide concern. Recent federal statistics show a growing number of children face extreme obstacles to learning before they enter school. Eighteen percent of children under age 6 live in poverty. Children under 5 represent 85 percent of child abuse and neglect victims and more than 30 percent of all children in foster care. Seventeen percent of young children have developmental disabilities and 2.5 million children 5 or younger do not have health insurance coverage.

"About a third of all children begin kindergarten already behind," UF College of Education Dean Catherine Emihovich said. "There is a growing recognition of the need for collaborative, policy-oriented approaches to fully address the complex needs of children from before birth to age 5. This professorship will help to bridge the existing research gap in early child development."

Emihovich said tapping into the collective expertise of university experts in numerous disciplines — including education, law, medicine, psychology and sociology — is vital to addressing the comprehensive needs of infants and young children.

Recent statistics show that Florida, the nation's fourth largest state, still ranks in the bottom third of states in a number of key indicators — in low-birthweight babies, in the number of high school dropouts and in child poverty.

Some of Lawrence's efforts have helped Florida become a national leader in the movement for school readiness and high-quality early development, care and education. He is president of the Early Childhood Initiative Foundation in Miami, and in 2002 led the successful campaign for The Children's Trust, which provides early intervention and prevention funding for children in Miami-Dade.

Named by Gov. Jeb Bush to the Florida Partnership for School Readiness, he chaired that



From left, Dean Emihovich, Lawrence and President Machen.

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(Continued)

oversight board for two terms. Lawrence, a 1963 UF journalism graduate, was a key figure in the passage of the statewide constitutional amendment that provides high-quality, pre-kindergarten availability for all 4-year-olds beginning the current school year.

Lawrence joined the UF faculty in 2001 as the University Scholar for Early Childhood Development and Readiness, and he is a board member of the Lastering Center for Learning at the UF College of Education.

"I am deeply grateful to those who contributed to the chair because they believe in the cause as well as in me," Lawrence said. "The University of Florida can become one of this country's principal higher education resources for energizing the national movement for school readiness, and this chair can be an important part of that."

Emihovich said early childhood education is one of the College of Education's core priorities. The college's Lastinger Center is involved with Lawrence's Early Childhood Initiative Foundation and also works with a W.K. Kellogg Foundation-funded program called SPARK — Supporting Partnerships to Assure Ready Kids — in Miami-Dade County to ensure children's healthy development and early success in school. The Lastinger Center recently received funding to conduct a statewide evaluation of the Governor's Family Literacy Initiative, a program designed to encourage parents to read to young children.

"We also plan to utilize Baby Gator, UF's campuswide childcare center, as a pre-school child development and research center and collaborate with other units on campus such as nursing, pediatrics, law, the UF McKnight Brain Institute and our P.K. Yonge K-12 laboratory school to promote the optimal development of young children and their families on a statewide and national level," Emihovich said. "The Lawrence endowed professorship will draw national and international visibility to the university's current initiatives and enable us to seek additional support to help young children reach their full potential in school and in their lives."

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