

Education*Times*

UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION Magazine

Summer 2007



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THE MILITARY**

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Responding to need. More new faculty. Promising initiatives.

As was the case with the Centennial edition last fall, this issue of Education Times is once again filled with compelling and informative stories of faculty, student and alumni accomplishments. Of particular interest is the cover story, "Students in the Military," since it highlights the experiences of three College of Education students who either served their country honorably before returning to college, or who are still on active duty while preparing to teach. Concern for our troops is on everyone's minds these days, and it's heartwarming to see these students profiled who truly understand what it means to commit to making a difference, not just in education, but in responding to people's needs in dire circumstances such as combat and hurricane recovery efforts.

This academic year has been extremely busy, especially during these last few months, since all departments across the college have been actively recruiting a record 13 new faculty. If we successfully fill all these vacancies, and combine them with the number of new faculty that have been hired in the last four years, beginning fall 2007 approximately 40 percent of the faculty will be new to the College of Education since I arrived in 2002. All these new hires, along with the excellent work of our continuing faculty, offer the promise of even greater changes to come as a new generation of scholar-teachers arrives on the scene.

The College has also experienced stunning success in two key areas. We were selected as one of 20 institutions to participate in an initiative by the Carnegie Foundation for the Advancement of Teaching to develop a Professional Practice Doctorate in Education, which will enable us to better meet the needs of active professionals in the field who seek an advanced degree. In addition, we will share a \$10 million dollar gift from the Kellogg Foundation (half will go to our college's Lastinger Center for Learning, and half to the Early Childhood Initiative Foundation in Miami, headed by distinguished UF alum David Lawrence Jr.) to help the Miami-Dade and Collier County school districts restructure their entire pre-K through grade 3 curriculum. These initiatives will be featured more extensively in future editions, but I wanted to alert you now about the incredible work underway in the College as we move forward in the 21st century. It's a great time to be an EduGator!



A handwritten signature in black ink that reads "Catherine Emihovich". The script is fluid and cursive, with the first name being more prominent.

Catherine Emihovich
Dean

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Gator All-American setter Angie McGinnis is driven to succeed on the volleyball court and in her elementary education classes at Norman Hall.

on the cover

Lt. Ben Ruffner, a UF ProTeach senior, poses on the lawn of Norman Hall with a Humvee military vehicle from the Florida Army National Guard unit in Gainesville. See page 26

Photo by Ray Carson, UF News



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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.

Dean
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RESEARCH

U.S.-China teaching styles compared

A UF study suggests that contrasting teaching styles in U.S. and China classrooms may influence students' learning preferences.



FACULTY

Mobile books for migrant farm families

UF bilingual education specialist Maria Coady has learned you can't always go by the book to get things done. Ironical, since books are a vital tool of her trade.

STL professor inspires creation of Children's Alliance

Professor Buffy Bondy is honored for her perseverance that helped spawn the new Alachua County Children's Alliance.



HISTORY

Norman on Norman

UF sophomore Wendy Norman writes on the man her family called, simply, "Pa" — her great-grandfather, Dr. James W. Norman, the revered third dean of the College, from 1920-1941.

Lab School Notes:

P.K. Yonge Developmental Research School

Golden School Award cites volunteerism

For the third year in a row, P.K. Yonge Developmental Research School has won the Florida Department of Education’s Golden School Award, which recognizes schools with exemplary volunteer programs. During 2005-06, the school had more than 360 volunteers logging a total of 7,500 hours of volunteer work. That’s roughly 20 hours per volunteer — and one volunteer for each day of the year.



Bluegrass, Blue Wave style

Sweetwater Special, a popular bluegrass band composed of P.K. Yonge Blue Wave high school musicians, entertains at a fall social for local Education alumni at the UF President’s House. The band members are, from left, Om Narayana Deitenbeck (banjo), Andy Garfield (bass), Heather Lopez (lead vocalist and acoustic guitar), and Mike Lesousky (mandolin, guitar and bass). The group is a spinoff of the school’s Waves of Blue bluegrass band, started in 2003 by PKY middle-school science teacher Randy Hollinger. He recruited mainly non-musicians, practicing daily at a casual lunch-time jam session, but before long the band was touring bluegrass festivals around Florida and the Southeast.

Film identifies PKY as model of inclusion

PKY is the school featured in “Seven Effective Strategies for Secondary Inclusion,” a recently released instructional video offering teachers tips on how to include students with disabilities in the general classroom. The video, produced by National Professional Resources, Inc., uses PKY as a model for successful inclusion.

Straight A’s for 5 years running

For the fifth consecutive year, P.K. Yonge has achieved an A rating on the Florida Comprehensive Assessment Test. A school can continue to receive an A rating only if scores show improvement each year. PKY is the College of Education’s K-12 laboratory school, located a few blocks from Norman Hall.

Graduation rate makes the grade in all demographic groups

P.K. Yonge logged a 98 percent graduation rate in 2005-06, up 2 percent from the previous year. The rate has the school far above the statewide average (69 percent for 2004-05).

A tip of the mortarboard to members of the PKY Class of 2006 for their stellar graduation rate.



Middle School Makeover

By TIM LOCKETTE

Thirty years ago, Paul George was among a group of visionary UF education professors who campaigned for creation of separate schools to meet the needs of children in early adolescence.

Now George says many Florida middle schools may no longer be serving their original function. He recently headed a panel of Florida educators that produced an assessment of critical issues for middle school reform in our state, at the request of the Helios Education Foundation.

“When we think of the student as the client — rather than the high school or the FCAT — we are obligated to address all the developmental needs of children in early adolescence,” said George, Distinguished Professor Emeritus in the college’s School of Teaching and Learning. “We need to think about the students’ social development, their health, their self-esteem and a number of other issues that reach a crucial point in early adolescence, rather than treating a student as a test score.”

George, who has been identified by *Middle School Journal* as the nation’s “No. 1 ranking scholar” in middle grades education, led a group of middle-school experts in a review of the latest scholarship addressing the successes and failings of Florida’s middle schools.

The review was requested by Helios, a foundation created when a large not-for-profit student loan corporation — which provided loans in Arizona and Florida — was reorganized in 2004. One of the goals of Helios is to promote better middle-grades education in both states.

George’s group found a system in which many schools were doing their jobs admirably well, but many other schools were too large and too testing-focused to meet the special developmental needs of adolescents.

“Florida has the largest secondary schools in the nation,” George said. “While there are good economic reasons

for this — per-student costs are lower in a large school — it isn’t always the best environment for learning.”

The Sunshine State’s massive middle schools are often staffed by administrators and teachers with little training specific to middle school issues, George said. Those educators are often bidding their time in middle school while looking for positions in high schools. The result, he said, is an alienating environment where classroom instruction resembles the grade level teachers wish they were teaching, rather than instruction that is appropriate for students in their early teens.

“The curriculum is often organized like the curriculum at a college,” he said. “There’s even a push now to have students declare a major in middle school. This is completely inappropriate. Students at this age should be exploring their potential, not focusing on a career.”

According to George, Helios has identified middle-grades education as one of the critical areas requiring improvement in both states. George said reforms in Florida and Arizona could lead other states to reexamine their approach to middle-school education.

“Many of our findings have been borne out by other studies at the national level,” George said. “This could be the beginning of a nationwide reform of middle-grades education.”

“Many Florida middle schools may no longer be serving their original function.”
— Paul George

UF study suggests middle schools may no longer be meeting the special developmental needs of young adolescents.



George



'HAUNTED NORMAN HALL'
WAS A GHOSTLY AFFAIR



To add some spooky fun to the college's year-long Centennial Celebration in 2006, the college capitalized on Norman Hall's rumored reputation as a haunted hot spot when it hosted the Haunted Norman Hall "open house" over the Halloween weekend. Legend has it the college's vintage academic building is haunted by the spirits of P.K. Yonge schoolchildren who supposedly died in an elevator accident many decades ago. Such rumors are unsubstantiated...but you couldn't convince the 400 scared-stiff souls who dared to enter the creepiest haunted house in Gainesville on that October evening. The surrounding photos capture some of the frightful encounters visitors faced on their guided tour. The event, for ages 17 and older, was organized and staged by a committee of CoE students and staff headed by Special Events and Alumni Affairs Coordinator Jodi Mount and graphic artist Juawon Scott. Blood-curdling encounters included a chainsaw-wielding janitor, a bewitching storyteller whose "Big Bad Wolf" character comes to life, a psycho-Goth knife murderess and her latest victim in the school's old nursing station, a basement torture chamber and a spine-tingling vision of the legendary elevator-accident schoolchildren, whose half-speed, flat-pitched rendition of "Ring-Around-the-Rosies" filled the dark and foggy hallways. Next Halloween, the Norman Hall spirits may come "lurking" for you.



Top Florida educators honored at UF commencement

Five of the state’s most effective teachers and education leaders received the University of Florida Distinguished Educator Award at UF’s fall commencement Dec. 16 in the Stephen C. O’Connell Center.

UF created the Distinguished Educator Awards in 1988 to honor the important role teachers and school administrators play in shaping the lives of Florida’s children. While the Sunshine State is home to thousands of teachers who deserve to be honored, the Distinguished Educator Award is granted only to a select few who are identified by their peers as exceptional educators.

This year’s honorees are:

- **Theresa Axford**, principal of Sugarloaf School in Monroe County. At Sugarloaf, a K-8 school, teachers use a computerized system to assess each student’s learning style and issue homework based on the style that works best for each student. These efforts helped Axford become one of three principals around the state

to be honored by the Florida Council of Instructional Technology Leaders for outstanding leadership in technology.

- **Loreen Francescani**, principal at Warfield Elementary School in Indiantown. Ninety-six percent of Warfield’s students qualify for free or reduced lunch, and almost two-thirds speak English as a second language. Under Francescani’s leadership, Warfield has risen from a D to an A rating under Florida’s school accountability system. In October 2006, Francescani was named Florida’s Elementary School Principal of the Year.

- **Barbara Hicks**, a reading teacher at Mowat Middle School in Bay County. Hicks, a teacher for 17 years, found her true calling three years ago — teaching reading to at-risk kids in middle school. Hicks creates an atmosphere of high expectations for all her students. She teaches students to be proud of their work by displaying it in her room: even the ceiling is covered with student-produced material. Hicks

was named Bay District’s 2006 Teacher of the Year.

- **Susan Mikolajczyk**, a teacher who is known as “the queen of kindergarten” at Tampa’s Westchase Elementary School. Mikolajczyk uses drama to teach her students the basics of literacy by dressing up as the Cat in the Hat, or by appointing her students as “Magic ‘E’ Fairies” who sprinkle fairy dust on words ending with “e.” Knowing the value of music in the development of math skills, she actually started a Suzuki Method violin course for her students. Her methods have earned her Hillsborough County’s 2006 Teacher of the Year Award.

- **Betsy Seymour** (*MEd ’82*), a teacher of gifted students at Lawton Chiles Elementary School in Gainesville. In 27 years of teaching, Seymour has earned the love and respect of a whole generation of students. As a mentor to teaching interns, she has devoted countless hours to helping UF students become the teachers they should be. She has been eager to share her knowledge with her colleagues through training sessions and work as a cooperative learning consultant. She was Alachua County’s 2006 Teacher of the Year

Each fall and spring term, a county from each of the five educational regions of the state is asked to select a distinguished building-level educator who is representative of all of the outstanding educators in the county. The chosen educators are invited to take part in UF commencement ceremonies as members of the platform assembly in full academic regalia. Each educator is recognized by the president of the university and presented the Distinguished Educator Award from UF.

Ex-Gov./Sen. Graham leads EDF class in discussion on schools in a democracy

Former Florida governor and retired U.S. Sen. Bob Graham was a guest lecturer recently in Adjunct Professor Jamie Leier’s educational foundations class in the college’s School of Teaching and Learning.

Graham led a discussion on “Schools in a Democratic Society” and emphasized that schools spend too little time teaching social studies subjects such as history, government, economics and geography.

He said he would urge the state to make civics education a primary component of the public school curriculum, including civics on the Florida Comprehensive Assessment Test. He also said the state should help teachers improve their skills and methods for teaching the subject.

Graham, who retired from public office in 2005, said he thought all political candidates should pass a standardized civics exam before they could run for public office.

Class attendance for his appearance doubled the usual 20 students as other UF education students and faculty “crashed” his lecture.

Graham will soon have a more visible presence at UF: Currently under construction and due for completion in 2008 is a new campus building that will be home to UF’s new Bob Graham Center for Public Service.



Graham says schools should spend more time teaching civics-related courses and help teachers improve their knowledge and teaching skills in those subjects.

The center will provide students with opportunities to train for future leadership positions, meet current policymakers and take courses in critical thinking, language learning and studies of world cultures.

UF honored five of Florida’s most effective educators at its December commencement ceremony. Shown here are (from left) UF President Bernard Machen and the five Distinguished Educator Award recipients: Theresa Axford (Monroe County), Loreen Francescani (Indiantown), Betsy Seymour (Gainesville), Susan Mikolajczyk (Tampa), and Barbara Hicks (Bay County), and UF Education Dean Catherine Emihovich.



Centennial conference cites partnerships as essential tool for closing achievement gap

By LARRY LANSFORD

No matter how hard we try to improve teaching and learning in our public schools, or how faithfully we execute the intent of the federal No Child Left Behind Act, the achievement gap between students of different income levels and social or ethnic backgrounds can be substantially narrowed “only when school improvement is combined with social and economic reform.”

Noted education policy expert and author Richard Rothstein drove home that point in his keynote address at the UF College of Education’s recent national conference, “Closing the Achievement Gap Through Partnerships,” held in November in St. Petersburg.

Rothstein, a research associate at the Economic Policy Institute and former national education columnist for *The New York Times*, said good teaching alone is not sufficient to close the achievement gap. His comments echoed opinions cited in some of his publications on education policy in America, including his recent book, “Class and Schools: Using Social, Economic and Educational Reform to Close the Black-White Achievement Gap.”

“If we properly identify the actual social class characteristics that produce differences in average achievement, we should be able to design policies that narrow the achievement gap,” Rothstein says. “Certainly, improvement of instructional practices is among these, but a focus on

school reform alone is bound to be frustrating and ultimately unsuccessful.”

Rothstein was one of several prominent speakers at the conference, held as the culminating event of the College of Education’s yearlong centennial celebration. Several speakers cited the connection between school improvement and social reform, and the advantages of forming community partnerships to help narrow the social and economic influences that produce differences in average achievement between children.

Associate Professor Jane Townsend, left, and doctoral student Robbie Ertle view interpretive art with Martin County High School Assistant Principal David Hall in a breakout session on “Joining Literacy and the Arts to Express, Engage and Inspire.”



Photos by LARRY LANSFORD/Ed Times



The college-sponsored conference drew more than 200 attendees, including CoE faculty Dorene Ross and Don Pemberton, in foreground.

Other speakers included:

- Marilyn Cochran-Smith of Boston College (*topic: Teaching for social justice in an era of accountability*)
- Heather Weiss of the Harvard Family Research Project (*Complementary Learning: Can we build effective family, school and community connections so that truly no child is left behind?*)
- Etta Hollins of the University of Southern California (*Transforming the culture of practice in low performing schools*)

School superintendents from three Florida districts — Ronald Blocker (Orange County), Mary Ellen Elia (Hillsborough County) and James McCalister Sr. (Bay County) — also participated in a panel discussion on teaching for social justice in an era of accountability.

Many of the college’s community partnerships and public scholarship activities were featured in breakout sessions and poster sessions led by UF education faculty and doctoral students. Featured college programs included the UF Alliance, the Lastinger Center for Learn-

ing, the schoolwide writing program at Newberry Elementary School, studies on male underachievement in education, the Libros De Familia home-literacy initiative with migrant farm-working families, P.K. Yonge School’s student-led parent conferences, and college-sponsored teacher inquiry programs and teacher learning communities.

More than 200 educators, counselors and public policy

leaders, from across the state and nation, attended the conference, which was coordinated by Eileen Oliver, an affiliate professor in the School of Teaching and Learning and associate dean in UF’s division of continuing education. A college-wide committee of faculty and staff assisted in planning and implementation.

Professor Buffy Bondy of the School of Teaching and Learning said the highlight for her was “seeing so many College of Education students and graduates presenting their work at the conference.”

“We had ProTeach students, practicing teachers who have graduated from our program, and doctoral students presenting along with faculty

members,” Bondy said. “I (also) felt proud of our college for the work we do to address pressing problems in teaching and learning in high-poverty schools.”

UF Education Dean Catherine Emihovich closed the conference by issuing a “call to arms” for all educators to take direct action in bringing about substantive changes in children’s education and well-being across the state and throughout the nation.



CoE Affiliate Professor Eileen Oliver was conference coordinator.

Save this date — 2056 — for opening of college’s centennial time capsule

By LARRY LANSFORD

How will today’s UF College of Education, and daily life teaching and studying in historic Norman Hall, be viewed by future generations 50 years from now?

Will Ol’ Norman still be standing in 2056? Will the future EduGator Nation even recognize contemporary artifacts of education such as computer disks and chalk or white boards? How will today’s traditional classrooms, with chairs or desks lined up in rows facing the instructor up front, compare with the learning environments a half-century from now? And what of today’s hairstyles and how we dress — cause for snobbish snickering or inspiring retro fashion fads?

These and other questions should be answered sometime during 2056, when mid-century inhabitants of Norman Hall are instructed to unearth a time capsule planted on Dec. 7, 2006 beneath the vintage building’s oak-shaded, red-brick courtyard. The burial ceremony, attended by about 40 faculty, staff and students, was the culminating event of the college’s yearlong centennial celebration. The excavation instructions are engraved on a commemorative, gray marble headstone, lying flat a few paces from the Education Library’s exterior center stairwell.



Buried just beneath the marble marker is a shiny airtight cylinder, 12 inches in diameter and 3 feet long, filled to the brim with some 90 items gathered from each unit of the college. The items range from the silly (a condom “representative of UF students in 2006”) to the sublime (the Lastinger Center for

Learning’s spreadsheet of partner school demographics, and a 2006 copy of the college’s first online federal grant proposal).

Education Dean Catherine Emihovich enclosed a “Message to Colleagues of the Future,” noting how little some aspects of education have changed since the college’s founding a century earlier, but envisioning much greater innovation and technology in the virtual learning environments of the future — certainly by 2056, which will mark the college’s 150th anniversary.

“One aspect I sincerely hope will not have changed (in the passing 50 years) is that there will still be a learner and a wise teacher who together walk through the door to greater knowledge and understanding of a world without limits, except for those imposed by a lack of imagination,” Emihovich wrote. “That fundamental human connection is the glue that has held this world together so far, and it would be a pity if the technological advances I envision in your future society left individuals bereft of social contact in learning environments except through artificial means.”

For the School of Teaching and Learning’s contribution, business cards were collected from each faculty member with a personalized message for the future written on the back. Other notable capsule items included a computer keyboard, a recruitment video for graduate students, “Our First 100 Years” history booklet and the college’s *Education Times* magazine, Gator Nation campaign posters, an undergraduate college catalog and an FCAT exam.

If the presumably tech-savvy 2056’ers can translate the primitive formats of today’s CDs and DVDs, they’ll be able to peruse digital versions of various college documents and presentations, including the UF Alliance’s presentation at the college’s centennial conference on closing the achievement gap, the Alumni Electronic Newsletter and a fundraising video supporting the renovation and expansion of Norman Hall.

JUAWON SCOTT/Ed Times



Shoveling the first dirt over the centennial time capsule are, from left, associate deans Jeri Benson and Paul Sindelar, Dean Emihovich and Graduate Studies Director Thomasenia Adams.

(By 2056, time capsule “un-earthlings” will know if the college met its fundraising goal allowing for construction of the proposed education technology annex.)

An interred copy of the Dec. 7, 2006 edition of the *Gainesville Sun* will give future EduGators a taste of the day’s current events, including an article coincidentally looking ahead a half-century for another reason as revealed by its headline: “Study: Fla. population to double in 50 years.” (Well, did it?)

And, of course, the Gator Nation-wide buzz and excitement over the national title runs in 2006 of both the UF basketball and football teams is documented in news printouts from the Gatorzone.com Web site.

A complete listing of time capsule items can be found at: www.education.ufl.edu/timecapsule.

In the dean’s optimistic vision of education 50 years into the future, Emihovich hinted how she hopes the college’s core philosophy of “engaged scholarship” — academic activities and research that contribute directly to the public good — ends up helping to transform education for future generations.

“By now (in 2056), the physical characteristics of students and teachers will truly be irrelevant as barriers to learning...” she predicted. “I hope your next century fulfills the promise of education to create a more just and equitable society, and we send you our best wishes from 2006.”

“One aspect I sincerely hope will not have changed (in the passing 50 years) is that there will still be a learner and a wise teacher who together walk through the door to create knowledge and understanding of a world without limits....”

— Dean Catherine Emihovich in her “Centennial Message to Colleagues of the Future”



JUAWON SCOTT/Ed Times

Ready for school?

Good readers formed before first day of kindergarten, UF study shows

By TIM LOCKETTE

So you've bought your child a lunchbox, a backpack, new shoes and hand soap for the teacher's closet — but did you remember to give your kindergartener the literacy skills he or she needs to begin school?

Teachers often say they can tell, as early as kindergarten, which students are likely bound for college and which are headed for a 12-year struggle to finish school. A longitudinal study by UF researchers has found evidence to support that claim.

"There are certain simple skills, such as letter recognition and the awareness of the sound structure of our language, that serve as very good predictors of a child's reading success five years from now," said Anne Bishop, an assistant scholar in special education at UF's College of Education. "Without early intervention, a child who lacks these skills in kindergarten may have a hard time catching up."

Bishop and her colleague, UF Assistant Scholar

Martha League, have conducted a long-term study in which they tested children for various reading-related abilities in kindergarten, then followed up on their performance in reading through the fourth grade.

They tested the validity of a number of measures used to screen children for reading deficiencies. They determined that screening measures related to letter identification, phonological awareness and rapid naming of familiar objects predicted students' ability to read fluently as they progressed in elementary school. They also determined it was just as advantageous to test children early in their kindergarten year instead of the middle of the year. The earlier students can be tested for learning deficiencies, Bishop said, the sooner they can receive the help they need.

"We didn't look beyond the fourth grade, but it is clear that a lack of good reading skills can have a cumulative effect," Bishop said. "Past research studies have revealed that it is far more difficult to help children catch up beyond the elementary years. In fact, the success rate for helping children in the early grades is as high as 82 percent. After fifth grade it drops to 10 to 15 percent."

According to Bishop and League, critical skills for kindergarten-age children include:

- **Recognizing letters:**

Learning the ABCs is the task most people associate with a young child's education — and with good reason. Bishop and League found a strong correlation between the ability to name the letters of the alphabet in kindergarten and later performance in elementary school.

- **Word play with**

sounds: A child should have an appreciation of the sound structure of language, which is

called phonological awareness. This involves playing games such as rhyming, clapping out the syllables in their names, taking apart simple compound words (understanding, for instance, that "starfish" is made of two words, "star" and "fish") and being able to assemble new compound words. At a more complex level, kindergarten students should be able to recognize that words are composed of separate, distinct sounds — and should be able to count the different sounds in a simple word like "cat." The child does not have to be able to read to develop these phonological skills, as this wordplay is done without seeing the words, just working on the word parts or individual sounds.

While some students struggle with reading because of cognitive-based learning disabilities, Bishop said, a lag in these critical skills is more commonly due to a lack of early exposure to print and

language development. Parents should never underestimate the power of reading to their children.

If your child's screening determines that he or she is behind in any of these skills, the researchers say, that doesn't mean he or she is doomed to academic failure. Intensive, early intervention can address problems before a student hits first grade, Bishop said, but that intervention must start as soon as possible. Among children who are failing to read by the end of the first grade, Bishop said, fewer than one in eight will ever catch up to grade level.

For more tips on how to teach reading skills to your preschooler, Bishop suggests the book "Starting Out Right," published by the National Research Council. For more in-depth information on teaching your child to read, go to the Florida Center for Reading Research website at: <http://www.fcrr.org/curriculum/curriculumForParents.htm>.

Inclusion study 'RISEs' to top of federal funding priorities

UF's Project RISE prepares new leaders in inclusive education

Decades of research have shown that children with severe disabilities benefit by interacting with their non-disabled peers, yet most severely disabled students remain isolated in classrooms that serve only students with severe disabilities, according to UF special education researchers.

UF's Project RISE (Research in Inclusion and Systems Change in Special Education) hopes to change that. Conceived by faculty at the College of Education, RISE is an effort to prepare new leaders in the field who can conduct research on instructional methods, provide support to practicing teachers who want to provide more effective services, and ultimately facilitate systemic change in schools to get better results for all students, including students with severe disabilities. With schools nationwide facing a shortage of qualified special education instructors, and many leadership roles remaining unfilled, the project topped the U.S. Department of Education's list of funded projects for leadership training this year.

UF doctoral students Ann-Marie Orlando, Jennifer Montgomery and Jill Storch, along with post-

doctoral student David Hoppey, are working with Associate Professor Diane Ryndak on the project. They are involved in three aspects of leadership training. The first aspect of Project RISE involves conducting research on the most effective services for students with severe disabilities, within settings where they have access to classmates who do not have disabilities.

"If only six students with disabilities are in a classroom, who do they get to share things with? By putting them in a classroom with classmates who do not have disabilities, the students interact and communicate more," Ryndak said. "They have more opportunities to demonstrate that they understand what is going on in the class and chances to demonstrate their knowledge with classmates."

The second aspect of leadership addressed in Project RISE is helping current and future teachers develop the expertise required to implement effective services in inclusive settings. The third aspect of leadership is engaging in systemic reform efforts with districts and schools that want to implement inclusive services more effectively.



Ryndak

UF special education researcher Anne Bishop tests the "pre-literacy" skills of 5-year-old Camille Eyman, a few days before Camille's first day of kindergarten.



JUANON SCOTT/Ed Times

Mattering over Mind

By TIM LOCKETTE

Do you matter to the people in your life? A small, but growing group of researchers — including a new UF Counselor Education scholar — says “mattering” may be the hidden key to a variety of psychological phenomena.

Illustration by JUAHON SCOTT



A dying woman hangs on to life just long enough to see her grandson graduate from college. A wounded soldier refuses a chance to be transferred home, because his buddies are still in Iraq. A homeless man, barely able to find food for himself, adopts a stray dog as a pet. What do all these people have in common? Andrea Dixon Rayle thinks she just might know.

“Mattering to others is one of the most vital elements of mental health, and possibly one of the most overlooked,” said Rayle, an assistant professor in counselor education at UF. “People have a fundamental need to be important to others, and if that need isn’t met, it can have adverse effects on mental and even physical health.”

Rayle is a member of a growing group of researchers who are putting this simple idea on the scientific map once again. In the past few years, researchers have linked mattering to a wide variety of psychological and social phenomena — from job satisfaction to teen suicide.

For Rayle, one of the few researchers who study mattering in an educational setting, the excitement of this newly re-emerging field is palpable.

“There’s a lot of work to be done here, and it’s good to be in on more or less the ground level,” Rayle said.

A Need to be Needed

Mattering, as a subject of study, isn’t entirely new. Sociologist Morris Rosenberg first began exploring the concept in the early 1980s.

Rosenberg asked people whether they felt important to society at large, or to anyone in particular. It wasn’t enough, he theorized, to be accepted as a member of a group, or have a support network to help out when things get rough. People also need to be needed. They need a pet to feed, a diaper to change, a rehearsal they cannot miss.

The concept was deceptively simple. That may be why, for more than a decade, very little work was done to follow up on Rosenberg’s insights.

“This is such a powerful idea, it’s hard to understand why researchers ignored it for so long,” said UF alumna Jane Myers (*EdS* ‘76, *PhD* ‘78), a professor of counseling and educational development at the University of North Carolina at Greensboro.

In recent years Myers has researched the effects of mattering on a number of phenomena, from the marital happiness of medical residents to the coping skills of West Point cadets. But she wasn’t even aware of mattering as a topic of research until she took on Rayle as a doctoral student.

“Andrea seemed very interested in a phenomenon she’d observed as a school counselor,” Myers said. “She’d noticed that kids seemed to fare better when they were connected to other people in relationships in which the students were important.”

Rayle and Myers searched for a name for that

concept, and soon came across Rosenberg’s work. They realized they’d found an important field of study that was almost entirely unexplored — one they seemed to have all to themselves.

As it turns out, they weren’t as alone as they thought. Around the same time, researchers across the country were discovering mattering, and linking it to phenomena as diverse as depression, job satisfaction and the length of romantic relationships.

Do Students Matter?

“Our society often ignores kids’ need to matter,” Rayle said. “We focus on caring for kids and providing them support — but we often don’t show them that they are important, or give them a chance to matter. And mattering may be the one thing they need most.”

Mattering may explain why some students act out or display emotional problems even when they appear to have ample social support at home, Rayle said.

It may also explain why students in sports programs and other school activities tend to stay in school longer and show better overall mental health, Rayle said. Even if you’re not the star player, the theory goes, having a practice to attend or a zone to defend can improve your state of mind.

Curiously, students who matter more report higher levels of stress than those who matter less — but they are less likely to show the ill effects of stress. In a study of 533 college freshmen, Rayle found that female students reported high levels of mattering, social support and general well-being than their male counterparts — but they also reported higher levels of pressure to succeed.

“Mattering is a great buffer against stress,” Rayle said.

Why did female freshmen report a stronger sense of mattering? Researchers aren’t sure, but a number of studies have shown that women in general report a stronger sense of mattering than men.

Can differences in mattering explain why boys seem to be lagging behind in academic achievement? Can schools institute programs to boost a sense of mattering among all their students?

Those questions have yet to be completely answered, Rayle said. But there are simple things parents, teachers and counselors can do now to boost a child’s sense of relevance.

“Just tell them,” said Rayle. “If someone matters to you, you should let them know.”



Rayle

Study: Students with mental retardation making gains in general classroom

By TIM LOCKETTE

Students with mental retardation are far more likely to be educated alongside typical students than they were 20 years ago, a UF study has found.

However, the trend once known as “mainstreaming” — widely considered the best option for such students — appears to have stalled in some parts of the country. And a student’s geographic location, rather than the severity of his disability, often determines how he will spend his school days, the researchers say.

“We’ve known for a long time that students with MR (mental retardation) are better off educationally if they can spend at least part of the day in a typical classroom,” said James McLeskey, chairman of special education in UF’s College of Education and an author of the study. “We’ve found that there are still a lot of students who could be included in the general classroom, but aren’t included.”

Before the mid-1970s, most children with mental retardation were completely segregated from

A study by CoE researchers — including (from left) doctoral candidate Pam Williamson, Professor James McCleskey, and doctoral candidates David Hoppey and Tarcha Rentz — found that schools are making real, but uneven, progress in bringing students with mental retardation into the general classroom.



TIM LOCKETTE/Ed Times

other children in the school system, if they were formally educated at all. Society widely viewed these children as uneducable, and those who did attend school were sent to institutions solely for children with mental retardation.

Both children and their parents often viewed these institutions as dehumanizing and ineffective — and by the late 1960s, educators had assembled a large body of research to show that children with mental retardation did indeed perform much better

when schooled, at least part-time, among the general student population. That research led Congress to pass a 1975 law requiring a more inclusive environment for students with mental retardation.

Surveys in the 1980s and early 1990s showed that schools had made little progress toward implementing that mandate. In an article published in the spring 2006 issue of the journal *Exceptional Children*, UF researchers — including then-doctoral candidates Pam Williamson, David Hoppey and Tarcha Rentz — revisited the question, taking a comprehensive look at placement rates for students with mental retardation in all 50 states and the District of Columbia during the 1990s. They found some good news.

“Inclusion seems to have genuinely caught on in the 1990s,” said Williamson, the study’s lead author. “By the end of the decade, a student with MR was almost twice as likely to be educated in the general classroom as a similar student the beginning of the decade.”

In 1990, almost three-fourths of students with MR were educated separately from their typical peers, learning in separate classrooms or entire schools dedicated to children with mental retardation. By 2000, only slightly more than half of students with MR were educated separately.

Still, a handful of states — Idaho, Kansas, Minnesota, New Hampshire, North Dakota, Oregon, South Dakota and Vermont — accounted for much of the gain seen nationwide, with many other states making little or no progress.

A simple move across state lines, the researchers say, can have a major impact on a child’s educational career. Various states have widely different policies on who can be identified with mental retardation, and how they are educated. Some states identify mental retardation in as few as three out of every 1,000 students; others identify as many as 30 students per 1,000. Demographically similar states such as Alabama and Mississippi differ widely in their reported rates of mental retardation — suggesting the differences are due to policy, not environmental factors.

“For a student with mental retardation, geographic location is possibly the strongest predictor of the student’s future educational setting,” Williamson said.

Many of these students can have functional work lives in adulthood, Williamson said. However, if they aren’t exposed to their peers in the general classroom, students with MR may not pick up the social and academic skills they need to do so.

Inclusion can also have a beneficial effect for students already in the general classroom. When typical students attend school with classmates who have MR, the researchers say, they learn leadership skills and become more tolerant. They even score higher, as a group, on standardized tests.

“The inclusive classroom environment seems to work better for students who are struggling, academically, but not identified as having MR,” McLeskey said. “That tends to bring up averages on test scores for typical students in the entire class.”

In the current era of high-stakes testing, that effect could work to the benefit of students with MR. Under past school accountability rules, many states did not count the scores of students in MR-only classes when conducting statewide achievement tests — an incentive to administrators to keep students with mental retardation out of the general classroom.

Under the No Child Left Behind Act, however, schools must report test scores of all students, in-

cluding those in separate special education classes.

“All these students count now, and schools have an incentive to improve their scores,” McLeskey said. “Inclusion seems to be the best way to do that.”

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When typical students attend school with classmates with mental retardation, studies show they learn leadership skills and tolerance, and even score higher on standardized tests.

Laptops for all students?

Study investigating effects of ‘ubiquitous computing’

What would K-12 schools be like if every single student had his or her own laptop computer? If PDA and Internet connections were considered the birthright of every child?

Kara Dawson, UF associate professor in education technology, may soon find out. She is part of a team that is studying the effects of “ubiquitous computing” in 11 Florida school districts.

“The state of Florida seems to be looking to a future in which the majority of course content in schools is digital,” Dawson said. “I think this project is a way to test the waters.”

Dawson is a consultant on a Florida Department of Education program that allows various school districts to experiment with ways to incorporate information technology into daily practice in the classroom.

Like every other state, Florida receives federal grant money to update computer technology in schools. The state is disbursing \$10 million of that money to provide students with their own computers or otherwise make computers a pervasive part of the learning experience. Because of cost constraints, these projects are usually small in scale, but they offer a glimpse of what ubiquitous computing could look like.

“The unique thing about the Florida program is the leeway that has been given to the involved districts,” Dawson said. “Some districts are giving students computers and letting them take the computers home. Some of them are providing computers but keeping them at school. Some are using other technologies, like iPods or PDAs (personal data assistants).”

Dawson, two co-researchers — Cathy Cavanaugh from the University of North Florida and Shannon White from the University of South Florida — and several graduate students (including UF doctoral fellow Joseph DiPietro) are evaluating each program to see what strategies are most effective. The study is a year from completion, but Dawson and her colleagues are planning

to present preliminary results to state officials by this spring.

Conventional wisdom — backed by significant studies conducted in the 1990s — suggests that a 1:1 ratio between students and computing devices will lead to an improvement in both computer literacy and overall learning.

Dawson said her preliminary results show that to be true, though how the computers are used is very important.

“We’re finding that course content, project-based learning and authentic contexts play very important roles,” she said.

Preliminary studies suggest that providing all schoolchildren with their own computers will lead to improvement in computer literacy and overall learning.



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Apprenticeship program prepares career changers to teach in crisis schools

By TIM LOCKETTE

Quitting a private-sector job to teach in a high-poverty school may sound like an noble pursuit, but when people actually make the leap from the cubicle to the classroom, they often find themselves overwhelmed. UF’s new Lastinger Apprenticeship gives career-changers a chance to learn the skills they need to thrive in a Title I school.

“This program offers the most extensive field experience of any alternative certification program we’ve reviewed,” said Associate Professor Diane Yendol-Hoppey, who directs the program. “We’re giving pre-service teachers a genuinely job-embedded program with coaching support, which is different from anything being done elsewhere.”

A pilot program funded through Duval County’s Transition to Teaching Program, the Lastinger Apprenticeship is a year-long, on-the-job training program for career changers hoping to become elementary school teachers. Sixteen second-career teachers are working under the supervision of mentor teachers in Duval County elementary schools and their on-site UF coaches.

Lastinger Apprentice participants must have a bachelor’s degree in a field other than education, and they must commit to three years of work in a Title I school, where a high percentage of students come from low-income families. Lastinger Apprentices receive a wage of roughly \$12 per hour, and take on-site courses in pedagogy led by faculty from UF’s College of Education.

The apprenticeship is not a master’s degree program — it’s focused on preparing teachers for certification and the classroom — but apprentices can get graduate credit for their courses.

The apprenticeships take place in schools served by UF’s Lastinger Center for Learning, which provides professional development and other support to schools with an exceptionally high percentage of low-income students. Yendol-Hoppey says the apprenticeship program is one of very few alternative certification efforts dedicated to preparing teachers specifically for work in Title I schools.

“The fact is that education researchers (collectively) don’t really know a lot about how to prepare good teachers for low-income schools,” Yendol-Hoppey said. “We’re teaching what we know from the research, but we are researching the topic as well in order to deepen our understanding of teacher preparation within this context. This makes our program different from any other.”

This year’s Lastinger Apprentices come to teaching from a wide variety of backgrounds — including architecture, nursing and business, said UF doctoral student Lissa Dunn, who directs Duval County’s Transition to Teaching Program.

But they all share a common desire. “Over and over we keep hearing people say their previous job was not fulfilling,” Dunn said. “They say they wanted to find a career that was meaningful.”

Whatever their reasons for making the switch to the classroom, many second-career teachers who start their teaching careers in high-poverty schools often don’t stay. According to Yendol-Hoppey, those teachers often don’t feel like they get adequate coaching and support.

“Without support, they get burned out and decide they’d rather go back to brokering mortgages, or they escape to the suburbs where teaching appears easier,” she said. “We’re trying to change that by giving pre-service teachers the preparation they need to feel successful within this environment and feel like they can make a difference.”



Diane Yendol-Hoppey, left, heads the team of UF professors-in-residence who will help coach 16 second-career teachers in Duval County elementary schools.

LARRY LANSFORD/ED Times

pub-lic schol-ar-ship *noun* **1** Original research and academic activities — done for the public good — that contribute directly to improved schools and increased student learning or address important social and community issues
2 A core principle of the College of Education’s research, teaching and service programs

Higher ed institute launches \$1.6 million study to help colleges improve data use

UF’s Institute of Higher Education (IHE) has received a \$1.6 million grant from the Lumina Foundation for Education for an innovative program that will teach community college administrators to make better use of the data they collect on student achievement.

Under the grant, institute faculty members and doctoral students are developing an online education program that will show community college institutional research officers — the people responsible for collecting data on enrollment, retention and student demographics — how to use their data to create policies to help students become more academically successful.

The institute is headed by Linda Serra Hagedorn, professor and chair of the college’s Department of Educational Administration and Policy.

“Community colleges across the country are collecting data to report to their funders – the various state legislatures – but they often aren’t using their data to its fullest extent,” said Christopher Coogan,

associate director of IHE. “In addition to using their data to report progress to outside agencies, they could be using the same numbers to spot problems and address them before they grow.”

Coogan offered the example of an institution that collects demographic data on entering students, and then tracks them over the next two years to evaluate their progress and measure retention and success rates. At the end of the two years, the school might identify a high dropout rate among a certain demographic group — say, Hispanic males whose fathers didn’t finish high school. By collecting and using data more creatively, Coogan said, the community college could have spotted the at-risk group and developed a program to help them.

The IHE grant is part of Achieving the Dream, a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have faced the most significant barriers to success, including low-income students and students of color. The initiative currently includes 58 colleges in nine states. The Lumina Foundation, a private, Indianapolis-based non-profit dedicated to expanding access to postsecondary education across the country, is a major funder of Achieving the Dream.

The IHE distance education program will help institutional researchers perform their jobs more effectively by allowing them to elect specific educational modules that fill “learning gaps.”

While other universities have established programs to teach IR officers in higher education, UF’s will be the first aimed specifically at community college staff. The IHE project will also be the first institutional research program to be offered completely online.

Christopher Coogan, associate director of UF’s Institute of Higher Education



Study: Fla. schools face shortage of Spanish-speaking counselors

By TIM LOCKETTE

Hispanics make up the largest minority in Florida schools — but administrators in eight out of every 10 school districts say they don’t have enough Spanish-speaking counselors to serve the growing Hispanic population, according to a UF study.

“Parents need to be able to talk to a counselor about their child’s progress,” said Professor Harry Daniels, chairman of counselor education at UF’s College of Education and a co-author of the study. “They need a place in the school system where they feel safe, where they feel their child’s needs are understood.”

Daniels and co-author Sondra Smith-Adcock, an associate professor of counselor education at UF, led a team that surveyed school services administrators in school districts across Florida on the counseling provided to Hispanic students. The researchers published their results recently in the journal *Professional School Counseling*.

Nearly 60 percent of the administrators said their Hispanic students were at risk of not receiving needed counseling. Eighty-four percent said their district needed more Spanish-speaking bilingual counselors to address the personal needs of students, and 80 percent agreed that their district needed more Spanish-speaking counselors to guide students in making career decisions.

Studies in the mid-1990s showed that while Hispanics made up one-eighth of Florida’s student population at the time, only 2 percent of school counselors were Hispanic. In the past decade, Smith-Adcock said, every single county has seen its Hispanic population increase by at least 30 percent — but there is no evidence of a similar increase in the number of Hispanic counselors.

Mental health counseling is just one responsibility for counselors. Smith-Adcock said counselors also help students define their career goals and navigate the increasingly complex academic world in a way that will help them achieve their goals. These services are particularly difficult to provide for students who are new arrivals to the country, or whose parents are first-generation immigrants with limited English skills.

Hillsborough County has one of the fastest-growing Hispanic populations in the state. There



In UF study, 8 out of every 10 school districts didn’t have enough Spanish-speaking counselors to serve their growing Hispanic populations.

are an estimated 51,000 Hispanic children in Hillsborough County’s school system, and more than 36,000 speak Spanish as their first language. There are only a handful of Hispanic counselors serving that population.

UF is attempting to relieve the shortage. The College of Education recently completed a three-year, grant-funded program that brought 17 bilingual Hillsborough County teachers to UF to study for the educational specialist degree in counselor education. All of those teachers were Spanish-speaking and most were either of Hispanic origin or had prior experience living in a Spanish-speaking country.

Based on the success of that project, Daniels and Smith-Adcock are considering the creation of a permanent distance education program that would allow bilingual teachers to study for a counselor education degree in the county where they work.

“Many bilingual teachers are already serving as a contact point between the school system and the families of their Hispanic students,” Daniels said. “By becoming full-time counselors, they can fill that role more effectively, for more people.”

UNDER \$1.6 MILLION FEDERAL GRANT, UF RESEARCHERS
ARE DEVELOPING NEW TOOLS FOR MANAGING

ANGER IN THE CLASSROOM

By DAVID GREENBERG and LARRY LANSFORD

Why can't Johnny learn to read? Maybe Johnny is too worried about the class bully mugging him at recess for his lunch money.

University of Florida education researchers say the fear and distraction of increasing violence and unruly behavior in the classroom today is taking its toll on student learning, and they are taking steps to reverse the trend.

Special education co-researchers Stephen W. Smith and Ann Daunic, of UF's College of Education, have been working in Florida classrooms for several years to develop a curriculum that helps students in elementary and secondary schools deal with anger management issues. They are now expanding the breadth and scope of their studies, thanks to a new \$1.6 million grant from the National Center for Special Education Research, part of the U.S. Department of Education.

"We were getting some positive findings from earlier studies," said Daunic, an assistant scholar in special education and project director of the study. "Students were learning the curriculum and we were seeing some constructive changes in teacher ratings of aggressive behavior."

But how much did behavior improve, and how exactly was student learning affected? The new grant will help Smith and Daunic answer these and related questions by letting them hire enough research assistants to have a critically needed presence in the schools. They basically need more students, more data and more research.

Their experimental curriculum, dubbed Tools for Getting Along, is a 26-lesson, teacher-friendly series of lessons that incorporate the kinds of situations school-aged children can get into. It offers opportunities, through role-playing, for the students to

process how they would solve social problems.

Under the four-year grant, Smith and Daunic will spend three years testing and observing their intervention strategies on hundreds of fourth- and fifth-graders in eight North Central Florida elementary schools — five in Alachua County, two in Putnam County and one in Marion County. Year 4 will involve analyzing and writing up their results.

Daunic's research emphasis focuses on tailoring school-based conflict resolution strategies and instruction to the at-risk child's background and environment to encourage their acceptance and participation in the anger-management exercises.

Smith, a professor in special education who teaches courses on classroom and behavioral management, has directed a number of research grants on the effectiveness of classroom-based activities designed to change behavior and reduce disruptions.

"Our goal is to prevent problems," Smith said. "There are students in regular classrooms with behavioral problems, but not critical enough to be in special education programs. Left unchecked, these problems will become worse over time, especially when students get to the less structured middle and high schools."

With standardized test results serving as the ultimate measure of success or failure for both students and schools, the researchers say simple solutions must be found to deal with behavioral issues.

"Since teachers are forced to spend more time focused on a high-stakes testing atmosphere, they have less time to deal with social and behavioral issues," Smith said. "The solution has to be something that works, and works quickly. We hope the curriculum we are developing is a step in the right direction."

“Left unchecked, these problems will become worse over time, especially when students get to the less structured middle and high schools.”
— Stephen Smith





Staff Sgt. McNichols by the "Bench of Pedagogy" on the north wall of Norman Hall

By TIM LOCKETTE

From the Front of the class to the Front lines in Afghanistan (and back)

Austin McNichols would not want this story to open with a rocket attack. He would not want readers to imagine Taliban sympathizers, in the hills overlooking Kabul, propping an artillery rocket against a pile of rocks, aimed in the general direction of an American military base. He would not want you to picture the arc of the rocket as it sails toward its target, or see the ominous looks on the faces of American soldiers as they hear the rocket land with a dull *whump* inside their compound.

Afghanistan is not where McNichols' head is these days. It's not that he isn't proud of the year he spent patrolling the streets of Kabul with the Florida National Guard. It's just that he has a classroom full of Littlewood Elementary fifth-graders to teach, in addition to his graduate education classes at UF. He has papers to grade, and papers to write.

Besides, he said, there's not much one can say about surviving a rocket attack.

"By the time you know it's happening, it's over," he said. "You hear a boom when it hits, and you know it didn't hit you, and that's the end of it."

McNichols, an Ocala native, had just started teaching at an Alachua County school at the time of the Sept. 11 terrorist attacks in 2001.

At the time, he was eager to leave the classroom for a deployment to Afghanistan. The son of a retired Guardsman, McNichols had been in the Florida National Guard since 1997, part of a unit whose primary job was clearing minefields.

"As soon as I heard about the attacks, I was on the phone with my unit asking, 'when do we go?'" he said. "I knew we'd be sent somewhere as a result of this, and I was glad to go. I just had no idea how long it would take."

In fact, it would take almost four years of anxious waiting — as the U.S. invaded Afghanistan and later Iraq — before McNichols would know his role in the war on terror. On July 4, 2005, he left for a year's deployment to Afghanistan.

Though he was trained as a minefield-sweeper, McNichols would find himself in a different role in Kabul. He and his fellow soldiers provided security for American instructors training the new Afghani army, and they patrolled the streets outside the base.

On patrol, McNichols was able to get a taste of Kabul, the sprawling, creaky, war-ravaged metropo-

lis surrounding the American base.

Sometimes McNichols' squad would be called out to investigate reports of trespassers on the Afghani base. Sometimes his group would patrol roads where bandits were reportedly forcing people to pay tolls.

Fortunately for McNichols, those bandits seemed to vanish at the sight of U.S. forces. Their biggest problem was the prospect of being detained by throngs of admirers.

"Everywhere we went, we drew a crowd of about 50 people," he said. "A lot of people in Kabul know at least some English, and everyone wanted to practice."

It's said that war consists of weeks of boredom punctuated by moments of paralyzing fear. McNichols has a slightly different take.

"It was not fear I felt, it was annoyance," he says of the rocket attacks that occurred during his stay in Afghanistan. He said he was annoyed because Americans were hurt in some of the attacks, because the attacks seemed to come from nowhere and end as soon as they started, because there was no effective way to lash out at the attackers.

The Afghani resistance used similar tactics

STUDENTS IN THE MILITARY

TOP SECRET?

ProTeach senior transfers life lessons from military to classroom training

By TIM LOCKETTE

During her four-year enlistment in the Air Force, Tanya Heard spent much of her time in a darkroom, developing pictures — everything from top-secret aerial photos to “happy snaps” of local ceremonies for the base newspaper. But some of the life lessons from her enlistment are just now coming into focus.

“Looking back on my military training, I see how much of it was focused on people skills,” said Heard, a UF senior in ProTeach elementary education. “Getting along and working with others is extremely important when you’re part of a military unit, and I find myself using the same skills as a future teacher.”

Heard served as a photographer at the ultra-secret National Air and Space Intelligence Center at Wright-Patterson Air Force Base for most of her four-year term — a job she cannot discuss in detail. Later, the senior airman was stationed in Germany, in a shop that developed a wide variety of photos, from autopsy pictures to on-base publicity shots.

She was married with children by the time she left the Air Force in 1998. Heard’s experiences educating her own three kids convinced her to pursue an education major at UF.

Many people associate the military with a top-down, authoritarian leadership style. Like a lot of veterans, Heard sees things a bit differently.

She recalls a strong emphasis on “customer service” — the customers, in this case, being fellow military units in need of support.

“In education courses, you learn a lot about ‘blame-blocking’ and other techniques that help you focus on problem-solving without finding fault in people,” she said. “It’s very similar to the management style you learn in the military.”

Tanya Heard on the west lawn of Old Norman.



McNichols, right, now teaches 5th graders in Gainesville.

against the Soviet army 20 years ago, but McNichols is confident that the U.S. is succeeding where the Russians failed.

“We’re not occupiers,” he said. “We’re working with a democratically elected government there, and we displaced another government, the Taliban, that was widely hated.”

He is now busy teaching science and social studies to gifted students at Littlewood in west Gainesville. At night, he’s pursuing a master’s degree from UF with a reading certificate. McNichols was the star presenter at Littlewood’s recent Veterans’ Day event.

Some of his fifth-graders seem a bit impressed, he said. But for the most part, he said, the war doesn’t come up, either in class or out of class.

McNichols said he still isn’t sure how his year in Afghanistan has affected his teaching. But he knows it has given his civilian career a new sense of focus.

“When I got back from Afghanistan I didn’t have a job, a car or a place to stay,” he said. “Within two weeks, I had all three.”

His unit isn’t scheduled to deploy overseas again until the end of the decade, but McNichols knows that if the world situation changes, the Army could claim him for another year, or longer. That uncertainty, he said, is one of the invisible costs of being in the Guard.

Maybe it’s invisible because Guardsmen don’t like to complain.

“Every once in a while, someone will thank me for my service,” he said. “Usually I just say, ‘no problem.’”

Lt. Ben Ruffner: In command, in the classroom

By TIM LOCKETTE

As Hurricane Charley took its last fateful turn in the Gulf of Mexico in August 2004, most Florida residents were hunkering down for what would turn out to be a long and weary hurricane season. Not Ben Ruffner.

Even before the Category 4 storm crossed South Florida, Ruffner was preparing to command a team of three dozen National Guard soldiers in storm recovery efforts. And before the rain stopped, Ruffner and his troops were driving into a pitch-black Charlotte County landscape stripped clean of road signs and streetlights.

Not bad for a 21-year-old college sophomore.

“It can be hard to balance school and your military commitments at a time like that,” said Ruffner, now 23 and a senior at the UF College of Education. “As soon as we were done in Punta Gorda, we did the same thing for Hurricane Ivan, which made things even more challenging.”

Ruffner, majoring in elementary education, has yet to finish his bachelor’s degree, but he has already put in more than two years of service as a lieutenant in the Guard. A graduate of Marion Military Institute, a two-year college in Alabama, he was commissioned under a little-known Cold War-era program designed to speed entry into military command for a few well-qualified undergraduates.

Ruffner comes from a family with a long tradition of military service — he says “just about every male in the family is in one of the branches of the military” — and he knew he would follow in their footsteps. But when the time came to choose a major at UF, his choice drew him to Norman Hall.

“I came to education because I liked the idea of working with youth, particularly in Title I schools, and helping to change their lifestyles and attitudes so they can succeed,” Ruffner said.

When not in class, Ruffner divides his time between student teaching and his Guard commitment. Ruffner finds that his two jobs are actually quite similar.

“In military training, you often follow a ‘crawl-walk-run’ model that is very similar to some of the (teaching) techniques that work well in Title I schools,” Ruffner said. “First I tell you what you’re



Lt. Ruffner stands at parade-rest outside the Norman Hall clock tower.

going to learn, then I tell you how to do it, then you go out and do it.”

Ruffner is due to earn his bachelor’s degree in the spring, and expects to complete the five-year ProTeach program in 2008 — if he doesn’t get sent to Iraq first.

It’s a very real possibility. Ruffner’s unit was among the first Guard battalions to deploy to Afghanistan after Sept. 11. Under the Guard’s typical six-year rotation schedule, they would be ready to go again sometime next year — and in the current age of conflict, any rotation rule can vanish instantly.

Ruffner says he’s ready to go if the call comes.

“Serving in Iraq is one of my goals,” he said. “I want to give the taxpayers something of value for all the money they’ve spent on my training, and that means I need to be in the field.”



features

GatorMates

Talk about your long engagements.

By TIM LOCKETTE

For decades, a pair of portly, fuzzy alligators has been the most famous couple at the University of Florida. Everyone has seen Albert and Alberta on the sidelines, holding hands, bickering occasionally — but always united in their support of the team. It was no secret that they were seeing each other, but like so many college couples, they kept the status of their relationship pretty vague.

No longer. Albert has officially gotten down on bended knee to ask Alberta to be his wife.

CoE alumnus Brian LaPlant (*MEd '05*) recently popped the question to his longtime girlfriend, UF alumna Kourtney Long, in a picture-perfect proposal on the 50-yard line of Florida Field. Ben Hill Griffin Stadium was familiar territory for the couple, who spent their college years playing UF's male and female alligator mascots.

"I knew the time was right, and I wanted to do it at a place that was special for both of us," said

LaPlant, who now teaches social studies at Mebane Middle School in Alachua, just north of Gainesville.

The pair began dating in high school. When Long came to UF's College of Pharmacy in 2000, she saw an ad for mascot tryouts in *The Independent Florida Alligator* and thought a stint as Alberta would be a hoot. Later, LaPlant transferred to UF from the University of North Florida in Jacksonville and joined the school's mascot team to stay close to his true love.

Soon they were seeing the world together, through tiny eyeholes.

"As a mascot, you get to see a side of UF that most students never see," LaPlant said. "We've been in the press box, we've met the players, and we've traveled to some of the biggest games."

Becoming a Gator — literally — has opened a lot of doors for LaPlant. Not everyone gets to perform a wedding proposal at midfield at The Swamp, but the powers that be simply could not say no to the school's own mascots. A chance encounter with *Gainesville Sun* photographer Mike Weimar — whom LaPlant first met while working as Albert — led to front-page coverage of the proposal, and a follow-up story in the *St. Petersburg Times*.

LaPlant's students loved their teacher's 15 minutes of fame even more than he did.

"After the story ran, students kept bringing me clippings and saying they saw me in the paper," he said. "If you need a copy, I have about 75 of them."

LaPlant tried out for a chance to play Thrash, the musclebound bird of prey who represents the Atlanta Thrashers hockey team. Yes, the job pays substantially more than a starting teacher's salary (though there's no bonus for holders of a master's degree). And no, LaPlant never seriously considered taking the job. To him, the awed silence of the "teachable moment" is better than the roar from the bleachers.

"When you lead thousands of people in a cheer, you definitely get a rush," he said. "But it doesn't last. When you help a seventh grader understand something he'll remember for the rest of his life, you know you've done something that truly matters."

Laplant pops the question to Long, now his fiancée, at Florida Field. Their wedding date is this May.



Photos courtesy of Gainesville Sun



With Brian and Kourtney, the affection Albert and Alberta shared was genuine.

6 UF minority graduate students named national Holmes Scholars

By TARA GOODIN

CoE Student Writer

Six College of Education doctoral students have been chosen as Holmes Scholars for 2007. The prestigious honor recognizes advanced-degree education students of color for their character, academic standing and career goals in higher education.

Evelyn S. Chiang and Katherin E. Garland are receiving the award for the first time, while Nicole Fenty, Sophie Maxis, Jyrece McClendon and Tyran Wright were repeat selections.

The national Holmes Scholars Program was founded 15 years ago to address the under-representation of men and women of color in leadership positions in higher education. The program awards several dozen assistantships each year to enrich the scholarly experience of minority graduate students in education.

“The students can attend the national conference, which is an opportunity for them to network with other minority graduate students who are preparing to become the next generation of professors,” said Professor Nancy Dana, director of the college’s Center for School Improvement. “Three of our Holmes Scholars also receive assistantships to engage in school-university partnership work through the college’s UF Alliance program, the Lastinger Center for Learning and the Center for School Improvement.”

Dean Catherine Emihovich currently is serving as the Holmes Scholars Program’s vice-president for research, and is engaging one of UF’s Holmes scholars in a national study of school-university partnership work. Three UF scholars, who already have assistantships in their departments, will receive travel support to attend the national conference.

All of the Holmes scholars will serve the college this year by designing and delivering a brown bag lunch series for graduate students focused on writing for publication and interviewing for a first job.

This year’s Holmes scholars include:

- **Evelyn S. Chiang**, who received her undergraduate degree in general studies from New College in Sarasota and her M.A.E. in educational psychology at UF. She is currently working on a study of readers’ representations of spatial information in narrative text and studying children’s ability to make logical inferences in narrative text. Chiang is scheduled to receive her Ph.D. in spring 2007.

- **Katherin E. Garland**, a third-year doctoral student in English education with a focus on media literacy. She received a bachelor’s degree in secondary education with a minor in English from Western Michigan University. She holds an M.A.T. in English from Jacksonville University. She plans to work in a teacher education program at a research university and to research media literacy.

- **Nicole Fenty**, a doctoral student in special education. Fenty received a bachelor’s degree in psychology from the University of South Florida and master’s in special education from UF. Her research interests include struggling readers, technology as a method of instructional delivery and professional development, and the connection between reading difficulties and problems remaining engaged during instruction.

- **Sophie Maxis**, a doctoral student in counselor education. Maxis received her Ed.S. and M.Ed. from UF’s counselor education department studying school psychology with an emphasis in mental health. She obtained a bachelor’s degree in mathematics education from Oakwood College in Alabama.

- **Jyrece McClendon**, a doctoral student in the school psychology program. She was a double major in psychology and political science at the University of Miami. After receiving her bachelor’s degrees, she received her master’s in higher education administration from Florida State University. McClendon is interested in improving the academic performance of students with emotional and behavioral disorders.

- **Tyran Wright**, a doctoral student in special education. Wright obtained her undergraduate degree from UF and holds a master’s degree in educational leadership. Before returning to graduate school, she worked as a classroom teacher, reading coach and a curriculum specialist in Lake City. Her research focus is the prevention and remediation of reading difficulties. She also works with UF’s Lastinger Center for Learning.

Scholarship leads to science camp post

Working at a summer camp is a fairly common job for college students on break – but Jacqueline Lopez, a senior in ProTeach elementary education, has a job that stands head and shoulders above the rest. As the recipient of a coveted National Oceanic and Atmospheric Administration/Ernest F. Hollings Scholarship, Lopez will travel to eastern Virginia in summer 2007 to direct NOAA’s Summer Science Camps at the Nauticus Museum (home of the USS Wisconsin) and the Virginia Institute of Marine Science. She will also help NOAA develop a mechanism for evaluating the success of its exhibits at both museums. The job is one facet of the \$8,000-per-year scholarship, awarded each year to a few dozen students nationwide who show promise as future leaders in increasing public awareness of oceanic and atmospheric sciences.

Dissertation wins national award

Wesley Wilson-Strauss, a recent doctoral graduate in education administration and policy, has won high honors for his dissertation. Earlier this year, Wilson-Strauss defended “Graduate Preparation of Community College Student Affairs Officers,” which was named 2006 Dissertation of the Year by the National Council on Student Development.

“With an increasingly diverse student population, student affairs officers at community colleges are questioning what their proper role should be — and this dissertation squarely addresses the topics of who we are and what we do,” said NCSD Director Debra Bragg.

3 garner KDP scholarships

Every year, students from more than 560 college chapters of Kappa Delta Pi, International Honor Society in Education, compete for the organization’s 50 coveted scholarships. Three of those scholarships were awarded for the current academic year to UF students. ProTeach student Sarah Elizabeth Huggins was the recipient of the \$500 President’s Scholarship; Diana Elysee, also a ProTeach student, was awarded the \$750 Harold D. Drummond Scholarship; and doctoral student Jennifer Graff was awarded the \$1,500 C. Glenn Hass Scholarship for her research on gender and literacy. KDP officials say it is unusual to have three scholarship recipients from a single university in the same year.



Huggins

School psychology student awarded Hyman Scholarship

Krista Schwenk, a doctoral student in school psychology, has been awarded the 2006 Irwin Hyman Memorial Scholarship from the American Academy of School Psychology. Doctoral candidates in school psychology from around the country compete for the scholarship, which includes a \$1,000 stipend. Schwenk is a member of the student editorial board for *School Psychology Quarterly* and has been involved in a number of research projects, including ongoing NIH-funded studies on Prader-Willi Syndrome and obesity.



This year’s Holmes Scholars at UF are, from left, Evelyn Chiang, Tyran Wright, Katherin Garland, Nicole Fenty, Jyrece McClendon and Sophie Maxis.



On the court and in the classroom, Angie McGinnis appears to be

Set for Life

By TARA GOODIN

CoE Student Writer

Parties, football games, clubbing and weekly night-before-test cramming sessions. Ah, the life of a college student.

Not so for Gator volleyball setter Angie McGinnis.

When McGinnis, an elementary education major, is not on the court, she is attending classes in Norman Hall, studying or volunteering at a local elementary school. There are barely enough hours in the day for school and sports, much less partying.

“It’s definitely rougher being a student athlete. I have to be strict with scheduling, and playing helps me stay focused and use the two free hours I have in a week wisely,” McGinnis said.

The 5-foot-eleven-inch junior began playing volleyball competitively by the time she was 10. Even then her inner drive was evident.

“I remember one day I ran two miles home after practice, and my mom wondered why I wanted to run after hours of practicing. It’s just that I have so

much intensity and it keeps me going,” McGinnis said.

With her senior season still to play, McGinnis is racking up some awesome numbers for the Gators. In 2006, league coaches selected McGinnis as SEC Player of the Year, the first setter chosen in the 15-year history of the award. She was a first-team All-SEC selection and became the first two-time All-American setter in school history when she was honored as a first-team American Volleyball Coaches Association All-American.

But McGinnis is more

than just a setter. She has recorded three triple-doubles over the past two seasons. She broke the Florida career setting record for kills, attacks, block solos, block assists, total blocks and points, and is the fastest player in school history to record 4,000 assists. She sparked the Gators to a 30-3 record, a 16th consecutive SEC title in 2006 and the school’s 15th NCAA regional semifinal appearance.

She also excels off the court.

“I am amazed that Angie can play two volleyball matches a week, some of which require hours for travel, attend all the practices and still get her assignments for my class completed and in on time. She is always prepared and participates actively in class,” said Professor Linda Lamme, who teaches McGinnis in her children’s literature and child education class.

Despite her hectic schedule, McGinnis has been dating her boyfriend, Harry Polenychko, a Marine who recently returned from Iraq, for more than four years.

“It’s been pretty rough having to do the long-distance thing, but we love each other enough to make it work,” McGinnis said.

After she graduates in 2008, she aspires to play for the USA National Team, which competes in a number of international competitions including the Olympics. McGinnis trained with the team last summer. She also hopes to play professionally for an overseas team one day. But teaching remains her long-term career goal.

“I plan on teaching after I finish my volleyball career. My mom is a kindergarten teacher, and I absolutely love working with kids,” McGinnis said.

While college life as both a student and athlete is a challenge, McGinnis attributes her success to her drive to excel in each activity.

“One of my favorite quotes is ‘Dreams don’t come true without sacrifices,’” McGinnis said. “Don’t let people tell you what to do, because it’s that intensity that got me here.”

McGinnis, left, gets help from Professor Linda Lamme.



Photos by KRISTEN BARTLETT/UF News Bureau

STL student secures \$1 million grant for history teaching in Clay County



Miller

Dianna Miller (*EdS '04*), a doctoral student in the college's School of Teaching and Learning, wrote a grant proposal that has secured nearly \$1 million for the Clay County school district, where Miller used to teach. The U.S. Department of Education awarded the grant to the Andrew Jackson Liberty Fellowship, a professional development program for 50 K-12 history teachers.

"The fellowship program is designed to increase teachers' knowledge of history so that they will be better teachers in the classroom," Miller said. "There will be three symposiums a year that a historian, history educator and master teacher lead. Not only do we teach them the history, but we introduce new teaching strategies they can use in class."

Miller, who was Clay County teacher of the year in 2001, earned her specialist degree in education from UF in 2004. She is currently teaching AP Macroeconomics for the Florida Virtual School, and commutes to Gainesville to attend classes in pursuit of her doctorate in curriculum and instruction with an emphasis in social studies education.

Clay County was one of five counties in Florida to receive the \$999,245 grant last year, and will establish a three-year program focused on educating fifth, eighth and 11th grade-level teachers.

Under the grant, UF Education Professor Elizabeth Yeager will conduct a social studies workshop and Associate Professor Colleen Swain will conduct technology workshops.

Doctoral student named FEA Teacher of Year



Daniel

Trent Daniel, a doctoral student in the Department of Educational Administration and Policy, has been named the Florida Education Association's Teacher of the Year for 2006. She also was one of five finalists for the National Education Association's Teacher of the Year award.

In June, Daniel visited Washington, D.C., where she was asked to teach a 20-minute lesson for five judges. Like any good teacher under pressure, Daniel got creative, asking the judges to role-play as ions

in a lesson about atoms and electrical charges.

"Using a water gun, I taught them how atoms become ions, and I had the five people on the panel act out being an ion," Daniel said.

Daniel worked to create the science department at Seminole County's Hagerty High School, and she now serves as the department's chairperson as well as a chemistry teacher. Daniel is also involved in grant writing and has worked on professional training development.

Student Ambassadors lend a (foam) hand

Who better to carry the CoE banner — or to don the "We're No. 1" foam hands — than the College of Education Student Ambassadors? Pictured, right, at this year's Homecoming parade alumni party, is CoE Alumni Affairs and Events Coordinator Jodi Mount (center, in navy blue shirt), flanked by current Student Ambassadors, from left, Rachel Cannon, Elisabeth Harvin, Laura Williams, Olivia Generales and Kutura Watson. The ambassadors are a select group of education majors, numbering about 15 per semester, who assist the dean with special events and act as college liaisons within the community. Mount is the group advisor.

LARRY LANFORD/Ed Times



Welcome, new faculty

The College of Education's academic program has received a fresh infusion of new teaching perspectives and innovative thinking with the appointment of the following new faculty members to start the 2006-07 academic year:

Dean's Office

Elayne Colón
Assistant Scholar
Director of Assessment and Accreditation
Ph.D., University of Florida



Elayne Colón recently received her Ph.D. from UF's school psychology program, where her dissertation focused on the evaluation of an intensive reading intervention program for kindergarten students. In her new position, Colón will focus on assessment and accreditation issues within the college and oversee the day-to-day operations of the Unit Assessment System. Colón previously served as a psychoeducational consultant at UF's Multidisciplinary Diagnostic and Training Program (MDTP). She has published several articles in top research journals, including *The Journal of Special Education* and *Journal of Psychoeducational Assessment*.

Ana Puig
Assistant Scholar
Research Director, Office of Educational Research
Ph.D., University of Florida



Ana Puig, well known to UF education faculty and staff as the research director of the Office of Educational Research, has also been appointed to an assistant scholar position. A graduate of UF's counselor education program, Puig is a licensed mental health counselor in Florida and a national certified counselor, and holds a certificate from UF's Center for Spirituality and Health. Her research has focused on complementary therapies in breast cancer care, spirituality and health issues in counseling and multicultural spirituality.

Counselor Education

Michael Garrett
Associate Professor
Ph.D., University of North Carolina at Greensboro



"I want every counselor sitting across from a Native American client to understand tribal life as if he or she were an insider," says Michael Garrett. Garrett has authored or co-authored more than 50 articles or chapters on multiculturalism, group work, spirituality, school counseling and Native Americans. He has written or co-written four books on Native American culture and counseling. Garrett has worked as a school counselor, as a student personnel worker with Native American and other minority students, and as a project director in an urban Indian center. He comes to UF from Old Dominion University, where he was chair of the Department of Educational Leadership and Counseling.

Andrea Dixon Rayle
Assistant Professor
Ph.D., University of North Carolina at Greensboro



Andrea Dixon Rayle's research interests include identity development in adolescent females and minority adolescents, particularly Native Americans; the work culture of school counselors; cross-cultural competence and multicultural counseling; academic persistence and achievement; and mattering, spirituality and wellness across the lifespan. She is an editorial board member for three counseling journals. She comes to UF from Arizona State University, where she served as assistant professor in the Division of Psychology in Education and was co-investigator on the American Indian Youth Pilot Project, a five-year study funded by the National Institute on Drug Abuse.

Educational Psychology

Mark Shermis
Professor and Chair
Ph.D., University of Michigan

Mark Shermis has played a key role in a number of innovations that have made computerized testing a useful research tool for the social sciences. His first book, *Using Microcomputers in Social Science Research*, was one of the earliest successful texts on the topic. Shermis played a leading role in bringing computerized adaptive testing to the Internet. For the past eight years, he has studied automated essay scoring and co-edited a seminal book in the field. He is a fellow of the American Psychological Association and past chair of the APA's continuing education committee. Before coming to UF, Shermis was a professor in educational and psychological studies and associate dean for research and grants in the College of Education at Florida International University.



School of Teaching and Learning

Alyson Adams
Assistant Scholar
Ph.D., University of Florida

Alyson Adams is already known to many from her staff position at the college's Lastinger Center for Learning, where she designed and implemented job-embedded professional development for teachers in high-poverty elementary schools around the state. In her new appointment, Adams will continue working with the Lastinger Center, while teaching and conducting research in the School of Teaching and Learning. Her research interests include: measurement and evaluation of professional development; measuring the impact of job-embedded graduate programs; teacher education; inclusive education; professional learning communities; and critical friends groups.



Stephen Pape
Associate Professor
Ph.D., City University of New York

Stephen Pape, an associate professor of mathematics education, comes to UF from The Ohio State University. His research has focused on the problem-solving and self-regulated learning behaviors of middle school children and classroom contexts that foster mathematical understanding and the development of strategic behaviors. Pape has taught secondary mathematics and middle school mathematics and science. He has been principal investigator and co-principal investigator on several research grants that supported middle school teachers' efforts to examine and change their teaching practices.



honors

SACS taps Doud for leadership honor

James Doud, professor in educational administration and policy, is this year's recipient of the John M. Davis Distinguished Educational Leadership Award, presented by the Southern Association of Colleges and Schools' Council on Accreditation and School Improvement. The award is one of the highest honors offered by the organization, and is given to educators and researchers who have made a significant impact on the educational profession and have a reputation for innovation in educational change and development.



Fond farewell to retired faculty

The College of Education bids a fond farewell to three newly retired faculty members. We'll miss their wisdom, experience, mentorship, leadership and friendship.

Lee Mullally
Associate Professor, School of Teaching and Learning

Mullally may be best known as the founder of SITE (Site-based Implementation of Teacher Education), an innovative alternative certification program that allows newly-hired teachers to earn both certification and their master's degrees through 18 months of on-site education through UF. Along with his other duties, he served as professor-in-residence at Lawton Chiles Elementary School, one of the schools where SITE is administered.

Mullally earned his Ph.D. in instructional technology from Michigan State University. Before coming to UF in 1978, he taught fifth grade for the Elm-brook School District in Brookfield, Wis., and later served as associate professor and director of faculty development in the curriculum and instruction department at Kent State University. His research interests included instructional message design, in-site teacher education and the role of mentors.



James Pitts
Associate Professor,
Counselor Education

After completing his Ph.D. at the University of Northern Colorado, Pitts joined the UF faculty in 1971 as an assistant professor in the now-defunct University College, where freshmen and sophomores completed their core curriculum before taking classes in their majors. Since 1979, he has been a faculty member in Counselor Education, and has taught classes in consultation, educational mediation, professional identity and ethics.

Pitts has been active in professional counseling organizations, serving as site visitor, team member and team chair for the Council for Accreditation



Guests at the Retired Faculty Reception included former CoE faculty members, from left, Richard Renner, Barbara "Babs" Dalsheimer (PKY), William Hedges, Barry Guinagh, William Drummond, Donald Bernard and newly retired Lee Mullally.

of Counseling and Related Educational Programs (CACREP). He is a member of the Association for Counselor Education and Supervision, the Southern Association for College Student Affairs and the American Counseling Association. His research has focused on mediation, school counseling and dealing with "difficult people" through conflict resolution.

Larry Tyree
Professor, Educational
Administration and Policy

With more than 30 years in higher education, Larry Tyree has excelled both in scholarship and in day-to-day community college administration. He earned his B.A.E. in social studies and his M.Ed. in counselor education at UF, before going on to Indiana University in Bloomington for his Ed.D. in higher education administration.

He has headed some of the nation's largest and most respected community colleges, serving as chancellor of the Dallas Community College system and president of Santa Fe Community College in Gainesville. He has served as chairman of the American Association of Community Colleges, chairman of the Florida Community Colleges Council of Presidents and board member of the American Council on Education.

Tyree has been a member of the UF faculty since 1996. He became a full time professor in 2002, shortly after retiring from the presidency at Santa Fe Community College. The new library at SFCC is named in his honor. Tyree recently was named interim president of Johnson County Community College in Kansas.



UF academy taps education professor

Linda Behar-Horenstein, a professor of educational administration and policy at UF's College of Education, has been appointed to the university's Academy of Distinguished Teaching Scholars — a brain trust of educators dedicated to improving teaching at UF.

A UF faculty member since 1992, Behar-Horenstein has published widely on the development and application of school curriculum. As an affiliate professor for the College of Dentistry, she has put her knowledge to work in helping that college improve its teaching methods.

"Most people in academe start their teaching careers without any training in how to teach," she said. "To ensure the highest level of instruction we must study the quality of teaching in schools, including higher education. Few institutions take that initiative, yet we all know how much studies of evidence-based practice can contribute to the betterment of instructional practice."

Behar-Horenstein's own teaching skills have also won her praise in the College of Education — and a reputation as a mentor willing to go the extra mile.

"While being a nurturing and supportive dissertation chair, Dr. Behar-Horenstein also holds each student to the highest academic and performance standards," said Linda Serra Hagedorn, chair of educational administration and policy at the College of Education.

"She expects quality and generally receives it."

Like other academy members, Behar-Horenstein will serve a three-year term on the advisory board for the University Center for Teaching and Excellence, or UCET. Founded in 1994, UCET helps graduate

students acquire the skills they need to become good teachers, while offering faculty members advice on how to teach better.

After her term on the advisory board, Behar-Horenstein will retain the title of Distinguished Teaching Scholar, and will assist UCET by participating in the academy's ongoing discourses on major issues in instruction at UF.

Professor helps revise state math standards

Associate Professor Thomasenia Adams, mathematics educator in the School of Teaching and Learning, was appointed to a state Department of Education

panel charged with updating Florida's Sunshine State Standards for mathematics at the K-12 level.

Adams, who also is the college's director of graduate studies, was among 40-plus educators who met in Tallahassee last fall to review the Florida Department of Education's math standards, last revised in 1996.

According to Adams, the existing standards included more material than teachers could effectively cover in their limited class time and were vague on implementation.

"We incorporated more focus on the National Council of Teachers of Mathematics' focal point priorities of what kids need to know in mathematics," Adams said.

The state is now using the panel's recommendations to rewrite the curriculum. The process is expected to be completed by spring 2007.

"The new standards will be more teacher-friendly, because it's the only way we will have an impact," Adams said.



Adams, right, is on state mathematics standards panel.



LARRY LANSFORD/Ed Times

Behar-Horenstein, standing in classroom, has been named UF Distinguished Teaching Scholar.

in the news...

UF College of Education faculty are frequently sought out by the media for their expertise on issues facing schools, from kindergarten to college. Below is a sampling of some of the media appearances our faculty have made in recent months:

Gainesville Sun – Cirecie West-Olatunji (8/10/06)

West-Olatunji, assistant professor of counselor education, was featured for leading a group of UF graduate students in counselor education to New Orleans, where they helped local residents adjust to their first regular school year after Hurricane Katrina.

New York Times – James Wattenbarger (8/17/06)

The *Times* carried an obituary for former UF Professor James Wattenbarger. *The Gainesville Sun* also carried a feature-length obituary of Wattenbarger (8/16/06).

Gainesville Sun – James Wattenbarger, Robert Primack (8/18/06)

UF political science professor Richard Scher remembered Wattenbarger, Primack and former UF history professor Kermit Hall in an opinion piece titled, "The Passing of Three Giants."

Daytona Beach News-Journal – Dean Catherine Emihovich (9/17/06)

Dean Emihovich was quoted in a story about a mentoring program that pairs black professionals in Flagler County with black students who are struggling academically.

Orlando Sentinel – Holly Lane (10/8/06)

Associate Professor Lane was quoted in a story about a Rotary Club drive that provided dictionaries to third- and fourth-graders in Volusia County. Lane said children are more likely to use a book if they own it.

Gainesville Sun – Sondra Smith-Adcock, Harry Daniels (10/17/06)

A recent study by Counselor Education Professor and Chair Daniels and Associate Professor Smith-Adcock, suggesting that Florida suffers a shortage of bilingual school counselors, was featured in *The Sun's* weekly "Chalkboard" column.

Florida Today – Harry Daniels (11/09/06)

Daniels was quoted in a story on the shortage of bilingual counselors in Brevard County schools.

Gainesville Sun – P.K. Yonge Developmental Research School Principal Fran Vandiver (10/21/06)

Vandiver was quoted in an article on PKY's recent two-day training session on how to deal with potential school shootings.

Independent Florida Alligator – Art Sandeen (10/20/06)

Recently retired Professor Sandeen, who was UF's vice president for student affairs at the time of the 1990 Gainesville student murders, was quoted in a story about local memory of the murders.

Associated Press – Dean Catherine Emihovich (12/14/06)

Dean Emihovich was quoted in a story on the education legacy of Gov. Jeb Bush. She challenged assertions that Florida can have better K-12 schools without spending more money.

Daytona Beach News-Journal – Linda Serra Hagedorn (11/30/06)

Hagedorn, professor and chair of educational administration and policy, was quoted in a story on the rising numbers of "adult learners" — non-traditional college students older than 24 — in the higher education system.

Palm Beach Post – Linda Serra Hagedorn (1/1/07)

Hagedorn was quoted in a story on the \$9 million in Bright Futures scholarship money that went to private, for-profit universities last year.

Bonita News – Paul George (12/17/06)

Distinguished Professor George was quoted in a story on middle-school dropouts who were overlooked when the Florida Department of Education calculated Lee County's dropout rate.

Ocala Star-Banner – Colleen Swain (1/22/07)

Swain, associate professor and associate director in the School of Teaching and Learning, was quoted in a news report describing a new Marion County schools program called "Computers-4-Kids." Swain was quoted explaining how student access to computers must be combined with quality, high-level thinking experiences on computers for maximum benefit and learning enhancement.



Former Faculty

Vocal proponent of school accountability

Professor Emeritus **Vincent McGuire**, a long-time member of the College of Education faculty and outspoken proponent of school accountability, died Sept. 4, 2006, in Gainesville. He was 87. In Norman Hall, McGuire was known as a well-loved professor of English education — a position he held for 38 years — and founder of a novel internship program that used student teaching interns as full-time substitutes in Key West schools. Outside the UF campus, McGuire was known as a scourge of shoddy schools and an unvarnished critic of politicians who defended them. In the mid-1960s, after McGuire had been teaching at UF for almost two decades, he was appointed to the Evaluation Team of the Southern Association of Colleges and Schools (SACS). He didn't like what he saw. "Up until that time it was a rubber stamp," McGuire said in

a 1995 interview with UF's Oral History Project. "Anybody got accredited by the Southern Association." When McGuire became chair of the group in 1965, SACS began yanking the accreditation of schools McGuire found to be substandard — including every single school in Jacksonville, where McGuire observed overcrowded classrooms, outdated texts, exposed electrical wiring in school buildings and other violations. McGuire's hard line on accreditation led to hearings by the Florida Legislature, during which some lawmakers threatened to ban SACS from operating in the Sunshine State. One legislator ribbed the professor by saying that, by McGuire's standards, then-Secretary of Defense Robert McNamara would not have been qualified to be principal of a secondary school. "No," McGuire quipped. "And he could not be a Florida legislator either." McGuire remained outspoken on accountability issues throughout his career, and he applied his expertise to school systems in other countries, serving as a Fulbright scholar in Mexico and an educational advisor to Bermuda and Argentina.



McGuire

Visionary co-founder of ProTeach

Professor Emeritus **Arthur Lewis**, a co-founder of the college's innovative ProTeach teacher-education program and educational advisor to developing countries, died Sept. 10, 2006, in Jacksonville. He was 89. Born in Colorado, Lewis began his teaching career in Denver schools. He soon shifted to an administrative track, and served as assistant superintendent for the Minneapolis, Minn. School system. He served as a



Lewis

professor of educational administration at Columbia University before coming to UF. In addition to his work at UF, Lewis worked as an educational advisor to a number of developing countries. As Chief of Party for the Uganda-based Teachers for East Africa Program, he designed university-level teacher education programs for several African nations. With funding from the Ford Foundation, he served as an advisor to the Iranian Ministry of Education before the 1979 revolution in that country. Friends and colleagues describe Lewis as a person with a low-key personality and a mind brimming with ideas. UF Education Professor Phillip Clark recalls a speech Lewis made before the Gainesville Chapter of Phi Delta Kappa International. Lewis quietly proposed that Phi Delta Kappa take on a comprehensive study of the effectiveness of all ongoing programs in the Florida Department of Education — a major undertaking for the organization. His argument was so compelling, PDK took up the challenge, spending the next six years on just such a study.

EDUGATOR NEWS

1949

Donald D. Bishop, (BSE '49, MEd '50), has died, his family reports.

1967

Kenneth T. Henson, (MEd '67), has written two new books: "Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform," 3rd. ed. (Waveland Press, 2006) and "Teaching Today," 7th ed. co-authored (Merrill-Prentice Hall). These are his 37th and 38th books. In 2000, Henson received the Distinguished Teacher Educator's Award from the Association of Teacher Educators. He currently is professor of education at The Citadel in Charleston, SC. He and his wife, Sharon, live in Bluffton, S.C.

1971

Robert Fulton, (MEd '71), is an award-winning outdoor writer and naturalist, whose recent book, "Swamp Drifter", details his work with the Cornell Lab of Ornithology's research team in the Cache River section of Arkansas. The self-described "River Geezer" has recently been heavily involved in the search for the ivory-billed woodpecker, a species previously thought to be extinct. He and his wife, Miriam, reside on a farm in the rolling hills of North Carolina where he continues his editing, writing, and teaching at South Piedmont Community College.

1973

Melvin L. Sharpe, (EdD '73), a former graduate assistant to renowned UF education faculty member James Wattenbarger, recently retired from teaching with emeritus status after a distinguished career as a public relations instructor at Ball State University. Under his direction, the PR undergraduate program evolved into one of the top-ranked programs of its type in the nation. He was recently inducted into Ball State's Journalism Hall of Fame. He is also a recipient of Ball State's Outstanding Faculty Service Award.

1976

David Mosrie, (EdD '76), has received the lifetime achievement award from the American Association of School Administrators. He retired from the Florida Association of District School Superintendents (FADSS) as CEO in June 2006 after 37 years of service to public education in Florida. He immediately started a new career at Banc of America Securities LLC as vice president.

1977

Richard C. "Rick" Boothby (BAE '77) is currently the managing director of the South East and South West Regions of the New York Life Executive Benefits (NYLEX Benefits). Boothby earned his MBA from Washington University, St. Louis. He currently lives in Fort Myers with his wife and son.

1983

Lesley S. Hogan, (EdS '83), has joined Butzel Long as a senior attorney and will be based in the firm's Boca Raton, Fla., office. She also is a graduate of the UF Levin College of Law. She was elected to Order of the Coif and won the American Jurisprudence Award for Lawyer as Negotiator. Prior to her legal career, she taught college and high school English.

1992

Michelle Foster Sammartino, (MEd '92), is a social studies teacher and department chair at Nova High School in Davie, Fla. She has been teaching in Broward County schools for 14 years and was one of 50 educators in America selected to participate in the Landmarks of America History Workshops offered by the National Endowment for the Humanities.

1996

Laura Vawter Hobby, (MEd '96), who majored in elementary education, is a stay-at-home mom while her kids are young. She is also volunteering with The Junior League of Tampa's Children's Literacy Project.

1999

Raymond M. McAdaragh, (PhD '99, educational technology), is an engineering research psychologist with the FAA at the NASA Langley Research Center and is a member of several committees that are developing requirements and standards for the Next Generation Air Transportation System (NGATS).

Nancy M. Gimbel, (MAE '99), a counselor education graduate, is director of undergraduate programs for the College of Management at the Georgia Institute of Technology (Georgia Tech) in Atlanta, Ga.

2000

Genobia Wedemier Babalola, (EdS '00), was recently promoted from lead therapist to program manager of the Tanner Intensive Family Intervention Program at Tanner Behavioral Health in Carrollton, Ga.

Margaret U. Fields (EdS '00, PhD '02), who earned her specialist degree and a doctorate in higher education administration at UF, is the new president of the Board of Directors for the Association of Psychological Type International. She is the assistant dean for research and development at the UF College of Liberal Arts and Sciences. She recently authored a chapter in the book, "Leadership, Type and Culture," and co-authored a book, "Shape Up Your Program: Tips, Teasers and Thoughts for Type Trainers." She resides in Gainesville with her husband, Michael. They have three children.

2006

Casey Griffith, (MEd '06), a ProTeach social studies education graduate, is teaching and coaching football at Florida High School (FSU High School) in Tallahassee. He was a three-year starter as long snapper on the Gator varsity football team, beginning as a walk-on in 2002 but earning a scholarship in the 2003 preseason. He was named a Gator game captain 10 times. He was named UF's Most Outstanding Special Teams Player on the 2002 squad.

WE'RE A LEAN, MEAN, DEAN MACHINE

AT LEAST EIGHT UF COLLEGE OF EDUCATION ALUMNI SIT AS DEANS AT U.S. EDUCATION COLLEGES, CONTINUING THE COE'S TRADITION OF TURNING OUT TOP EDUCATION LEADERS.

Every UF College of Education graduate knows the leading role the college plays in education. UF's education programs are among the highest-ranked in the nation. The college is the flagship education program in Florida, founded a century ago to prepare well-qualified leaders for Florida's fledgling education system. Small wonder, then, that so many of our graduates have found leadership positions in education in Florida and across the nation, many at the college and university level. At least eight EduGator alumni currently head some of the nation's best colleges of education, from top-ranked public colleges to highly-respected private schools.

The education colleges led by UF graduates include those at the University of Iowa, Indiana University, George Mason University, Old Dominion University, University of Alabama, University of Nevada-Reno, University of Wisconsin-Madison and Texas Christian University.

Grooming leaders for higher education has always gone hand-in-hand with the College of Education's overall mission of preparing classroom teachers, said Linda Serra Hagedorn, chair of the Department of Educational Administration and Policy, which is home to UF's graduate programs in educational leadership and higher education administration.

"It's a delicate balancing act," Hagedorn said. "Good schools require good teachers and good leaders."

Let's meet the eight UF graduates who currently sit as deans of education at other universities. (You may be aware of other alumni deans out there, so send us their names — or yours if you belong on the list.) Here are mini-profiles of our Elite Eight EduGator deans, along with their responses to a question or two we asked them about their careers as dean or their memories of UF:

SANDRA BOWMAN DAMICO (DED '73)

PROFESSION:

Dean, College of Education, University of Iowa since 1999

UF EDUCATION DEGREES:

DEd '73 (social foundations of education)

CAREER HIGHLIGHTS:

Dean Damico is the Gator at the helm of the nation's oldest public college of education, at Iowa. Formerly director of the educational studies department at Emory University,



she taught at UF from 1982 to 1992. Her research has focused primarily on school organization and policies and their impact on the achievement and behavior of adolescents. She currently

is studying leadership in higher education.

WHAT IS THE MOST IMPORTANT ISSUE FACING TEACHER EDUCATION TODAY?

DAMICO: Teacher training programs in colleges of education are under attack. There is a segment of society that believes that anyone with content knowledge can teach at the secondary level and anyone who loves little kids can be successful in an elementary classroom. We need to be able to document that the training we provide does, in fact, provide our graduates with the knowledge and skills they need to help children learn.

SAMUEL DIETZ (MED '69/PHD '78)

PROFESSION:

Dean, School of Education, Texas Christian University since 2000.

UF EDUCATION DEGREES:

Med '69/PhD '78 (educational psychology)

CAREER HIGHLIGHTS:

Dean Deitz recently led his college through a campaign to raise \$11 million for new facilities, which are now under construction. He taught at Georgia State University for 29 years, the last 10 as dean.

A master's and doctoral graduate of UF's educational

psychology department, his research interests include discipline in schools, philosophy and language, and human learning.

WHAT IS YOUR FONDEST MEMORY OF THE UF COLLEGE OF EDUCATION?

DEITZ: After I returned to the university as a graduate student, one night in the Education Library I looked up from my reading and saw one of my students from when I taught eighth grade and one of my teachers when I was in high school. It was impressive to see these three generations of teachers at the university studying in the library.

Illustration by JUANWON SCOTT



GERARDO GONZALEZ
(PHD '78)

PROFESSION:

Dean, School of Education, Indiana University since 2000.

UF EDUCATION DEGREES:

PhD '78 (counselor education)

CAREER HIGHLIGHTS:

UF education faculty and staff best remember



Dean Gonzalez as the former chair of UF's nationally ranked counselor education program and as interim college dean in 1999-2000. While a student at UF, he also founded Boost Alcohol Consciousness Concerning

the Health of University Students (BACCHUS), a nationwide organization for prevention of alcohol abuse. He received the Presidential Letter of Commendation for national Leadership in Alcohol Education from President Ronald Reagan in 1986.

WHAT IS THE BIGGEST MISCONCEPTION ABOUT BEING A DEAN?

GONZALEZ: Some people have a misconception about the level of authority and power that deans have. Sometimes people think deans have the power to do things that really depend on community consensus to get support for big ideas.

JEFFERY GORRELL (PHD '75)

PROFESSION:

Dean, College of Education and Human Development, George Mason University since 2001

UF EDUCATION DEGREES:

PhD '75 (educational psychology)

CAREER HIGHLIGHTS:

During a 26-year career in education, Dean Gorrell has served as associate dean of Auburn University's College of Education and direc-



tor of the Human Development Institute at Southeastern Louisiana State University. He has conducted research in the fields of school reform, cognitive modeling, and teacher efficacy and professional development.

TELL SOMETHING ABOUT YOURSELF THAT WOULD SURPRISE PEOPLE YOU KNOW:

GORRELL: When I was a graduate student at UF in Gainesville, I hung out with a small group of friends that included rocker Tom Petty, before the Heartbreakers, of course.

WILLIAM H. GRAVES
(MED '70/PHD '72)

PROFESSION:

Dean and PhD program director for urban services, Darden College of Education, Old Dominion University since 2001.

UF EDUCATION DEGREES:

Med '70 (rehabilitation counseling)/PhD '72 (counseling education)

CAREER HIGHLIGHTS:

Dean Graves has served as dean at two research-extensive education colleges — Old Dominion



and Mississippi State University. In 1990, President George H.W. Bush appointed Graves to head the National Institute on Disability and Rehabilitation Research, part of the U.S. Department of Education. He also has headed

the counselor education and educational psychology programs at Mississippi State.

OFFER SOME ADVICE FOR EDUCATION GRADS TODAY:

GRAVES: Read widely, learn a second or third language well, and enjoy the changes in the workplace you will surely face.

JAMES (JIM) E. MCLEAN
(BSE '68/PHD '74)

PROFESSION:

Dean, College of Education, University of Alabama since 2004.

UF EDUCATION DEGREES:

BSE '68 (secondary mathematics education) / PhD '74 (research foundations of education)

CAREER HIGHLIGHTS:

Dean McLean is a three-time Gator, earning



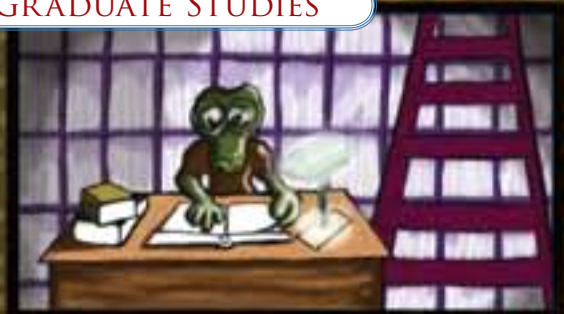
three UF degrees—two in education. He has been teaching at the college level for more than 35 years at institutions including Alabama, Eastern Tennessee State and the University of Alabama-Birmingham. He received the

prestigious designation of University Research Professor at Alabama.

HOW DO EDUCATION STUDENTS TODAY COMPARE WITH STUDENTS WHEN YOU ATTENDED UF?

MCLEAN: Today, students are not as apt to accept the word of authority without evidence of its accuracy. They question everything, and the Internet helps them check out what they question. I think this skeptical approach to the world is a healthy thing.

GRADUATE STUDIES



UNIVERSITY FACULTY



WILLIAM E. SPARKMAN (MED '73/PHD '75)

PROFESSION:

Dean, College of Education, University of Nevada, Reno since 1998

UF EDUCATION DEGREES:

Med '73/PhD '75 (educational administration)

CAREER HIGHLIGHTS:

Dean Sparkman previously was associate dean and professor in educational psychology at Texas Tech University College of Education, and has held education faculty positions at the University of Alaska, Kansas State University and UF in educational administration (1974-75). His teaching and research areas

include public school law and school finance. When Sparkman was a graduate assistant at UF, he took his first college-level statistics class from Jim McLean, now a fellow EduGator dean at Alabama (and featured immediately above Sparkman).

WHAT IS THE BIGGEST MISCONCEPTION ABOUT BEING A DEAN?

SPARKMAN: From the public's perspective, it is probably that the dean is an expert in every area of education. From the faculty's perspective, it is probably that the dean has plenty of money hidden in the college budget.



JULIE UNDERWOOD (PHD '84)

PROFESSION:

Dean, School of Education, University of Wisconsin, Madison since 2005.

UF EDUCATION DEGREES:

PhD '84 (educational leadership)

CAREER HIGHLIGHTS:

Dean Underwood is a nationally recognized authority on school law. She served for seven years as associate executive director and general counsel of the National School Boards Association, where she led a legal advocacy program on behalf of the nation's public school boards. She has filed more than 20 briefs on school law in cases before the U.S. Supreme Court. She previously was dean of Miami University's School of Education.



IF YOU COULD HAVE DINNER WITH ANYONE, WHO WOULD IT BE?

UNDERWOOD: Horace Mann. As the father of our public school system, a new experiment in his day, he changed the future of this country. I wish he knew how successful his experiment had been. I wish we could gain his insights in how to ensure the future of his experiment in light of the challenging conditions today.

Alumna named one of 'best of best' in education technology leadership

A UF master's graduate in special education has been recognized as among "the best of the best" nationally in education technology leadership.

Mechelle De Craene (*Med '03*), an exceptional student education teacher at James Buchanan Middle School in Tampa, was recently named a finalist for *Technology and Learning* magazine's 2006 Leader of the Year award. The magazine is a leading publication in the field of K-12 education technology.

The Leader of the Year program annually recognizes teachers, technology specialists and administrators who demonstrate leadership and innovation in reshaping the role technology plays in teaching and learning. The magazine selected four winners for its 2006 leader award, and De Craene was one of the top 10 finalists chosen.

"My main interest with technology is working toward bridging the digital divide for students with special needs," De Craene said. "According to a recent study, over 70 percent of individuals with special needs are on the wrong side of the divide. I believe teachers can help to make a difference."

While attending graduate school at UF, she studied in London and Barcelona as a scholar in

the ILET (International Leadership in Education Technology) program, an international learning community of six leading universities — including UF — aimed at preparing future leaders in educational technology.

At Buchanan Middle School, a Title I school with a high percentage of students from low-income families, De Craene has launched a grassroots project called Very Special Techies, which provides opportunities for students with special needs to apply and showcase their creative uses of digital media.

She is a fellow with MirandaNet, an international organization of education technology professionals, and participated recently in the Learning and Physical Challenges Education program at Supercomputing 2006 (SC'06), a premier international conference on high-performance computing. She is co-developer of a concept called Cybernetic Developmental Theory, used to identify developmental differences in how children interact with technology.

"This (framework) provides a lens through which teachers can understand how children of all ages relate to information and communications technologies," De Craene said.



DeCraene...teaching technology leader

UF appoints CoE alum as Student Affairs VP

College of Education alumnus and former Gator football player Ainsley Carry (*Med '95, EdD '98*) has been appointed assistant vice president of student affairs at UF.

In his new position, Carry will deal with assessment and student affairs, strategic planning and staff development. He will also advise UF's Reitz Scholars and will work with the judicial appeals process in student government courts.

Carry returns to the UF campus from Temple University where he served as associate vice president and dean of students for two years. He previously held a number of administrative posts

— including associate dean of students — at the University of Arkansas and Southern Methodist University. He is also the founder and former national chair for the National Association of Student Personnel Administrators' Knowledge Community for Student Leadership Programs.

Carry was a walk-on to the Gator football team in 1988, and was a reserve defensive back until 1992. He graduated from UF in with a bachelor's degree in food and resource economics in 1993, earned an M.Ed. from the College of Education in 1995, and completed an Ed.D. in Higher Education Administration in 1998.

EDUCATION DEAN



alumni in action

Homecoming Parade Party

(Never was the oversized “We’re No. 1” foam hand more relevant to the Gator Nation than in 2006. That’s truth in advertising!)



1. Kay Maloy (BAE '67), Connie Myrick (MEd '79), Diane McAlister (BAE '68, MEd '74), Reeves Byrd (MEd '70) and Jo Anna Hallman (MEd '86).
2. CoE homecoming partiers gather for group shot.
3. Rick and Barbara Anderson (BAE '69), Steve and Amelia Packard, and Donna Lutz (BAE '67).



Education Alumni Career Night



4. More than 75 UF students attended Career Night and asked Education alumni panel members questions about their varied careers.
5. Dean Catherine Emihovich with Education Alumni Career Night panel members Sandra Damico (DEd 73), Terry Dozier (MEd '77) and Ron Blocker (EdS '76).

Grand Guard inducts new 50-year alumni



6. New 50-year alumni inducted into UF's Grand Guard included CoE Class of 1956 members Johnny Arnette, Jeannette Bailey, Jeweline Richardson, Dee Moore Huss and Hiram Henderson.
7. P.K. Yonge School Director Fran Vandiver (center) flanked by inductee Jeweline Richardson (BAE '56) and her husband John.

Alumni Social at the UF President's House



8. Bob Irwin (MEd '73) and wife Eula Davis.
9. Christine Dietrich keeps step to the bluegrass beat.
10. Rick Dietrich (BAE '68) with Edward and Willa Wolcott (PhD 89).
11. Dean Emihovich, Donna Lutz (BAE '67) and Amalia Alvarez.



New development director reflects CoE's core values

By TIM LOCKETTE

Top-tier. Accomplished. Dedicated to the public interest.

Those are phrases UF alumni often use to describe the College of Education. They could just as easily apply to Bob Henning, the college's new director of development and alumni affairs.

Henning comes to UF from Santa Rosa, Calif., where he was a national charitable gift planning officer for Canine Companions for Independence, a non-profit organization that provides assistance dogs to people with disabilities.

Henning got his first taste of fundraising shortly after graduation from George Williams College, while working as a program director for the YMCA in Elgin, Ill. He moved on to larger non-profits, including



Henning

Goodwill Industries and the American Diabetes Association.

Henning holds a master's degree in educational administration and planning from Harvard University.

Honor Roll of Giving

Underlying the success of the UF College of Education's efforts in teaching, research and public scholarship are thousands of individual stories that illustrate why so many donors are so eager to give to the College. Although we lack the space to tell all of their stories, we wish to acknowledge each of them for their outstanding loyalty, generosity and leadership. To you, our donors, your generous giving has supported scholarships, research, teaching, supplies, special programs and activities, and much more. Thanks to you it was another outstanding year for the College of Education! A complete Honor Roll of Giving is available online at www.coe.ufl.edu/HonorRoll.*

The Dean's Leadership Circle of donors includes alumni, friends and corporate benefactors who made gifts totaling \$1,000 or more to the College during the 2005-06 fiscal year (July 1, 2005-June 30, 2006). The College sincerely thanks the following Dean's Leadership Circle donors whose giving has assisted students and promoted our major strategic initiatives. The leadership and support expressed in your giving allow our College to continue as one of the premier education colleges in the United States.

Thank you for giving!

*The Honor Roll of Giving was compiled as accurately as possible from university records, but occasionally, errors can occur. If there are any discrepancies, please contact the College of Education Development Office at 352.392.0728, ext. 600, or toll-free at 866.773.4504, ext. 600; or via email at development@coe.ufl.edu.

for Fiscal Year **2005-2006**

Dean's Leadership Circle

\$1,000,000 - \$2,000,000

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(Gift spans 2 years)

\$100,000 - \$999,999

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Jim Moran Foundation, Inc.
Naples Children & Education Foundation
Wachovia Foundation

\$50,000 - \$99,999

Mercantile Bank
The Education Foundation of Collier County

\$25,000 - \$49,999

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David & Roberta F. Lawrence
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Grant Smith*
Theresa* & William Vernetson
Robert Wallace
Marjorie Wesche**
Jim White

*College of Education alum

** P.K. Yonge Developmental Research School graduate

***CoE & PKY alum

ALUMNI & GIVING SUMMARY

Total Gifts Amount	\$3,025,724
Total Number Gifts:	1,992
Total Number Donors	1,522
Total Alumni Donors	1,299
Total CoE Living Alumni	26,784
Number CoE Alumni in UF Alumni Association	3,142

GIFTS BY SOURCE

PRIVATE	No.
Alumni	1,299
Parents	12
Friends	171
Corporations	19
Foundations	8
Other Organization	11

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