

# Education*Times*

UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION Magazine

Fall-Winter 2008



$$x = 2 + y^3$$

$$E=mc^2$$



$$-b \pm \sqrt{b^2 - 4ac}$$

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



$$a^2 + b^2 \sqrt{a^2 + b^2}$$



**UF** UNIVERSITY of  
FLORIDA

WE'RE SPARKING A  
**REVIVAL**  
IN MATH AND SCIENCE



**“As a global citizen ...**

**you understand the world is not perfect. As a lifelong learner, you realize that you have or can develop the skills to leave the world in a better condition than when you found it. As a part of the University of Florida family, you are nested in an environment where you have the tools, the collaborators and the encouragement to make that change happen.**

— RICHARD FERDIG, UF EDUCATION TECHNOLOGY FACULTY MEMBER

## Despite hard times, there's still much good in education

"Dreams come true if you survive the hard times." This anonymous quote from the Internet sums up perfectly the tenor of this edition of *EducationTimes*. The magazine is packed with articles that describe wonderful initiatives by faculty and students that enable people across the state to achieve their dreams. Whether the story reports on a dynamic school-university-community partnership to create "Ready Schools" to help young children succeed in the early grades, or describes creative ways to help teachers' reach struggling ESOL learners, or tells of an innovative project to attract more girls of color into the sciences, just to name a few examples, the focus is always on how education plays a critical role in making these dreams come true. In her guest column, Lacy Redd, winner of our recent student essay contest on "What's good in education," poignantly reminds us that what matters are the little things that seem inconsequential, but yet add up to an enduring picture of what it means to be deeply connected to life in schools. From cover to cover, readers can find striking examples of the dramatic results achieved when committed, passionate scholars link the power of their research and teaching in pursuit of the common good.

As heartwarming as these articles are, we cannot minimize the painful realities of the recent budget reductions felt across the state. Like other units on campus, the College of Education has felt the brutal impact from losing 22 faculty and staff positions in a single year due to retirements or resignations and which will not be replaced—closing some academic programs, restructuring departments, and most painfully of all, laying off qualified, dedicated people. Without question, the college is financially stressed beyond belief, and even though the economic fortunes of the state will certainly rebound in the future, the damage done in the present poses considerable risks to our continuing success. Now more than ever, the strong support of our loyal alumni and friends of education is critically needed if we are to continue on our course as Florida's partner in public scholarship.

The special four-page centerspread on the College's Florida Tomorrow capital campaign highlights some of our dreams that will only be realized if they are shared and supported by those who care most about the future of this College, and the lives of the people we touch. As Eleanor Roosevelt said, "The future belongs to those who believe in the beauty of their dreams."



A handwritten signature in black ink that reads "Catherine Emihovich".

Catherine Emihovich  
Dean



# contents

## stories

### All-out push in early childhood education 4

Under a shared \$10 million grant, the College has launched an ambitious school-readiness effort to prepare all Florida pre-school kids for success by the time they enter the classroom.

### Cover Story ► We're sparking a revival in math and science 8

Education faculty specialists are taking action in a big way to help make U.S. students in science and math competitive with the rest of the world. (Illustrations by istockphoto.com)

### What's good in education? 13

Despite all the doom and gloom we read about education, there's still a lot that's GOOD about education. Our guest columnist, a school principal and UF doctoral student, offers some feel-good examples.

### We are NOT AFRAID 14

Two professors in counselor education take on the racist "noose incident" at Columbia University.

### Social bullying: the hurt can linger for years 16

UF researchers discover the psychological consequences of social bullying by schoolmates can linger into early adulthood.

### Gift as tribute boosts middle school reform 44

To honor their daughter-in-law, a longtime teacher, a Gainesville couple creates a \$600,000 endowment to support new research and programs aimed at middle school reform and enhancement.

## special section

### Florida Tomorrow and the COE Center spread

The College's ambitious \$20 million goal in UF's capital campaign reflects a commitment to transform education at all levels—from cradle to college to career advancement.



## departments

- 4 News
- 13 Features
- 18 Research & Public Scholarship
- 23 Students
- 26 Faculty
- 34 Passages
- 36 Alumni/Class Notes
- 44 Philanthropy

*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**  
Catherine Emihovich

**Editor/Director of News & Communications**  
Larry O. Lansford, APR

**Contributors**  
Tim Lockette, staff writer  
Juawon Scott, graphic artist  
Anwen "Wendy" Norman, student assistant

**Design**  
Kristi Villalobos  
kno limit designs

**Photography**  
Kristen Bartlett Grace, UF News Photography  
CoE News & Communications staff  
istockphoto.com  
JupiterImages.com  
123rf.com

**Associate Director of Development and Alumni Affairs**  
Nekita Robinson

**Coordinator of Alumni Affairs and Events**  
Jodi Mount

To make a gift to the College, contact the COE Development Office at (352) 392-0728, ext. 600

Update your contact info or send alumni news (promotions, honors, appointments, experiences) electronically to [news@education.ufl.edu](mailto:news@education.ufl.edu).

EducationTimes is published by the University of Florida College of Education, Office of News & Communications, for its alumni, friends and key stakeholders. Please send all correspondence to: Editor, EducationTimes, PO Box 117044, UF College of Education, Gainesville, FL 32611-7044; or to [news@education.ufl.edu](mailto:news@education.ufl.edu).

© 2008, University of Florida College of Education

[www.education.ufl.edu](http://www.education.ufl.edu)

Now on **ET.extras**

[education.ufl.edu/ET.extras](http://education.ufl.edu/ET.extras)

Visit ET.extras, our online supplement to EducationTimes magazine on the College's Web site, featuring more special features and news reports:



## COUNSELOR EDUCATION

### Religious devotion linked to finishing college

Adolescents who consider themselves "very religious" are generally more likely to finish college than their less devout counterparts, according to a UF study.

## TEACHING & LEARNING

### Election '08 is great tool for teaching about democracy

Civics education Professor Elizabeth Washington and her doctoral students share their classroom-tested techniques for harnessing the power of the 2008 Presidential election to get contemporary students involved in the political process.



## HIGHER EDUCATION ADMINISTRATION

### Who should U.S. emulate in global research race? Oh, CANADA!

To stay afloat as a world economic power, the United States must radically change its model for funding scientific research—and we need look no further than to our neighbors to the north—Canada, says UF higher education researcher Pilar Mendoza (left).

## Also on ET.extras:

- **Graphing technology takes math teaching to next level**
- **Study: Review boards hamper social sciences research**
- **Ed tech professor helping Rwandan schools go high-tech**
- **CAMP Gator: Student-athletes learning and leading**



## Shared \$10M grant spurs all-out push to help children succeed in school, life

An alarming number of young children face extreme obstacles to learning before they enter school—poverty, poor access to health care and meager early-learning opportunities, to name a few. But some impressive help is on the way.

Two champions of early child development and education in Florida are sharing a \$10 million grant and joining forces to improve learning by smoothing the transition to school for children who are likely to start school unprepared. The partnership pairs the University of Florida’s Lastinger Center for Learning with The Early Childhood Initiative Foundation, based in Miami, in an ambitious school-readiness effort called Ready Schools Florida.

The shared grant was awarded last spring by the W.K. Kellogg Foundation of Battle Creek, Mich.

Early child educators, researchers, program developers and measurement experts involved in the initiative’s four-year roll-out are taking a research-proven model of early child intervention and rapidly bringing it to scale in Miami-Dade County and, ultimately, to other Florida counties and states.

“Every year, 4-million children in America enter kindergarten. As many as one in three starts school behind and never catches up. The time to reach kids and their families is well before kindergarten,” said David Lawrence Jr., a prominent leader of the school-readiness movement who has close ties with both partnering organizations. “The Ready Schools Florida model seeks to prepare both ‘ready children’ and ‘ready schools’ to enhance a child’s healthy growth and development.”

Lawrence, former publisher of *The Miami Herald*, is president of The Early Childhood Initiative Foundation. He also is a 1963 University of Florida graduate and a board member of the Lastinger Center for Learning at UF’s College of Education. He joined the UF faculty in 2001 as the University Scholar for Early Childhood Development and Readiness, and last year his alma mater created a \$1.5 million endowed chair in early childhood studies in his name at the College of Education (see details next page).

For Ready Schools Florida, Lawrence said participating schools, neighborhoods and community organizations are working together to create after-school tutoring programs and make sure all children have access to medical and dental care. The initiative also calls for increasing the number of accredited early-learning centers in Miami-Dade and collaborating with local and state agencies to create an effective rating scale for such centers.

While mobilizing community support is key, the initiative focuses intently on the teaching and learning culture inside schools and classrooms, according to Lastinger Center Director Don Pemberton.

“We will coordinate and align training for pre-kindergarten and elementary teachers and increase parent involvement to create a family-friendly school culture,” Pemberton said. “We’ve created the Florida Ready Schools network to link participating schools for teacher collaboration, shared learning and resources, and ongoing professional development.”

Teachers and principals at participating schools can take advantage of a new “job-embedded” master’s degree program in early child education. The program enables cohorts of teachers (pre-K through third grade) and principals from the same school to earn their degrees on-site while working with master teachers and University of Florida education professors from the Lastinger Center for Learning.

The UF College of Education degree program is free except for the cost of books, and participants must commit to remain at their schools for at least five years, helping many high-poverty schools retain some of their most highly qualified teachers and principals.

“This is a brand new concept, combining online graduate education with hands-on coaching by university ‘professors-in-residence’ who embed themselves in the teachers’ own classrooms,” Pemberton said. “Teachers can learn a new teaching strategy one afternoon and immediately apply it in their classroom the next day.”

The job-embedded program is already underway in some Miami schools and also in Collier and Pinellas counties.

— Larry Lansford



TIM LOCKETTE/Ed Times

## Top scholar fills endowed chair in early-childhood studies

For Patricia Snyder, being named the first occupant of the David Lawrence Jr. Endowed Chair in Early Childhood Studies at UF was a natural fit.

For infants, toddlers and pre-school children in Florida, Snyder’s selection to the \$1.5 million teaching and research post means they now have a leading scholar in early education and care working on their behalf.

Snyder’s appointment last August placed her in a prestigious professorship named for one of Florida’s most prominent advocates of the school-readiness movement, which focuses on smoothing the transition to school for young children who are likely to start school unprepared.

UF created the endowed chair in 2006 in the College of Education, hoping to attract a world-class scholar to lead collaborative, cross-disciplinary research and develop programs addressing the complex needs of children from before birth to entering kindergarten.

Snyder’s credentials seem the perfect match. Her work and leadership in linking public and private sectors on behalf of early education and care spans nearly 30 years, most recently at the Center for Child Development at Vanderbilt University Medical Center (2005-07) and the Louisiana State University Health Science Center’s School of Allied Health Professions (1984-2005). At LSU, she was the founder and first director of the state-designated Early Intervention Institute. She also was editor of *Journal of Early Intervention*, a leading refereed scholarly journal, from 2002-2007.

She received her doctorate in early childhood special education with a minor in psychology from the University of New Orleans. Before starting her higher-education career, she worked as a children’s speech and language therapist in community-based early childhood programs, at a high-risk, follow-up clinic for infants born prematurely, and as a preschool director and teacher of young children.

“I gained insight early in my professional career about the importance of linking health, education and social service systems to support and enhance child and family well-being,” Snyder said. “I was mentored by colleagues who stressed the importance of being ‘family-centered’ in interactions with children and families, long before this concept gained widespread recognition.”

Snyder has generated more than \$13 million in research and training grants in her career, including several from federal funding agencies. Her leadership experience in

“I gained insight early in my professional career about the importance of linking health, education and social service systems to support and enhance child and family well-being.”

— Patricia Snyder



Lawrence and Snyder

interdisciplinary research was a key factor in her selection, according to UF Education Dean Catherine Emihovich.

“About a third of all children begin kindergarten already behind,” Emihovich said. “There is a growing recognition of the need for collaborative, policy-oriented approaches to fully address the complex needs of children from before birth to age 5. As the first David Lawrence Chair holder, Dr. Snyder will help to bridge the existing research gap in early childhood development.”

Lawrence, an active UF alumnus and the namesake of Snyder’s new endowed chair, retired in 1999 as publisher of *The Miami Herald*. He now is president of the Early Childhood Initiative Foundation in Miami.

Snyder has hit the ground running at UF. She has quickly become involved with several key community and statewide initiatives focused on early learning, including UF’s ambitious Ready Schools Florida program launched last year in collaboration with the Early Childhood Initiative Foundation (see story facing page). She is an active contributor on several state planning forums, national advisory panels and journal editorial boards focused on early childhood policy and education. Snyder has already recruited several outstanding doctoral students who will train and work with her on studies of new intervention strategies for young, at-risk children and their families.

— Larry Lansford



# STL Chair Tom Dana gets nod as associate dean-academic affairs

UF's College of Education had to look no further than its own academic leadership team to find its next head of academic affairs.

After an internal, faculty-led search, Dean Catherine Emihovich has named Tom Dana as associate dean for academic affairs, the college's penultimate executive post. Dana previously directed the college's School of Teaching and Learning (STL).

His appointment took effect July 1 with the start of the 2008-09 fiscal year. Dana succeeds Jeri Benson, who retired.

Emihovich said Dana's proven leadership skills and experience suit him well for his new responsibilities.

"Dr. Dana has served on the college's NCATE (National Council for Accreditation of Teacher Education) and FLDOE (Florida Department of Education) accreditation team since the last site visits in 2003," Emihovich said. "With the next site visits occurring in 2009, Tom's experience is sure to help us succeed in the current program review cycle."

Dana is a self-described "technology and data geek," which should come in handy while overseeing the college's Instructional and Informational Technology Office—part of his new job description.

After arriving at UF from Penn State in 2003, he helped create a financial plan and the infrastructure for the college's burgeoning distance education program, which Emihovich says "is allowing our college to meet the advanced degree needs of working education professionals."

As head of academic affairs, Dana also will serve on the curriculum committees for the college and the entire university.

"Recruiting, retaining, supporting and rewarding excellent faculty has been one of my highest priorities as director of the School of Teaching and Learning, and I will carry that philosophy over to my new position as we strive to maintain an intellectually stimulating College of Education," Dana said.

While teaching at Penn State, from 1998-2003, Dana held an endowed professorship and coordinated teacher education at Penn State. He has a doctorate in science education from Florida State University, and B.S. and master's degrees in science from State University of New York-Oswego.



Dana

# Carnegie enlists COE in multi-university effort to revamp Ed.D. degree

Quick: What's the difference between an Ed.D. and a Ph.D. in education?

If it takes you a while to explain, you're not alone.

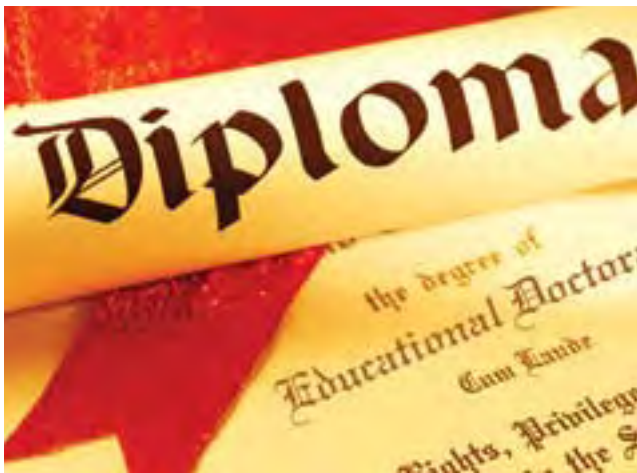
UF is one of 20 top-tier education colleges tapped by the Carnegie Project on the Education Doctorate (or CPED) for a three-year effort to review and revise the terminal degree for practitioners in education.

"The professional practice doctorate (awarded as an Ed.D.) is needed because we have an audience of potential students who are practicing professionals in the field of education and who are aspiring toward more academic preparation to engage in their professions," said Thomase-nia Adams, professor in teaching and learning.

Adams heads a team of UF education faculty charged with examining the college's own Ed.D. program, to address curricular questions and to build an Ed.D. program with a more highly respected reputation. The Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans from Research Education Institution (CADREI) began working on issues surrounding the Ed.D. two years ago, in response to input from researchers and educators around the nation. CPED is the result of that collaboration.

The CPED project is not a grant, but a collaborative effort between universities. Participating institutions will conduct reviews of their own Ed. D. programs, implement changes where necessary, and share their results with peer institutions. These reforms could spark similar efforts at universities across the country, Adams said.

"The professional practice doctorate will be designed to meet academic needs that aren't necessarily (or typically) addressed by a program of study that focuses on widely applicable research findings. With our variety of faculty and supports, the College of Education is positioned to provide such a degree," Adams said.



# Professor heads effort to bring civics back to middle school

If you know a teenager who can't name the branches of government, don't be too surprised. In this age of high-stakes testing, civics education is being crowded out of the curriculum in many schools.

A UF professor, though, hopes to reverse the tide as project director of a new, half-million-dollar effort to prepare teachers to bring civics instruction back to Florida middle schools.

"Social studies, including civics, isn't tested on the FCAT, and it isn't part of No Child Left Behind, and as a result it's falling off the map," said Elizabeth Washington, a professor at UF's College of Education. "If you don't have informed citizens, you can't have a functioning democracy."

Two years ago, the Florida legislature responded to the civics education slump by passing a law that required the teaching of civics in all the state's middle schools.

That created a problem for middle-grades educators, who for years had taught geography, world cultures and history—but not civics—in social studies courses. Many younger teachers had never taught civics. Others had not had a class in American government since their college years.

Enter the Florida Joint Center for Citizenship, a bipartisan, multi-institutional organization dedicated to bringing quality civics education back to the K-12 classroom. The brainchild of former Florida Sen. and Gov. Bob Graham and former Congressman Lou Frey, the center was officially launched last January by Gov. Charlie Crist. The center will combine the efforts of UF's Graham Center for Public Service and the University of Central Florida's Lou Frey Institute of Politics and Government to strengthen civics education in the state.

One of the center's first initiatives is a project that would provide summer workshops for middle grades

educators to help them brush up on their knowledge of government. The effort will be funded over a three-year period by a \$556,000 grant from the Helios Education Foundation.

Washington, working in conjunction with Annette Boyd-Pitts and the staff of the Florida Law-Related Education Association in Tallahassee, will direct the program, which will involve intense, five-day workshops in which teachers will study the foundations of the Constitution and current constitutional issues. The program will also include a "service learning" component in which teachers are asked to identify a problem in their community and craft a plan for solving it through citizen action. Teachers can then go to their classes and ask their students to get involved in a similar way.

"The goal is for teachers and students to learn about both the content of the Constitution and the process for getting involved in their government," Washington said. "Democracy should be more than a spectator sport."

Elizabeth Washington



LARRY LANSFORD/Ed Times

# Education Finance group moves HQ to Norman Hall

After 35 years of publishing research on school finance issues, the American Education Finance Association has moved its headquarters to UF's College of Education. COE Professor Craig Wood, the new executive director of the AEFA, started managing the organization from Norman Hall last July.

Wood is a leading scholar in the field of education finance. His publication records include more

than 250 book chapters, monographs, and scholarly journal articles. His book, *Education Finance Law*, was published last spring by the Education Law Association of Dayton, Ohio. He serves on the editorial boards of the *Education Law Reporter*, *Journal of Education Finance*, and *Educational Considerations*. He has also designed the education finance distribution formulas for state legislatures.



# WE'RE SPARKING A REVIVAL IN MATH AND SCIENCE

COE DRAWS MAJOR \$UPPORT TO HELP MAKE U.S. STUDENTS IN SCIENCE AND MATH COMPETITIVE WITH REST OF WORLD

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

What would America look like if it weren't at the forefront of science? What if the Wright Brothers had stuck with fixing bicycles? What if the light bulb had been invented in France, the telephone in Russia, the motion picture in Italy? If the flag on the moon were British, we might still be in fine shape here—but who would we be?

If something doesn't change, we might soon find out. While developing powers like China and India are turning out science and mathematics graduates in record numbers, American kids are increasingly

turning away from these careers. The shortage of science and mathematics graduates has led to a crisis in the K-12 classroom, where growing numbers of children learn science and math from teachers with degrees in other fields. As a result, this generation's shortage of science graduates may become the next generation's drought.

UF's College of Education is taking action to stop the downward spiral in the technology-related disciplines—and it's taking action in a major way.

With millions of dollars in newly funded grants from non-profit organizations and the state and federal government, the college is teaming up with other Florida universities on two major initiatives to revitalize science and math education in the state.

This year, the School of Teaching and Learning is launching UFTeach, a dramatic revision of the college's science and mathematics education programs. Loosely based on the highly successful UTeach program at the University of Texas-Austin, the program will recruit science majors at all points in their college careers—from freshmen to graduate students—with scholarships and other incentives.

"We think that the best incentive to attract new teachers is to create a place where they're celebrated and rewarded," said Professor Tom Dana, associate dean of academic affairs in the College of Education and co-principal investigator on the project with UF Physics Chair Alan Dorsey.

There wasn't anything wrong with the way UF was teaching math and science education before UFTeach, Dana says—there just weren't enough young people willing to enter the program. With science graduates in short supply and high demand, teaching just couldn't compete with the high-pay, high prestige options available to college students with talents in these fields.

UFTeach will combat this problem not only by offering scholarships, but also by conferring a respected status on its recruits. UF will set aside dedicated lab space for the UFTeach scholars, and will encourage them to do research—effectively treating them as the scientific colleagues they are.

The program will also offer students the access to classroom experiences from their first semester as pre-service teachers. The joy of the "teachable moment" is what draws many teachers to the job, and by exposing UFTeach students to that experience early on, the program can get them "hooked" on teaching.



The shortage of science and mathematics graduates has led to a crisis in the K-12 classroom.

When a similar approach was tried at UT-Austin, it produced dramatic results in combating the teacher shortage in Texas—so dramatic, in fact, that major industries took notice. In 2007, the National Math and Science Institute, an organization funded largely by the ExxonMobil Corporation and dedicated to revitalizing mathematics and science curricula in American schools, set aside millions of dollars to promote programs similar to UTeach at other schools.

UF and Florida State University were the first pair of schools to be awarded grants under the program. UF received \$1.4 million from NMSI and an additional \$1 million from the Helios Education Foundation to begin its program. With possible additional incentives and matching funds from state government, UFTeach could earn up to \$5 million in grants.

UF is also teaming up with two other Florida universities on a multi-million-dollar effort to improve the skills of mathematics and science teachers who are already at work in Florida's classrooms. Last February, the Florida Department of Education announced a \$5.9 million grant for Florida PROMiSE (short for Partnership to Rejuvenate and Optimize Mathematics and Science Education), a bold push to revamp the way Florida does professional development for teachers in science and math.

The program will place UF, the University of South Florida and Florida State University in partnership with four Florida school districts (Miami-Dade, Hillsborough, Duval and Seminole), the Florida Virtual School and various other organizations to find ways to prepare math and science teachers for the state's tougher new science standards, passed in February.

While teachers know the importance of good professional development, people outside the profession often have a hard time understanding why it is so important. Florida PROMiSE hopes to change that through a public awareness campaign—one that will explain the scope of the science education crisis to Florida taxpayers, introduce the new science standards, and show how Florida PROMiSE can help resolve the problem.

"Florida PROMiSE represents an unprecedented statewide effort to enhance teacher quality and student preparation in mathematics and science," Dana said.

## 22 ways we're helping U.S. get its groove back in Science, Technology, Engineering, Math education

Here is a sampling of other steps UF and the College of Education are taking to turn the tide in America's crisis in the so-called STEM disciplines—science, technology, engineering and mathematics.

**1 Science for Life:** A \$1.5 million partnership between UF and the Howard Hughes Medical Institute (HHMI) to improve science education from kindergarten through college. Under the program, COE has been involved in creating an undergraduate science teaching laboratory.

**2 Emerging pathogens project:** UF is the first place Florida farmers look for answers to new plant and animal diseases. With funding from HHMI, the college gives promising but underprivileged students a chance to work with UF researchers who explore these new pathogens.

**3 Graphing calculator study:** COE Professor Stephen Pape is one of the lead investigators on a nationwide study that investigates the use of networked graphing calculators to increase student achievement in the algebra classroom.

**4 Online professional development:** A new online professional development program boosts the mathematical knowledge, and the math-specific teaching knowledge, of elementary teachers in rural schools, where professional development opportunities are often limited.

**5 Making self-motivated math learners:** In any discipline, the best students are the self-regulated learners: students who are motivated, aware of their own thought processes, and able to create learning strategies for themselves. UF is working with the University of North Carolina-Charlotte to create ways to teach these strategies to elementary math learners—and we're testing those methods in impoverished communities such as Immokalee.

**6 Preparing preschoolers for math:** UF is preparing preschool teachers to provide better support for young children's learning of mathematics concepts such as number sense, counting principles, patterns and geometric reasoning.

**7 Lake City Educator Preparation Institute:** UF is working with Lake City Community College on a mathematics education module for their Educator Preparation Institute, helping prepare non-education majors for transition to the classroom.

**8 UFTeach:** Building on successful national models such as the UTeach program at the University of Texas at Austin, UF has developed an intensive, comprehensive program that prepares science and math majors for teaching in grades 6-12.

more on following pages



KRISTEN BARTLETT GRACE/UF Photography



**9 Summer camps:** Working with the Northeast Florida Science, Technology and Mathematics Center for Education (NEFSTEM), UF has created a specialized math-and-science oriented summer camp for gifted and high-achieving middle school students.



**10 Engineering GatorTrax:** This program paves the way to engineering careers by providing students in grades 6-12 with opportunities to learn mathematics with hands-on activities, regular classroom instruction, Saturday engineering programs, mentoring, field trips and more.

**11 Learning science through global warming:** UF researchers and Alachua County teachers have teamed up to create a curriculum that uses the concept of global warming to teach K-12 students about the physical sciences.

**12 Socioscientific Issues for Science Education Project:** UF and the University of South Florida are working together to study how the exploration of socioscientific issues—moral or political debates in which science plays a role—affect students’ content knowledge and reflective judgment in science courses.

**13 Smallwood Science Scholarship:** With funding from the Smallwood Foundation, UF is offering scholarships for high school students from groups underrepresented in the sciences to participate in summer research opportunities.

**14 Engaging future scientists:** College of Education professors are working with UF scientists to develop tools for assessing the research experiences available to undergraduate students. The long-term goal is to conduct a longitudinal study that will provide a “big picture” view of the changes that need to be made in the undergraduate experience.

**15 From science student to science teacher:** Research shows that the transition into teaching is one of the most crucial phases of professional development. This project explores factors that contribute to the successes and failures of teachers as they progress from teacher candidate to early career professional.



Lansford near the shuttlecraft Atlantis launch pad on the morning of launch.

## Ed Times editor lends PR expertise to NASA

When he isn’t doing public relations and editing *EducationTimes* for the College of Education, News and Communications Director Larry Lansford is, well, doing public relations. Lansford took a brief leave of absence last summer to work as a volunteer for NASA, assisting the space agency’s media relations team in shepherding the 1,000 or so members of the international press through the much-anticipated launch of the space shuttle Atlantis. For a day-by-day account of his experience, complete with dazzling launch pictures, visit the college’s Web site at <http://news.education.ufl.edu/node/254>.

## New UF teachers cohort forms in Pinellas County

One of UF’s most powerful efforts to reach underprivileged kids has expanded into new territory. Last year, the college’s Lastinger Center for Learning started training a new cohort of teachers in Pinellas County, which includes St. Petersburg and Clearwater. The center’s job-embedded graduate program was already helping 160 teachers—all from low-income urban schools—study and earn graduate degrees through the college while continuing their classroom responsibilities. Earlier in the year, more than 400 teachers from schools in the participating counties (Alachua, Duval, Miami-Dade and Pinellas) participated in the center’s Summer Institute, covering a variety of topics from best practices for developmentally appropriate instruction to the strengthening of school culture to support all learning.

## COE View Book wins ADDY Award

The College of Education last year created its first “View Book”—a publication designed to introduce the college to prospective students, faculty and a community at large. The 20-page, color booklet has received a 2007 Silver ADDY Award from the Gainesville Advertising Federation. Held annually at the local and national levels, the ADDY Award contest is one of the toughest competitions in advertising and public relations. The View Book—available online at <http://news.education.ufl.edu/files/news/ViewBook.pdf>—is also designed and written to direct people to the COE Web site, where they will find more detailed information.



**16 African American girls in the sciences:** African-Americans and women have historically been underrepresented in the sciences. UF researchers are studying African-American girls in a crucial period (sixth grade) to understand their experiences in the math and science classroom and find pathways to better academic outcomes.

**17 From bench to bedside:** UF provides professional development to help teachers learn more about the working world of the biomedical sciences—so they can boost students’ awareness of careers in the biomedical field.

**18 SPICE: Science Partners in Inquiry-Based Collaborative Education:** UF and Alachua County Public Schools are strengthening the science curriculum by placing science and engineering graduate students into middle school classrooms, where they implement hands-on, inquiry-based learning of ecology-related topics.

**19 Project TALL: Teachers as Learners Learning Mathematics:** COE faculty work in high-poverty, largely minority schools to increase classroom teachers’ mathematics content knowledge and measure the impact that knowledge has on student outcomes.

**20 Better reading through scientific inquiry:** Will kids become better readers if reading is part of a scientific project all their own? A COE study is investigating the impact of an integrating reading into an inquiry-based science curriculum.

**21 Strengthening virtual high schools:** Going beyond the question of whether virtual schooling is effective, this project focuses on the “what and how” of successful e-schools.

**22 TEGIVS: Teacher Education Goes Into Virtual Schooling:** Are today’s teachers ready to teach in the “schools that technology built?” This COE project looks for ways to expose new teachers to examples of effective virtual schooling practices.



# Lab School Notes: P.K. Yonge Developmental Research School

## UF-PKY collaboration inspires new model for elementary science teacher preparation



P.K. Yonge science teacher Ashley Pennypacker (center, with students in her fifth-grade class) is part of a UF-PKY team that is helping to prepare elementary school teachers for a more rigorous science curriculum.

Florida schools are knuckling down on science. The FCAT science test has been added to the K-12 school report card, and the state has implemented tough new standards in the discipline. A new project teams the College of Education, P.K. Yonge Developmental Research School and Union County schools to prepare elementary school teachers for a more rigorous science curriculum.

Known as Let's Talk Science (or "LeTaS!"), the project is intended to help elementary teachers overcome their reservations about teaching science. Statewide, COE and PKY researchers say, elementary teachers tend to have too little preparation in science, and are uncomfortable both with the lesson content and methods for teaching it.

Teachers in LeTaS! participate in three science content immersion training sessions developed and led by UF science education graduate students as well as PKY and Union County secondary science teachers. With their support, LeTaS! teachers develop an inquiry-based, standards-driven science unit. An online portal maintained by the College of Education will allow teachers to collaborate on these projects even if they find face-to-face meetings too difficult to schedule.

The project grew out of conversations PKY fifth-grade teacher Ashley Pennypacker had with COE Professor Rose Pringle in seeking to improve her own science teaching. The pair then joined forces with PKY Research and Outreach Director Lynda Hayes to turn their collaborative insights into a professional development model. The Florida Department of Education last year awarded the trio \$967,000 to develop the model into Let's Talk Science.

The first group of LeTaS! participants is more than halfway through its course of study – which will culminate in a five-day LeTaS Summer Academy in July. For more information, go to the LeTaS! website (<http://education.ufl.edu/grants/letas>), developed and created by UF graduate assistant Michael Kung in consultation with COE Associate Professor Kara Dawson and graduate assistant Michelle Klosterman.

## 'Mini-grant' brings genetics instruction to PKY students

Science teacher Michelina MacDonald, at UF's K-12 laboratory school, was awarded a \$2,500 grant from Toyota's TAPESTRY initiative, for an innovative program that brings UF genetics experts to P.K. Yonge Developmental Research School to teach high school biology students.

Under the program, professors from UF's microbiology and agronomy departments will discuss their own research and the real-life applications of genetic engineering with PKY students, and will provide field and laboratory experiences. Students will debate the ethics of genetic engineering and will conduct a literature review under the guidance of media specialists from UF's libraries.

## CAMP Gator: learning and leading

Florida Gator offensive lineman Phil Trautwein (right) talks with his CAMP Gator "buddy" Nick Nixon, a middle-school student at P.K. Yonge, UF's nearby K-12 laboratory school. Trautwein and several other Gator student-athletes joined some of UF's brightest non-athlete students last spring to act as mentors to a group of middle-school students at PKY. The mentoring is part of a education leadership course designed to let some of UF's most accomplished students—both on and off the playing field—share what they know about leadership. The "CAMP" in CAMP Gator is short for Collegiate Athlete Mentoring Program. (Read more online at ET.extras: [www.education.ufl.edu/ET.extras](http://www.education.ufl.edu/ET.extras).)



# What's good in education?

(Everything you read, hear or see about education lately tends to focus on the doom and gloom and stuff we don't like about our schools and education system. Perhaps it's time to remind ourselves—and others—that there's still a lot that is GOOD about education. EducationTimes recently held a writing contest for COE faculty and students on "What's Good in Education?". This is the winning entry, by Lacy Redd (left), a UF doctoral student in Teaching and Learning and the principal of Newberry Elementary School.)

At the end of a long day, one elementary school principal reflects on what's good in education . . .

By LACY REDD  
UF doctoral student in  
Curriculum & Instruction;  
principal, Newberry Elementary School

What's good in education is this: Teachers smiling and welcoming their students and families every morning . . . Seeing children walking in the hallway with their nose in a book they just can't put down . . . Seeing beautiful artwork made by children hanging in the hallway . . . Hearing the front desk clerk say good morning and helping to calm a student who fell getting off the bus . . .

Seeing families reading together in the media center before school . . . Having a child give you a great big hug just because it makes their day . . . Hearing a teacher ask a child if they are hungry and finding them extra food for that day . . . Seeing the school nurse get a card from a child she helped get dog poop off her shoe the day before . . . Hearing the media specialist so excited over a new book she brought to read to the kids . . . Seeing a teacher calm an upset parent who is having a hard time at home . . .

Walking down the hallway and getting eight different smiles and hellos from kids . . . Watching cafeteria ladies serve with a great big smile and asking a child if they are having a great day . . . Hearing teachers talk about how wonderful the two new custodians are . . . Watching a paraprofessional help a child learn to say the sounds an alphabet letter makes . . . Hearing a counselor console a child who is dealing with divorce . . . Observing an older student help a younger student by holding the door for him . . .

Hearing a veteran teacher give advice to a young teacher who is struggling . . . Meeting a student new to our school and watching her nervous face as she enters a new classroom . . . Seeing the students in that classroom welcome the new student with open arms . . . Watching that child's parents relax because they know their child is going to be okay . . . Watching young preservice teachers testing their wings at teaching and smiling when the principal walks through.

There are so many great things happening in our schools, all you have to do is visit one for a little bit and you will hear and see all of these great moments. Visit one today!

READ MORE "What's Good in Education?"  
writing contest entries on the UF COE Web site at:  
[www.coe.ufl.edu/WritingContest](http://www.coe.ufl.edu/WritingContest).



# NOT AFRAID

BY TIM LOCKETTE

## UF PROFESSORS TAKE ON COLUMBIA UNIVERSITY NOOSE INCIDENT

“We are not afraid.”

That’s the message Cirecie West-Olatunji, UF assistant professor of counselor education, knew she wanted to send the world the minute she heard the news about a racist threat against a faculty member at Columbia University.

As a graduate student, she had once walked the halls of Columbia’s Teacher’s College—the same place where the nation’s media converged in October 2007 to cover an incident many considered unthinkable. Someone had hung a noose on the office door of African-American professor Madonna Constantine, whose work focuses on racial issues in education.

UF Professor Edil Torres-Rivera heard about it, too. He knows Constantine and her work—the study of “microaggressions,” the many acts of below-the-radar hostility that people of color experience daily. West-Olatunji and Torres-Rivera would become leaders in the nationwide reaction to the Columbia incident.

West-Olatunji is president of the Association for Multicultural Counseling and Development (or AMCD), a division of the American Counseling Association devoted to fostering cross-racial empathy between counselors and clients. Within 48 hours of the incident, AMCD formed a task force on dealing with race-based threats. A portion of that response—including a set of online resources for people who want to fight hate crimes—is still online at [www.amcdaca.org/amcd/nooseincident.cfm](http://www.amcdaca.org/amcd/nooseincident.cfm).

West-Olatunji and Torres-Rivera also spoke out in the press, relating their own experiences and advice in a front-page story in *Counseling Today*. They traveled to Columbia to appear in a panel discussion on the incident.

While both professors were appalled to see so blatant an act of racism emerging in an institution of higher learning, neither were completely surprised. “When you have something as obvious as a noose or a swastika, it’s easy to make everyone understand that there is a problem,” said Torres-Rivera, who is immediate past president of the nationwide Counselors for Social Justice group. “But there are racist acts happening every day in academia that are not so obvious—unless you are the one experiencing them.”

Torres-Rivera, who is Puerto Rican, recalls an incident he experienced a few years ago. When he left a bilingual message on his answering machine, someone left a message saying “why don’t you go back where you came from?”

He saved the message—as proof. Proof, that is, of a bias that white faculty often don’t see. The subtle verbal jab. The comment about someone’s accent. The meeting where your proposals are ignored.

“There are people who want to think discrimination ended in the 1960s – but really, it has just gotten smarter,” he said.

West-Olatunji has seen some of that evolution in her own career as an African-American in academia. She recalls

how, as a graduate student at Columbia, she studied under a Hispanic professor who reported a number of anonymous threats. When West-Olatunji entered the professoriate years later, no one threatened her, but there was still the pressure of being a “first” for her students.

“There are quite a few students who make it to graduate school

without having had a single African-American teacher, so when they’re confronted with an African-American professor, they’ve found something that doesn’t fit their model,” she said. “They react with microaggressions—challenging my authority, challenging my scholarship, challenging the subject matter itself.”

West-Olatunji believes colleges should take active measures to head off incidents like the one at Columbia.

“Universities need to send a message, systemwide, that they’re committed to protecting the most vulnerable among their faculty—and that they take hate crimes seriously—before an incident like this takes place,” she said.

“There are people who want to think discrimination ended in the 1960s – but really, it has just gotten smarter.”

— Torres-Rivera

EDITOR’S NOTE: At press time, news reports revealed Madonna Constantine had been suspended by Columbia University amid allegations of plagiarism. Constantine has appealed the decision, calling the investigation an institutional “conspiracy and witch hunt.” Whatever the outcome of events at Columbia, *EducationTimes* felt the overall topic of this story—racial bias in academe—was too important not to cover.



Social bullying: the hurt can linger for years

Spreading rumors and gossiping may not cause bruises or black eyes, but the psychological consequences of this social form of bullying could linger into early adulthood, a new UF study shows.

**In a study** of 210 college students, UF researchers discovered a link between what psychologists call relational victimization in adolescence and depression and anxiety in early adulthood, according to findings published recently in the journal *Psychology in the Schools*. Rather than threatening a child with physical violence, these bullies target a child's social status and relationships by shunning them, excluding them from social activities or spreading rumors, said Allison Dempsey, a doctoral student in the UF College of Education and the study's lead author.

"Even though people are outside of high school, the memories of these experiences continue to be associated with depression and social anxiety," said Dempsey, who graduated from Columbine High School in Colorado one year before the infamous 1999 school shooting there and now studies school violence prevention programs. "I'm hoping this study will help shed light on the fact that this is a real problem and continues to be a real problem after students leave school."



Dempsey

To uncover the relationships between social bullying and loneliness, depression and anxiety, researchers surveyed college undergraduates between the ages of 18 and 25 and asked them to recall their experiences from high school. They were also looking to see if having friends mitigated some of the effects of bullying and if there was any relationship between gender and the severity of psychological symptoms, said Eric Storch, an assistant professor of psychiatry in the UF College of Medicine and a co-author of the study.

"Boys do tend to be more physical, but both sexes engage in relational victimization," Storch said.

But researchers found no gender difference in the link between this type of bullying and depression. They also discovered that having friends or other positive social relationships didn't lessen rates of depression and anxiety in adulthood, a finding that surprised them.

Dempsey said she hopes this study and others will help other researchers and psychologists design programs that can help stop this form of bullying in schools.

— April Frawley Birdwell, *Special to Ed Times*



istockphoto.com

DOE grant helping UF scholars address looming shortage of special ed leaders

Who will lead special education services in America's public schools in the 21st Century?

With baby-boom-age administrators headed for retirement en masse, and schools already scrambling to find qualified special education teachers, a serious shortage of qualified special education administrators may be just a few years away.

Supported by an \$800,000 grant from the U.S. Department of Education, two UF education scholars are preparing the next generation of leaders to make sure special-needs students get the education they deserve.

Associate Professor Jean Crockett (in Special Education) and Assistant Professor David Quinn (in Educational Administration and Policy) have secured funding for a four-year grant that will send working school leaders and future education researchers to UF for a new doctoral program that combines courses in special education and educational administration.

"There are about 20,000 administrators in charge of special education across the country right now," Crockett said. "Many of these people are going to retire within the next few years, and there are fewer than a dozen colleges with programs in special education administration and policy."

"To do special education well, we need instructional leaders who understand how students learn and how schools can be organized to support their learning," Crockett said. "Without administrators who really understand special education, we face a real threat to our ability to offer specialized services that are effective or legally correct."

The UF researchers' project—known as Project EXCEL (short for "Expanding the Capacity of Educational Leaders for Driving Change")—aims to help correct the problem in at least one Florida county by providing full scholarships for five practicing Collier County school leaders. Those individuals will take courses in special education and administration in pursuit of a professional practice doctoral degree (Ed.D.). In addition, the project is conducting a nationwide search for three Ph.D. scholarship recipients—students who would be groomed as the next generation of cutting-edge researchers in special education administration and policy.

Crockett says Project EXCEL will have an effect beyond the eight scholarship recipients. The five Collier County administrators are expected to have a major effect on the culture of special education in that county—and in any other systems these administrators work for in the future. The three Ph.D. recipients will ideally go on to work as faculty linking special education and educational administration programs in the future.

"A specialty in special education administration is offered at fewer than a dozen universities in the country," she said. "There need to be many more, and Project EXCEL is a step in that direction."

— Tim Lockette

“To do special education well, we need instructional leaders who understand how students learn and how schools can be organized to support their learning.”  
— Jean Crockett



David Quinn

Jean Crockett



## Helping TEACHERS help CHILDREN with SPECIAL NEEDS to READ better

UF takes lead in \$2 million study of special education teacher development

Nowhere is the teacher shortage more painfully obvious than in the special needs classroom—but in special education, being shorthanded is only part of the problem. The teachers who do work in the field need a wider range of skills than other teachers, but often do not have sufficient on-the-job-learning opportunities to learn such sophisticated skills. Equipped with a \$2 million federal grant, Special Education Professor Mary Brownell and her colleagues are investigating a professional development model that could help teachers get the essential skills.

Their research demonstrates that while special education teachers were very successful in managing student behavior and knowledgeable about teaching reading, they needed more opportunities to deepen their skills in word study and fluency instruction.

“When teachers have the opportunity to learn more content, figure out how to put it into action, and reflect on how their efforts are working, they become better teachers,” said Brownell, the principal investigator on the project. “We’re trying to find a better way to make that experience available to teachers.”

Brownell and James Algina, a UF professor of educational psychology, along with co-researchers from two other universities—California State University and the University of Colorado at Boulder—secured the highly competitive grant from the U.S. Department of Education’s Institute for Education Science to see whether students perform better when their teachers participate in a new kind of professional development model.

The new model puts special education teachers together in groups of five, each working under the guidance of an instructor. Each group attends a training institute and then delves more deeply into the lessons in small group meetings and an e-mail community of participants. The small group meetings are intended to enable teachers to work more deeply with topics and examine how students are responding to their instruction. The e-community is intended to provide a forum for tackling implementation barriers, sharing great ideas, watching examples of outstanding instruction, and supporting their colleagues as they try new ideas.

“The teachers get assistance from us, but they also create a learning community that advances their understanding of the topic,” Brownell said.

The four-year grant will put 60 teachers per year through professional development courses in Florida, and another 60 in California and Colorado. The course will focus on teaching reading to teachers of special-needs children in upper elementary grades, where students may have their last chance to truly develop good reading skills.

This project may reach only a few hundred teachers—but if the study shows that the new professional development model leads to better student performance, the study would give school systems nationwide a new tool for improving special education teacher quality in the area of reading.

— Tim Lockette



## Study could change how colleges prepare teachers for English language learners

U.S. DOE awards \$1.2 million grant for research

A new study by three UF education professors could cause a nationwide change in the way colleges prepare teachers to deal with students who speak English as a second language.

Assistant Professor Maria Coady and Associate Professors Ester de Jong and Candace Harper have been awarded a \$1.2 million U.S. Department of Education grant for Project DELTA (Developing English Language and Literacy through Teacher Achievement), an ambitious initiative designed to assess the effects that UF’s own graduates from the elementary teacher preparation program (ProTeach) are having on English language learners in the K-12 classroom.

“Florida’s model for preparing teachers in this area is unlike any other state’s model,” said Coady, co-principal investigator for the study. “Other states are considering a similar model, but we lack the data to prove that our approach works.”

More than a decade ago, a coalition of Latin American groups sued the state of Florida, arguing that poor academic performance among immigrant children was due to a failure to provide adequately trained teachers for students who speak English as a second language (known in Florida as ESOL—or English for Speakers of Other Languages students). The state settled the case out of court, agreeing to make ESOL preparation a mandate for practicing and new teachers.

Rather than add a significant number of courses to their already tightly-regulated coursework, Florida’s education colleges adopted an “infusion” model for initial teacher preparation programs—requiring two or three ESOL-specific courses while including some ESOL content in its general teacher preparation classes.

“We believe our approach works,” Coady said. “But there hasn’t been enough follow-up to prove, with hard data, that the infused approach is effective.”

Coady and her colleagues will use the Florida K-20 Education Data Warehouse, a statewide database of public school records that is one of the most detailed education databases in the U.S. They plan to look at the educational outcomes of ESOL students who have been taught by a graduate of UF’s Elementary ProTeach program since 2002. Follow-up surveys and case studies of teachers in



Under a federal grant, UF researchers are assessing the effects that UF’s own graduates from elementary ProTeach are having on English language learners in the K-12 classroom.

the area are also part of the study.

Once the research is complete, the impact on teacher training could be tremendous, Coady said. With immigrant populations growing across the country, a growing number of states are looking for new ways to give teachers the ESOL tools they need. Many are mulling an infusion approach based on the Florida model. Even so, the researchers are primarily concerned with improving UF’s own teacher education program.

“We want to know what we’re doing right and what we’re doing wrong,” Coady said. “Given the scope of the study and the detail of our data, we’re likely to find insights that will be of use throughout the field, not just here at UF.”

— Tim Lockette



# UF honors educators for public-minded scholarship

Some of North Central Florida’s most committed teachers, school administrators and education professors and students were honored for their impact on the community in the UF College of Education’s 2008 Scholarship of Engagement banquet held in April at the UF Hilton.

The banquet recognized educators and students from UF and Alachua County public schools whose scholarly outreach activities contribute to improved schools and student learning or address important social and community issues.

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

The event also was a forum for recognizing this year’s College of Education student scholarship recipients and the donors who funded their endowed scholarships. It is a rare occasion where scholarship donors get to meet the students who benefit from their philanthropy.

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

This year’s award recipients included:

University Award

**Martha Monroe, Professor,**  
**UF School of Forest Resources and Conservation**  
Wildfire is a serious threat to people and property in the Sunshine State, but few Floridians know what they can do to prevent it – and public agencies sometime send conflicting messages about the topic. Monroe researched popular misconceptions about wildfire risk and coordinated a multi-agency approach to craft a set of materials and messages to educate homeowners in fire-prone ecosystems around the state.

Graduate Student Award

**Christopher Mullin,**  
**Educational Administration and Planning**  
In these economically trying times, institutions of higher education are having to make tough decisions that affect the lives of young people. Chris Mullin has studied and published numerous works on funding issues affecting community colleges, which are the gateway to higher education for millions of people. Mullin was also deeply involved in the launch of the *Florida Journal of Educational Administration and Policy*, UF’s new journal for research on higher education issues.

Educational Psychology Faculty Award

**Diana Joyce**  
For a child who is struggling in school, competent and perceptive school psychologists can make all the difference. UF’s practicum program is vital to the preparation of school psychologists, and under Joyce’s direction, the program has doubled in size to include five school districts and seven clinics. Joyce is a psychologist and a researcher with an interest in social-emotional needs and effective interventions to improve student academic and mental health outcomes.

Counselor Education Faculty Award

**Sondra Smith-Adcock**  
Throughout her career, Smith-Adcock has focused her research on interventions to help marginalized young people. She has looked at the role of peers in the lives of girls in the juvenile justice system; called attention to a lack of Spanish-speaking counselors in Florida schools; and found new ways counselors can help culturally diverse groups of low-income students.

School District Award

**Tom Ringwood, Alachua County Schools**  
As a district-level inclusion specialist, Ringwood has played a crucial role in school reform efforts that allowed students with disabilities to find a place in the general education classroom. Through national conference presentations and a widely-distributed video presentation, he shares his ideas with other school systems with an eye toward replicating Alachua County’s successes elsewhere.

Educational Administration and Policy Faculty Award

**Luis Ponjuan**  
Every college administrator knows that African-Americans and Latinos are underrepresented in higher education—and that this state of affairs is a serious social justice issue. Ponjuan’s work addresses the reasons behind the disparity—at both the faculty and student level—and sheds light on crucial issues in science education and faculty retention.

Community Award

**Mercantile Bank**  
Through the leadership of its president, Andy Cheney, Mercantile Bank has made sustained investments in improving the quality of teaching and learning in Florida. The bank has worked with UF’s Lastinger Center for Learning to launch an innovative professional development initiative for teachers in high-need schools.

Special Education Faculty Award

**Hazel Jones**  
In her work with UF’s Baby Gator Child Development and Research Center, the Early Learning Coalition and the Northeast Florida Education Consortium’s Early Reading First project, Jones has helped preschool teachers employ research-based practices to promote young children’s language and literacy development.

School of Teaching and Learning Faculty Award

**Nancy Dana**  
As director of UF’s Center for School Improvement, Dana has worked with schools throughout Florida to help practitioners and principals systematically study pressing issues they face while working in high-need and high-poverty schools. She has been a leader in the movement to encourage teachers and principals to take charge of their own professional development.

P.K. Yonge Award

**Kelly Dolan**  
As a first, third and fourth grade teacher, Kelly Dolan has worked to acquire National Board Certification, and actively participates in unique professional development opportunities. She has been a Florida Reading Initiative trainer since 2002 and a regular host of PKY Research in Action visitors. Her work has inspired many teachers to reconsider their approaches to comprehension, vocabulary and decoding instruction.

Scholarship recipients\* and their benefactors

\*Recipients’ names italicized

Below, from left: Lillian Hall, *Olivia Generales*, *Bonnie Northsea* and Lincoln Hall; *Renee Fox* and Marjorie Schear Waggoner; Jennifer and Carolyn Marty with *Jeffrey Ditterline* and guest Laurie Morrison; Mary-Anne and Alice L. Primack. Not pictured: *Rebekah Wobrak*.







KRISTEN BARTLETT GRACE/UF Photography

IN NSF STUDY, UF RESEARCHERS ADDRESS THE QUESTION:

# WHAT STEERS AFRICAN AMERICAN GIRLS AWAY FROM SCIENCE AND MATH?

From left, co-researchers Cirecie West-Olatunji, Rose Pringle and Thomasenia Adams hope their study findings help to encourage students of all backgrounds to enter science and mathematics fields.

**ARE** you a “math person” or a “word person?”

Ask almost anyone that question, and they can give you an answer. But how did each of us decide we belong with the math whizzes or the budding novelists? How much of this is our own decision, and how much is forced on us by teachers and parents? And what roles do race and gender play in all of this?

These questions—particularly the last one—are the focus of a new study by three professors at UF’s College of Education. Funded by a \$439,000 grant from the National Science Foundation, the study looks into the ways African-American girls are steered away from science, mathematics and other technical subjects.

“If you ask an African-American girl in middle school to draw a picture of a scientist, chances are she’ll draw a white man with a long coat and a beard,” said Associate Professor Rose Pringle, a science educator who is leading the study. “Somewhere along the line we have lost too many of these children, and they are not being made aware that they can be successful in the sciences.”

Pringle and her colleagues, Professor Thomasenia Adams (in mathematics education) and Assistant Professor Cirecie West-Olatunji (in counselor education), have spent the past year trying to find out why. They’ve interviewed African-American girls in the crucial middle grades to find out why so many bright young science students choose to go no farther than the basics in math and science.

The collaborating researchers found that the girls in the pilot study did not, by and large, see themselves as future scientists, and they adopted that attitude largely because the people around them didn’t see them as scientists either. What’s more, the girls were well aware that they were being pushed in a certain direction.

The researchers say counselors and teachers send out subtle—but very clear—messages about their expectations. For instance, when a black student expresses an interest in higher education, a counselor might suggest community college, rather than a four-year college.

“Educators are constantly asking, how do we win their hearts and minds, how do we get these kids interested in science,”

West-Olatunji said. “Yet, in practice, it seems that counselors and teachers are still playing a gate-keeping role.”

The problem doesn’t start or stop in the classroom, the researchers say. After all, students spend most of their time outside the classroom, in a world that sends kids a million little messages about gender and race. For the most part, those messages aren’t telling black girls they should be scientists. In fact, the researchers say, even the girls’ teachers may doubt their own role in the scientific and quantitative world.

“We’re not laying the blame on teachers,” Adams said. “We ought to ask ourselves: does the teacher in the science classroom even perceive herself as a scientist?”

The grant comes as the NSF and other national organizations are searching for new ways to encourage students of all backgrounds to enter science and mathematics fields.

“For African Americans, and especially girls, the crisis is not coming, it’s already here,” said Pringle.

Historic *Capital Campaign* kicks off with high ambitions

# Florida Tomorrow . . . and the College of Education



## The Promise of Tomorrow

In today’s tumultuous world of education, the UF College of Education holds the promise of the future. *Florida Tomorrow*—a place, a belief, a day. *Florida Tomorrow* is for dreamers and doers, for optimists and pragmatists, for scholars and entrepreneurs.

What is *Florida Tomorrow*? Here at the College of Education, we believe it’s an opportunity, one filled with promise and hope. It is that belief that feeds the university’s record capital campaign to raise more than \$1.5 billion.

The college has set its sights on an equally ambitious \$20 million fundraising goal, reflecting a commitment to transform education at all levels—from cradle to college to career advancement.

Few issues will dominate the 21st century as much as the need to increase educational levels even higher among all citizens as we move into a more competitive global environment.

With dwindling state support and stiff competition for federal research funds, the College of Education must rely more than ever on private charitable giving to address the most critical needs of education and enhance our national standing as one of America’s best education colleges.

Our *Florida Tomorrow* campaign will shape the college, certainly. But its ripple effect will also touch the state of Florida, the nation and entire world. *Florida Tomorrow* is pioneering research and spirited academic programs. It’s a fertile environment for inquiry, teaching and learning. It’s being at the forefront to address the challenges facing all of us, both today and tomorrow.



## College of Education Florida Tomorrow Campaign Goals

Campus Enhancement	\$7.3 million
Education technology annex and renovations at Norman Hall	
Faculty Support	\$6 million
Endowed chairs Endowed research professorships P.K. Yonge program for teacher renewal	
Graduate Student Support	\$1 million
Endowed fellowships Endowed scholarships	
Program Support & Research	\$5.7 million
Early Childhood Center of Excellence Strengthen outreach programs of national impact P.K. Yonge education and outreach in science, technology, engineering and math	
<b>TOTAL</b>	<b>\$20 million</b>





# College of Education

## Making a Case

Our *Florida Tomorrow* campaign identifies the College’s most critical needs and fundraising priorities, and outlines the College’s promise and vision for the future. The public phase of the campaign kicked off in September of 2007 and runs through 2012. As our most ambitious fund-raising initiative ever, the support generated by *Florida Tomorrow* will yield unprecedented advances in teaching and learning, enhance educator preparation and help us address the most critical issues and concerns of the day in education.

## Campaign Goals & Objectives

**1. CAMPUS ENHANCEMENT:** Create a new physical infrastructure within historic Norman Hall that supports key growth in a new area of interdisciplinary research and teaching—focusing on technology and education.

**Objective:** Perform sorely needed renovations and expansion of vintage Norman Hall, to include a new Experiential Learning Complex (ELC) to study and promote technology as a key component to future learning.

**2. FACULTY SUPPORT:** Continue to build an already strong reputation nationally by supporting and recruiting top faculty in key research areas.

**Objectives:** (1) Add at least three research professorships and fund at least one endowed chair in the following areas: urban leadership, math and science education, and education technology; (2) Support new Teacher Renewal Program at our P.K. Yonge K-12 laboratory school.

**3. GRADUATE STUDENT SUPPORT:** Continue to build a strong student base by focusing on graduate level students.

**Objective:** Create at least two new endowed graduate fellowships and three endowed graduate scholarships.

**4. PROGRAM SUPPORT & RESEARCH:** Strengthen academic and outreach programs at both the college and P.K. Yonge Developmental Research School at UF that focus on engaged scholarship and have a national impact.

**Objectives:** (1) Create an Early Childhood Center of Excellence; (2) Further extend the reach and impact of three major outreach programs: the UF Alliance, the Center for School Improvement and the Lastinger Center for Learning; (3) Boost the P.K. Yonge school’s education and outreach programs in the critical “STEM” disciplines of science, technology, engineering and math.



# Florida Tomorrow is . . .



## a day . . .

*Florida Tomorrow* is a day when all children enter school prepared to learn.

Early childhood education is a core priority at UF’s College of Education. UF early-childhood specialists are partnering with public schools, school districts and communities to expand research-proven school-readiness programs—first in Miami-Dade County schools and then throughout Florida. The program is designed to smooth the transition to school for the alarming number of children who are likely to start school unprepared.

The 2007 appointment of top scholar Patricia Snyder as the first occupant of the David Lawrence Jr. Endowed Chair in Early Childhood Studies is the latest milestone in the College’s effort.

UF is emerging as a national player in the movement to ensure that every child will have an early childhood that lays the foundation for a successful life.

## a place . . .

*Florida Tomorrow* is a place where every school is ready to help all students succeed.

Three College-wide centers each focus on different aspects of school improvement, and all are expanding their reach. The **Lastinger Center for Learning**, known for developing improved models of teaching and learning, now partners with some 40 elementary schools around the state. The **UF Alliance**, already paired with six inner-city high schools in Jacksonville, Orlando and Miami, has extended its college awareness and access initiatives into 15 middle schools in Florida’s three largest cities. The third program, UF’s **Center for School Improvement**, provides specialized professional development to educators throughout North Central Florida and is now broadening its focus to include some partnering middle schools.



## a belief . . .

*Florida Tomorrow* is a belief that everyone deserves access to high-quality education.

Like most of her high school classmates in Miami’s Little Havana neighborhood, Jackie Bassallo faced tough odds of making it to college. No family member had ever attended college, not even before fleeing their Cuban homeland.

Jackie’s fortunes changes thanks to the UF Alliance. Through that program, Jackie joined classmates on a campus visit to UF and received an Alliance scholarship to UF, eventually earning a marketing degree and then a master’s in 2008.

The UF Alliance provides outreach, peer-mentoring, scholarships and myriad college access activities to more than 1,000 middle and high school students from Florida’s most challenged urban areas.

The UF Alliance joins a growing list of College activities—fostering college access, inclusion of learning-disabled students and statewide school improvement—that can ensure that all Floridians have access to high-quality education.







## Our Vision of Tomorrow

The future of Florida and our nation rests upon ensuring equal opportunities to learn, at every education level. At UF's College of Education, we are committed to prepare the most qualified educators to transform schools and become the next generation of leaders in higher education.

Our faculty scholars work with families and parents to identify best practices to facilitate children's readiness for school. We create effective partnerships with schools and communities for sustained improvement, especially in high-poverty areas. We conduct innovative research on critical issues such as assessment strategies, professional development models, literacy and second-language acquisition, and science, technology and math initiatives.

Your support through the *Florida Tomorrow* campaign can help us change the face of education in today's complex world. Our campaign goals reflect our commitment to transform all levels of education—starting with our youngest children.

Plans call for expanding new school-readiness programs into communities throughout Florida. We also will create a multi-disciplinary Early Childhood Center of Excellence to study all aspects of education and health for young children.

Our statewide network of partnering schools continues to grow as funding allows, serving as a forum for sharing ideas and experiences, and offering professional development and graduate-study opportunities for partnering teachers and principals online and in their own classrooms.

We have targeted adding more graduate fellowships and scholarships with a research-intensive focus, and more endowed faculty chairs and named professorships to lead vital studies

in math and science education, urban school leadership and inclusion.

The College's most ambitious proposal is the expansion of historic Norman Hall to create an education research and technology annex—to be called the Experiential Learning Complex, or ELC. This state-of-the-art facility will draw interdisciplinary research teams from across the campus, adapting the latest information technologies to transform how education has been traditionally defined and delivered.

Our list of funding priorities also reflects our longstanding connections with P.K. Yonge Developmental Research School, our nearby K-12 laboratory school.

With your contributions spurring our efforts, *Florida Tomorrow* will bring the day when all children enter school prepared to learn, every school is ready to help all students succeed, and everyone has clear access to a high-quality education.

What greater legacy than to help crystallize the *Florida Tomorrow* vision into reality?

How will you change ...

# TOMORROW?

Be the difference — contact the UF College of Education  
Development Office: [Development@coe.ufl.edu](mailto:Development@coe.ufl.edu),  
or (352) 392-0728, ext. 600.

## ProTeach'er steps into big shoes as Solich Scholarship recipient

Anyone who enters the teaching profession is taking on a daunting responsibility, but for Luke Witkowski, the pressure to succeed just got turned up a notch.

Witkowski, a recent graduate of Social Studies ProTeach, is the first recipient of the Michael Solich Scholarship, an award named for one of the most respected—and missed—students in recent COE history.

"I never did get the chance to meet Mike Solich," said Witkowski. "But I feel like I know him by reputation, because everyone here knew him, and everyone has a story about what a great teacher he was."

Michael John Solich was considered one of the bright lights in Social Studies ProTeach as he neared graduation in the summer of 2006. Students responded to his engaging classroom delivery. Professors remarked on his passion for the subject matter. Administrators at Ida S. Baker High School in Cape Coral were eager to sign him up as a faculty member for the coming school year.

When Solich died in a boating accident over Independence Day weekend—just weeks before graduation—it left students and professors in a state of shock. To honor his memory, friends and family collected funds to establish the Solich Scholarship, a \$500 award for an outstanding social studies Proteach'er.

For Professor Elizabeth Washington, one of the three people charged with selecting a recipient, singling out a recipient seemed like a daunting task. After all, Proteach'ers need high GRE scores to get into the program, they need high grades to stay in, and each of them does largely the same coursework. If anything was going to set one student apart, Yeager said, it would have to be classroom presence.

"We wanted to give the award to someone who had that special something, like Mike did," Washington said. "When Mike

was in the classroom, it was like he was walking on air."

After seeing Luke Witkowski in the classroom during his internship at Howard Bishop Middle School, Washington and her colleagues knew they had their man.

"When you see Luke in the classroom, you get the feeling that every moment of his life was building up to this," she said. "There's no place on earth he'd rather be, and the students can see that."

Witkowski, who is now teaching full-time at Howard Bishop, agrees with that assessment. As early as 10th grade, the Dunnellon native says, he was telling his guidance counselors that he wanted to teach history.

Years of amateur theater—he has appeared in more than 10 Shakespearean productions in Citrus County—helped Witkowski become more comfortable in front of a crowd. But they didn't provide the thrill he gets from teaching.

"I just love the look in their eyes when they're really into what they're learning," he said. "It's the best feeling in the world."

— Tim Lockette



Mike Solich (above) was one of the "bright lights" in Social Studies ProTeach.

KRISTEN BARTLETT GRACE/UF Photography

## Student study on Muslim teens wins grant

Shifa Podikunju-Hussain, a doctoral candidate in Counselor Education, was awarded a \$500 research grant from the Association for Spiritual, Ethical and Religious Values in Counseling for her research on the acculturation issues of Muslim teens in the United States. The research, which is part of her dissertation, was also profiled in the April 2007 issue of the American Counseling Association's *Counseling Today*.



Podikunju-Hussain

TIM LOCKETTE/Ed Times

From left, Professor Elizabeth Washington, Mark Solich (Mike's twin), Luke Witkowski and parents Gary and Cathy Solich.



LARRY LANSFORD/Ed Times



# 20

## Student Awards

# 08



**Andrew Grunzke**  
Outstanding Graduate Research Award

In research, sometimes the most groundbreaking insights occur when the experts share their knowledge with specialists in other disciplines. Recent doctoral graduate Andrew Grunzke is like a one-man multidisciplinary research team.

In his “day job,” Grunzke teaches in a special education classroom at the Clay County school district’s alternative learning center. As a UF doctoral student in foundations of education, he combined a strong background in English literature and his studies in education history to craft elegant, insightful research on the intersection between academia and popular culture. His dissertation, under the direction of Associate Professor Sevan G. Terzian, looked at the role of Frank Baum’s “Oz” books in American education, going beyond the obvious connections to look at the role the series played in the commercialization of children’s literature and the way politically-themed children’s books were attacked during the Cold War.

In other work, he has looked at issues as diverse as the depiction of scientists in 1960s films and the rise of underground ‘zines.



**Adriane McGhee**  
Outstanding Graduate Leadership Award

The best teachers are also leaders in their community, and Adriane McGhee has played a leadership role within the College of Education, in local schools, and in the community. She served as a coordinator, organizer and promoter for the Unified Student Early Childhood Association, and chaired two USECA workshops which drew more than 100 attendees. She led USECA’s “Send Irby to Broadway” campaign, which raised money to help send students from W.W. Irby Elementary School to a performance of “Beauty and the Beast.” She co-chaired the committee that organized a Halloween celebration for Maguire Village, UF’s family housing complex, and she led the organizing committee for the annual Winter Celebration at Williams Elementary.

McGhee managed these duties on top of a full academic load as a master’s student in elementary education with an emphasis in educational technology and an internship in a second-grade classroom.



**Katie Tricarico**  
Outstanding Graduate Research Award

Katie Tricarico has spent the last two years coaching a group of new teachers through their first years in urban schools. As a master’s student in curriculum and instruction, Tricarico studied the teaching strategies of alternatively-certified teachers. As a research assistant for UF’s Center for School Improvement, a teacher with six years’ experience, and a researcher for UF’s Lastinger Center for Learning, she drew on her knowledge to develop a coaching model to help alternatively-certified teachers shape their curriculum to meet the needs of every student. She regularly drove to Duval County to coach new teachers in the area’s most challenged schools, and evaluated the results of her work as part of her master’s thesis. Recognizing that teachers often need advice beyond their first year, Tricarico elected to continue her mentoring beyond the typical one-year apprenticeship. Tricarico also maintained a perfect 4.0 grade point average, was active in the Student Alliance of Graduates in Education, and presented her work at state and national conferences.



**Sarah Ryals**  
Outstanding Undergraduate Leadership Award

Despite a full academic load and a part-time job on the side, Sarah Ryals has managed to hold several leadership positions in the Education College Council, an umbrella organization which combines the operations of the College of Education’s five largest and most active student groups. As secretary, vice president and most recently president of ECC, Ryals has been involved in a number of events to benefit the community, including “Holiday Cheer,” a project that raised funds for a holiday celebration for underprivileged children in Gainesville, and a holiday celebration for children in the after-school program at Williams Elementary. She led the creation of the ECC production lab in Norman Hall, which any student can use to prepare materials for their classes. During her term as president, ECC was named Council of the Year by UF’s Board of College Councils.



**Carolyn Bellotti**  
Outstanding Undergraduate Professional Practice Award

Holding a perfect 4.0 grade point average in one’s major is a significant accomplishment, but Carolyn Bellotti has done more than that. For her High Honors project, Bellotti performed a comprehensive review of the available research on service learning in elementary schools and developed a set of guidelines teachers can use to implement service learning in elementary classrooms. She has been involved in Kappa Delta Pi International Honor Society and Future Educators of America. Bellotti has also taught vacation Bible school, volunteered at Baby Gator Child Development and Research Center and the After School Gators program, and helped her fellow students organize a fundraiser for the Harvest of Hope Foundation.



**Jessica Harster**  
Outstanding Undergraduate Professional Practice Award

Technological skills are vital for any teacher preparing to enter modern-day schools, and elementary education student Jessica Harster has shown that she is well-prepared to use information technology in today’s classroom. In technology-related courses, she has turned in exceptional work – including a “claymation” instructional video on fire safety and a microteaching lesson on the use of digital cameras. Harster has also been active in the UF community, serving as professional development executive chair for the local chapter of the Florida Education Association and serving on Kappa Kappa Gamma sorority’s committee for academic excellence.



## 2008 College of Education Lifetime Achievement Award: Larry Loesch

The world of counseling would be very different today if not for the influence of Larry Loesch. When Loesch joined the UF faculty in 1973, the counseling profession was virtually unregulated. Anyone could hang out a shingle and declare themselves a counselor – no matter their level of preparation – leading to a great deal of confusion for clients and embarrassment for the profession itself. Loesch played a crucial role in establishing certification procedures that would change that.

As one of the first members of the National Board for Certified Counselors, first president of the Florida Association for Measurement and Evaluation in Guidance and founding member and officer



Loesch

for a number of other organizations, Loesch was one of the leaders in development of the National Counseling Exam, which is now the gold standard for the licensing of professional counselors.

Loesch, who recently retired, has published more than 100 articles, books or book chapters and engaged in many research projects in Alachua County schools, taught in Slovakia as a Fulbright Scholar and served as an external examiner to the University of Botswana's fledgling counseling

program. His accomplishments have led the American Counseling Association to name him a Fellow of their organization and give him their Arthur A. Hitchcock Distinguished Professional Service Award.

## Rising star in virtual schooling, educational video games named UF Research Foundation Professor

Associate Professor Rick Ferdig, a leading scholar in virtual schooling and a pioneer in the new movement to harness the power of video games in the classroom, has been awarded a University of Florida Research Foundation Professorship.

Ferdig was one of fewer than three dozen recipients of the prestigious award, given annually to UF faculty who are selected through a competitive process.

The three-year award, which comes with a \$5,000 salary supplement and a \$3,000 one-time grant, honors researchers who have shown a distinguished record of service over the previous five years.

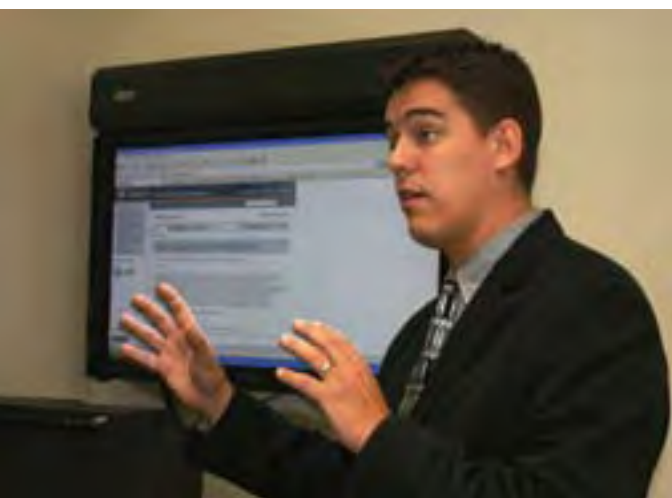
A faculty member in the educational technology program in the School of Teaching and Learning since

2001, Ferdig is principal investigator on an AT&T Foundation-funded study in which he is assessing the outcomes of distance education programs in various K-12 systems in 22 states. The effort is one of the first comprehensive studies to determine which teaching techniques are most effective in online education.

Ferdig, who has a Ph.D. in educational psychology from Michigan State University, is also a prominent figure in the emerging field of educational video games and virtual environments. He recently accepted a position as editor of *The International Journal of Gaming and Computer-Mediated Simulations*, one of the few regularly-published, peer-reviewed journals in the field.

In summer 2007, Ferdig traveled to Rwanda, where education officials are looking to 21<sup>st</sup> century computing to provide possible solutions for problems in a chronically under-resourced school system. Ferdig assessed various schools and is studying ways to provide cost-effective and appropriate hardware and software for use in Rwandan schools. He expects to return to central Africa next summer to continue the project.

Ferdig's university-wide honor recognizes his distinguished research achievements over the past five years.



LARRY LANSFORD/Ed Times

## Community college council honors Campbell

Dale Campbell, professor of educational administration and policy, has been honored by the Council for the Study of Community Colleges.

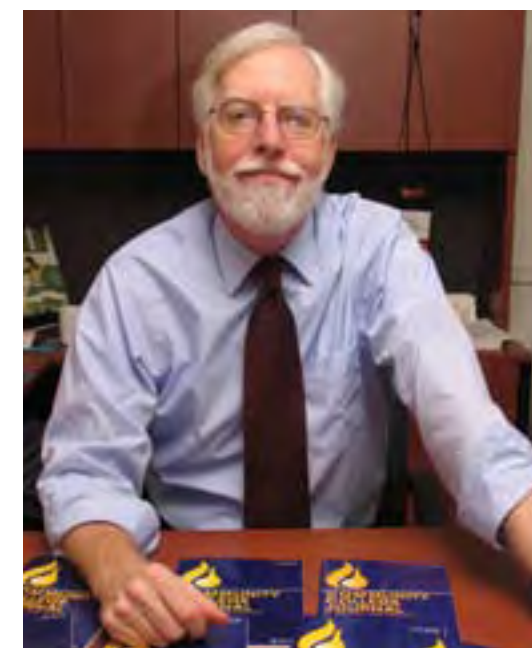
Campbell, director of the UF-based Community College Research Consortium, received the organization's Distinguished Service Award, which recognizes people and organizations which have made outstanding contributions to innovation and leadership in community colleges—with a focus on application rather than on scholarship alone.

Campbell has been the driving force behind UF's Bellwether Awards, which are granted every year to honor community college administrators for excellence in leadership. His research focuses on trends of concern to community college administrators; Campbell and his colleagues were among the first to sound the warning about the looming shortage of qualified community college administrators.

The CSCC is an affiliate of the American Association of Community Colleges.

\* \* \*

Campbell and a recent UF doctoral graduate also have been invited to jointly edit the *SACS-SACJTC Journal*, the scholarly publication published by the Southern Association of Community, Junior and Technical Colleges. Campbell's co-editor is Matt Basham, now an assistant professor of educational leadership at the University of Texas-Arlington. Basham received his Ph.D. last year in higher education administration from UF.



Campbell



LARRY LANSFORD/Ed Times

Conwill

## Conwill cops counseling group awards

The Association for Multicultural Counseling and Development, or AMCD, has awarded William Conwill, assistant professor in counselor education, its Meritorious Service Award and its Exemplary Diversity Leadership Award. A division of the American Counseling Association, the AMCD is focused on preparing global leadership, research, training and development for multicultural counseling professionals with a focus on racial and ethnic issues.

## Black psychologists group fetes Counselor Ed professor

The Association of Black Psychologists (ABPsi) has presented UF Counselor Education Assistant Professor Cirecie West-Olatunji with one of its highest honors—the 2007 Community Service Award. The award honors her post-Hurricane Katrina recovery efforts in New Orleans and her extensive work with Florida Alternative Break—a program allowing UF students to spend their spring break on public-service projects. West-Olatunji recently led a group of counselor education students on a trip to southern Africa, providing training to counselors and services to AIDS survivors and donated \$6000 worth of books to the University of Botswana.



# 2008 Teacher of the Year AWARDS

KRISTEN BARTLETT GRACE/UF Photography



Terzian garners college and campuswide honors.

## Mary Ann Clark

### • Graduate Teacher of the Year

Her students describe her as genuine, candid and caring. Her research gets to the heart of one of most perplexing mysteries in education today.

Small wonder that Mary Ann Clark, an associate professor in Counselor Education and B. O. Smith Research Professor, has been selected as the UF College of Education Graduate Teacher of the Year for 2008.

A lead investigator on international, national, and local research on male underachievement, she has involved her students in action research in local schools, encouraging them to present and publish their collaborative work. Clark makes sure her students acquire real world knowledge of the profession and encourages them to take responsibility for contributing to interventions and solutions for issues in schools as they prepare to become professionals.

Clark has authored or co-authored 34 publications, including three books, and has made numerous regional, national and international presentations on four continents. As one student stated, "She makes you feel like you are important. Consequently, Dr. Clark's students strive to do their best for her."



LARRY LANSFORD/Ed Times

Clark, center, with graduate students Heather Adams, left, and Erin Oakley.

## Sevan Terzian

- UF University Teacher of the Year
- COE Undergraduate Teacher of the Year

What do Native American boarding schools, 1950s mental hygiene films and the Booker T. Washington/W.E.B. Du Bois debate have in common? They're all part of the history of American education—and they're all things Associate Professor Sevan Terzian uses to teach his undergraduate students how our schools became what they are today.

Terzian, known for his innovative approaches to teaching education history, has been named a UF University Teacher of the Year. The honor—given each year to only one or two professors among the UF's entire faculty—came to Terzian just a few weeks after the College of Education named him its 2008 Undergraduate Teacher of the Year.

Students often report that Terzian's is the hardest course they've ever taken—and the most rewarding—and colleagues have expressed admiration for Terzian's ability to build well constructed classroom experiences.

Outside the classroom, Terzian has devoted much of his research career to the study of the history of the American high school, with a focus on attitudes about science, gender and education in the post-WWII era. Terzian has been at UF since 2000, and he holds doctorates in American studies and the history of education from Indiana University.

## School psychology group cites Joyce for gender learning gap research

Do boys really lag behind girls in reading achievement, and do girls really lag behind boys in math? Diana Joyce, an assistant scholar in UF's Department of Educational Psychology, took another look at this bit of conventional wisdom. The results earned her the Psychological Corporation/National Association of School Psychologists' inaugural Junior Faculty of the Year Award.

Joyce analyzed 8,000 test scores from the Woodcock-Johnson Tests of Achievement, widely used in school evaluations to measure academic achievement. She wanted to use the large sample to take a closer look at widely accepted notions about race, gender and achievement in different academic subjects. With women now ahead of men in college enrollment, and major reforms going on in K-12 education, were the old assumptions about boys and girls still valid?

"Past studies had shown girls ahead in reading and there is always the contention that boys are generally ahead in math," she said. "I wanted to see if that was still happening, and I wanted to break the results down by ethnicity."

She found that, in this sample at least, the old trends generally held true. Girls performed better in reading and writing, while boys maintained a hold to their claim on better math scores in some narrow skill areas such as applied math problems. National scores indicate girls are actually gaining some ground in math, but boys still generally performed better on some senior-level math aptitude tests.

"Probably the most significant finding was that the gender differences held true across ethnic groups, which would indicate that this is indeed a gendered issue," Joyce said.

Joyce said her study's results don't mean that boys are innately better at math, or girls at reading. The preponderance of boys in remedial reading classes may mean that early interventions for boys need to be improved, she said. Or boys may be turned off by a reading curriculum that is more attuned to girls' interests.

The reasons for girls' post-secondary math performance are a little clearer. Studies clearly show that while girls, on average, get good grades in math classes, they sometimes don't elect to take prerequisite advanced math courses and are underrepresented in STEM (science-technology-engineering-mathematics) career program enrollment. The reasons why are murky, but they're something Joyce would like to study.

"I know that in interviews, girls often say they want a career that helps people," said Joyce, who also works as a school psychologist at P.K. Yonge Developmental Research School, UF's K-12 laboratory school.

"One hypothesis is that girls stay away from math and science classes because they don't see them as disciplines that are people-oriented," Joyce said. "We need to remind them that STEM (science, technology, engineering and mathematics) disciplines are about more than building roads or bridges — these skills can be used in fields like medicine to help people in a direct way."

— Tim Lockette

KRISTEN BARTLETT GRACE/UF Photography



Award-winning research by Diana Joyce (shown, right, helping one of her students) suggests the perceived gender learning gap is indeed valid.

## FAMU names building for former professor

Former UF education professor Walter L. Smith has received one of the highest honors a university can bestow. Florida A & M University has renamed its architecture building after Smith, who served as the university's president from 1977 to 1985.

At FAMU, Smith was best known for expanding the college's programs and establishing the university's first doctoral program. Smith says his push for new campus facilities in the 1980s, at a time when the Board of Regents was reluctant to fund new facilities there, was probably the reason FAMU's architecture faculty requested their building be named in his honor.

Smith also is a FAMU alumnus, earning his bachelor's degree there along with a doctorate from Florida State.

After leaving the presidency of FAMU, Smith traveled to post-apartheid South Africa to help that nation establish a community college system. That project was ongoing in 1995, when he joined the faculty of UF's Educational Leadership and Policy department.

At UF, Smith's community college expertise provided a valuable contribution the Institute of Higher Education. He retired from UF in 2000 and now lives in Tampa, where he bought a building in his old neighborhood and turned it into a library for neighborhood children.

Smith (left) with David Horton, the 2007 recipient of a COE scholarship created by Smith.





## A fond farewell (but not really goodbye) to 8 retiring faculty

The great thing about the academic world is that you never really have to say goodbye. The College of Education bid an official farewell to a number of retiring faculty over the past year, but many of these scholars will remain active in research in their roles as emeritus professors—and all of them have produced scholarship that will deepen our understanding of education for years to come. Among the retirees are:

### Jeri Benson

*Associate Dean*

Before joining the College of Education as associate dean for academic affairs in 2004, **Jeri Benson** was associate dean of finance and administration and associate dean for academic affairs at the University of Georgia's College of Education. She also was a member of the faculty at UGA for 10 years prior to her move into administration. During her professional career of 31 years, she also has been on the faculty at the University of Southern California and the University of Maryland-College Park. She taught graduate level courses in measurement, statistics, and structural modeling. She has published nearly 50 journal articles and book chapters. Her research interests include the measurement of test anxiety and statistical approaches to construct validation. At UF, she has worked with faculty development including hiring, promotion and tenure, and other UF reviews; she has helped to lead the college's state and national accreditation efforts; worked to develop the fiscal side of the college's distance education operation; and numerous projects related to the college budget and operations. An alumna of UF, Benson earned her Ph.D. in foundations of education at the College of Education.



### Phil Clark

*Educational Administration and Policy*

Since 1972, Professor **Phil Clark** has been director of the Stewart Mott Davis Center for Community Education, which helps communities develop educational programs to meet the changing needs of citizens. A leader in the fields of leadership and community education, Clark has represented the United States, Canada and Bermuda on the International Community Education Executive Board, and has received distinguished service awards from Phi Delta Kappa, the National Community Education Association, the Florida Association for Community Education, and the Adult and Community Educators of Florida, Inc.



### Jim Doud

*Educational Administration and Policy*

Professor **Jim Doud** became one of the nation's youngest high school principals at the age of 21, and went on to a 26-year career in K-8 administration before joining the professoriate. Doud taught at the University of Northern Iowa before coming to UF, where he served from 1994 to 2005 as the chair of the Educational Administration and Policy department. Among other honors, Doud has been named Honorary National Distinguished Principal by the National Association of Elementary School Principals and is a recipient of the John M. David Distinguished Educational Leadership Award from the Southern Association of Colleges and Schools.



### Mary Kay Dykes

*Special Education*

Special Education Professor **Mary Kay Dykes** has built her career on finding solutions for students who don't fit the traditional mold provided by the K-12 school system. Much of her research has centered on the needs of gifted students, particularly "nontraditional" gifted students—those who are disabled, economically disadvantaged or from cultural groups that are underrepresented in gifted education. Long before multidisciplinary projects came to the fore in academia, Dykes saw the potential benefit in working with specialists in other fields, and developed cross-disciplinary projects that looked at the role therapy, nutrition and other health issues play in student outcomes. Popular with her students, Dykes received the college's Graduate Teacher of the Year Award multiple times. She chaired three divisions of the Council for Exceptional Children. Dykes served as executive director of curriculum services for the School Board of Alachua County from 2002-2004, where she coordinated a number of innovative new federally-funded programs in the county schools.



### John Gregory

*Teaching and Learning*

Professor **John Gregory** is perhaps best known for his research on the way mathematics teachers ask questions of their students, and in particular, his studies of how teachers' silences can encourage students to participate. But over his 35-year career as a teacher educator, he also wrote a number of books intended to make mathematics fun for K-12 students—including a book of number puzzles in limerick form. Gregory has served as a writer of the Sunshine State Standards and a consultant on the Florida Teacher Certification Examination.



### Larry Loesch

*Counselor Education*

Professor **Larry Loesch** came to UF at a time when the counseling profession was almost entirely unregulated, and played a crucial role in the movement to establish certification procedures that would boost the reputation of the profession nationwide. A leader in the development of the National Counseling Exam, he was also the first president of Florida Association for Measurement and Evaluation in Guidance. His accomplishments led the American Counseling Association to name him a Fellow of their organization and to give him their Arthur A. Hitchcock Distinguished Professional Service Award.



### Rodman Webb

*Educational Psychology*

As associate dean for academic affairs at the turn of the 21st Century, Rodman Webb played a key role in the College's shift to a faculty-governance leadership model, and helped lead a number of efforts to transform the built environment at Norman Hall—including the conversion of the Norman Gym into the Digital Worlds Institute and the planned construction of a super-high-tech Experiential Learning Complex. As a professor in the educational psychology, Webb taught qualitative research methodologies to a generation of young researchers. His own research interests include the philosophy of social science, pragmatism, school improvement, teacher careers and the education of students at risk of school failure.



### Paul George

*Teaching and Learning*

Distinguished Professor **Paul George** was one of the leading voices in the middle school movement that changed the structure of K-12 education in the 1970s. A K-12 teacher for 10 years before he became a professor, George spent one week per semester in the K-12 classroom during his tenure at UF—drawing insights that kept his work fresh. Since arriving here in 1972, he has written more than 150 articles, books, textbook chapters or other publications, and many of his works are considered to be classics in their field. *Middle School Journal* has described him as the nation's "No. 1 ranking scholar" in middle grades education, and George has worked as a consultant in nearly all of the 50 states and 15 countries. Though entering retirement, George has been working on a number of projects, including a comprehensive review of the state of middle-grades education, funded by the Helios Foundation.



## Dental journal appoints COE professor



Behar-Horenstein

Linda Behar-Horenstein, professor in educational administration and policy, has been appointed to the editorial board of the *Journal of Dental Education*. One of the nation's most influential publications on academic dentistry, the *JDE* publishes dental research and articles on the instruction of student dentists. As an affiliate professor at UF's College of Dentistry, Behar-Horenstein has helped that college improve its teaching methods. Last year, she was appointed to UF's Academy of Distinguished Teaching Scholars, a task force dedicated to improving teaching across the UF campus.

## Honor society elects Dixon



Dixon

Andrea Dixon, associate professor of counselor education, has been elected to a three-year term as secretary of Chi Sigma Iota, the international honor society for professional counselors. Dixon also serves as co-faculty advisor to the UF Beta Chapter of CSI.

## Garrett named ASGW Fellow



Garrett

Michael T. Garrett, professor in counselor education, was named a Fellow of the Association for Specialists in Group Work, or ASGW, at the American Counseling Association's 2007 annual convention in Detroit. The ASGW represents around 900 group work specialists and teacher educators nationwide.

## Dean heads national group promoting higher-ed access for minorities

Dean Catherine Emihovich has been elected president of the Holmes Partnership, a consortium of local and national education interests dedicated to equitable education and reform in teaching and learning.

The consortium unites educators from universities, public school districts, teachers' associations and other organizations working together to create a powerful, unified voice in educational reform. The group tackles issues such as equal access and social justice in education and—through the Holmes Scholars program—provides scholarship and leadership placement opportunities for underrepresented doctoral students seeking academic careers in higher education.

Emihovich has been a Holmes Partnership member since 1994. Her scholarly pursuits match up well with the humanistic mission and activities of the Holmes Partnership. Her major research interests include race, class and gender equity issues; literacy education and school-university partnerships. She is a past president of the Council on Anthropology and Education within the American Anthropological Association, and a past editor of *Anthropology and Education Quarterly*.

## Fu joins advisory body on teaching of writing

The National Council of Teachers of English has appointed UF Education Professor Danling Fu to its Commission on Composition, the deliberative and



Fu (right) with a writing student at a local elementary school.

advisory body that helps set policy for NCTE and its 60,000 member teachers and institutions. The commission identifies and reports on key issues in the teaching of writing for the NCTE, recommends new projects for the organization, and suggests new topics for books produced by NCTE.

## Experts in high-poverty schools, special education awarded prestigious Fien professorships

An expert in preparing teachers for high-poverty schools and a nationally-known authority on special education have each been awarded the prestigious Irving and Rose Fien Professorship in Education at UF's College of Education.

Professors Dorene Ross in Teaching and Learning and Mary Brownell in Special Education are the new recipients of the endowed professorship, which for the past decade has supported researchers dedicated to helping "at risk" learners in K-12 schools.

A co-creator of UF's renowned ProTeach teacher-preparation program, Ross is well-known for her efforts to prepare quality teachers for high-poverty schools. She has helped to design a school-reform strategy that helps schools change their cultures and develop self-evaluation methods that allow teachers to improve their teaching practice. She also is part of the leadership team implementing and evaluating systemic reform in elementary schools in Miami, funded by the Kellogg Foundation.

As a Fien Professor, Ross plans to work with other faculty and partnering school districts to create blended professional development opportunities that couple online access to expert knowledge with school-based coaches who help teachers develop inquiries around their new learning. This approach bypasses the one-size-fits-all approach to teacher professional development and makes it more likely teachers will implement what they learn.

"By drawing on the vast resources available at UF we can create a library where groups of teachers can come to find exactly the material they need to meet the demands of their classrooms," she said, "rather than asking all the teachers in a single school to study the same material."

Mary Brownell is a leading international scholar on issues related to understanding the motivations and traits of the best special education teachers—with an eye toward helping school systems fill the dire shortages of teachers who are truly qualified to teach special-needs students. She is currently working on a U.S. Department of Education-funded effort to create a new model of professional development for special education teachers.

"My goal is to develop the literacy practice of special and general education teachers working with high-risk students," Brownell said. She is interested particularly in finding ways to incorporate technology into the work she and her colleagues are doing.

Brownell says teachers of students with disabilities and other high-risk learners need to be the strongest in the system, which is why the latest in technology must be brought to bear in their field. "At the University of Florida, we have researchers in education and other fields, such as computer science, that could make such a dream a reality," she said.

The Fien Professorship was created in by the late Irving Fien, founder of Fine Distributing, a Miami-based food distribution company. In 1998, Fien made a gift establishing the endowed professorship in honor of his late wife Rose. With matching funds from the state and additional gifts from the Greater Miami Jewish Federation, the professorship is now worth \$1.17 million.

"Irving Fien's gift has a greater impact than he probably anticipated," said Catherine Emihovich, dean of the College of Education. "In an era of shrinking government funding, gifts like his are much more vital to education than they were just five to 10 years ago."

Brownell, left, and Ross



TIM LOCKETT/Ed Times



Alumni

Alumni Association executive

**John P. “Phil” Griffin Jr., 55**, (MED ’77, EDS ’77), Sept. 6, 2007, Gainesville. He worked at UF for 27 years, first in admissions and, since 1986, at the UF Alumni Association. Board members of the association, in his memory, have renamed one of the programs he created: the Phil Griffin Distinguished Lecture Series at Emerson Hall.

Former association president

**Lester Milton Sponholtz, 94**, (BSE ’40, MAE ’51), Jan. 17, 2007, Tallahassee. He was a lifelong educator and served as president of the Bradford County Teacher’s Association in 1942.

Retired USF education dean

**Dr. Jean Allen Battle** (EDD ’54 in education psychology), first dean of the College of Education at the University of South Florida, died July 7, 2007. He was 93. During his 12 years as USF education dean in Tampa, starting in 1959, Battle saw his faculty balloon from five to 200 members, as the school’s academic programs blossomed into 39 undergraduate and graduate teacher programs. After resigning as dean, he returned to teaching in USF’s social foundations of education program until his retirement in 1989.

COE fellowship donor

**Thomas L. Harrow** (BSE ’58, MED ’60), of Treasure Island, Fla., who with his wife, Anita, created a fellowship for UF graduate students in K-12 administration and community college leadership, died March 29, 2007. He worked in several Pinellas County middle and high schools as a teacher, assistant principal and principal, and served on the faculty of the University of Central Florida as a professor of education from 1970-1993. The couple’s donation of \$204,000 in 2006 established the Thomas L. and Anita J. Harrow Fellowship Fund, which covers expenses for selected doctoral students to attend a national conference to present research related to their dissertations.



Harrow

First UF married-couple graduate



Morrison

**Dorothy Lockhart Morrison**, (MAE ’44), of Jacksonville and formerly of St. Petersburg, died Nov. 21, 2006. She and her late husband, Mathew Morrison, reportedly were the first married couple to graduate together from UF. They both earned master’s degrees in education in 1944. She was a longtime teacher in Pinellas County schools.

Former Faculty

Emeritus professor, access advocate

**Margaret Early**, a UF emeritus professor who quietly set up scholarships for inner city kids, died June 28 at her home in Gainesville. She was 84. Early served as chair of the college’s department of instruction and curriculum from 1985-1990 and was a past president of the National Council of Teachers of English (NCTE). After her retirement, Early used her own money, without fanfare, to begin a college scholarship program for an entire class of sixth-grade students at an inner-city school in Syracuse, N.Y.



Early

Friends

Major supporter of middle school reform

**Christine Akers Shewey**, of Kermit, W.Va., and Gainesville, Fla., who with her husband, Fred, contributed \$600,000 last year to create an endowment at UF’s College of Education, died Oct. 11, 2007. The couple’s donation supports new research and programs aimed at middle school reform and enhancement. (See gift story, page 44.)

*\* Notification of all death notices received since last issue published)*

Memorial reception helps boost James L. Wattenbarger fellowship

A memorial reception last spring at Norman Hall honored the memory of James L. Wattenbarger (inset), a UF alumnus, longtime COE professor and architect of Florida’s community college system. Wattenbarger (BAE ’43, MAE ’47, EDD ’50) died in 2006 at age 84. The reception also served as a springboard to boost the Dr. James L. Wattenbarger Endowed Fellowship at the College of Education. With interest earned on gifts



Wattenbarger

from 132 donors since the fund’s creation in 2004, the endowment today is worth \$64,000. The yearly fellowship goes to a deserving doctoral student in pursuit of an Ed.D. or Ph.D. in higher education administration. From 1957-67, Wattenbarger, as a UF education professor, was called on to lead the restructuring of Florida’s junior colleges. He used his doctoral dissertation as a model for developing the state plan for community colleges. He remained a major presence in the nation’s community college movement until his retirement in 1992. He advised some 180 doctoral students and was named Distinguished Service Professor for his service to the college and university.

**Contributions to the James L. Wattenbarger Fellowship Fund can be made by mailing a check to: University of Florida Foundation, PO Box 14425, Gainesville, FL 32604. On the memo line, write “Wattenbarger Endowed Fellowship (Fund #11967).” Call COE Development for more information at (352) 392-0728, ext. 600.**



Marion Wattenbarger (right) and her sister Margaret Goodrum.



Among the reception guests were former UF students of Wattenbarger’s, from left: Carol Copenhaver (PHD ’86), Pam Maston (MED ’75), Patricia Rowell (BAE ’75, PHD ’86), COE Assistant Dean Theresa Vernetson (MED ’75, EDS ’76, EDD ’81), Donna Miller (PHD ’86), and Joyce Taylor Gibson (PHD ’83).



Former students of Wattenbarger’s, from left, are Susan Somers, (unidentified guest), Bud Harms and George Corrick.

Photos by Larry Lansford, Ed Times



# EDUGATOR NEWS

## 1947

**Faith Scripture Smith** (MED. ’47) and her husband, the Rev. Frank D. Smith, celebrated their 61st anniversary on May 31.

## 1968

**Bob Crowley** (BAE ’68) is president of Creative Benefits for Educators, a marketer of insurance and retirement programs to members of the Florida Education Association and The Florida Association of School Administrators. He comes to the job after a full career teaching English and history in Jacksonville, and subsequent jobs as executive director of Duval Teachers United and later of the Orleans Educators Association (OEA). He engineered the merger of OEA into the United Teachers of New Orleans, created the Louisiana Federation of Teachers, and worked as its executive director until retirement.

## 1969

**Howard Rosenblatt** (BAE ’69) was reappointed chair of the Prepaid Legal Services Committee of The Florida Bar and was recently profiled in the Work Life section of *The Gainesville Sun*. He recently was reelected president of the Gainesville-Ocala Society of Financial Service Professionals.

## 1971

**Eunice (Martin) Baros** (MED ’71) of North Palm Beach was recently honored as the outstanding alum from the numerous U.S. alumni chapters of Nova Southeastern University. Baros is a 1980 graduate of the NSU Law School and has been an assistant public defender in Palm Beach County for the last seven years. Her mentor at UF was Dr. Hal Lewis, who guided her in the first UF Women’s Studies degree, recognized through the College of Education in 1970-71. She is the founder and first president of Savant-UF.

## 1972

**Jon M. Saulson** (BAE ’72, MED ’74, PHD ’81 in special education) has worked as director of disability services for Oglethorpe University since January 2007. He retired as coordinator of special education for Gwinnett County, Ga. in

2001, after more than 30 years in teaching and administration. Since retirement, he has served as an adjunct professor of education at Mercer University and Oglethorpe University.

## 1974

**Jan Irwin Klein** (EDS ’74) left the classroom—after more than two decades teaching English, speech, drama and theater history in Gainesville, Jacksonville and Fort Myers—to become the prevention specialist for Safe and Drug-Free Schools of Lee County. She is also an adjunct professor of public speaking at Florida Gulf Coast University.

### ‘Double EduGator’ running for North Carolina governor

**Beverly Eaves Perdue** (MED ’74, PHD ’76) in education leadership), is the current, two-term lieutenant governor of North Carolina. On May 6, she won the Democratic nomination for governor. If elected in the November general election, she will be the state’s first female governor. Perdue has lived most of her adult life in New Bern, N.C. She was the first woman ever elected to the state House from her part of the state, and is the first woman elected as lieutenant governor. Prior to running for office, Perdue worked as a public school teacher and was the director of geriatric services at a community hospital. She earned a Ph.D. in education administration at UF. She and her husband, Bob Eaves, have two sons. Perdue’s campaign Web site is: *www.BevPerdue.com*.



Perdue

## 1975

**Bernice Bass de Martinez** (PHD, ’75), chairs the special education, rehabilitation, school psychology and deaf studies department at California State University-Sacramento. She recently was a finalist for the president’s post at Martin University in Indiana.

**John Sessums** (EDS ’75, EDD ’81) recently retired after a career in the Hillsborough County School District. He is a member of the Hillsborough Association of School Administrators, has been inducted into the Hillsborough High School Hall of Fame, and is a Grand Knight in the Knights of Columbus.

## 1978

**Laurie Luongo** (BAE ’78) is vice-president of human resources for Trump International Hotels Management. She has been living and working for nearly 15 years in Las Vegas, where Trump is opening a new hotel on the Las Vegas strip.

## 1984

**Diane (Sheagren) Schuman** (BAE ’84) recently earned her National Board Certification.

## 1986

**Nile Stanley** (PHD ’86) is associate professor and chair of childhood education at the University of North Florida in Jacksonville. Stanley is affectionately known as Nile Crocodile, the Reading Reptile—author, performance poet and storyteller. Visit his website at *www.unf.edu/~nstanley/home.htm*.

## 1987

**Carol Logan Patitu** (MED ’87, EDS ’87) is now a professor and associate dean in the College of Education at Northern Illinois University.

**Kermit Combs** (BAE ’64) was recently elected president of the Heartland Christian Conference of Christian Schools of Southern Illinois. He has also been elected to the board of trustees of Midwest University of Wentzville, Mo., where he has been associate professor of Christian education and leadership for the past 15 years. He is currently principal/administrator of Agape Christian High School in Marion, Ill.

## 1996

**Gigi Morales David** (EDS ’96) recently completed her third children’s book, *Just Mollie and Me*. The book is part of a series commissioned by the United Way’s “Life: Act 2” initiative, which brings senior citizens and schoolchildren together for literary experiences. When she is not touring schools with her books, David teaches as a visiting instructor for the College of Education at the University of Northern Florida, and works as a consultant.

**Holly Werner Lewis** (MED ’06) has been teaching kindergarten in Escambia County since January of 2008.

**Jose Villalba** (EDS ’96) received the 2007 University of North Carolina-Greensboro Teaching Excellence Award for Untenured Faculty. He previously received that school’s 2005-2006 School of Education Teaching Excellence Award.

## 1998

**Steve Malter** (MED ’98) recently completed his Ph.D. in educational leadership and policy studies with a concentration in higher education administration from the University of Missouri-St. Louis. Malter is the associate director for undergraduate advising and student services at the Olin Business School at Washington University in St. Louis. Malter and his wife Felicia have two young daughters.

## 1999

**Nancy Gimbel** (MAE ’99) is director of undergraduate programs for the College of Management at Georgia Tech in Atlanta.

**Amy Turner Bonds** (BAE ’99) earned her National Board Certification as a middle child generalist in 2005.

## 2003

**Mechelle De Craene** (MED ’03, EDS ’08), a teacher in special and gifted education at James Buchanan Middle School in Tampa, has won a national award for teaching leadership for the second year in a row. She is one of four teachers nationwide to receive a 2007 Cable’s Leaders in Learning Award for creativity and excellence in teaching. The award is presented annually by Bright House Networks and Cable in the Classroom, the cable industry’s education foundation. De Craene was recognized for

**Jeanna Mastrodicasa** (PHD ’04) has been appointed as UF’s assistant vice president for student affairs. In the position, Mastrodicasa oversees student judicial appeals, diversity

programs, critical incident responses and a number of other student affairs functions for the university. She also currently serves as a Gainesville city commissioner.



Mastrodicasa

developing *Very Special Techies*, a project that encourages students with special needs to apply and showcase their creative uses of digital media. In 2006, she received *Technology and Learning* magazine’s Leader of the Year Award for her inventive use of technology in her teaching.

## 2004

**Anne Manalo** (EDS ’04) is teaching in the Macon County school system in Georgia.

## 2005

**Bob Philpot** (PhD ’05) was recently named executive director of the Team-Based Learning Collaborative, a group of educators in the health professions who are dedicated to using team-based learning to further health education.

## 2006

**Ronald C. Thomas, Jr.** (EDD ’06) is associate dean for academic affairs for Embry-Riddle Aeronautical University Worldwide-Online in Daytona Beach. He has just completed a summer fellowship in higher education administration at Vanderbilt University’s Peabody College.

### Stay connected with coE-News for alumni

Sign up now to receive the alumni edition of coE-News, the College’s monthly e-newsletter—with up-to-date reports on the latest news and activities of our faculty, students and alumni. Just send us an email at [news@coe.ufl.edu](mailto:news@coe.ufl.edu) and include your name and email address.

## Alum-author writes: ‘My mother wears combat boots’

Tired of parenting advice that seems to squish every mom and dad into the same suburban mold? So was COE alumna **Jessica J. Mills** (MED ’94, English education) of Albuquerque, NM. Deeply involved in her art (playing saxophone in the band Citizen Fish, making jewelry by hand) and her politics (feminist), Mills didn’t want to give up either when she became a mother. Her new book “My Mother Wears Combat Boots: a Parenting Guide for the Rest of Us,” offers tips on parenting with a punk (but political) sensibility—including advice on how to take kids to a demonstration, bringing a baby on tour with a band, and organizing cooperative childcare. For more information or to buy the book, go to *www.akpress.org*.



Mills hangs out with her daughter Emma-Joy.



## 2008 Distinguished Alumna Award: Madlyn Hanes



Hanes

UF's College of Education has been called a "dean machine" for its ability to groom future higher-education administrators. The nickname might have to be rewritten for Madlyn Hanes (BAE '69, PHD '76), who, for the past eight years, has been at the helm of not only a college but an entire university campus. As chancellor of Pennsylvania State University-Harrisburg, Hanes is responsible for a campus of more than 7,000 students in five separate schools.

A professor of education in the Penn State system since 1988, Hanes has served in a number of high-level administrative positions, including three years as chief executive officer of Penn State Great Valley, School of Graduate Professional Studies and almost a decade as chief academic officer on the university's Delaware County campus. Along the way she served as consultant on higher education issues to the governments of Ecuador, Israel and Korea, and spent two years as the prime minister's appointee to the University Council of Jamaica.

A "triple Gator," she holds a B.A. in education, a M.A. in speech-language pathology and a Ph.D. with a major in curriculum and instruction from UF.

She has published widely on topics ranging from research and clinical practice in speech and language disorders to teacher preparation and the teaching of reading. Hanes currently chairs the executive board of the Office of Women in Higher Education of the American Council on Education.

## 2008 Alumnus Achievement Award: Fred Spooner

During his 27-year career at the University of North Carolina-Charlotte, UF alumnus Fred Spooner (PHD '80) has become known as one of the nation's leading authorities on teaching students with significant disabilities. He has published six books and more than 90 refereed articles on this topic and others related to special education, and his work has appeared in influential publications such as

*The Journal of Special Education, Research and Practice for Persons with Severe Disabilities* and *Exceptional Children*. His academic success led him to editorships at three of the nation's leading special education journals: *Teaching Exceptional Children*, *The Journal of Special Education and Teacher Education* and *Special Education*.

He has also been a pioneer in the use of online instruction to prepare special education teachers—work that has gained Spooner national attention and convinced various state agencies and universities to seek out his advice on online education.



Spooner

## COE alum named community college chancellor



Holcombe

Will Holcombe (MED '72, PHD '74), a longtime advocate of a "seamless" educational system who studied college administration at UF, has been chosen to lead Florida's community college system.

Education Commissioner Eric Smith (EDD '84) appointed Holcombe as Florida's community college chancellor in January 2008.

Holcombe, a former Marine Corps captain, comes to the job with more than 30 years of experience in education. After beginning his teaching career at Ford Junior High School in Brook Park, Ohio, Holcombe

came to Gainesville to serve as an English professor at Santa Fe Community College and Broward Community College. As a graduate student in UF's Department of Educational Administration, he studied under UF community college pioneer James Wattenbarger. From 1987 to 2004, he served as president of Broward Community College, one of the nation's largest community colleges. He also served as interim president in 2006 and 2007, as the college sought a new president.

## Alumna who integrated COE turns 102

It's amazing enough to see that Daphne Duval-Williams is still going strong at age 102.

You might also be impressed to learn that half a lifetime ago—in her 50s—Duval-Williams enrolled in graduate school at UF while teaching full-time at Lincoln High School in Gainesville.

But Duval-Williams wasn't just any UF student. As the first African-American to enroll in UF's College of Education, she brought a half-century of state-mandated segregation at the college to an end.

"I had a mental attitude about letting Negroes know what they could do if they put their minds to it," Duval-Williams told Stephanie Evans, a UF professor of women's studies, in a recent interview.

Born in Orlando, Duval-Williams credits her grandmother, a former slave, with inspiring her to become a teacher. Largely self-educated, Duval-Williams' grandmother had an uncanny knack for passing her knowledge on.

"When my grandmother went shopping, I had to go because I had to help grandmother know how much change she was going to get," Duval-Williams said. "It took me a long time to figure out that she knew how to do this all along. *She* was teaching *me*."

Duval-Williams' parents pushed her to get as much formal education as she could.

"It took me a long time to see myself as other people saw me," she said. "Sometimes, when you come to the head of the class, people think it's you trying to show them up, when really you're just trying to get all the information you can."

After earning a bachelor's degree at Florida A & M University, Duval-Williams went to work in 1928 at Lincoln High School, Alachua County's first African-American high school. With brief pauses to raise preschool children and obtain a master's degree from FAMU, Duval-Williams would teach in Alachua County Schools for the next four decades.

When her cousin George Starke enrolled in UF's law school in 1958—the first black student to successfully enroll after Virgil Hawkins' decade-long battle to integrate UF—Duval-Williams decided it was a good time to take her own education a step further. In 1959, she enrolled as a Ph. D. student in the College of Education, becoming the college's first black student.

"I guess one or two of us had an opinion about this feeling that some people had, that Negroes did

not have the ability to do this sort of thing," she said of her decision to enroll. "I wanted to show people what was possible."

Duval-Williams took courses the way practicing teachers often do—taking what was useful to her, and not worrying much about finishing the degree.

"I didn't take the courses the teachers wanted," she said. "I guess I was ornery. I took what Daphne wanted."

Her enrollment at UF would go down in history as a barrier-breaker, but Duval-Williams remained focused primarily on her job at Lincoln High, where she would retire in 1971 at age 65.

"If I have any regret it is that I may have retired too early," she said.

Duval-Williams remained active in community for years after her retirement and played a key role in the integration of local day care centers and pre-schools.

You can learn more about Daphne Duval-Williams, and other integration pioneers at UF, by reading Stephanie Evans' recent article in the journal *Florida Historical Quarterly*. The article is available at [www.professorevans.com/FHQ%20intro.asp](http://www.professorevans.com/FHQ%20intro.asp).



Duval-Williams

"I wanted to show people what was possible."  
—Daphne Duval-Williams



## New education commissioner receives Alumnus Achievement Award



Smith

Somehow, it seems natural that the Florida Department of Education would be run by a Gator.

It also seems natural to recognize that “EduGator” with one of the UF College of Education’s highest honors.

That’s just what happened in May, when newly appointed Florida Commissioner of Education Eric J. Smith (EDD ’84) came to campus to deliver the Spring 2008 commencement address—and accept the college’s 2008 Alumnus Achievement Award.

Smith was selected as commissioner—the chief executive officer for the entire state educational system—in October 2007, after a long career as an innovative educator and administrator.

He got his start as a teacher and later an administrator in Florida, but Smith is probably best known for his work as superintendent of North Carolina’s Charlotte-Mecklenburg County school system. When he came on board in 1996, Smith re-envisioned the entire system from the ground up, looking for the reasons behind educational inequities and resolving to do whatever it took to solve them. The result was a restructured system in which all school children—black or white, rich or poor—were held to the same high standard of academic excellence, and given the specialized instruc-

tion they need to meet that standard.

By the end of his term, nearly half of all Charlotte students took at least one advanced placement course, two-thirds completed 10th-grade geometry (traditionally considered a college-prep course) and 86 percent were reading at grade level.

Smith later moved on to head the school system in Anne Arundel County, Md. In 2006, he was appointed senior vice president for college readiness by the College Board, a non-profit group dedicated to improving college access for every student in America.

Smith holds an Ed.D. in curriculum and instruction from UF, and has been honored as North Carolina Superintendent of the Year, winner of the Harold W. McGraw Jr. Prize in Education (established by the McGraw-Hill Companies), and recipient of *BusinessWeek’s* “Break the Mold Award” for innovative educators.

In his remarks at commencement, Smith urged graduates to stick with their career choice, even when things get tough.

“You are the best of the best, and these 2.7 million children need you badly,” he said. “Persevere, stay with your career choice, don’t give up (and) don’t falter.”

## Book offers 411 on the “Net Generation”

Is the current generation of college students—variously called “millennials,” “Generation Y” and the “baby boom echo”—really different from those who came before?

In their new book, “Connecting to the Net.Generation,” UF education graduate Jeanna Mastrodicasa (PHD ’04) and co-author Rey Junco go beyond the Blackberry-addicted stereotype to give college administrators a well-researched picture of today’s college students.

“One thing that truly sets this generation apart is the level of parental involvement,” Mastrodicasa said. As associate director of UF’s Honors Program, Mastrodicasa works with undergraduates on a daily basis. Over the years, she has seen moms and dads hovering closer and closer, eager to micromanage the lives and careers of their academic child stars.

The book paints a troubling picture for the future of the teaching profession. “Net generation” students are

self-confident, work well with groups, and are highly ambitious, the authors say. But their ambitious life plans usually involve high-income career fields.

“Everybody is planning to be a doctor or a lawyer,” Mastrodicasa said. “I rarely hear anyone saying they want to be a teacher.”

Mastrodicasa and Junco offer guidelines on teaching, advising and employing members of a hyperlinked generation. It’s true, Mastrodicasa said, that today’s college students are quick to tune out in traditional, hour-long academic lectures. Professors, she added, shouldn’t overestimate the multitasking abilities of Gen Y students.

“When I see the laptops coming open in the classroom, I worry a little,” she said. “Sometimes the students are really taking notes. Sometimes they’re doing other classwork. And sometimes, they’re just farting around on the computer.”

## UF selects 2 COE graduates as Outstanding Young Alumni

The University of Florida has tapped two College of Education graduates as 2008 Outstanding Young Alumni.

UF’s Alumni Association chose Kelly Fykes (MED ’98 in foreign languages education) and Lunetta Williams (PHD ’05 in curriculum instruction) for the honor, which was given to 31 young alumni from colleges campuswide chosen for the honor. The UF Alumni Association established the Outstanding Young Alumni Award to recognize alumni who are 40 or younger and have distinguished themselves in their profession and community.

Fykes is an ESOL resource teacher at Dodgertown Elementary in Vero Beach, where she conducts ESOL testing, provides teachers with support for ELL students and helps modify the curriculum. She is certified K-12 in Spanish and is ESOL and reading endorsed. Fykes represented Indian River County and Florida at the National Association of Bilingual Educators Conference in San Jose in 2007 and helped recruit bilingual teachers to come to Florida. She has trained more than 100 teachers, assistants and parents.

Williams is an assistant professor in literacy education at the University of North Florida in Jacksonville. She is currently on the Board of the Florida Reading Association and serves as co-editor of *Florida Reading*, a journal which reaches 5,000 teachers in the state. Williams regularly presents papers at national, state, and local conferences and has published 10 articles in national and state refereed journals.

Last year’s Outstanding Young Alum for the College of Education was Andrea (Wheeler) Smith (BAE ’99, MED ’00) of MacClenny, Fla. She teaches intensive reading at Baker County High. Beginning her career as a teacher for students with reading and language disabilities at Einstein Montessori School in Gainesville, she was soon promoted to lead teacher and, later, to principal of the school. Smith is teacher-certified in a number of areas, including endorsements in reading and ESOL.

## Humphries wins George Washington Prize for Teaching

COE alumna Emma Humphries (MED ’05) was awarded the 2007 George Washington Prize for Teaching America’s Founding from the Bill of Rights Institute. The contest was held during last year’s Landmarks in American History Summer Workshop for Teachers at Mount Vernon.

Humphries won first place, a prize of \$2,500, for her essay and lesson plan: “Interpreting Historic Letters: the Impact of Shays’ Rebellion on George Washington.” She has since implemented the use of original documents in her classes at Middleburg (Fla.) High School.

Humphries says she plans return to the College of Education this fall as a doctoral student in social studies education.



Williams, left, and Fykes



Homecoming Parade Party



1. COE Development officer Nekita Robinson, Helen (BAE '65, MED '67) and Don (BAE '52, MED '63) Gilbert.  
2. COE friends Bonnie and Walter Pike  
3. Mary (BAE '75, MED '81) and Jim (BAE '71, MED '72, EDS '91) Brandenburg



Capital Campaign kickoff



4. COE friend Chris Dietrich, wife of alum Frederick Dietrich (BAE '68)  
5. Tommy (PKY '54) and Connie Bronson  
6. Dianne Reed (MED '78)

Kellogg Gift Celebration



7. Allen and Delores (BSE '65) Lastinger  
8. Gregory Taylor, Kellogg Foundation VP

Women in Philanthropy Luncheon



9. COE friend Dolly Grunthal  
10. Betty Lewis (BSE '54), no relation to Mary Lewis in adjacent photo  
11. Susan Cheney (BAE '73, MED '78), Dean Catherine Emihovich and Barbara Anderson (BAE '69), who is COE capital campaign chair.



Correction

In previous edition of EducationTimes, Emily Bryan (BAE'56), left, was misidentified in a group photo of 50-year COE alumni, from the Class of 1956, on the weekend of their induction into UF's Grand Guard.





Kathy Shewey embraces her father-in-law Fred Shewey, who, with his wife Christine (now deceased), made a \$600,000 donation to the UF's College of Education as a tribute to Kathy's long career as a middle school education teacher and leader.

Couple makes donation  
as tribute to daughter-in-law

Middle-school reform  
efforts at UF receive  
\$600,000 boost

In the 1960s, UF education researchers helped pioneer the middle school movement, recommending that educators handle a child's critical formative years in a transitional setting, rather than in the regimented, departmentalized junior-senior high school system.

Now, thanks to a \$600,000 donation by Fred and Christine Shewey of Gainesville, the College of Education is creating an endowment to support new research and programs aimed at middle school reform and enhancement. The gift is eligible to receive matching state funds that could raise its total value to \$1 million.

Fred Shewey said their donation was made as a tribute to their daughter-in-law, Kathy Shewey, a longtime Alachua County educator who is married to their son, Robert. Christine Shewey, the family matriarch, died in October at age 88, while the couple's gift was being finalized, but the endowment creating the Shewey Excellence in Middle School Education Fund has been established in both of their names.

"Christine and I wanted to do something special for middle school teachers and students," said Fred Shewey, 91, who owned several construction and coal companies in his West Virginia home state before retiring to Gainesville. "We watched Kathy work hard for so many years with middle school teachers and this age group. We wanted to do something to support her efforts."

"Middle school teachers must work with young adolescents at a very precarious time in the students' lives," said Nancy Dana, director of the college's Center for School Improvement, who will steer the activities supported by the Shewey fund. "Research and professional development programs generated by this endowment will support middle-grades teachers in their quest to continually improve their instruction and understand the unique issues facing young adolescents." Dana heads an advisory group that will plan and oversee the Shewey Fund programs. The group also includes: Kathy Shewey, who is supervisor of staff development for Alachua County public schools; and Paul George, a UF distinguished professor emeritus in education who has been identified by *Middle School Journal* as the nation's "No. 1 ranking scholar" in middle grades education.

George recently headed a panel of Florida educators that produced an assessment of critical issues for middle school reform in Florida. "Many middle schools are no longer serving their original function," said George. "Many schools are too large and too focused on standardized testing to meet the special developmental needs of adolescents. We will look at ways to improve instruction that is appropriate for students in their early teens."

— Larry Lansford

## College welcomes new development officer

If Nekita Robinson had a million dollars to give away, she says, she'd give it to the College of Education.

She doesn't have that million, but her job is the next best thing.

"I guess I'm a good Samaritan at heart," said Robinson, the college's new associate director of development. "It makes me happy to give people a chance to do something good with their money."

Robinson assumed her new title in November 2007, but she is no stranger to Norman Hall. When COE launched its \$20 million Florida Tomorrow Capital Campaign, Robinson—then an up-and-coming trainee at the University of Florida Foundation—was asked to come to help launch the campaign.

A North Carolina native, Robinson earned her bachelor's degree in English from East Carolina University. She came to Gainesville in 2003 to work at UF's Levin College of Law.



Robinson



# Honor Roll of Giving for Fiscal Year 2007-08

The College of Education is pleased to acknowledge its many benefactors who supported the College during the 2007-08 fiscal year, which ran from July 1, 2007 through June 30, 2008. To you, our donors, your generous giving has supported scholarships, research, teaching, supplies, special programs and activities, and much more as we strive to transform education in today's complex society. A complete Honor Roll of Giving is available online at [www.coe.ufl.edu/HonorRoll](http://www.coe.ufl.edu/HonorRoll).\*

Special recognition goes to the Dean's Leadership Circle of donors, which includes alumni, parents, friends and corporate benefactors who made gifts totaling \$1,000 or more to the College during fiscal 2007-08. The College sincerely thanks the following Dean's Leadership Circle donors whose giving has assisted students and promoted our major strategic initiatives, especially in these difficult economic times.

*\*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](mailto:development@coe.ufl.edu).*

## Dean's Leadership Circle

### \$1,000,000 or more

Helios Education Foundation  
W. K. Kellogg Foundation

### \$100,000 - \$999,999

William & Gail Bolser  
Thomas\*\* & Connie Bronson  
Beverly & Walter Brown  
The Education Foundation of Collier County  
Allen\*\* & Delores\* Lastinger  
The Lastinger Family Foundation  
Betty Jean S. Lewis\*  
James (d) & Janice Moran  
The Jim Moran Foundation, Inc.  
John\*\* & Anne Shermyen  
Wachovia Foundation

### \$50,000 - \$99,999

Henry\*\* & Diane Graham  
Naples Children & Education Foundation  
Norma Olsen\* (d)  
Alan & Barbara Pareira

### \$10,000 - \$49,999

Donald\* & Helen\* Gilbert  
Lincoln & Lillian Hall  
James\*\* Horner  
Carlos & Maite Martinez

Morgan, Keegan & Co., Inc.  
Norman\* & Margaret Nelson  
The Phelps Foundation Trust  
School Board of Miami-Dade County  
Frances C. & William P. Smallwood Foundation

### \$1,000 - \$9,999

Harvey\* & Gerness Alpert  
Barbara\* & Richard Anderson IV  
Johnny\*\*\* & Betty Arnette  
Gilles Blais\*  
Christopher Brkich\*  
Joseph & Phyllis Bryant  
A. H. Burnett Foundation  
Community Foundation of Tampa Bay, Inc.  
ConocoPhillips, Inc.  
Nancy & Thomas Dana  
Delta Air Lines Foundation  
Daniel\*\* & Janet Dennison  
Peter & Carole\* DeSoto  
Billye\* & Joe Dowdy  
Dr. Phillips, Inc.  
Cathy\* Durrett-Filusch & Edward Filusch  
Catherine & Ronald Emihovich  
Deborah Gaw & Robert\*\* Wallace  
Jeffrey Gorrell\*  
Harris Foundation  
Mary Henderson\*

Impact II  
Sharon\* & Edward Jones  
Kenneth & Janet Keene  
J. David & Kathleen\* Leander  
Donna Lutz\*  
John & Elizabeth\* Mallonee  
Mallonee Family Foundation, Inc.  
Carol Meyer\*\*  
Lindsay\*\* Mickler & John Elbare  
Robert & Joy Mogyorosy  
John\*\* & Nancy Mullett  
Bernard Oliver  
W. M. Palmer Co., Inc.  
Leslye Pennypacker\*\*  
Louetta\*\* & Pete Peterman  
Walter & Bonnie Pike  
Paco Rabell  
Louise\* & Robert Roberts II  
Sanibel Leadership Assn.  
Karen\* & Richard\*\* Scarborough  
Catherine Solich  
Target Copy of Gainesville, Inc.  
Theresa\* & William Vernetson  
Jim White  
Jo Ann\* & Joseph White  
Willa\* & Edward Wolcott  
Roger\* Yoerges & Denise Esposito

\*College of Education alum

\*\* P.K. Yonge Developmental Research School graduate

\*\*\*CoE & PKY alum

Thank you for your support!

## Make a Lasting Impression.



Leave your legacy,  
Buy your brick today.

Announcing the launch of the

## Norman Hall Plaza Brick program

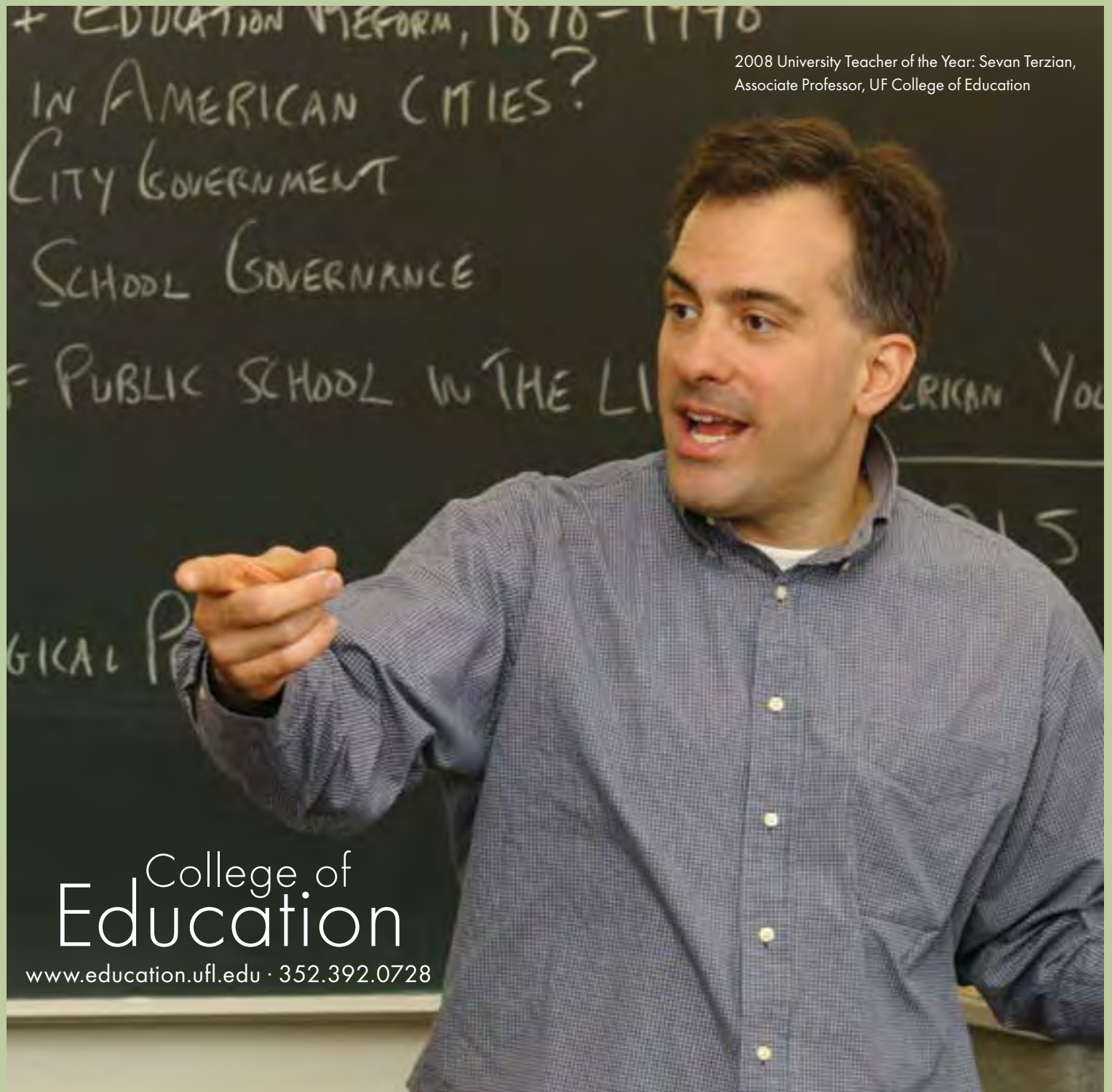
Honor a loved one, friend or favorite professor. Commemorate a birthday or graduation. Support the future of the COLLEGE OF EDUCATION while becoming a part of its history.

To order or for more information, call (352) 392-0728, x-600 or visit online:

[www.education.ufl.edu/brick4U](http://www.education.ufl.edu/brick4U)







2008 University Teacher of the Year: Sevan Terzian,  
Associate Professor, UF College of Education

College of  
**Education**

[www.education.ufl.edu](http://www.education.ufl.edu) · 352.392.0728