

THE FLORIDA EDUCATOR

COLLEGE OF EDUCATION 2019





DEAN'S MESSAGE

They say that time flies when you're having fun. Well, we must be having the time of our lives here at the University of Florida College of Education as these past 12 months have simply flown by!

We continue to gain momentum and we have no intention of slowing down. This issue of the annual Florida EduGator celebrates our shared experience and our continued growth from our combined efforts.

The year has been marked by historic events that brought us together and give us pride in our college. Our faculty are leading the way in developing innovative solutions for society's most pressing educational challenges. Their exceptional efforts have garnered record-breaking funding to support their work — \$128 million during the past year alone.

In the spring, we celebrated the much-anticipated launch of the Norman Hall Rehabilitation project. This long-awaited project will transform our learning environment, creating spaces and opportunities for greater collaboration and greater impact.

Last fall we launched our Building A Brighter Future campaign. This is our most ambitious fundraising campaign, ever, and at time of printing we were at 80 percent of our \$55 million goal.

Further evidence of our momentum can be found in our rankings. The college jumped five spots in the U.S. News & World Report this year. Among public colleges of education, we are now 14th in the nation. No other college of education has made as much progress in the past eight years!

Indeed, these are exciting times, full of challenge and opportunity — I know we are up to the task. Thank you for being a part of our EduGator community!

With best regards,

Glenn Good, Ph.D.

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ON THE COVER

Like the great oak in the Norman Hall Courtyard — growing, strong and steady — we branch out beyond expectation. Our story is layered and complex, full of light and life. Vast connection points link our instruction and research to practice, building a brighter future for everyone.

UF CLIMBS FIVE SPOTS TO RANK 14TH AMONG NATION'S PUBLIC EDUCATION COLLEGES

College retains No. 1 rank in Florida and in Southeast among public schools

The College of Education at the University of Florida rode substantial growth in research funding to move up five spots to 24th in the nation in the 2019 U.S. News & World Report annual rankings of America's Best Education Schools.

Among public education colleges, UF was 14th, also a five-place spike over last year. UF continues to stake claim as the top-ranked education college in Florida and among public education schools in the Southeast. Florida State, at No. 46, was the state's only other college of education to achieve a top 50 national ranking.

Two UF academic education programs scored top-five rankings in their respective specialty areas: Special Education maintained its fifth-place rating from last year and Counselor Education moved up three spots to No. 5 in its category.

"Our ranking has improved better than three places per year, on average, over the past eight years. No other education college has improved more over this time span," said UF College of Education Dean Glenn Good. "Our faculty and staff are developing innovative solutions for the education and learning challenges at the local, national and international levels. Over time, that momentum can carry over into higher rankings."

The college registered sizable improvement in three key metrics of the survey – the high quality of

doctoral student enrollment and two measures related to the college's thriving funded research activity, which accounted for nearly a third of the total ranking score.

During fiscal 2017-2018, college faculty researchers were awarded more than \$128 million in combined external grant funding, a 26 percent increase from the prior record-setting year. College faculty members averaged more than \$676,000 each in the total value of grants they generated.

The college also maintained solid marks in graduate student admission test scores and in reputation surveys of peer scholars and education administrators across the state and nation.

U.S. News recently placed the College of Education's online graduate program at number one in the nation in the 2020 rankings. A leader in online learning, the college has been ranked first or second in the country for the past four years – three of those years as number one.

"With our advances in research, our steadily improving rankings and rehabilitation to historic Norman Hall underway, it's an exciting time to be at the UF College of Education," Dean Good said.

Good cited several notable developments, outreach and research activity at the college that likely have impacted its rise in the rankings:



UF has invested state "preeminent university" funds in three high-priority research initiatives involving the College of Education – in early childhood studies, personalized e-learning and big data informatics analysis.

With back-to-back federal grants totaling \$46 million, spanning a decade through 2023, the UF CEEDAR Center is expanding efforts to help at least 30 states strengthen their professional standards and methods for preparing teachers and leaders serving students with disabilities. (CEEDAR is short for Collaboration for Effective Educator Development, Accountability and Reform.)

Algebra Nation, a novel, interactive online tutoring tool created by the college's Lastinger Center for Learning, supports math students and teachers in every Florida county and in six states.

Education technology researchers have assembled a Virtual Learning Lab team of interdisciplinary experts to explore massive data sets to personalize virtual instruction for future math students and to adapt visual educational technology for visually impaired students. The efforts are supported by \$10 million over five years from the Institute of Education Sciences.

The college's Anita Zucker Center for Excellence in Early Childhood Studies was instrumental in convening UF's Early Childhood National Summit in 2017, bringing together more than 100 early childhood leaders to create actionable solutions to the grand challenges facing our most vulnerable young children and their families.

The world's best-selling author James Patterson, who funded scholarships for 21 UF teachers-in-training over the past five years, recently contributed \$3 million to the College of Education. With his gift, the college has launched an ambitious literacy acceleration initiative – dubbed the James Patterson Literacy Challenge – aimed at doubling the number of schoolchildren in Florida who can read proficiently.

"We appreciate high rankings," Dean Good said, "but we measure true success at our College of Education by how well we are helping to solve educational challenges and strengthen our society."

OUTSTANDING

UNDERGRADUATE AWARDS

GRADUATE AWARDS

These awards recognize a student in the Unified Elementary ProTeach program and two students in the Unified Early Childhood program for their superior accomplishments.

“These undergraduate students are truly amazing,” said Associate Dean of Research & Faculty Development Thomasenia Adams. “They have demonstrated exemplary service and leadership, outstanding teacher preparation and readiness and superlative scholarship while maintaining exceptionally high GPAs. They have made the College of Education very proud.”



2018 Outstanding Undergraduate for Unified Elementary Education ProTeach:

ADRIANNA ESCOBALES

Adrianna Escobales is driven to impact education and her community and graduated Magna Cum Laude. Escobales has been a member of both Kappa Delta Pi and SFEA since fall 2017. Her community service has benefitted the Relay for Life at UF, Salvation Army Homework Club, Salvation Army Community Feedings and Mentor UF. Escobales is passionate about language arts and social studies instruction and specifically, working with English language learners. Her dream job is teaching fifth grade in a dual language school.



2018 Outstanding Undergraduate for Unified Elementary Education ProTeach:

ELLIE CHENOWETH

Ellie Chenoweth aspires to teach and give back to the community in every facet of her life, from spending her summers with kids at Finley Day Camp in Raleigh, North Carolina, to starting the first College of Education Dance Marathon team (raising more than \$4,000 for the Children’s Miracle Network). Chenoweth is a member of the Golden Key International Honour Society, serves as a College of Education student ambassador and has maintained a 3.9 GPA. Chenoweth is driven to teach in lower elementary grades in a Title 1 school setting and hopes to positively impact her future students’ lives.



2018 Outstanding Undergraduate for Unified Early Childhood Education:

PAIGE FITZPATRICK

Paige Fitzpatrick has known that she wanted to work in the field of early childhood education since the 10th grade. This has not only influenced her program of study but also led to her working at Baby Gator since her freshman year. Fitzpatrick’s primary focus in early childhood education is reading instruction and intervention and her dream job is to be a reading coach at a school in Atlanta, Georgia. Fitzpatrick is a member of the UF chapter of Sigma Kappa Sorority. Her favorite quote is from the teacher and author, Erin Gruwell, “If you can change a classroom, you can change a community, and if you can change enough communities, you can change the world.”



2018 Outstanding Graduate Leadership Award Winner: CHARLOTTE BOLCH

The Outstanding Graduate Leadership Award is given to an advanced-degree student who demonstrates a commitment to service and leadership for the college, university and community.

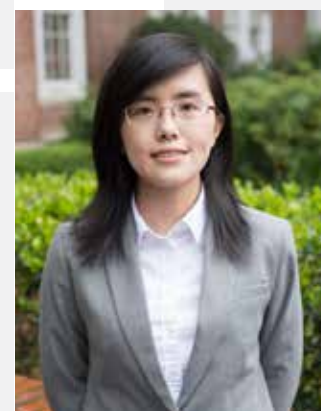
Charlotte Bolch’s academic and leadership trajectory signals a bright future ahead. Bolch has served in many leadership capacities, most recently in the role of vice president of the Organization for Graduate Student Advancement and Professional Development (OGAP), treasurer for both the Florida Society of Social Sciences and the Education College Council, and as an executive board member for the Student Alliance of Graduates in Education (SAGE). From informal mentoring to more formal activities such as helping to organize the annual Graduate Student Research Day, Bolch has established herself as an invaluable leader here at the University of Florida.



2018 Outstanding Graduate Professional Practice Award Winner: EMILIE LENES

The Outstanding Graduate Professional Practice Award recognizes a student who demonstrates excellence in professional activities related to educator preparation including pedagogy, best practices, assessment and the translation of research to practice.

Emilie Lenes is an exceptional scholar and a skilled and dedicated professional that is licensed as both a mental health counselor and a marriage and family therapist. Currently, Lenes practices at PACE Center for Girls but has also practiced with the Shands Vista Crisis Stabilization Unit for seven years. Lenes has demonstrated outstanding professional practice in the field of counseling through service to her clients, continuous professional development, training of counseling professionals and supervision of counselor education and counseling psychology students. She has dedicated herself to the study of holistic counselor preparation.



2018 Outstanding Graduate Research Award Winner: JIAHUI WANG

The Outstanding Graduate Research Award recognizes a graduate student who demonstrates outstanding scholarship and strong evidence of publications, professional presentations and professional development activities in support of the College of Education’s mission.

Already acknowledged as an exceptional researcher by her mentors and colleagues, Jiahui Wang’s work is consistently of the highest caliber. Wang was instrumental in establishing the Neuroscience Applications for Learning Lab (NeurAL Lab) and has represented the university and the lab with a fellowship with the Visual Learning Lab at Harvard University. She has published in top-tier journals, such as Dyslexia and Computers in Human Behavior, regularly, and has received 10 awards for her outstanding research and service to the profession and the community for the 2016-2017 year alone. Committed to impacting the effectiveness of teaching and learning through her research, Wang’s dissertation examines the influence of instructor presence in instructional videos.

LAURELS/APPOINTMENTS

■ **Xiaodan Hu**, (Ph.D. '17) a recent doctoral graduate in Higher Education Administration, received the 2018 Council for the Study of Community Colleges Dissertation of the Year Award for her work, "The Impact of Performance-based Funding on Community College Retention and Completion in Louisiana."

■ **Mercedes Machado**, graduate student in Counseling and Counselor Education, received the Association for Multicultural Counseling and Development Student Research Grant, to pursue a research project at Girls Place in Gainesville, Florida.

■ **Montana Skye Sewell**, a master's and educational specialist student in Counselor Education, received the 2018 Outstanding Entry Level Student Award from Chi Sigma Iota (CSI), an international honor society for the counseling profession.

■ Doctoral candidate of Curriculum, Teaching and Teacher Education **Elizabeth Currin** was awarded the Rothman Doctoral Fellowship for her interdisciplinary research as part of her dissertation, "Storied Stance: An Oral History of Long-Term Teacher Researchers in the Age of Accountability."

■ **Donielle Geoffrion**, a master's and education specialist student in Marriage and Family Counseling, was awarded the inaugural Florida Association for Counselor Education and Supervision (FACES) Graduate Student Scholarship Opportunity.

■ **Alisa Houseknecht**, a doctoral candidate in Counseling and Counselor Education, was awarded a Research & Best Practice Grant from the Southern Association for Counselor Education and Supervision (SACES) for her dissertation research.

■ **Alayna Calhoun**, a UF Unified Elementary ProTeach preservice student, was recognized as a David Watts Scholar for her dedication as a student teacher during her time as a distant intern and her passion for students and the art of teaching.

■ Gov. Rick Scott appointed **John David Hooker II**, a University of Florida doctoral student in Higher Education Administration, to the Higher Education Facilities Financing Authority of Florida (HEFFA).

■ **Christina McGrath Fair**, a UF doctoral student in Counselor Education, was elected as division secretary and master's student Shaun Anderson was elected to serve as the graduate student representative for Florida Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (FALGBTIC).

■ **Rachel Henesy**, a doctoral student in Counselor Education, received the 2018 Graduate Student Award from the Association of Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC).

■ **Jonte Myers**, a doctoral student in Special Education at the University of Florida, was awarded a 2018-2019 Minority Dissertation Fellowship in Education Research from the American Educational Research Association (AERA).

INNOVATION THRIVES IN STUDENT-TEACHER ENGAGEMENT

The thirst for knowledge fuels the spirit of innovation. Innovation can be elusive or it can appear in a flash in adrenalized moments. Innovation can be part of a grand plan to enact change (think "think tank") and it can surface serendipitously. Innovative thinking seems to flourish outside — as in outside the proverbial box, outside the norm or coloring outside the lines. Australians refer to unconventional, imaginative thought as thinking outside the square, perhaps while on a mind-clearing walkabout in the outback, and mind the crocodiles.

At the University of Florida College of Education, the innovation mindset is pervasive and flourishes on both ends of teacher-student engagement. And mind the EduGators.



EDD STUDENTS CREATE APP FOR PROFESSIONAL LEARNING EVALUATION

While designing a professional-development program evaluation rubric for a course in their online doctoral program, three students — Rachel Orgel, Kit Wilding and Matthew Roy — found that conventional evaluation methods were outdated, time-consuming and difficult to implement on a large scale. Rather than resign themselves to imperfect traditional methods, the students set out to create a new solution — a new professional development program evaluation app.

The Curriculum, Teaching and Teacher Education (CTTE) students

designed their app based on the most current research for effective professional learning practices. Both free and easy to use, their interactive “PD Evaluator” platform streamlines traditional pencil-and-paper evaluation by allowing instructors and presenters to instantly receive digital feedback from participants about the effectiveness of their professional learning sessions.

Particularly inspiring is the fact that none of the students had a background in technology. To create their app, they had to teach themselves about coding and tech development.

“We never want to stop learning,” says Orgel. “Learning should be engaging, spur critical thinking and inspire educators. Our hope is that our work supports both presenters and participants of professional development in this process.”

Orgel, Wilding and Roy unveiled their PD Evaluator in December 2017 in Orlando in a presentation at the annual conference of Learning Forward, the world’s only professional learning association.

“This is the true essence of what we hope for in our Ed.D. program, that students will use the literature to create real solutions to address educational challenges in their own contexts and beyond,” said clinical associate professor Alyson Adams, the students’ instructor. “I am so proud of them.”

UNDERGRAD FUTURE TEACHER- RESEARCHERS MAKE THEIR MARK AT INTERNATIONAL CONFERENCE

Six UF ProTeach students received research exposure and early experience over several months last spring after immersing themselves — voluntarily — in their own collaborative Future Teacher Research Group.

Meeting weekly outside of their Core Teaching Strategies class with Special Education instructor Amber Benedict and doctoral

student Alexandria Harvey, the novice co-investigators followed the same rigorous research process as modeled by their research faculty professors. They secured project approval from UF’s Institutional Review Board and saw their collaborative study through from conceptualization to its fruition.

The six-student group — Alyssa Lozano, Nathalie Nascimento, Cy-Anne Small, Monica Lozano, Genesis Medinam and England Dubinsky — combined their research findings with their personal experience reflection for a study titled: EduGators’ Survival Guide to Teaching Culturally and Linguistically Diverse and Exceptional Learners.

Their extracurricular effort culminated with their presentation of findings at the 2018

international conference of the Council of Exceptional Children in Tampa, Florida. They were the only undergraduate research team invited to present.

“The conference, itself, was a rich professional learning experience for the [teacher] candidates, allowing them to learn the most current practices for meeting the needs of students with disabilities,” Benedict said. “Plus, they came together as a community of future teachers and researchers.”

Future teacher-researcher Small said the experience inspired her to study abroad over the summer in China and to research more closely the schools she is considering to teach in. “I want to be better equipped for my students,” she said, “so they can be better instructed.”

OUTSTANDING EduGators

High Achievers in 2017-2018

INTERNATIONAL & NATIONAL RECOGNITION

PASHA ANTONENKO

Educational Technology
Instructional Technology Special
Interest Group Best Paper Award
American Educational Research
Association
Research team: Andreas Keil (Co-
PI, UF Psychology), Kara Dawson,
Carole Beal

MARY BROWNELL

Special Education
Jeanette Fleischer Career
Leadership Award
Council for Exceptional Children
Division of Learning Disabilities

CHRISTOPHER BUSEY

Curriculum, Teaching and Teacher
Education
Social Studies Research SIG
Outstanding Paper Award
American Educational Research
Association

NANCY DANA

Curriculum, Teaching and Teacher
Education
2018 Duaine C. Lang Distinguished
Mentor Award
Association of Teacher Educators

KARA DAWSON

Educational Technology
Associate Editor
Journal of Research on Technology
in Education (JRTE)

CYNTHIA GRIFFIN

Special Education
Editor
Journal of Teacher Education and
Special Education

ANA PUIG

Office of Educational Research
President-Elect
Association for Specialists in Group
Work

ALBERT RITZHAUPT

Educational Technology
Editor
Journal of Research on Technology
in Education

SHON SMITH

Counselor Education
Samuel Jackson Award
Association for Multicultural
Counseling and Development

STEPHEN SMITH

Special Education
Special Education Research
Special Interest Group Special
Interest Group Distinguished
Researcher Award
American Educational Research
Association

JOHN SUPER

Counselor Education
President-Elect
Florida Association for Lesbian,
Gay, Bisexual and Transgender
Issues in Counseling

JACQUELINE SWANK

Counselor Education
President-Elect
Association for Assessment &
Research in Counseling

SHELLEY WARM

Site-based Implementation of
Teacher Education
Outstanding Teacher Educator of
the Year
Florida Association of Teacher
Educators

OUTSTANDING EduGators

High Achievers in 2017-2018

INTERNATIONAL & NATIONAL RECOGNITION

PASHA ANTONENKO

Educational Technology
UFRF Professorship
University of Florida Research
Foundation

CHRISTOPHER BUSEY

Curriculum, Teaching and Teacher
Education
B.O. Smith Professorship
UF College of Education

ELAYNE COLÓN

Assessment and Accreditation
2018 Rosser Education Excellence
Award
UF College of Education

MARIA COADY

ESOL/Bilingual Education
2018 Graduate Service Award
UF Graduate Student Council

MARIA COADY

ESOL/Bilingual Education
Irving and Rose Fien Endowed
Professorship
UF College of Education

NICK GAGE

Special Education
B.O. Smith Professorship
UF College of Education

CAITLIN GALLINGANE

Unified Elementary ProTeach
2018 Undergraduate Teacher of
the Year
UF College of Education

ANGELA KOHNEN

English Language Arts and
Literature
2018 Diane E. Haines Teaching
Excellence Award
UF College of Education

HOLLY LANE

Special Education
Instructional Strategy Award
UF 2018 Online Education
Excellence Awards

JUSTIN ORTAGUS

Institute of Higher Education
2018 UF Excellence Award for
Assistant Professors
UF Office of the Provost

JEANNE REPETTO

Special Education
Emeritus
University of Florida

VIVIAN GONSALVES

Special Education
Instructional Strategy Award
UF 2018 Online Education
Excellence Awards
Project Team: Domenic Durante,
Sunshine Moss, Matthew Long
and Lianne Jepson

COMINGS & GOINGS A FOND FAREWELL TO RETIRING FACULTY

DON PEMBERTON: LASTINGER CENTER FOUNDING DIRECTOR AND LIFETIME ADVOCATE FOR EDUCATION ACCESS FOR ALL

Education innovator Don Pemberton has always lived and worked by a simple but ironclad creed: "All children can succeed."

It's a mindset that has served him well as the founding director of the University of Florida Lastinger Center for Learning since 2002. Pemberton recently retired after decades of advocating and innovating for widespread, lasting change in the lives of all children through access to high-quality education.

"Don is retiring and in his wake he leaves successful institutions, impactful innovations and hordes of individuals all inspired to continue his vision forward," said Philip Poekert (Ph.D. '08), who succeeds Pemberton as Lastinger Center director after serving since 2013 as its partnership manager and then as assistant director.

The center, established in 2002 through a \$2 million donation from UF alumni Allen and Delores (B.S.E. '65) Lastinger, is the College of Education's research and development incubator for advancing teacher and student achievement.

At the Lastinger Center, Pemberton oversaw the development, field-testing and scaling of models and innovations that have proven to transform teaching and learning. He led the evolution of Algebra Nation, an online math tutoring resource used by over 500,000 students and 20,000 teachers across Florida and five other states. Another breakthrough is Early Learning Florida, an online professional development program for more than 30,000 early learning educators. He also steered the creation of the Winning Reading Boost school program that transforms struggling students into fluent readers.

"The Lastinger Center will continue to thrive



as a powerful engine of educational innovation under the dynamic leadership of Phil Poekert and his superb colleagues," Pemberton said.

A quarter century ago, before joining UF, Pemberton was a teacher and guidance counselor in Pinellas County and for a decade served as president of the Pinellas Education Foundation. In 1995, he founded the Take Stock in Children charity, which is still going strong after guaranteeing college scholarships for more than 24,000 children in all 67 Florida counties.

In 2015, the National College Access Network honored Pemberton with its prestigious Bob Craves Champion of College Access Award for his leadership in providing the means for poor students to attend and succeed in college.

Pemberton and his wife, Virginia, relocated to Colorado this summer to be near family, with their first grandchild on the way. Don said he is exploring opportunities to support the launch of a new company to disseminate the Lastinger Center's early learning innovations throughout the country and world.

"If these discussions bear fruit, I would envision an advisory role for myself, as spending time with my family and enjoying the beauty of Colorado are my new priorities," he said.

Allen Lastinger was named Citizen of the Year by UF's Bob Graham Center for Public Service for work to make Florida a better place to live and work, Allen and wife, Delores, are the namesakes for the Lastinger Center for Learning.

COMINGS & GOINGS
A FOND FAREWELL
TO RETIRING FACULTY

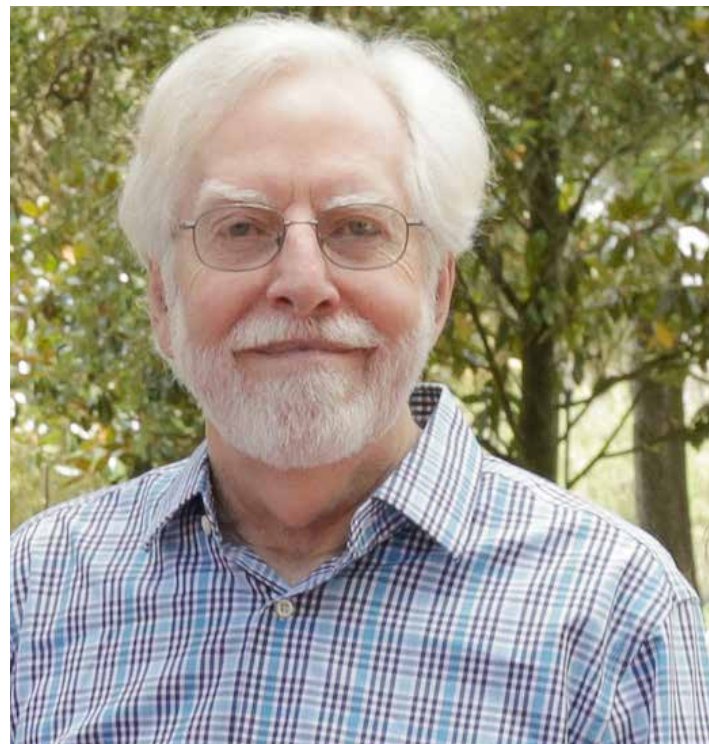
**DALE CAMPBELL:
NATIONAL ICON IN HIGHER
EDUCATION ADMINISTRATION,
LONG-TIME UF INSTITUTE
DIRECTOR**

University of Florida professor Dale Campbell, a state and national icon in Higher Education Administration academia, has retired from the College of Education faculty after more than 35 years in community college leadership and workforce development.

A UF faculty member in HEA since 1994, Campbell has directed the UF Institute of Higher Education for nearly half of the institute's 50-year history. More recently, he headed the College of Education's HEA doctoral program, which is recognized nationally as a leader in two-year and four-year postsecondary policy development and administration.

Campbell has held numerous national leadership roles, including serving as chair of the National Council of State Directors of Community Colleges and the National Council for Workforce Education. He also steered the formation of the Futures Assembly consortium of Florida community college leaders and its national Bellwether Awards program.

His research agenda included studies on projected shortages of community college administrators and public policy research on future trends and critical issues facing the institutions. More recently, he pursued the development of work profiles for the next generation of community college faculty and administrators to assist in their selection and development.



In 2003, his book "The Leadership Gap: Model Strategies for Leadership Development" earned the Senior Scholar Award from the Council for the Study of Community Colleges.

In 2014, Campbell and UF IHE alumnus Willis Holcombe worked with a blue-ribbon group of alumni, graduate students and other state and national leaders and stakeholders to launch a sweeping strategic planning process. Their goal: to boost the institute's scholarly productivity by connecting IHE research and projects with national postsecondary policy interests and local institutional needs.

Dean Glenn Good called the strategic planning effort "an important first step" in re-energizing the mission and value of the institute.

"We are building upon our past success with a goal to become the premier graduate program in higher education administration in the nation," Good said. "That will be an integral part of Dale Campbell's legacy."

UF HEA faculty member Justin Ortagus succeeds Campbell as IHE director.

**MEET OUR
NEW FACULTY**

Adding fresh viewpoints and new expertise, the College of Education is delighted to welcome the following new faculty to our EduGator community:

**ANITA ZUCKER CENTER FOR EXCELLENCE
IN EARLY CHILDHOOD STUDIES**



DARBIANNE K. SHANNON
Assistant Research Scientist
(Ph.D., Curriculum & Instruction, Univ. of Florida)
Comes to UFCOE from: Post-doctoral Fellow, Univ. of Florida
Research interests: Professional development teacher coaching; system-level policy



CRYSTAL BISHOP
Assistant Research Scientist
(Ph.D., Special Education, Univ. of Florida)
Comes to UFCOE from: Post-doctoral Fellow, Univ. of Florida
Research interests: Translation of research and policy to practice in early childhood settings

BILINGUAL/ESOL EDUCATION



MARK PACHECO
Assistant Professor
(Ph.D., Learning, Teaching & Diversity, Vanderbilt Univ.)
Comes to UFCOE from: Faculty, Illinois State Univ.
Research interests: Strategic language and literacy instruction for English learners



TIMOTHY VETERE
Clinical Assistant Professor
(Ph.D., Curriculum & Instruction/Second Language Ed, Penn State Univ.)
Comes to UFCOE from: Instructor, Penn State Univ.
Research interests: Role of the imagination and play in multicultural environments

COUNSELOR EDUCATION



HANNAH BARNHILL BAYNE
Assistant Professor
(Ph.D., Counselor Education & Supervision, Old Dominion Univ.)
Comes to UFCOE from: Faculty, Loyola Univ. Maryland
Research interests: Empathy assessment and development; counseling diverse populations; spirituality in counseling



KARIN FIELDS
Clinical Assistant Professor
(Ph.D., Counselor Education, Univ. of Florida)
Comes to UFCOE from: LCS Integrative Counseling & Consulting
Research interests: Maternal identity for adoptive mothers; collaboration/supervision among mental health professionals; identity formation for children in foster care



KATIE FIELDS
 Assistant Professor
 (Ph.D., Counseling & Counselor Education,
 Univ. of Florida)
 Comes to UFCOE from: Adjunct Professor,
 Univ. of Florida
 Research interests: Turnaround school
 leadership, mentoring for teacher and
 leader development

**CURRICULUM, TEACHING &
 TEACHER EDUCATION**




GAGE RYAN JETER
 Clinical Assistant Professor
 (Ph.D., Instructional Leadership and
 Academic Curriculum, Univ. of Oklahoma)
 Comes to UFCOE from: Curriculum
 Specialist, K20 Center at Univ. of Central
 Oklahoma
 Research interests: Authentic writing
 processes/products; multimodal literacies;
 professional development

EDUCATIONAL TECHNOLOGY




MAYA ISRAEL
 Associate Professor
 (Ph.D., Special Education, Univ. of Kansas)
 Comes to UFCOE from: Faculty, Univ. of
 Illinois at Urbana Champaign
 Research interests: Strategies and
 supports for academically diverse learners
 in computational thinking and computer
 science; Universal Design for Learning



BOJAN LAZAREVIC
 Clinical Assistant Professor
 (Ph.D., Education — Instructional
 Technology, Univ. of Nebraska)
 Comes to UFCOE from: Faculty, Mt. Saint
 Mary College
 Research interests: Emerging and Web 2.0
 technologies; online learning; multimedia
 production; innovative pedagogy

EDUCATION PSYCHOLOGY



HELENA MAWDESLEY
 Clinical Assistant Professor
 (Ph.D., Applied Developmental &
 Educational Psychology, Boston College)
 Comes to UFCOE from: Postdoctoral
 Affiliate, Univ. of Florida
 Research interests: Early childhood
 education and intervention; families of
 young children with disabilities




DONGHO "DON" KIM
 Assistant Professor
 (Ph.D., Learning, Designing & Technology,
 Univ. of Georgia)
 Comes to UFCOE from: Faculty, Northern
 Illinois Univ.
 Research interests: Learning analytics,
 human-computer Interaction, adaptive
 online learning

HIGHER EDUCATION ADMINISTRATION




LINDSAY BYRON LYNCH
 Clinical Assistant Professor
 (Ed.D., Higher Education Administration,
 Univ. of Florida)
 Comes to UFCOE from: Administration,
 South Florida State College
 Research interests: Institutional policies,
 practices and systems that improve
 student access and success

SCHOOL PSYCHOLOGY




CHRISTOPHER ANTHONY
 Assistant Professor
 (Ph.D., School Psychology, Penn State
 Univ.)
 Comes to UFCOE from: Faculty, Oklahoma
 State Univ.
 Research interests: Socioemotional/
 behavioral predictors of achievement;
 assessment/measurement; family context
 and student learning


SPECIAL EDUCATION



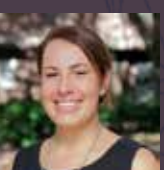
LINDSEY CHAPMAN
 Clinical Assistant Professor
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 Comes to UFCOE from: Grad. Research
 Asst., Univ. of Florida
 Research interests: Teacher prep and
 professional learning to support diverse
 student populations; teacher retention;
 school culture and working conditions



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 Clinical Assistant Professor
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 Univ. of Florida)
 Comes to UFCOE from: Faculty, Santa Fe
 College
 Research interests: Early literacy and high-
 poverty communities; visual ethnography
 and participant-driven research




TABATHA DOBSON
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 (Ph.D., Curriculum & Instruction, Univ. of
 Florida)
 Comes to UFCOE from: Lead Consultant,
 Ctr. for the Collaborative Classroom
 Research interests: Teacher professional
 learning; struggling readers; effective
 literacy practices



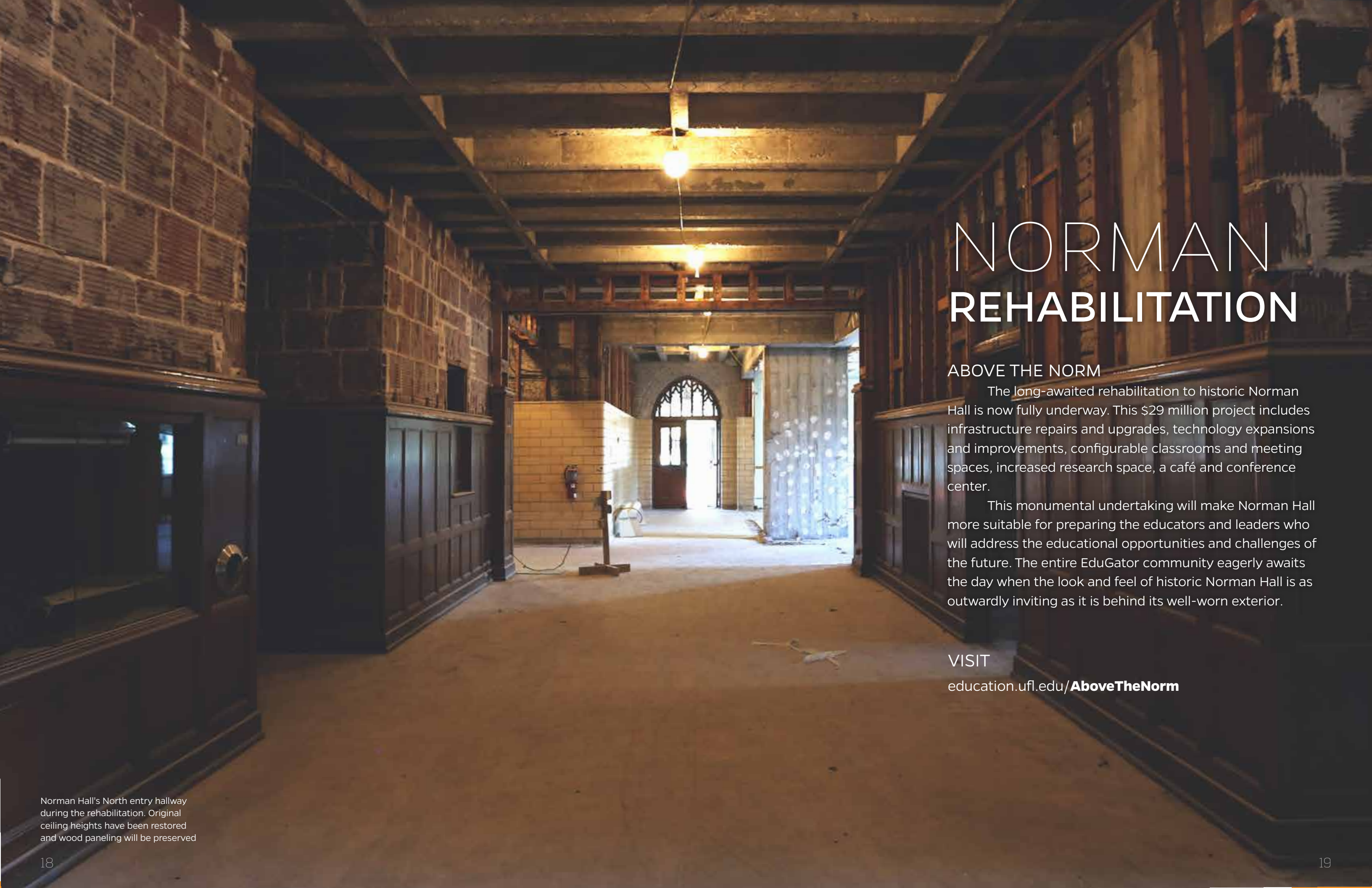
VIVIAN GONSALVES
 Assistant Professor
 (Ph.D., Special Education, Univ. of Florida)
 Comes to UFCOE from: Visiting Clinical
 Faculty, Univ. of Florida
 Research interests: Teacher prep and
 development in literacy instruction and
 interventions; dyslexia assessments and
 interventions

STEM EDUCATION



JULIE C. BROWN
 Associate Professor
 (Ph.D., Science Education, Univ. of Florida)
 Comes to UFCOE from: Faculty, Univ. of
 Minnesota, Twin Cities
 Research interests: Equitable secondary
 science teaching, undergraduate science
 education

FIND OUT MORE ABOUT OUR NEW FACULTY:
[https://education.ufl.edu/etc/edugator-insider/
 october-2018/new-faculty-fall-2018/](https://education.ufl.edu/etc/edugator-insider/october-2018/new-faculty-fall-2018/)



NORMAN REHABILITATION

ABOVE THE NORM

The long-awaited rehabilitation to historic Norman Hall is now fully underway. This \$29 million project includes infrastructure repairs and upgrades, technology expansions and improvements, configurable classrooms and meeting spaces, increased research space, a café and conference center.

This monumental undertaking will make Norman Hall more suitable for preparing the educators and leaders who will address the educational opportunities and challenges of the future. The entire EduGator community eagerly awaits the day when the look and feel of historic Norman Hall is as outwardly inviting as it is behind its well-worn exterior.

VISIT

education.ufl.edu/AboveTheNorm

Norman Hall's North entry hallway during the rehabilitation. Original ceiling heights have been restored and wood paneling will be preserved

NORMAN REHABILITATION

EMBRACING THE FUTURE WHILE HONORING THE PAST



SOUTH GATEWAY AND ATRIUM

One of the most anticipated enhancements to historic Norman Hall, as evidenced by comments on social media, is the new south gateway and atrium. Open, inviting and invigorating – the space, while adorned with modern comforts and amenities, will simultaneously call back to bygone learning environments, honoring our college’s foundations.

Designed to foster student connection and collaboration, the atrium and food court will be ideal for both lounging and learning. A place for students to recharge for classes and coursework ahead. Congregations of EduGators will gather together, creating individual and shared memories that will last a lifetime.

PROFESSIONAL DEVELOPMENT CENTER

Located adjacent to original Norman Hall, Norman Gym, and the grand oak tree in the Norman courtyard, the eco-friendly newly constructed Professional Development Center is an impressive mix of modern conveniences and historic elements consistent with iconic Norman Hall. The sorely needed Center can host guest speakers, special class meetings, seminars, receptions and professional development events for up to 125 educators and guests from Florida and beyond.

The Center, located in the old Norman loading dock, will be fully equipped with the latest telecommunications and presentation technologies, a catering kitchen and storage room to hold tables and chairs to reconfigure the room from a lecture setting with rectangular tables to a small banquet with round tables. Storage facilities also are capable of holding Gator-branded linens and supplies.

THE HISTORIC CLASSROOM

Originally an ornately-designed library serving PK Yonge’s students, the Historic Classroom was replete with classic wooden casework, gilding, and intricate plaster ceilings. The room began serving university students as a classroom in the 1960s after PK Yonge moved to a new building just off campus.

This iconic space will be rehabilitated to reflect its original grandeur, with restoration or reconstruction of the embellishments that made this grand reading room memorable. Reflecting the unique nature of this cherished space, the room will be used for occasional class meetings, select guest speakers, small college events, and informal gatherings.

HIGH IMPACT CLASSROOMS

The heart of any university building is its classrooms where generations of students have opportunities to interact with top-notch educators and talented peers. Classrooms should be designed to inspire students and innovative educators while sufficiently flexible to meet particular needs of specific courses. Many of Norman Hall’s classrooms have not changed since the building opening in the early 1930s.

While largely located in the same locations as the original classrooms in order to honor the building’s past, new classrooms will have modern designs that place learning first, allowing instructors the flexibility to rearrange furnishings and technologies easily. Nearly all of the original 1930s classrooms had only two electrical outlets, but they will be reimagined for the students of today that charge laptops, tablets and phones. New classrooms will include those that are technology-centered, specialty area focused (such as a science lab) and more traditional designs.



EARLY LEARNING

Through our work in the area of Early Learning we are leading the way to a future where every child is prepared to enter school. Focused on young children birth to age five, their families and the contexts that support their health, our faculty, students and research partners are giving children the opportunity to succeed through transdisciplinary collaboration. Early Learning is a key initiative in the university's quest to be a top five research institution.

BRIDGING THE GAPS TO INCLUSIVE EDUCATION: EMBEDDED INSTRUCTION CALIFORNIA

Building off both past and current research supported by the Institute of Education Sciences at the University of Florida, Embedded Instruction California (EI CA) is a collaborative project that began in 2015. The purpose of the EI CA project is to scale up and sustain a system of professional development to support preschool teachers' use of embedded instruction practices by integrating Embedded Instruction for Early Learning — Tools for Teachers with existing statewide early childhood initiatives in California. Partners in this project include the Anita Zucker Center for Excellence in Early Childhood Studies, the Special Education Division of the California Department of Education and project sites in preschool classrooms located in Los Angeles, Santa Clara, Napa, Etiwanda, Pleasanton, Sonoma, Imperial, Mendocino/Ukiah and Chico. The EI CA project aligns with the Anita Zucker Center's mission to bridge the research-to-practice gap by supporting practitioners to implement effective teaching practices. Embedded instruction is an effective teaching practice. The EI CA project has three major benefits:

- 1.** It introduces preschool teachers to embedded instruction and supports their implementation of embedded instruction in the classroom.
- 2.** It helps young children with or at risk for disabilities to learn skills or behaviors that enable them to access and participate in a preschool curriculum alongside their peers with and without disabilities.
- 3.** Anita Zucker faculty and project staff learn alongside our collaborating partners about how to effectively scale up and sustain the implementation of embedded instruction practices and what additional research is needed to help address practical implementation issues we encounter.

WHAT IS EMBEDDED INSTRUCTION?

Embedded Instruction is a method of instruction that has been shown to be effective for teaching young children with disabilities during everyday activities, routines and transitions in the preschool classroom rather than in separate settings or activities.

Embedded instruction practices are organized under four primary components:

- What to Teach
- When to Teach
- How to Teach
- How to Evaluate

Dr. Patricia Snyder, principal investigator for the past and current research on embedded instruction at UF, describes the process:

“In a typical preschool classroom, there are many child-initiated and teacher-led activities taking place as well as routines such as arrival, snack and departure. There are also transitions between the activities and routines. All children benefit from learning in the context of these activities. Embedded instruction means rather than providing instruction for a child with a disability in a separate room or in a separate activity or routine, the teacher embeds instruction in the ongoing activities, routines and transitions in the classroom. To do this type of instruction, the teacher has to think about what skills the child is learning (what to teach), in which activities, routines or transitions it is most logical and appropriate to teach the skill (when to teach), which instructional procedures to use (how to teach) and how to monitor if teaching is implemented as planned and if the embedded instruction helps the child learn the skill (how to evaluate). While it might look effortless when done well, embedded instruction requires skillful planning and implementation to ensure children with or at risk for disabilities learn alongside their peers.”

WHAT IS THE EMBEDDED INSTRUCTION CALIFORNIA PROJECT?

The EI CA Project provides an opportunity to support the implementation of embedded instruction as part of a state-wide initiative. Teachers and coaches in California are initially provided with 15 to 18 hours of asynchronous online and face-to-face workshop training on embedded instruction practices. Coaches receive an additional 24 hours of training on how to support teachers to apply the embedded instruction



Los Angeles and Garden Grove classrooms in the EI CA Project

practices in their classroom and how to use practice-based coaching. Practice-based coaching is an evidence-based coaching framework grounded in the science of how people learn. During the first year of participation in the project, coaches have 12 coaching sessions for each teacher following the online and face-to-face training on embedded instruction. The coaching sessions include an observation in the classroom and individualized feedback and assistance in implementing embedded instruction. In addition to these coaching sessions, teachers participate in quarterly embedded instruction professional learning communities with other teachers at their site and receive ongoing coaching support based on their individual implementation needs for up to two years. Recognizing the important role coaches play in supporting teachers' implementation of embedded instruction, coaches meet bi-weekly by video-conference call with members of the Anita Zucker Center EI CA Project team to refine their knowledge and skills related to both embedded instruction and the practice-based coaching framework.

MAKING AN IMPACT

According to Dr. McLean, co-principal investigator on the project, the opportunity to collaborate to implement the EI CA project was an important one. “The California Department of Education and specifically the Special Education Division were interested in using the Desired Results Developmental Profile (DRDP, 2015) assessment, which measures children's learning and developmental outcomes, to help teachers identify what skills children need to learn and then use embedded instruction to provide effective instruction for young children with disabilities. They asked members of the Anita Zucker Center to develop an approach to professional development that would help teachers connect the DRDP(2015), the CA Preschool Learning Foundations, children's individualized education program (IEP) goals and embedded instruction, given the positive outcomes from the Anita Zucker Centers' previous research on embedded instruction,” McLean said. She continued, “Embedded instruction is effective for teaching young children in inclusive environments. It was also seen by the state of California as an important way to encourage the inclusion of young children with disabilities in programs with their typically developing peers.”

LOOKING TO THE FUTURE

The fourth year of the EI CA project has brought exciting new collaborative efforts among the more than 20 site-based coaches, site administrators, the CA Department of Education and members of the Anita Zucker Center. The California Department of Education, Special Education Division, is developing a cadre of state-based trainers and coaches who can effectively implement the embedded instruction and practice-based coaching activities. This strategic approach to building capacity within sites throughout the state of California will help increase teachers' access to the embedded instruction and will help sustain the use of embedded instruction and practice-based coaching as essential components of the state's preschool professional development system.

Sheila Self of the CA Department of Education recently reflected on her experience with the embedded instruction project:

“Embedded Instruction has been one of the most effective evidenced-based practices I have been involved with to date. Not only does it improve child outcomes, but also has a meaningful impact on the knowledge and skills of teachers and coaches involved in the project. In California, the embedded instruction project has supported teachers to use DRDP(2015) child assessment data to provide targeted embedded learning opportunities that impact the child's progress overtime. Practice-based coaching is viewed by all collaborators as highly effective. Through continued collaboration with the Anita Zucker Center, practice-based coaching can be used to support teachers to use a number of evidence-based teaching practices. In California, we plan to replicate the use of practice-based coaching to support other research to practice efforts. California's children have benefited greatly from the collaboration from the Anita Zucker Center, the leadership team of site administrators, preschool teachers and coaches supporting these efforts.”

To date, the project has impacted over 300 target students with disabilities who received services in inclusive preschool classrooms and 148 teachers. Anita Zucker Center researchers anticipate that these numbers will grow during the 2018-19 school year to include 86 additional teachers and more than 150 additional children.

Learn More:

<https://ca.embeddedinstruction.net>



EDUCATIONAL TECHNOLOGY

In the area of Educational Technology, shared data, transdisciplinary collaboration and implementation of learning analytics are helping our faculty to create the learning environments of the future. By integrating innovative technologies with learning sciences, we are enhancing learning experiences and outcomes for students around the world. These transdisciplinary collaborations help our faculty remove barriers and create the learning environments of the future. Our faculty and students are going beyond the limits of technology to reach boundless potential.

A JOURNEY TO SAFER ROADS LEADS TO BETTER EDUCATION

“There’s nothing more heart wrenching than to pick up the paper on a Sunday morning and you read about a fatal car crash that’s involved one of your personal students or the students at your school,” said Griff Jones, Ph.D, emeritus faculty at the University of Florida College of Education and former K-12 educator. With a 20-year career as a K-12 science teacher, Jones knows all too well the tragedy of losing students to car accidents.

Speeding, texting, distracted driving and missing seatbelts play significant roles in the leading cause of death among 13 to 19-year-olds: car crashes. Among teens, nearly eight die every day in car accidents. This is a tragedy ever present in daily life, but a tragedy that can be preventable. Jones knew something must be done to better reach young drivers everywhere.

As fate would have it, the Insurance Institute for Highway Safety Highway Loss Data Institute (IIHS-HLDI)

was also searching for a better way to engage teen drivers and influence their driving decisions. In 1999, the institute reached out to Jones to create a science education film that could be implemented in high school science classrooms across the nation. Their shared hope was to connect with students through education, focusing on the excitement of science rather than the fear of accidents.

In 2000, IIHS-HLDI and Jones partnered to release “Understanding Car Crashes: It’s Basic Physics,” an instructional video designed and hosted by Jones. The film explores the role scientific concepts, such as Newton’s law of motion, play in the real world of cars and car crashes. It aimed to increase young driver understanding of key science topics to provide the background needed to make responsible driving decisions on the road. “The basic premise is you can’t argue with the laws of physics,” Jones said.



Students using the online and printed resources available through IIHS-HLDI in the Classroom



The educational video gained momentum reaching K-12 science classrooms across the nation and led to the production of a sequel in 2008, “Understanding Car Crashes: When Physics Meets Biology,” which explores the effects of a car accident on the human body. But the IIHS-HLDI and Jones did not end their journey to safer roads there.

In 2017, the IIHS-HLDI and Jones began collaborating with the University of Florida College of Education Department of E-Learning, Technology and Communications (ETC) on a project that would innovate science education and enthrall the new generation of learners. Merging lanes of expertise in pedagogy, web-based learning and crash science, IIHS-HLDI in the Classroom was launched in June 2018.

IIHS-HLDI in the Classroom is a free, online science education resource that acts as an interactive toolbox expanding upon the scientific concepts presented in the original “Understanding Car Crashes” hit films. The platform is designed to effectively excite, inform and inspire grades 5-12 students and their science teachers. Inertia, momentum, energy and impulse are ingeniously explored through avenues such as paper car crashes, cracked eggs and stretched Silly Putty providing students firsthand opportunities to witness science in action. “Our greatest challenge is to make science real to everyone out there,” Jones said.

The site seeks to ingrain in students the

importance of making smart driving decisions well before they actually take the road. It features the original science education films repackaged to include three viewing options, 11 hands-on activities and a collection of additional interactive resources ranging from crash-science demonstrations to teen driving safety tips. The curriculum was designed by Jones to support the diverse learning styles of today’s students and provide the connecting link between the real world and science, technology, engineering and mathematics. All activities align with the Next Generation Science Standards (NGSS), which are a research-based framework for high-quality K-12 science education practices. NGSS have been implemented in classrooms across the nation and are guided by three proven dimensions of science learning: crosscutting concepts, disciplinary core ideas and science and engineering practices.

IIHS-HLDI in the Classroom offers science teachers expanded access to resources created specifically to foster their learning. Included are comprehensive lessons plans and instructional guides providing the background needed to successfully learn and teach each topic. As grades 5-12 science educators teach a wide range of subjects with differing levels of ability, the platform offers the tools needed to effectively integrate the curriculum into their dynamic classroom structures.

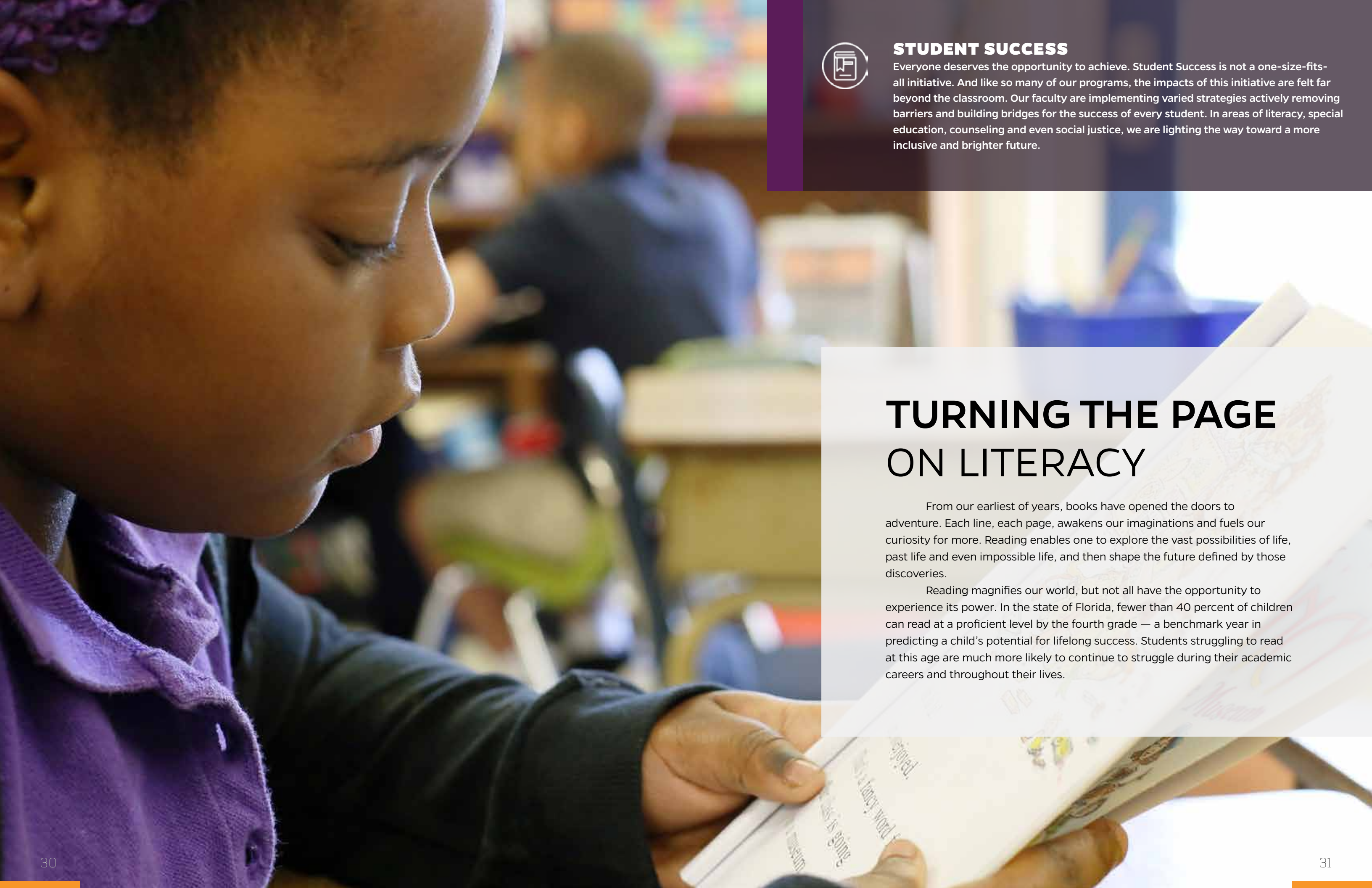
“The ETC team is equipped to build and deliver highly impactful instructional tools and technologies that change the landscape of what it means to be an online learner.”

ETC led the instructional design, front-end website design, back-end website development, videography and photography to launch IIHS-HLDI in the Classroom as its own learning management system. “It’s heavily informed by what we know works with students and teachers,” said Jason Arnold, director of ETC. The site’s architecture was built using the latest research in learning theory as it applies to online spaces with much of it coming directly in house from the work of College of Education faculty and doctoral students. “It’s amazing to watch what they are producing,” Arnold said.

But the creation of IIHS-HLDI in the Classroom has advanced more than driver safety education practices. Its production has delivered enhancements in the quality of learning in and beyond the classroom. Youth across the nation have a free, online platform filled with interactive science activities that may inspire a love for science they never realized. Science educators have access to innovative research-based lessons designed to cultivate their learning and provide a foundation they can easily expand upon when teaching in their own classrooms.

Even in higher education, IIHS-HLDI in the Classroom has made a direct impact. More than 100 online courses in the College of Education have been updated to include tools and practices found successful in the design and testing of the site. Courses are now produced with high quality analytics software to track engagement. Lectures include embedded formative assessment to informally measure comprehension and effectiveness of delivery. Videos are recorded and edited using quick b-roll cuts found to captivate viewers longer. Tom Dana, College of Education associate dean for academic affairs, said “The ETC team is equipped to build and deliver highly impactful instructional tools and technologies that change the landscape of what it means to be an online learner.” Although the purpose of IIHS-HLDI in the Classroom was to encourage safer driving through education, its reach has traveled further.

Learn more
education.ufl.edu/capitalcampaign/stories/education-technology/



STUDENT SUCCESS

Everyone deserves the opportunity to achieve. Student Success is not a one-size-fits-all initiative. And like so many of our programs, the impacts of this initiative are felt far beyond the classroom. Our faculty are implementing varied strategies actively removing barriers and building bridges for the success of every student. In areas of literacy, special education, counseling and even social justice, we are lighting the way toward a more inclusive and brighter future.

TURNING THE PAGE ON LITERACY

From our earliest of years, books have opened the doors to adventure. Each line, each page, awakens our imaginations and fuels our curiosity for more. Reading enables one to explore the vast possibilities of life, past life and even impossible life, and then shape the future defined by those discoveries.

Reading magnifies our world, but not all have the opportunity to experience its power. In the state of Florida, fewer than 40 percent of children can read at a proficient level by the fourth grade — a benchmark year in predicting a child's potential for lifelong success. Students struggling to read at this age are much more likely to continue to struggle during their academic careers and throughout their lives.

The James Patterson Literacy Challenge expects to double the number of schoolchildren in current participating schools who achieve passing reading scores within two years of participation in the project.

Through a collaborative partnership at the University of Florida, using evidence-based methods, stakeholders are working to double the literacy rates in the state



The University of Florida Literacy Initiative (UFLI) and James Patterson Foundation have begun an ambitious mission to end the literacy crisis plaguing the state by doubling the number of Florida schoolchildren proficient in reading: the James Patterson Literacy Challenge.

The James Patterson Literacy Challenge provides school leaders and educators from under-performing schools empowering professional development tools, opportunities and experiences to build their capacity to effectively address the diverse, dynamic literacy needs of their students. In February 2018, author and philanthropist James Patterson announced a \$3 million donation to the UF College of Education to launch the project, which has now begun serving five schools in two Florida school districts, Alachua County and Broward County.

The leading challenges underperforming schools face in improving their literacy outcomes are rooted in unpreparedness. If students enter the classroom already grade levels behind in reading, it is unlikely they will ever be able to meet the literacy standards expected of their current grade level. Although educators strive to bridge these gaps, they often do not possess the knowledge or resources needed to serve a large classroom of students each reading at a different skill level with varying challenges. For these reasons, failure in the classroom historically has been anticipated and even accepted. While some students are expected to excel, others are expected to lag behind.

But this does not have to be the case. Every child is capable of reading proficiently with the right support. The James Patterson Literacy Challenge is taking an entirely different approach to improving literacy outcomes by focusing on transforming the literacy culture that shapes these schools. Failure can no longer be an acceptable option when a child's lifelong success is on the line. Partnering school districts participating in the James Patterson Literacy Challenge receive the support to implement better practices in their classrooms, the knowledge to identify their unique literacy challenges and the tools necessary to sustain success far past their completion of the project. School districts receive a UF-trained master teacher that leads individualized coaching and ongoing professional development activities designed to fit the needs of each selected school. UF faculty researchers and doctoral students collaborate with schools to review their current literacy practices and design plans to address their specific challenges. Master teachers also host a Summer Reading Academy at each school providing educators comprehensive sessions that focus on the fundamental aspects of literacy development specific to each grade level. Furthermore, participating districts have access to online professional development resources.

Developed by the UF College of Education's Lastinger Center for Learning, the comprehensive online platform offers 40 models of content related to foundations, assessment, instruction and intervention in key areas of literacy. The platform also features an

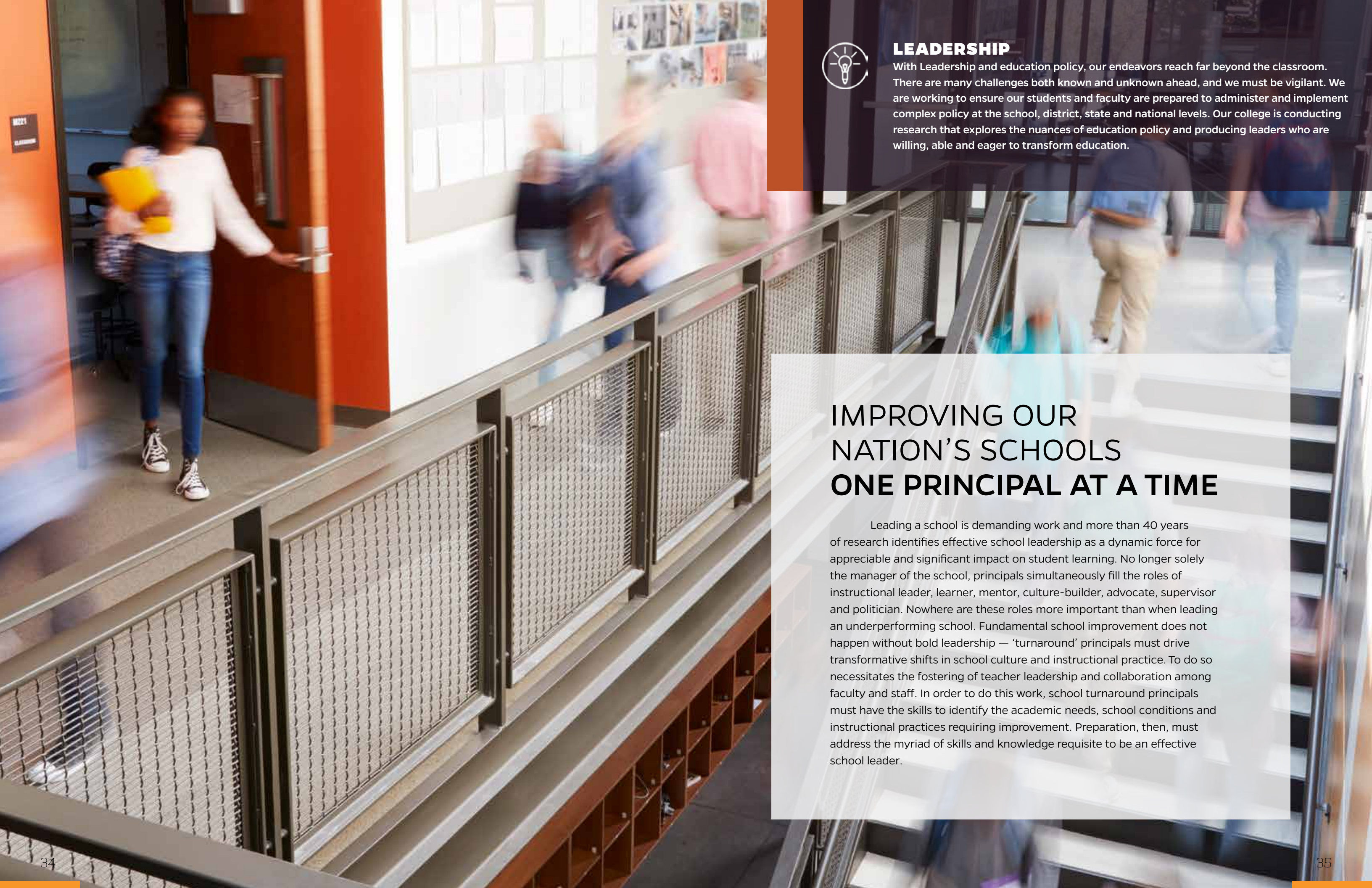
innovative application component that allows teachers to upload their instructional materials and videos to be reviewed by a literacy coach. All content is aligned with state standards for teachers and students.

The James Patterson Literacy Challenge expects to double the number of schoolchildren in current participating schools who achieve passing reading scores within two years of participation in the project. The project is also working to provide all Florida schools access to the online professional development resources by the completion of the first year and expand efforts to other school districts by the second.

Key partners in the project include the Lastinger Center, P.K. Yonge Developmental Research School, the Florida Center for Reading Research, the Foundation for Excellence in Education, the National Center on Improving Literacy, the Regional Educational Laboratory Southeast and the Center for the Collaborative Classroom.

Through the robust network of partners coming together to build brighter futures, the James Patterson Literacy Challenge will champion a tomorrow where every Florida child knows the joys of reading and has the potential for lifelong success.

Learn more
education.ufl.edu/capitalcampaign/stories/student-success/



LEADERSHIP

With Leadership and education policy, our endeavors reach far beyond the classroom. There are many challenges both known and unknown ahead, and we must be vigilant. We are working to ensure our students and faculty are prepared to administer and implement complex policy at the school, district, state and national levels. Our college is conducting research that explores the nuances of education policy and producing leaders who are willing, able and eager to transform education.

IMPROVING OUR NATION'S SCHOOLS ONE PRINCIPAL AT A TIME

Leading a school is demanding work and more than 40 years of research identifies effective school leadership as a dynamic force for appreciable and significant impact on student learning. No longer solely the manager of the school, principals simultaneously fill the roles of instructional leader, learner, mentor, culture-builder, advocate, supervisor and politician. Nowhere are these roles more important than when leading an underperforming school. Fundamental school improvement does not happen without bold leadership — ‘turnaround’ principals must drive transformative shifts in school culture and instructional practice. To do so necessitates the fostering of teacher leadership and collaboration among faculty and staff. In order to do this work, school turnaround principals must have the skills to identify the academic needs, school conditions and instructional practices requiring improvement. Preparation, then, must address the myriad of skills and knowledge requisite to be an effective school leader.

In 2017, the Elementary and Secondary Education Act (ESEA) labeled approximately 10 percent of our nation's schools as failing. That is, some 3.5 million school children failed to make significant progress on their state assessments. Annually, the Florida Department of Education (FDOE) identifies the 300 lowest performing elementary schools. In each of these environments, our country is failing at providing a quality educational experience for students. It is incumbent upon us as a nation and as an institution training the next generation of leaders to uphold our obligation and responsibility to help children fulfill their diverse potentials, to live a productive life and to become good citizens. The ability to turnaround low performing and failing schools is critical to the health and well-being of our society. This does not happen without quality school leaders.

Public Impact, a nonprofit organization committed to devising and advancing visionary but practical ideas to improve K-12 education, proposes competencies school leaders need for turnaround success. Among and embedded within these are the abilities and qualities of sound data collection, analysis and progress monitoring; action planning; developing, communicating and implementing a positive vision; fostering and developing leadership in others; conceptual thinking; and persistence and resilience. In the Master of Education program in educational leadership, we provide multiple opportunities for students to learn about, engage in and apply these skills and corresponding content knowledge in order to become a successful school leader. How do we do this? With deliberate, specialized and planful activities for participant engagement related to turnaround leadership.

Each of the 12 courses in the program addresses some or many of the core competencies ensuring program participants complete their course of study with multiple experiences relevant and responsive to the educational needs of today's children. This program is aimed at the working professional and the majority of our program participants are current classroom teachers. Program participants are consistently asked to draw upon their professional positions and workplaces in responding to course assignments and activities. Examples include the following:

- design, implement and lead a team of fellow educators in a change initiative in their school;
- analyze their school's academic achievement data and determine a content area or grade level in need of improvement, then design and calendar a professional learning plan with progress monitoring of students for the affected faculty and staff with a discussion of the ways their voice and choice will be solicited and valued;
- analyze the effectiveness of their school's communications plan incorporating methods to include all stakeholders and strategies for improvement;
- learn, observe and apply active listening techniques and methods for engaging in hard conversations;
- learn, practice and engage in recognizing and observing quality instruction and engage in collaborative coaching conversations with teachers;
- respond to numerous real school scenarios related to building a positive school culture and climate and the development of a school vision and mission to drive all decision-making; and
- consciously reflect upon and develop their personal philosophies related to schooling.

Throughout, program participants are introduced to and hear from former and current successful turnaround principals. The Department of Educational Leadership in the College of Education at the University of Florida strives to be responsive to the needs of today's schools. Using research and best practices to inform the content of our courses, we are working hard to prepare school leaders with the skills and knowledge to lead the kind of schools our children deserve.

[Learn more](http://education.ufl.edu/capitalcampaign/stories/leadership/)
education.ufl.edu/capitalcampaign/stories/leadership/

RESEARCH FUNDING

Our efforts to transform education and strengthen society are made possible through our faculty's intellectual leadership and progressive research agenda. This year our research funding increased by 26 percent, to a record-breaking \$128 million.

FUNDING HIGHLIGHTS 2017-2018

136

Research awards with
\$128.5M total value

26%

Increase in total
award value

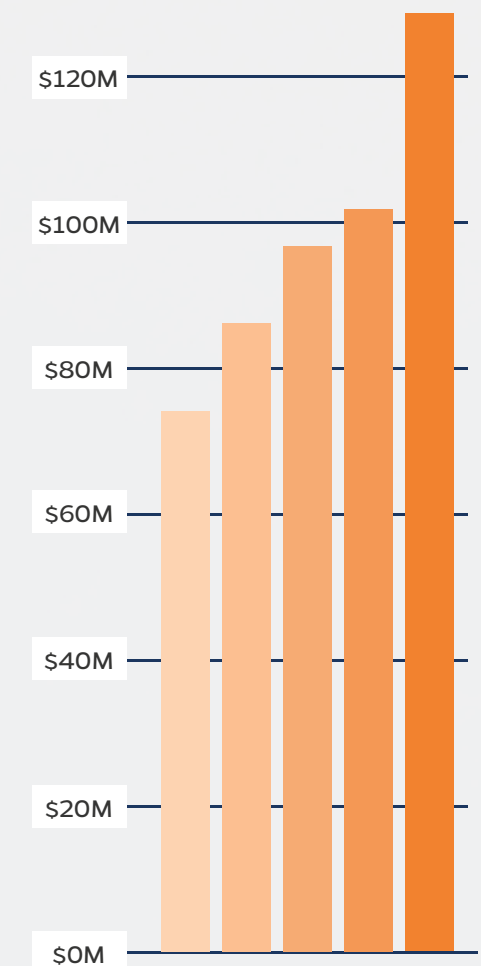
\$676K

Average award
per faculty

\$28M

Research
expenditures

TOTAL RESEARCH FUNDING in millions



ENDOWED PROFESSORS' STUDIES WILL AID DISADVANTAGED STUDENTS

Students from black ethnic and racial backgrounds and learners with serious behavioral or emotional disorders stand to benefit from new studies supported by the dual appointments of two rising University of Florida education faculty researchers to a shared endowed professorship at the College of Education.

The college has announced the selection of Special Education assistant professor Nicholas Gage and Christopher Busey, an assistant professor of curriculum, teaching and teacher education, to occupy the prestigious B.O. Smith Research Professor positions. The two-year endowed professorship supports new, cutting-edge research of promising education faculty who are preparing for promotion to associate or full professor.

The professorship's namesake is a former UF education faculty member in a department now known as the School of Teaching and Learning. Appointments to the post each carries the potential for \$10,000 annually in research and travel funding, for a total award package worth \$20,000 each.

Gage's study promises to help students whose behavioral or emotional disorders are detrimental to their academic performance.

He said students with or at risk for emotional-behavioral disorders — or EBD, for short — can display a wide array of behavioral problems including classroom disruption, bullying and violent conduct, along with depression, anxiety and victimizations by bullies.

"Students with emotional-behavioral disorders pose myriad challenges to teachers, school administrators, families and communities," Gage said. "My research and professional experiences have taught me that these student desperately need help but are

also among the most difficult to help. Students cannot learn if they are not engaged and paying attention to instruction.

"I believe the first step to increase access to classroom instruction and reduce suspensions for students with emotional-behavioral issues is through universal implementation of high-quality, evidence-based classroom management."

Researchers have identified a number of classroom and behavior management strategies, but Gage says the studies have yet to determine which methods are the most effective. Supported by the Smith research professorship, Gage will explore massive sets of archived education data from several states to compare student achievement while learning under unproven or experimental strategies with the effectiveness of a widely used, evidence-based classroom and behavior management system known as "Schoolwide Positive Behavior Interventions and Supports" (SWPBIS).

Gage said he expects his study findings will support his ultimate aim to design and scale-up a multi-tiered professional development model to advance teachers' classroom management strategies that best support students' behavioral and academic needs.

In Busey's study, he is taking an international look at how activism for black ethnic education has been infused into the larger aims to drive political and multicultural policy reforms.

Specifically, Busey will trace how black ethnic education influenced reforms during the 1980s and 1990s in two Latin American countries — Nicaragua and

Colombia — with substantial black minority populations. Then, he will examine how the implications of the Colombia-Nicaragua experiences are relevant to the pursuit of ethnic education and multicultural policy reforms in the United States.

"We know much about the battle in the United States to humanize black people in our schools' curricula and instruction, but our collective memory of how similar efforts have played out across the Americas is insufficient," Busey said.

He describes the framework for his study as "hemispheric" — involving two of our Western Hemisphere neighbors to the south. Nicaragua and Colombia both share some multicultural similarities and issues with the United States, with the battle for black educational humanity playing out across the Americas for more than a century.

Busey said his project will entail extensive fieldwork in public schools throughout predominantly black regions of Colombia and Nicaragua, documenting the curricular and instructional strategies employed by teachers as they address black history and citizenship. With roots in anthropology, Afro-Latin American studies and education, Busey said his interdisciplinary research project should yield insights into how educators perceive the development and teaching of ethnic education globally.

"My purpose is to look deeper into the multiple levels of realizing black ethnic education in Colombia and Nicaragua and its significance for the continued fight for ethnic education in the U.S."



Nicholas Gage, assistant professor of special education



Christopher Busey, assistant professor of curriculum, teaching and teacher education

A student from P.K. Yonge holds up a replica fossil megalodon tooth created through iDigFossils, one of the innovative partnerships between the school and the UF College of Education



UF COLLEGE OF EDUCATION/P.K. YONGE: WORKING TOGETHER TO TRANSFORM EDUCATION

P.K. Yonge Developmental Research School and the University of Florida College of Education have long-standing, interconnected histories rooted in shaping the future of education. Their methods complementary. Their visions synchronous. When collaborating to ignite change, their results are profound. Although P.K. Yonge and the college have always been bonded in their efforts, that bond has only been strengthened by growing a culture of teacher inquiry.

Nancy Dana, UF professor of teaching and learning, has helped to foster teacher inquiry at P.K. Yonge since its introduction to the K-12 school in 2004. Teacher inquiry focuses on discovering new methods to improve learning outcomes and learning experiences for students. The needs of students are dynamic and ever changing, so research in education practices cannot become stagnant. Seeking innovations to foster more enriching practices is essential to supporting today's generation of learners, prepare for tomorrow's learners and keep educators always thinking critically about their teaching.

Through the growing support for teacher inquiry, many partnerships with College of Education faculty and researchers have developed. Associate professor of science education, Rose Pringle, has nurtured an inquiry-based approach to K-12 science education at P.K. Yonge. Kara Dawson, professor of educational technology, has grown the integration of technology on the campus. Dawson and Dana have collaborated to design and test technology's impact on addressing the individual learning needs of middle school students. Associate professor of Educational Technology, Pavlo "Pasha" Antonenko, has introduced 3D printing into science, engineering and mathematics

curriculums. Lynda Hayes, director of P.K. Yonge, said these collaborations foster a deeper knowledge and insight that will vastly improve the field of K-12 education.

College faculty and P.K. Yonge teachers have been presenting their discoveries at national conferences hosted by organizations such as the American Education Research Association (AERA), Florida Educational Research Association (FERA), National Science Teacher Association (NSTA), National Association for Research in Science Teaching (NARST) and National Council of Teachers of English (NCTE).

Furthermore, teacher inquiry has transcended into practices used at the College of Education to expand student experiences. As part of the new online secondary teaching preparation certificate program, local students interested in teaching 6-12 science, math, social studies or English can complete their 10-week practicums at P.K. Yonge and be mentored by highly-effective educators in their interested fields, said Elizabeth Washington, professor of social studies education. Students interested in pursuing their master's of education (M.A.E.) can continue on at P.K. Yonge for an additional semester and complete a classroom inquiry project alongside a P.K. Yonge educator. "Since P.K. Yonge is an amazing example of a school whose faculty are committed to classroom inquiry, our M.A.E. students will benefit immensely from this experience and learn from exemplary teachers," Washington said.

As the relationship between P.K. Yonge and the College of Education remains steadfast, their discoveries will lead to brighter futures in education.



A rendering of Phase II of P.K. Yonge's campus revitalization project shows the secondary building for grades 6-12

P.K. YONGE CAMPUS REVITALIZATION

Learning happens everywhere — in the hushed hallways between classrooms, coves of libraries and the inviting spaces found everywhere in between. But it's time for traditional learning spaces to be redefined. Fueled by a vision to create dynamic learning communities that cultivate learning, P.K. Yonge Developmental Research School began a five-phase revitalization effort to create a campus capable of supporting the needs of today's and tomorrow's students. In April 2019, that vision enters Phase II.

P.K. Yonge was established in 1934 with a mission to lead schools into the future of education through designing, testing and disseminating innovations in the field. Its aging walls have stood tall in its current location since the 1950s. But in 2007, the Department of Education surveyed the P.K. Yonge campus and found that its campus would require an entire rebuild.

P.K. Yonge could have kept to a traditional model. Instead, school leadership chose to challenge convention and create an entirely new design plan fueled by a vision to redefine the landscape of learning and the spaces in which students and teachers come together to learn. Fielding Nair International, school architects and change agents for education, designed a cutting-edge campus complete with pioneering buildings for elementary, middle and high school as well as a new library, cafeteria and gym fit for the 21st century of education. In 2012, the elementary building

was constructed finalizing Phase I. With the support of the University of Florida, UF Provost, Dean of the UF College of Education and generous donations of P.K. Yonge alumni, the commencement of Phase II is almost here.

The secondary building, for grades 6-12, is designed with students in mind to cultivate curiosity, enhance problem solving and support collaboration among students and teachers. Spanning three stories, it will house seven Learning Neighborhoods each complete with a state-of-the-art distance learning lab, seminar space, classrooms and several dynamic common area spaces for small group meetings and individual work. The Learning Neighborhood consists of a learning community made up of four to six teachers that support students and their academic development. Each aspect of the building's design, down to the hallways, was created to foster enriching learning experiences. No space is missing a purpose.

Key contributors to the state-of-the-art secondary building include Fielding Nair International, architect SchenkelShultz, contractor Parrish-McCall, P.K. Yonge alumna and interior designer Jennifer Ramski from Ramski & Company and former P.K. Yonge director Fran Vandiver for her original vision for the campus.

With the building groundbreaking date in sight, P.K. Yonge is thrilled to take its school one step further into the future of education.

MAKING A DIFFERENCE NOW AND FOR YEARS TO COME

Two EduGator alumni are among a select group of 21st century graduates of the University of Florida to receive the 2018 Outstanding Young Alumni awards. Christopher Mullin (B.A.E. '99, Ph.D. '08 in higher education administration) and Lauren L. May (B.A.E. '08 and M.Ed. '09) were chosen as UF alumni who have graduated within the past 10 years whose professional achievements are making a significant impact on their industry at the state, national or international level.

Christopher Mullin has become an established name around Florida for his contributions as a higher education innovator. Starting in 2013, he served for a year-and-a-half as assistant vice chancellor for policy and research with the State University System's Board of Governors, where he led the development of the performance funding model. He was executive vice chancellor of the Florida College System from 2015 to 2017 where he oversaw academic and student affairs, research and analytics, and financial policy for 28 institutions.

During his tenure with the state's higher education agencies, U.S. News & World Report ranked Florida's higher education system as best in the nation for its affordability and high quality of its programs. Mullin previously worked at the Illinois Education Research Council and as program director for policy analysis at the American Association of Community Colleges (AACC).

He currently directs Strong Start to Finish, an emerging, nonprofit national network of higher

Christopher Mullin



Lauren L. May



education policy experts and leaders promoting equity and access in higher education for underserved students.

Mullin says his UF experience has significantly impacted his career advancement and success: **“As a student in the higher education program, I was exposed to the expectations and traits of high-quality research while also engaging with leading practitioners across the country. This dual focus is what made my UF experience unique and positioned me to be successful.”**

As the former principal at St. Pius V Catholic School in Jacksonville, Florida, Lauren May's leadership was reflected in outstanding student academic success and increased enrollment. Then, in fall 2017, May opened the state-of-the-art Arlington Community Academy offering VPK-through-fifth grade education and serving the downtown Jacksonville area.

“I hope to continue assisting my students and families and helping other private school leaders create schools of excellence in Florida by working with Step Up for Students and other funding partners as a community leader,” May said.

May also helps raise funds for the Boys and Girls Club, leads the Professional Development School for the University of North Florida and is involved with the UF College of Education's new EduGator Young Alumni Committee.

May and Mullin are young EduGators who are truly making a difference in our world for the Gator Good — now and for many years to come.

GERARDO GONZÁLEZ THRIVES FROM THE POWER OF EDUCATION

FROM 11-YEAR-OLD CUBAN REFUGEE TO UNIVERSITY OF FLORIDA STUDENT, TO COLLEGE DEAN, TO COLLEGE OF EDUCATION DISTINGUISHED ALUMNI HONOR

South African anti-apartheid revolutionary Nelson Mandela once famously said, “Education is the most powerful weapon we can use to change the world.”

No one knows that better than Gerardo González — a UF Triple Gator, former education dean and a 2018 UF Distinguished Alumnus Award winner. That's the highest honor a graduate can achieve.

González used education to first change his own life and then change the world around him. He was born in Cuba and immigrated to Miami, Florida, at age 11 with his penniless, working-class family. None of them could understand English. González would be the last person to predict he would gradually overcome his humble beginnings to earn three degrees from UF, go on to a distinguished career in higher education at UF and beyond, and rank among America's most influential Hispanics.

González came to the University of Florida in 1972, where he would earn three degrees (bachelor's in psychology, master's in counselor education and a Ph.D. in counseling and student personnel services) and establish one of the nation's first campus-based alcohol awareness and abuse prevention organizations.

In the ensuing years, González was tapped for a series of prominent roles at the College of Education, including chair of the counselor education department, associate dean for administration and finance, and, finally, interim dean. In 2000, he became dean of

Gerardo González



the School of Education at Indiana University, where he served for 15 years. In 2012, Hispanic Business magazine named him one of the 50 most influential Hispanics in the United States.

González and his wife, Marjorie, established a fellowship at the UF College of Education in 2016 to support graduate students who are pursuing research into the role of freedom of speech, academic freedom or student rights in higher education. These days, Gerardo and Marjorie frequently spend time at their condo in Crescent Beach, Florida, where he has been writing his memoirs.

“My story shows that in the United States, as in other democratic countries, education is still the great equalizer,” he says. **“It is the solution to the greatest and most intractable problems facing the world today, tomorrow and in the foreseeable future.”**

For a video and a fuller account of González's story, visit <https://education.ufl.edu/alumni/gerardo-gonzalez>



MICHAEL SOLICH: A LASTING LEGACY

There are very few professions that shape the future quite like an educator. Whether one provided the guiding hands that outlined a path to success or served as an anchor in times of hardship, nearly all of us can name a teacher who left a lasting mark on our lives. An impact that transcended beyond the hours spent in the classroom. For Michael Solich, his impact has transcended beyond life.

Solich was a star student in the University of Florida ProTeach Social Studies Program in 2006. He was weeks away from graduating and had just completed a 10-week internship teaching eighth grade social studies at P.K. Yonge Developmental Research School. “He just had a spark connecting with the kids,” said John Bourn, social studies instructor and Solich’s supervisor at P.K. Yonge. Solich was on the cusp of his next chapter and had already accepted a social studies position at Ida S. Baker High School, in his hometown of Cape Coral, Florida. “Everything was progressing like the script that he had in his head,” Bourn said.

“He just had a spark connecting with the kids.”

TRAGEDY STRUCK

On July 6, 2006, Solich died in a boating accident. Family, friends, professors and students alike were left in a state of shock. Solich had a profound effect on the lives of so many, and those who felt that impact knew something must be done to share it with the world.

P.K. Yonge planted and dedicated a tree surrounded by a small garden outside Bourn’s classroom, where Solich spent his practicum. The eighth-grade students he taught launched a website to share photos and memories. Ida S. Baker High School created a citizenship award in his honor. “It was just unbelievable,” said Cathy Solich, Solich’s mother.

At the UF College of Education, a scholarship was established to embody Solich’s love for education and to help others fulfill their dreams of becoming social studies educators. The college set aside the initial funding and a former ProTeach student and friend of Solich, anonymously donated to match the funds. Friends and family contributed to solidify the award.

ESTABLISHING TRADITION

The first Michael John Solich ProTeach scholarship was given in 2008. “We wanted to recognize somebody who really stood out in terms of just the sheer love and enjoyment of teaching,” said Elizabeth Washington, social studies education professor and one of three tasked to select the first recipient.

Around the anniversary of Solich’s passing, family and friends came together to celebrate him and hosted a barbecue fundraiser to support and continue to sustain the scholarship. Hundreds gathered to remember Solich. This became a tradition. Although the scholarship was endowed in 2015 and there is no longer a need to fundraise, friends still ask to gather each year. “Now they’re coming back with their kids,” Cathy Solich said.

PAST MEETS PRESENT

It is clear the significant influence Solich made on those in his world. And most remarkable, the goodness of Solich continues to live on in the hearts of those he touched over 12 years later. Childhood friend of Solich, Megan Meyer, presented

the citizenship award that Ida S. Baker High School established in his memory in May 2018. “It was an honor to stand in front of the graduating class and speak of Mike and who he was,” Meyer said. But the magnitude of Solich’s impact truly became clear when Kayleigh Pollitt presented the 2018 scholarship to its latest recipient.

Pollitt is a first-grade teacher in Hillsborough County. But in 2006, she was an eighth grader at P.K. Yonge in Bourn’s classroom. “I always kind of hung on to his memory,” she said. Pollitt reached out to Cathy Solich and shared with her thoughts and memories she held close about Solich. “He took the time to show his students what our hard work meant to him,” she said. “As an educator now, I’ve taken that lead as well in doing the same.”

When it came time to present the 2018 scholarship and the Solich family was unable to attend, Cathy Solich knew who to call. “When she said yes, the tears came to my eyes,” she said. Pollitt was humbled by the invitation. “Especially being an educator, it was truly an honor to present another generation of students the opportunity,” she said.

PASSING THE TORCH

Christina Aulino, the latest recipient, now teaches senior-level high school social studies in Lake County, truly carrying on Solich’s legacy. “Michael was so good at what he did and they wanted to have individuals continue off of that,” she said. Aulino shared she felt immensely grateful to have the college and the community’s support behind her pursuit in the field. “It just reminds you that there are generous people that believe teachers can change lives,” she said.

Solich’s impact will continue to carry on through those who had the pleasure of knowing him and seek to inspire others through their actions and their service. Solich will always be remembered for his spirit, his kindness and his service to others. “You don’t realize how people are watching you and what kind of influence you are making in their lives,” said Cathy Solich.

IN MEMORIAM

REMEMBERING INSPIRING EDUCATORS

DELLA ROSENBERG (M.Ed. '50),

a College of Education student-scholarship donor, died March 14, 2017 in Starke, Florida. Her passing came less than a month after celebrating her 100th birthday. A lifelong educator, Rosenberg began her career in 1940 and was honored as Teacher of the Century at Bradford High School during the school's 100th anniversary celebration in 2000. Active in her community, Rosenberg touched the lives of countless students and families. Now, the Della Rosenberg ProTeach Scholarship will support graduate students in the college's ProTeach programs for generations to come.



JAMIE FRESHOUR TURNER (B.A.E. '07, M.A.E. '09),

was following her dreams that she'd had since age three when, in 2009, she began her teaching career after earning degrees at UF in elementary and special education. Thus, it is with heartfelt sorrow that we share the loss of Turner on Nov. 4, 2017. She was 32. While at UF, Turner was a member of the Gator synchronized swimming team. After graduating with honors, her first teaching job was at Newberry Elementary School, where she taught grades K-2 and was named the school's 2010-11 Teacher of the Year. She more recently taught and facilitated exceptional student education at Hapeville Elementary School in Georgia. Turner's survivors include her husband, Craig, and daughter, Olivia.



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NEWLY FUNDED SCHOLARSHIPS & ENDOWMENTS

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Total gifts

5.5 percent

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