

EDUCATION *TIMES*

UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION

SPRING/SUMMER 2003

Message from the Dean

CATHERINE EMIHOVICH, PH.D.



Welcome, Dean Emihovich!

Dr. Catherine Emihovich comes to the University of Florida from California State University at Sacramento, where she served as dean of the College of Education. Dr. Emihovich received her doctorate in educational psychology from the State University of New York in Buffalo. She has published three books, numerous articles in refereed journals, extensive monographs and technical reports, and has presented over 100 papers at state and national conferences. She is currently president of the Council on Anthropology and Education, a subunit of the American Anthropological Association.

Dean Emihovich's major research interests include children's language use in classrooms and community settings; cognition, language, and literacy issues; race, class, and gender equity issues, and teacher education. She has extensive experience as an evaluation consultant and has worked for the Getty Foundation, the Educational Testing Service, state and federal agencies, and K-12 school districts.

Rarely have educators at both the K-12 and university level faced such daunting challenges as they do today. Mandates from the sweeping federal education bill, known simply as "No Child Left Behind," place unprecedented accountability demands on schools to implement instructional and testing policies that ensure all children have an equal opportunity to learn. Colleges of Education face the pressing demand of supplying enough teachers to meet the rising shortages in every state. In Florida, these challenges are exacerbated by new state mandates to lower class size and offer universal Pre-K. At the same time, public interest in education issues is at its highest level in decades, and support for solutions that break new ground can be secured with strong and imaginative leadership. Not surprisingly, educators may look back at these times and recall the opening lines of Dickens' classic novel, *A Tale of Two Cities* – "It was the best of times, it was the worst of times."

As I begin my tenure as dean of the College of Education here at the University of Florida, I reflect upon these words often. I am confident that our College is ready to meet these challenges, particularly as we seek to build new partnerships with other colleges on campus and with families, schools, and communities across the state. We are reaching out to large urban centers through the Alliance program in Jacksonville, Miami, and Orlando, even as we continue to strengthen long-standing relationships with our local and regional schools. We are creating new interdepartmental initiatives within the College that underscore the importance of involving all preparation programs in student learning. One example is the new, soon-to-be-offered principal certificate program that includes faculty from Educational Leadership, School of Teaching and Learning, Special Education, Counselor Education, and Educational Psychology, along with school district partners and P. K. Yonge Developmental Research School. A second example is the work being developed by the Lastinger Center for Learning to disseminate research on best practices and to build leadership capacity in low performing K-5 schools. Space does not permit me to list all our current and future initiatives, but many of them will be profiled in continuing issues of *Education Times*.

We have also set ourselves some ambitious goals that can only be reached with the strong support of loyal, committed alumni and friends of the College. To meet the new state need in universal pre-K, we intend to create a state of the art early childhood research center that will develop new models for young children's learning, as well as provide high quality childcare through our Baby Gator program. We plan to expand our offerings in distance education so that busy professionals can take advantage of our outstanding graduate programs in multiple fields to provide them with new knowledge for school improvement. We will place renewed emphasis on preparing all our students to work in culturally and linguistically diverse communities and schools that are rapidly increasing in all areas of the state. Finally, we dream of renovating Norman Hall to preserve its historic past while creating a modern structure that ensures that our students work with the most up-to-date equipment and resources associated with a top ranked college of education.

I find the prospect of achieving these goals and meeting the state's challenges enormously exciting; and with the level of talent among faculty, staff, and students, and the support of alumni and friends, I believe we will succeed. As we move closer to our hundred year celebration in 2005, we will honor the past as we reshape the future for the betterment of Florida's children.

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

Content

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



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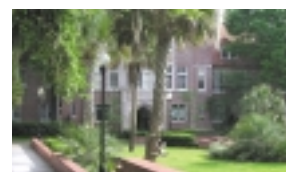
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College of Education

2002-2003 EVENTS & OCCASIONS



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1. Norman Hall Courtyard- Homecoming 2002 2. Happy servers, Rob Webb and Vivian Correa at the College ice cream social 3. Don Delgado, retiring after 34 years 4. Randy Scott (middle) receiving an award at the College of Education for Teacher of the Year with wife, Teresa (left) and son, Ian (right) 5. Dean Emihovich, Dean Kranzler serving students ice cream 6. Grand Guard graduates (50+ years) 7. Reception for Randy Scott. Left to right: UF Provost David Colburn, College of Education Dean Catherine Emihovich, Randy Scott (Florida's Teacher of the Year), Fran Vandiver (Director of P. K. Yonge Developmental Research School), and Chris Morrison (Principal of P.K. Yonge DRS) 8. Will Collante entertaining guests at the Convocation Reception

Imagining Education

Educating children for the future is the single most critical priority for the continued success of this nation. BY CATHERINE EMIHOVICH

Becoming the new dean of education at a major research university offers great opportunities to position our College within the framework of the University of Florida's strategic plan, and in the

state and national debates as

we move toward implementing the goals of "No Child Left Behind." As one who has been trained as an anthropologist, I see a clear distinction between education and schooling.

Education is conceived of as teaching and learning activities that occur in all cultural and social settings, and in all disciplines, while schooling typically refers to what happens in preK-12 settings.

Historically, colleges of education have been positioned as being concerned only with the latter, but that perception needs to be changed, not just among our University colleagues,

but also at state and national policy debates. Educating children for the future is the single most critical priority for the continued success of this nation, a point confirmed by Florida voters where 51% named education as their most important issue.

In order to be successful, we need to imagine education from a very different perspective. In our College, the "scholarship of engagement" will be emphasized, a concept first noted by Ernest Boyer in his book, *Scholarship Reconsidered: Priorities of the Professoriate*. Briefly put, public research institutions have a historic commitment not just to create knowledge, but to actively engage in efforts to disseminate knowledge in mutually beneficial partnerships. Based on this model, I outline five core concepts that will frame our work in the coming years.

Connections

Establishing connections with programs and units both within and outside the College that share a related concern with the needs of children and families in all sectors will be

essential. Future faculty will be people who can cross disciplinary and programmatic borders and who are comfortable with an interdisciplinary perspective. We will also be expanding our connections to set school districts not just in surrounding counties, but also in urban areas such as Jacksonville, Miami, and Orlando, as is the case with the UF Alliance program. Research has clearly demonstrated that the systemic problems many children and families face in our most distressed communities cannot be solved alone by educators without making these kinds of connections with partners in key sectors like agriculture, law, medicine, nursing, and social work, as well as with

our arts and sciences colleagues in all disciplines.

Collaboration

Creating collaborative partnerships that are reciprocal in nature is a second core concept, one that poses a challenge to higher education because all of our training and reward systems work against it. Scholars are prepared to be highly knowledgeable specialists in a narrowly defined area and to work autonomously in what has been called the "ivory tower." But those of us who have stepped down from this tower have realized that most educational and social problems are messy and complex and cannot be easily reduced to simple equations nor remedied by endless articles, seminars, and books explaining why so many children are not achieving well enough in school to secure their eco-



"Educating children for the future is the single most critical priority for the continued success of this nation."

nomic future. If we are to ask young faculty in particular to engage in this work, we face the challenge of redefining the tenure and promotion process to accommodate it. We will have to imagine a new paradigm of what it means to be an “engaged scholar,” or as they say in K-12 circles, learn how to “walk the talk” and align our policies with this belief.

Communication

A third critical concept is the challenge of finding innovative ways of communicating the results of our work and providing the documentation for cases where we have made a difference. We need to seek more partners outside the traditional venues for scholarship, especially those in the media, since all evidence points to their power in shaping the public’s perception of the next directions in education. In addition to the data generated in reports and research studies, we have many powerful and exciting stories in our College, as well as across the University, of projects begun in schools and communities that have had a significant impact on students’ lives. Stories of hope and achievement stir the imagination and give our children a sense of direction for the future. In future issues, *EducationTimes* will highlight these stories to illustrate the scholarship of engagement in action.

Culture

Given the rapidly changing demographics of this state, as well as the nation, we must imagine education as occurring within a broader cultural landscape than ever before. The University of Florida has made great strides in equalizing access to higher education as indicated by the rising enrollments of students of color, but this access is critically dependent on student success in earlier school grades. I prefer the term “culture” instead of diversity or multicultural education because it is a far more encompassing term, one that captures the fact that cultures are constantly evolving and shifting over time, where the borders are not so easily marked, especially in a global environment. Today’s youth instinctively know enormous cultural changes are occurring as they exchange music, styles of dress, codes of talking, and norms of behavior across global networks. We need to imagine an educational system where voices previously silent will now be heard and where differences are acknowledged and validated while we seek to identify and preserve those cultural elements that constitute the democratic core of this nation.

Community

The last and the most encompassing core concept is community. If we can establish new connections, form collaborative part-

nerships, communicate more effectively the results of our work, and embrace cultural differences in meaningful ways, we will then be well on our way to creating the more just, equal, and caring community in which we all wish to live. The first anniversary of 9/11 underscored both the terrible results of the failure of education in promoting an understanding of cultural differences and the celebration of a community uniting to rebuild shattered lives and buildings. Although that day graphically demonstrated the power of a small group of people to achieve a devastating outcome, it also illustrated that a small group of people dedicated to the public good can have an equally powerful effect. Margaret Mead once remarked, “Never doubt that a small group of thoughtful and committed people, working together, can change the world. Indeed, it is the only thing that ever has.” If we imagine education differently and engage in scholarship from a new conceptual paradigm, we too can change educational outcomes for children and families for the better. I look forward to working with faculty, staff, students, alumni, and community members in achieving this end.

ALLIANCE Angel

The College of Education extends heart-felt appreciation to Dr. Carole Bernstein ('71) for her special contribution to the teachers of Auburndale Elementary School in Miami. Sixty teachers working with the UF Alliance cascade tutoring program for reading will benefit from Dr. Bernstein's generosity.

Dr. Bernstein, who owns *Get Smart* educational superstores in South Florida, donated gift certificates for the selection of educational materials and resources.

Thanks, Carole!

*Please watch for additional information on Dr. Bernstein in the next issue of **EDUCATIONTIMES**

Connections & Collaboration

The School of Teaching and Learning responds enthusiastically to Dean Emihovich's convocation address. BY DORENE ROSS

Faculty in the School of Teaching and Learning (STL) responded to Dean Emihovich's convocation address with excitement and enthusiasm. The "scholarship of engagement" is a term that describes much of the work done by faculty in STL. Although their response could stress any of the 5 Cs (Connections, Collaborations, Communication, Culture, and Community) that Dr. Emihovich stressed in her address, the response focuses on Connections and Collaborations, particularly our connections and collaborations with school partners in their work to improve the experiences of children and families in communities.

A focus on a few of the many collaborative partnerships led by STL faculty suggests the range and scope of activity in the department. STL faculty are involved in several projects related to reading, an area of critical interest in the state and the nation. Dr. Anne McGill-Franzen and Dr. Dick Allington, under the auspices of an OERI grant, are working with district personnel in Jacksonville and Palm Beach County to distribute books to low income first and second graders. Their research focuses on the impact of access to books to help mitigate summer reading loss in struggling readers. Dr. Candace Harper is collaborating with 12 schools in four Florida school districts to create and monitor the impact of a cross-age reading-tutoring project with second language learners. Dr. Ester deJong is engaged in a collaborative project with Framingham, Massachusetts public schools. The focus of this project is the impact of bilingual education programs on the oral, reading, and writing skills of second language learners. Dr. Jane Townsend is collaborating with several local secondary English teachers to develop and study the impact of a tutoring outreach project for struggling adolescent readers.

In a second type of collaborative focus, several STL faculty members serve as Professors-in-Residence at local elementary schools. In this program, a faculty member is assigned to a school for 25% of his or her time. The focus projects are collaboratively selected and evaluated by school personnel and the Professor-in-Residence. Dr. Elizabeth Bondy is Professor-in-Residence at Duval Elementary School. The focus of members' work this year is a study of exemplary elementary teachers in an urban school. In their collaborative work, they are studying what exemplary teachers do to help failing children succeed. Dr. Diane Yendol Silva is working as Professor-in-Residence in a collaborative project with Alachua Elementary



A focus on a few of the many collaborative partnerships led by STL faculty suggests the range and scope of activity in the department.

and P. K. Yonge Developmental Research School. Teachers, student teachers, and university personnel are working together to establish communities focused on Democracy, Diversity, and Literacy (DDL). The focus of their work and research is to develop two school/university partnerships targeted at accommodating diverse learners and building professional learning communities for prospective and practicing teachers. At Prairie View Elementary, Dr. John Gregory is working collaboratively with teachers to help low-achieving children develop strategies to improve their mathematics achievement.

The brief descriptions of these collaborations suggest a few of the ways that STL faculty combine their scholarship with their engagement in schools. It is impossible to capture the depth and breadth of faculty activities in a few short paragraphs; yet the description of a few of these efforts may help readers understand how integrally linked the work of STL faculty members is to the work of K-12 colleagues. A College focus on the "scholarship of engagement" will help refine and focus the work done and will help to strengthen and highlight the significance of this work. STL is excited to be engaged in this work.

Enhancing Education

P. K. Yonge expands the experience for graduate and undergraduate students through collaborative relationships across campus. BY FRAN VANDIVER

One of the primary advantages of being a part of the University of Florida is the opportunity to enhance curriculum and expand the experiences for graduate and undergraduate students and faculty. P. K. Yonge Developmental Research School (PKY) is actively involved in developing these collaborative relationships across the University campus.

Four doctoral students from the Department of Counselor Education work with PKY students, faculty, and parents while completing their doctoral degrees. They experience “theory to practice” on a daily basis. The program is coordinated by Dr. Ellen Amatea, Professor-in-Residence, who also collaborates with PKY teachers. The Family Problem Solving Conference protocol and the Student-Led Conferencing program are current projects developed through this collaboration.

The Department of Music in the College of Fine Arts has teamed with P. K. Yonge’s elementary music program to bring the elementary methods class “into the real world.” This class is co-taught by PKY music teacher, Valerie Austin, and UF professor, Dr. Jay Brophy. The feedback from undergraduate students is very positive, and PKY students get to interact with many college students.

P. K. Yonge’s clinic is part of the pediatric rotation for students in the College of Nursing. These students make classroom presentations, help with screenings, and work with school nurses in a school clinic setting. Everyone is enjoying this healthy program!

PKY has teamed with Shands Hospital to provide internship experience for high school juniors and seniors. This is a semester credit-bearing experience that allows students to work in a hospital setting. Currently, PKY students are in the departments of Billing & Accounts Receivable, Radiology, and Respiratory Care, as well as the Surgical Clinic and the Nursing Units.

P. K. Yonge is teaming with the School of Teaching and Learning to develop more “in-depth” experiences for pre-service students. PKY faculty teach a graduate class attended by PKY teachers and the pre-service students who are working in their classrooms. The feedback from the graduate students and the teachers is positive about this model.



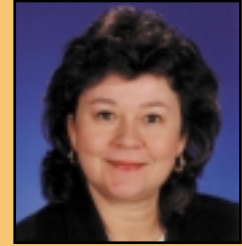
The Department of Music in the College of Fine Arts teamed with P. K. Yonge’s elementary music program to bring students “into the real world.”

The newest collaborative effort is with the Department of Educational Psychology. Two doctoral students in the School Psychology program and professor, Nancy Waldron, work with faculty and parents. All involved are learning how the skills of a school psychologist extend beyond the traditional testing arena.

P. K. Yonge is encouraged by the success of these collaborative efforts and the cooperation in establishing them. Not only do these successful collaborations enrich the experiences of students and faculty from PKY and UF, they serve as successful educational models that improve public education. This is both encouraging and gratifying.

COLLEGE OF EDUCATION TEACHER OF THE

YEAR



DR. ANNE BISHOP

BY NATASHA CRESPO

Dr. Anne Bishop has a very important job.

Every morning she walks through the halls of the College of Education knowing that it is her duty to show teachers how to teach.

"As a teacher educator, it is my responsibility to move my students' identities from 'university student' to 'prospective teacher,'" said Bishop, who instructs PROTEACH juniors. "From the moment they enter the room, students begin transforming into teachers."

In her Core Teaching Strategies class, Bishop highlights the various types of strategies that can be used to educate children.

Bishop is also the Project Director for the Center On Personnel Studies for Special Education, where she works with other professionals and universities to examine issues in special education. Their research will evaluate the supply and demand of special education teachers as well as the efficiency of teacher education and certification.

Bishop's dedication to learning has made significant contributions. And after joining the UF faculty in 2001, Bishop's impact has gained recognition. She has been selected as the 2002-2003 Teacher of the Year for the College of Education. Peers, department chairs, and students nominated her for this award.

"It was the most meaningful accolade or award I have received," said Bishop. "In addition to the student's encouragement, another really exciting piece was being observed by other faculty and having their support."

This award promotes excellence, innovation, and effectiveness in teaching. Bishop tries to embody these principles when she teaches.

"Teaching is more than a transfer of knowledge, and it is the teacher's charge to create a community of learners who enthusiastically construct, embrace, and challenge new knowledge," said Bishop.

Bishop committed 26 years to being a teacher/district supervisor in Alachua County. She taught first, second, and

fourth grade and was a curriculum resource teacher. She uses these past experiences as cases to teach her college students today. She illustrates the innovative styles and "practices what she preaches."

"I continuously let my students in on my thinking and planning ... by letting them 'eavesdrop' into my thoughts," said Bishop. "I believe I humanize the teaching process and simultaneously model the importance of reflective teaching."

Bishop gives concrete examples and allows her students to share in the teaching process. She monitors their comprehension and tries to use various techniques to get her point across. Interaction and motivating activities like small groups get students involved.

"Her teaching style kept me on my toes by formatting the course with so many different activities and ways of learning," wrote Katharine Snell, a student from Bishop's Teachers and Learners in Inclusive Schools course, in Bishop's nomination letter.

By recounting stories and reflecting over what she could have done differently, Bishop gives her students the opportunity to learn various ways to deliver curriculum and improve.

"One of the most extraordinary lessons that I took from her class was how she taught by example and involved herself in the learning process; modeling that as teachers, we should all be life-long learners," according to the letter by Nicole Santom, who took Core Teaching Strategies. "Her integrative and resourceful teaching style will continue to mold top quality teachers to send out into the world of education."

Bishop is inspired when she hears such fervor from her students. She is thrilled to be able to pass on her passion of teaching.

Bishop always knew she was going to be a teacher. As a girl, she lined up her dolls and sat them down to play school. The joy of teaching was always within.

It became her mission to tackle new ideas to improve the teaching profession. After receiving her bachelor's degree

Continued on Page 34...

"Her integrative and resourceful teaching style will continue to mold top quality teachers to send out into the world of education."



department news

Educational Leadership, Policy and Foundations

The University of Florida Institute of Higher Education recognized 11 exceptional alumni as recipients of its 2002 Outstanding Graduate Award at the Community College Futures Assembly in February. The award, which is offered every five years, is one of the highest honors bestowed by the University of Florida to alumni of its nationally recognized Higher Education Administration program.

More than 50 nominations were received for the 2002 award. Nominees were reviewed by a committee, and recipients were selected for their achievements in three areas: effectiveness in leadership at the individual's institution; community involvement; and professional activities in state, regional, and national associations.

Recipients of the 2002 award were **Joseph Beckham**, professor, Florida State University; **Carol Copenhaver**, vice president, St. Petersburg College (Florida); **Fred Gainous**, chancellor, Alabama College System; **Dennis Gallon**, president, Palm Beach Community College (Florida); **Burt Harres**, provost, Pasco-Hernando Community College, North Campus (Florida); **James Heck**, dean of Educational Services, Brevard Community College (Florida); **Randy Hyman**, associate vice president, Ball State University (Indiana); **Barbara Keener**, vice president, American Humanics (Missouri); **Martha McCarthy**, chancellor's professor, Indiana University;

Rand Spiwak, executive vice president, Daytona Beach Community College (Florida); and **Dan Terhune**, president, Spartanburg Technical College (South Carolina).

The Institute is celebrating its 34th year of service to Florida and the nation in higher education. For more information on the Institute or the Higher Education Administration program, visit the web site at <http://www.coe.ufl.edu/ihe/ihe.html>.

School of Teaching and Learning

PT3 GRANT

Dr. Colleen Swain and Dr. Kara Dawson

The UF Teaching and Technology Initiative had a great kickoff to their second year! The focus of this project continues to be on assisting future teachers in becoming effective teachers that seamlessly utilize technology in the daily teaching and learning environment. The goals of this project are to increase and improve the quality of the integration of technology in our teacher education program by focusing on faculty development, the effective and worthwhile implementation of electronic portfolios, technology-based field experiences, and the development of a vision for the College of Education with respect to the use of educational technologies in teacher education programs. Please explore the Teaching and Technology Initiative web site at <http://www.coe.ufl.edu/school/pt3> to learn more about this exciting project.

Faculty research highlights:

- ▶ **Dr. Anne McGill-Franzen** and **Dr. Richard Allington** have an OERI grant to develop strategies to mitigate summer reading loss in low income children.
- ▶ **Dr. Rose Pringle** is collaborating with teachers at Norton Elementary School to study teaching and learning science in elementary classrooms.
- ▶ **Dr. Linda Jones** and her graduate students are conducting an evaluation of the educational programs at the Lowry Park Zoo in Tampa.
- ▶ **Dr. Jane Townsend** is creating and then studying the impact of a tutoring outreach program to help local secondary English teachers meet the needs of struggling adolescent readers.
- ▶ **Dr. Diane Yendol Silva** is working with two local schools to develop school/university partnerships targeted at accommodating diverse learners and building professional learning communities for prospective and practicing teachers. She was also the College of Education liaison to the 2002 Holocaust Institute for Teachers.
- ▶ **Dr. Candace Harper** directs two federally funded projects in the College of Education. Project BEST is a scholarship program for experienced teachers who wish to pursue an ESOL specialization and develop their skills as professional development resources in their districts. Project BEST teachers from five districts across the state are currently pursuing master's degrees in ESOL at UF. Project PRIDE is a cross-age tutoring project that pairs secondary (middle and high school) ESOL

students with elementary ESOL students to develop literacy skills and reading strategies in the native language and in English. Students from 12 schools in four districts are currently participating in this project.

- ▶ **Dr. Elizabeth Bondy** is studying exemplary teachers in an urban elementary school as part of her role as Professor-in-Residence at Duval Elementary School.
- ▶ **Dr. Thomasenia Adams** is studying the impact of teaching low-achieving children to read mathematics as a language.

Special Education

- ▶ **Dr. Anne Bishop (COPPSE)** received the 2002 Outstanding Researcher Award from the Council for Learning Disabilities for her work, "Early Identification of Struggling Readers - Choosing a Predictive Assessment."
- ▶ **Dr. Mary Kay Dykes** is working with the Alachua County schools as executive director of Curriculum Services for Exceptional, Innovative, and Advanced Programs.
- ▶ **Dr. Cecil Mercer** was awarded the 2001-2002 Advisor/Mentoring Award by the UF Graduate School.
- ▶ **Meredith Taylor**, consulting teacher for the Multidisciplinary Diagnostic and Training Program (MDTP) and graduate student in the Department of Special Education, has received the Jack R. Lamb "Rookie Teacher of the Year" Award from the Florida Federation of the Council for Exceptional Children.

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



faculty news

Patricia Ashton, professor in the Department of Educational Psychology, has received one of the 2003 Doctoral Dissertation Advisor/Mentor Awards from the University of Florida. Only five awards were given out across the campus. The award is a wonderful testament to the fact that the College of Education has faculty who embody excellent scholarship as well as dedication to promoting excellent scholarship in their students.



Dale F. Campbell, professor and director of the University of Florida Institute of Higher Education, has published a new book with his associates in conjunction with the Community College Press, *The Leadership Gap: Model Strategies for Leadership Development*. Campbell was honored as the recipient of the 2002 National Council of Instructional Administrators' (NCIA) Outstanding Service to Community Colleges Award given annually by NCIA to individuals who have made significant contributions to the community college movement over time. NCIA is an affiliate council of the American Association of Community Colleges that focuses on instruction; student learning; and the promotion of leadership, innovation, advocacy, and professional development.



Vivian Correa, a Special Education professor from the University of Florida, College of Education, who specializes in Early Childhood Special Education, has been selected to participate with other women leaders from across the US in the 2003 *American Issues Forum* of Leadership America.



Lamont Flowers, assistant professor of Educational Leadership, Policy and Foundations, was selected as one of sixteen emerging scholars

to participate in the Intergenerational Research Symposium, sponsored by the Kellogg Forum on Higher Education for the Public Good in conjunction with the Higher Education Research Institute at UCLA and in collaboration with the Michigan Center for the Study of Higher Education and Postsecondary Education.

Ruth M. Lowery, an assistant professor of adolescent and children's literature at the University of Florida and a member of the National Council of Teachers of English (NCTE) Black Caucus and Children's Literature Assembly, was recently elected to the Middle Level Section Steering Committee of the NCTE.



Thomas Oakland, professor of Educational Psychology, recently was appointed Honorary Professor of Psychology at The University of Hong Kong. He also is Honorary Professor of Psychology at the Universidad de Iberoamerica in San Jose, Costa Rica.



Lawrence Tyree, who joined the Educational Leadership, Policy and Foundations department this fall, was one of two individuals recognized as Distinguished Alumni of the University of Florida at the summer commencement.



Walter Smith, retired from the Department of Educational Leadership, Policy and Foundations, was inducted into the Florida Community College Activities Association (FCCAA) Hall of Fame on November 22, 2002, in Orlando, Florida. The inductees were selected by their peers for outstanding contributions and dedicated service to FCCAA and its member colleges.



TENURE AND PROMOTION NEWS



Paul S. George



Terry M. Scott



Colleen R. Swain



Carol J. Sprague



Lawson Brown, Jr.



**Anna Marie
Cairo-Tijerino**



Amanda Helberg



William R. Scott

The following people are to be commended for their outstanding work at the University of Florida!

COLLEGE OF EDUCATION

- ▶ **Paul S. George** has been promoted to Distinguished Professor.
- ▶ **Terry M. Scott** has been promoted to Associate Professor.
- ▶ **Colleen R. Swain** has been promoted to Associate Professor.

P. K. YONGE DEVELOPMENTAL RESEARCH SCHOOL:

- ▶ **Carol J. Sprague** has been promoted to Assistant Professor.
- ▶ **Lawson Brown, Jr.** has been promoted to Permanent Status.
- ▶ **Anna Marie Cairo-Tijerino** has been promoted to Permanent Status.
- ▶ **Amanda Helberg** has been promoted to Permanent Status.
- ▶ **William R. Scott** has been promoted to Permanent Status.

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

dissertations

SUMMER, FALL, SPRING, AND SUMMER 2001 - 2002

EDUCATIONAL LEADERSHIP, POLICY AND FOUNDATIONS

Nancee Bailey

The Relationship Between Organizational Climate and Job Satisfaction as Reported by Branch Campus Executive Officers in Multicampus Community College Systems
CHAIR: David Honeyman

Kathryn Birmingham

Towards an Integrated System of Income Acquisition and Management: Four Community College Responses
CHAIR: Dale Campbell

Linda M. Clemons

Predicting Community College Student Performance on the Florida Basic Skills Exit Test in Elementary Algebra in a Collaborative Instruction Environment
CHAIR: James Doud

Michelle Clopton

The Fourth Amendment: A Legal Analysis of School District Policy and Procedure Policy and Foundations in Florida
CHAIR: R. Craig Wood

Frederick J. Gratto

The Relationship Between Organizational, Climate and Job Satisfaction for Directors of Physical Plants
CHAIR: David Honeyman

Paul Hutchins

Perceptions of Mission & Governance of Community College Trustees
CHAIR: Dale Campbell

Eunice Johnson

Educational Reform in China, 1880-1910: Timothy Richard and His Vision for Higher Education
CHAIR: Richard Renner

Louise N. Pitts

Critical Thinking Skill and Disposition as Predictors of Success in Associate Degree Nursing Education
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Stephanie Sarkis

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Project Consejeros

Levantando el Pueblo: Lifting the Community BY SONDRA SMITH & HARRY DANIELS

Project Consejeros: Levantando el Pueblo (Project Counselors: Lifting the Community, C-LEP) was funded by the Department of Education, Office of English Language Acquisition (OELA), in October of 2001. Harry Daniels and Sondra Smith in the Department of Counselor Education are co-principal investigators for Project C-LEP. The grant partners the Department of Counselor Education with the school district of Hillsborough County (SDHC) to provide a school counseling program to prepare bilingual Spanish-speaking teachers as school counselors to work with Hispanic/Latino students and their families. In the past year, the partnership between SDHC and the Department of Counselor Education has evolved into an effective working relationship. Project C-LEP unites the counseling department with SDHC in two primary goals: (1) alleviating the personnel shortage of qualified bilingual Spanish-speaking school counselors and (2) providing culturally relevant school counseling services to Hispanic students in Hillsborough County. After an extensive review of the literature, the school counseling program was designed to target key components in counseling Hispanic students, such as involving Hispanic/Latino parents and families in counseling and related school services, providing information in Spanish to those families who do not speak English well, and involving the Hispanic/Latino community in providing services to students and families. Central to Project C-LEP is building relationships between the Department of Counselor Education and the SDHC, between the SDHC and Hispanic/Latino families and communities, and between departments in the College of Education.

C-LEP School Counseling Students

Students who are bilingual in Spanish and currently teaching in the SDHC were recruited in the spring semester of 2002. The goal was to enroll approximately 20 students in the school counseling preparation program by summer of 2002. Two initial recruitment workshops were held in Hillsborough County.

After approximately 70 applications were reviewed, 23 students were chosen for participation in the preparation program. To select the final pool of candidates for admis-



Spanish-speaking school counselors will provide culturally relevant counseling services for Hispanic students and families.

sion, the investigators worked closely with administrators of guidance services at the SDHC. Teachers who spoke Spanish and had proven records in the classroom were identified. Students were chosen based on their academic qualifications and written personal statements. In particular, individuals whose personal statements were consistent with the goals of the project were given priority. Students who were already committed to the goals of Project C-LEP were wanted. Many of the students who were selected for the preparation program are already providing needed services to Hispanic/Latino students and families in their school district. Students in the C-LEP program come from elementary, middle, and high

Continued on page 30...



development

BY MARY C. DRISCOLL

In the dean's column, Dr. Emihovich speaks of the "scholarship of engagement." It is the very essence of a successful college program, and its continuance is needed to steward past and future leaders.

The word "scholarship" is perceived differently from "scholarship of engagement," but the procuring of scholarships goes hand-in-hand with the scholarship of engagement. The College of Education has had a wonderful growth spurt in its recently endowed scholarships. Just to name a few:

- ▶ **Dr. Joseph Beckham** – established the Glenda Ward Caro Fellowship in Education, in honor of his mother and to support graduate students in education.
- ▶ **Mr. Irving Fien** – established the Fien Reading Fellowship to assist graduate students in promoting knowledge and high standards of literacy.
- ▶ **Mr. and Mrs. James Eikeland** – established a scholarship through an annuity to assist graduate students in Educational Psychology.
- ▶ **Mrs. Marjorie Waggoner and her husband, James** – established a scholarship in honor of Marjorie's 25th reunion at UF. This will assist students who are Florida residents and enrolled in a full-time master's program in elementary education.
- ▶ **Mrs. Margaret Rosenberger** – who already has a scholarship set up through an annuity, plans to supplement it with an annual scholarship to support graduate students in education.
- ▶ **An anonymous alumnus** – set up a scholarship through his estate plans to assist graduate students in education.
- ▶ **Barbara Anderson** – set up the most recently endowed scholarship. The College is still working on the final details.

- ▶ The amount of awards received by students has been expanded from 10 students receiving \$23,500 worth of awards during the 2000-2001 year to 33 recipients receiving \$88,000 worth of awards during the 2002-2003 year. And this year will see a further expansion of recipients and awards.
- ▶ If you have the potential and are thinking of making a difference to your alma mater, please consider a scholarship or fellowship. It is the gift that keeps on giving!
- ▶ The College of Education hosted its **First Annual Scholarship of Engagement Dinner** on Tuesday, April 29, 2003. More details will be forthcoming.

WHAT IS AN ENDOWED SCHOLARSHIP?

An endowed scholarship is one that lasts in perpetuity. It is a nice way to honor or remember someone in your immediate family and/or someone that has inspired you through the years. The initial gift is invested, and a portion of the growth and interest is awarded each year to a deserving student. This allows the principal to go untouched and grow through the years. The minimum amount for an endowed scholarship at the College of Education is \$20,000 that can be paid over a period of years. This can be achieved through an outright gift, a transfer of securities, a life-insurance policy, an annuity, or an estate plan naming the College, as well as other creative ways.

WHAT IF I DON'T HAVE \$20,000 TO INVEST?

A nice option that alumni and friends can consider is to give a gift to the Education Alumni Endowment. This account serves as a general fund to award scholarships and fellowships and acts as a quasi "pooled income" fund. If you would like more information on any of these options, please give me a call at (352) 392-0728 x290 or email me at mdriscoll@coe.ufl.edu. Your comments and suggestions are always welcomed!

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SEAT of Honor

The bench above has been donated to the College of Education

for student use by Mr. and Mrs. Alan S. Pareira. Additional benches are available. Each bench will have a small, brass plaque with the donor's name and the date of donation.

Or, if you prefer, you can dedicate a bench in someone's memory, having a plaque commemorate this person.

Thank you!



COLLEGE OF EDUCATION
 UNIVERSITY OF FLORIDA

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BURDINES FLORIDA TEACHER OF THE YEAR

BY NATASHA CRESPO

The audience fidgeted in their seats. The auditorium was crowded with teachers and administrators along with some parents, and they anxiously awaited the guest speaker – Mr. William Scott, the Burdines Florida Teacher of the Year 2003.

Suddenly, the faint rhythm of “Money Money Money” started playing over the whispers of the crowd. The tune gained intensity, and out strutted a man in 70s gear sporting the largest Afro seen this decade. He removed his colossal shades and whipped out his wallet.

“My name is Soul Man,” he said. “And I’m here to give away some free cash. If you can catch it, that is.”

A stunned audience sat on edge as “Soul Man” chose someone to try and grab a falling dollar bill. When the volunteer missed, “Soul Man” upped the ante to \$20, transforming the interested teachers and faculty into a howling mob. After a few more chances, “Soul Man” asked the volunteer to sit down. He gave a brief explanation about how the person couldn’t catch the falling money because of his reflexes and the central nervous system.

“Soul Man” turned around, removed his puffed hair, and turned back to face the audience. They were then confronted with seventh grade science teacher Coach William “Randy” Scott, the Burdines Florida Teacher of the Year. Scott grinned and glanced around the captivated room. “Now imagine the reaction you’ll get from your students if you start your first day of class off like that,” said Scott.

Scott, who had been teaching for eight years, won the prestigious teaching award after the State Selection Committee witnessed his work and commitment at P. K. Yonge, where he had been teaching for three years.

Armed with a wacky cast of characters, Scott used humor and laughter to win the interest and loyalty of his students. He converted popular songs into educational tools, such as changing the lyrics of Ja Rule’s “Put It On Me” to a song about blood flow and the heart. The students’ laughter at his goofy antics shows that they are engaged in the lesson, said Scott. And the students spread the word.

“By the end of the day, all the kids are anticipating what is going to happen in my class,” Scott said.

Teaching at P. K. Yonge gave Scott the opportunity to create an interactive curriculum that engaged children and allowed them to learn from personal experiences.

Every Monday, his seventh grade students packed outside at Tumblin’ Creek to explore nature through “life sciences.” Some kids put on galoshes as they looked forward to splashing in the creek. Others grabbed the necessary tools to take water samples and gather live animal and plant specimens.

“It’s more hands on, and they learn the same thing that they would learn in a classroom,” said Scott. “But they retain it so much more because they are actually working with it.” His students, also known as “his crew,” learned about pH scales and converted Celsius to Fahrenheit as they tested water and air quality of the area. They received an up-close look at some of Florida’s native wildlife such as fish, turtles, and even alligators. Once, the group even discovered a pregnant water moccasin lying on the rocks. Furthermore, students become involved in the clean-up effort to preserve the creek.

“And it’s something that they take out of the classroom home because when the levels in the creek are not what they need to be, we call Gainesville Regional Utility,” said Scott. “They really feel a part of not only the school but of the community.”

Scott was able to create a bond between the students and their environment. And that is just one of his many gifts, according to Chris Morris, P. K. Yonge’s principal. He made students truly enjoy the learning experience, she said.

“Coach Scott is a great teacher because he made the whole class want to learn,” said former seventh grade student Sterling Jewell. “We’d go out to the creek and do hands-on activities. We did so many activities it didn’t feel like science.”

Walking into Scott’s classroom was like stepping into an exotic isle. A painting of a panda bear glared down from above as a toucan sat next to him in mid squawk. Frogs and other animals were scattered throughout the ceiling tiles, which were painted with science-related portraits by Scott’s class.

“Coach Scott is a great teacher because he had a way to help us learn and have fun at the same time,” said Robert Drake, Scott’s former student.

Teaching is a passion, according to Scott. Too often people give information, administer tests, and then go home. But teaching and learning is much more than that, Scott said. It’s about developing children’s character and self-esteem and building trust.

“My teaching philosophy is to do whatever it takes,” said Scott.

It's about taking the time to know and understand students. It's about interacting with children and really appreciating their potential. And it's about having fun, said Scott.

Teaching is definitely not about the money. Instead, it's about the pleasure of working with children, said Scott. He goes to school to spend time with "his crew."

"He is just incredibly passionate and committed to what he does," said Morris.

Even though the responsibilities of being the Burdines Florida Teacher of the Year 2003 include taking a temporary sabbatical from teaching, Scott continued to help coach the football team and tried to go to practice at least once a week.

"He doesn't have to step foot on our campus this year," said Morris. "But every spare chance, he is here coaching. Those are his kids."

Scott's love of the teaching profession developed from childhood. He grew up in a family where his mother worked to support eight children. He recalled the coaches and teachers who reached out and helped him succeed and how they served as role models for his future.

"A lot of it is giving back to kids that are in situations like I was in; so it's not so much a job to me," said Scott. "I think that it's just a gift that God has given to be able to help young people."

Scott saw talent and success in all of his students, said Morris. Scott related to the students and talked to them. He believed that a teacher must mold him or herself to the students, not vice versa. Teachers should gear lesson plans towards their audience. They can do this by following three steps – look, learn, and listen, according to Scott.

"You have to get to know your students and get to see where they are coming from," Scott said.

The time and effort Scott spent teaching and coaching was rewarded by the admiration he received from "his crew." Kids run through the halls bellowing "Coach Scott" just for the chance to say hello. His students valued his devotion to educating them in both the world of academics and life.

"Everything Coach Scott has been rewarded with, he deserved," said former student Cherie Ingrams. "He has been a wonderful teacher for me. He is a person who knows how to handle a class without being mean. He shows that he cares by keeping us in line and making sure we learn what we need to."

Although Scott graciously chuckled at such praise, his impact made a difference. Scott traveled across the state spreading his messages about teaching. Equipped with his science experiments, which he carried in a suitcase bought from Burdines, Scott "hit the streets" talking about innovative strategies to improve the teaching profession. According to Scott, some people are still teaching the same way that was done 50 years ago. But the teaching profession is ready for a change to a more effective method.

"Teaching is not just at the school with a teacher," said Scott. "It takes the administration; it takes the parents; and it takes the student. More people are becoming responsible."

During his various presentations, Scott talked about a free after-school tutoring program he implemented at P. K. Yonge which has teachers, college students, and parents volunteering their time for a common goal – to help students. He used this as an example of the power that just one good teacher wields to evoke change.

"Being a good teacher is caring and doing whatever it takes. It's going the extra mile," said Scott. "I know these are clichés, but it's just about a person going far beyond the 8:30 to 2:30 and really being involved in children's lives and enjoying it."

BURDINES FLORIDA TEACHER OF THE YEAR

Since 1989, Burdines has sponsored the Florida Teacher of the Year program. Each year, the company contributes \$100,000 to reward teacher excellence in the state. The gift is the single largest corporate cash contribution to Florida public schools. To date, Burdines has contributed \$1.4 million to teachers throughout the state.

Although Burdines has supported educational projects since the 20th century, the seed for its involvement with the Florida Teacher of the Year program was planted when the company decided to acknowledge educators in a tangible way that directly rewarded their efforts.

The Department of Education/ Burdines Florida Teacher of the Year is chosen from more than 130,000 public school teachers throughout the state by the Department of Education-appointed selection committee representing teachers, principals, parents, and the business community. The top educator is selected on the basis of superior ability to teach and communicate knowledge of the subject taught, professional development, philosophy of teaching, and outstanding school and community service. The most important qualification is the teacher's exceptional capacity to inspire love of learning in students of all backgrounds and abilities.

The Teacher of the Year receives \$10,000, a grant for his or her school of \$1,000, and a Lenox crystal memento. Each District Teacher of the Year receives a cash award of \$750. The five regional finalists for Teacher of the Year each receive an award of \$5,000 and a grant for their respective schools.

Over the course of 14 years, the program has evolved to become a professionally produced banquet highlighted by video vignettes honoring the five finalists for Teacher of the Year. This year's gala was held at Universal Studio's Hard Rock Café and hosted by actor and humanitarian, Edward James Olmos. The event was broadcast statewide by the Public Broadcasting Service.

Following the conclusion of the school year, the winning teacher is given a one-year leave from the classroom to serve as the Christa McAuliffe Ambassador for education. He or she tours the state on behalf of Burdines, the Department of Education, and all the state's teachers to spread the word about educational opportunities and challenges in the Sunshine State — present and future.

staff news

Elaine Green, program assistant in the Department of Educational Psychology and a University of Florida employee since August 1979, was recently honored with a Division Three 2002-2003 Superior Accomplishment Award at a presentation in the Friends of Music Room, University Auditorium, on March 6th. The Superior Accomplishment

Award recognizes faculty; technical, executive, administrative, and managerial support employees; and university support personnel staff members who contribute outstanding service in their fields or have made exceptional contributions to the University's efficiency or quality of life provided for students and employees.

THE FLORIDA FUND FOR MINORITY TEACHERS

Cheryl Howell Joins FFMT Office



The Florida Fund for Minority teachers (FFMT) is very pleased to announce the arrival of the new FFMT Program Coordinator, Cheryl Howell. Howell comes to UF from Florida A&M University, where she served as a TRIO/Student Support Services counselor. Howell earned a bachelor's degree in English from the University of Florida and a master's degree in secondary education from George Washington University. Her future plans include pursuing a doctorate in higher education administration at the University of Florida. Having experience as an educator, Howell believes that this new position coincides with her professional and personal goals. "It's great to have a career that is in alignment with your personal compass," said Howell. Her major goal for the program is to be able to provide scholars with services and information that will be implemented in a classroom setting. Howell has been part of the FFMT family since August and is planning on making the Spring Conference one of the best yet.

If you have any questions, comments, or suggestions, please contact Mary Bennett at (352) 392-0726 ext. 246 or by e-mail: mbennett@coe.ufl.edu.

Distinguished Educators

During the fall and spring commencement exercises, the University of Florida recognizes Distinguished Educators from each of the educational regions in the state. These educators are identified by the superintendents of their school districts as “building-level” educators who have provided children and youth with the educational foundation essential for success either in post-secondary education or in the job market. Their accomplishments are an indication of their total commitment to the children of Florida.

FALL 2001 DISTINGUISHED EDUCATORS

- ▶ **William E. Brumfield**, history teacher at Jefferson County High School in Jefferson County.
- ▶ **Lorri R. Swafford**, third grade teacher at Lafayette Elementary School in Lafayette County.
- ▶ **George Jackson, Jr.**, assistant principal at Okeechobee High School in Okeechobee County.
- ▶ **Alec C. Liem**, principal at Palm Harbor University High School in Pinellas County.
- ▶ **David A. Murphy**, science teacher at Coral Shores High School in Monroe County.

SPRING 2002 DISTINGUISHED EDUCATORS

- ▶ **Betty Sue Newman**, international baccalaureate coordinator at James Rickards High School in Leon County.
- ▶ **Linda S. Durrance**, principal at Bronson Elementary School in Levy County.
- ▶ **Suzanne Ackley**, principal at Brookshire Elementary School in Orange County.
- ▶ **Conni M. Shelnut**, English teacher at Lakeland High School in Polk County.

- ▶ **W. Kay Williams**, mathematics teacher at Suncoast Community High School in Palm Beach County.

FALL 2002 DISTINGUISHED EDUCATORS

- ▶ **Jerry Register**, principal at Liberty County High School in Liberty County.
- ▶ **Gene P. Hotaling**, graphic arts teacher at Belleview Middle School in Marion County.
- ▶ **Frederick Heid**, science teacher at Booker Middle School in Sarasota County.
- ▶ **Rebeca Brito**, principal at Silver Shores Elementary School in Broward County.

SPRING 2003 DISTINGUISHED EDUCATORS

- ▶ **Lou S. Miller**, principal at Madison County Central School in Madison County.
- ▶ **Victoria Carr-Rodriguez**, learning specialist at Forest Grove Middle School in St. Lucie County.
- ▶ **Joann Winkler**, elementary teacher at Liberty Elementary School in Charlotte County.



COLLEGE OF EDUCATION
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Volunteers NEEDED

We are looking for volunteers to help with regional events. If you are interested in becoming a College of Education volunteer, please complete and return the following.

We look forward to hearing from you!

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Ph: (352) 392-0728 x 290 Fax: (352) 846-2422
E-mail: mdriscoll@coe.ufl.edu



alumni news

BY JIMMY EBERSOLE

- ▶ It has been a busy time for alumni relations in the College of Education. This past spring, educators invaded Seminole territory and had a great reception in Tallahassee, Florida at the lovely home of **Dr. Joseph C. Beckham** (PhD '77, JD '69) and his lovely wife. We thank the Beckhams very much for their generosity and look forward to future events in the Tallahassee area.
- ▶ In late September, we had the great pleasure of having our **Grand Guard alumni** return to the College for a special lunch. They visited with the new dean and had a presentation on the Alliance program from **Dr. Mickie Miller** and **Dr. Ben F. Nelms**.
- ▶ In early October, we had an alumni reception in Sarasota with the help of our fantastic host and hostess, **Dr. John V. Godbold** (BAE '60, EdD '68) and his wife, **Mary Beth Godbold** (BAE '61, MEd '67). The attendees were very excited to be at one of the first alumni receptions for the new dean, **Catherine Emihovich**. Watch your mail for an announcement of an alumni reception in your area. Also, please let us know if you would be willing to help host a reception in your town.
- ▶ Also in October, the College, along with the University Alumni Association, sponsored a Career Night for current UF students. Our guest panelists, all College of Education alums, included **Janis D. Benet** (BA '70, MEd '76), **Ronda R. Bourn** (BS '92, MEd '93), **Charles E. Carroll** (MEd '75), **Hernan Castro** (BSE '79, JD '81), and **Thomas M. Summers** (BAE '68, MEd '73, EdD '94). The crowd of students had great questions and showed a real interest in careers in education.
- ▶ On November 15, the College celebrated the **University's Homecoming** with a pre-parade brunch in the College's courtyard. A number of alumni returned to catch up with old friends, make new ones, visit with current faculty and staff, and meet with the new dean.
- ▶ Other events took place from February 27 to March 1, 2003 when the University Alumni Association conducted the **University's Back to College weekend**. Also, Spring Reunions were held on April 11-12, 2003 for the classes of '58, '63, '68, '73, '78 and '83.

If you have any questions, comments, or suggestions, please contact Jimmy Ebersole (BS '88, BS '89) at 148 Norman Hall; PO Box 117044, Gainesville, FL 32611-7044; (352) 392-1058 ext. 293 or by e-mail: jebersole@coe.ufl.edu.

Coming Full Circle

Student Turned Teacher, Brian Dassler, hopes to make his mark

For Brian Dassler, high school was a defining moment, a time in his life that would cement his future. Just five short years ago, Brian was senior class president at Cooper City High School. Now he is a teacher himself, helping more than 170 tenth and eleventh grade students at Stranahan High School to enjoy their high school experience and get as much out of it as he did.

The Broward County Association of Student Councils chose Brian, a born leader, to serve as the student advisor to the School Board during his senior year. In that capacity, he was the students' voice to the Board, superintendent of schools, and the community during the 1996/1997 academic year. While he attended every School Board meeting and participated in the Board retreats, his involvement extended much further.

"I felt it was my job to comment on the Board's business as it related to students," explained Brian. "For example, when the Board considered eliminating quality points for advanced placement and honors classes, [the students] had a lot to say. And when the district discussed adopting a uniform policy, it was my job to be the principal communicator on behalf of the students." In both instances, Brian lobbied successfully on behalf of his fellow students, helping Board members to understand that student buy-in and ownership in such processes are vital.

Perhaps Brian's most significant contribution, however, was made on his first day as student advisor. That is when he wrote a memo to the superintendent of schools, Frank Petruzielo, requesting student representation on the District's recently formed Diversity Committee. Not only did he get his wish, he also got the job and paved the road for future student advisors to serve on the committee. But, that was only the beginning. Brian was instrumental in ensuring that students actively served on numerous District-level committees, including the Policy Review, Uniform, Disciplinary Intervention, and Innovation Zone committees.

After graduation, Brian went on to further his education at the University of Florida, where he earned a bachelor's degree in English and a master's degree in English Education. As it turns out, he left his mark at the Gainesville school, as well. "I volunteered at school and got involved in student government there. I spent a year in charge of the school's orientation program and helped the University start a first-year experience course to help incoming students tackle such issues as the choice of a major, time management, and multicultural connections," said Brian. More



"I came to know that education was where I'm supposed to be in kind of a heart and soul way during high school."

than 1,000 students now benefit from the one-hour course Brian affectionately calls "University 101." For his involvement in implementing that course, and for many other reasons, Brian was named *Florida Leader Magazine's* Florida College Student of the Year in 2001.

While it was difficult for Brian to leave the University where he had become so involved, returning to Broward County was a given. "My family is here, and my heart is here. I care very much about this place because it's my home," said Brian. "I grew up in South Florida, and I feel like I have a stake here in being a part of solutions and having something to contribute."

Brian was interviewed for this article three weeks into his first (teaching) school year—ample time for him to realize that he has definitely made the right decision. "I came to know that education was where I'm supposed to be in kind of a heart and soul way during high school. The teachers I had there helped clarify that for me: amazing teachers like Maureen Lullo, Linda Davis, Ann Evans, and Jan Cayere."

"Teaching English feels really, really right," said Brian. "I know I'm probably making a lot of mistakes, but I also know that I'll learn from them. There's no question that I'll be a better teacher next year and the year after that." Three years from now, Brian plans to apply for National Board Certification. "Being the best teacher I can be—that's what's in store for me." We believe you, Brian. Best of luck in your teaching career.

For questions concerning the **Broward County Public Schools**, call (954) 765-6000. Copyright © 2002 The School Board of Broward County, Florida. All rights reserved.

edugator news

1942

Bernard Kurland, BAE '42, MAE '48, after graduating 60 years ago, is happily retired from the Dade County Schools (Florida) where he worked in industrial arts and later administration.

1947

William C. McEwen, BAE '47, has retired after 43 years in automotive sales and sales management in Jacksonville and Miami, Florida. He served as a major in the United States Marine Corps in World War II in Korea. As an avid golfer, McEwen was the winner of the Country Club of Miami Championship and the Grand Bahama Open Championship.

1948

Charles H. Hamblen, MAE '48, is semi-retired and still an active member of the University of Florida alumni. He served as an assistant professor in the College of Education from 1948-1952. In 1988, Hamblen was elected to the Athletic Hall of Fame at Carson-Newman College, and in 1995, he was elected to the Carson-Newman College Basketball Team of the Century. In 1996, he participated as a member of the State of the World Conference aboard a cruise from Rome to Lisbon where he lectured on "The Court and the Constitution."

1950

John E. Engram, BA '50, has retired from the U.S. Air Force.

R. Bruce Wagner, BAE '50, MAE '54, is retired in Florida with his wife of 51 years, Anne, after a career as a teacher, coach, guidance director, elementary principal, high school principal, supervising principal, and area superintendent in Polk County, Florida. On September 20, 2002, a new school was opened and dedicated in Lakeland, Florida: the R. Bruce Wagner Elementary School.

1952

Rachel R. (Riherd Ohse) Bosma, BSE '52, MEd '60, is now retired.

1953

Henry Burwell Witherspoon, BSE '53, MEd '54, has been retired from teaching since 1988.

1954

Hulva Grobman, EdD '54, serves as a professor emeritus for the St. Louis University Medical Center; as a visiting professor for Catholic University, Sao Paulo, Brazil; and as a visiting professor for Hebrew University, Jerusalem, Israel. Grobman has also been listed in *Who's Who in America*.

1955

Sally O. (Barrett) Talcott, MEd '55, is now retired.

1957

Mary Ann (Bransford) Braswell, BAE '57, MEd '69, retired as an English and writing instructor from the Center for Professional Development at Florida State University.

1959

Roberta "Bobbi" (Friedman) Shalloway, BAE '59, died April 1, 2002. She taught art in the Palm Beach County schools and owned and operated her own real estate brokerage business, Tropic Coast Realty. She is survived by her husband, Mike; two children, Karen and Mark (all University of Florida graduates); and four grandchildren.

1962

Barbara (Haun) Foster, MEd '62, is a GED teacher of adult basic education in all subjects.

1967

Glenn G. Tucker, MEd '67, EdS '68, EdD '69, is now happily retired.

1968

Mary K. (Bennett) Carpenter, BA '68, retired after teaching in elementary and middle schools for thirty years. She is now an outpatient registrar at Halifax Medical Center in Daytona, Florida.

Thomas E. Hagler, BAE '68, MEd '69, PhD '75, retired as the Lowndes County, Georgia school superintendent on July 30, 2002 after 25 years as a superintendent in three states and a total of 32 years of experience. Hagler was named Georgia Superintendent of the Year in 1988.

Stephen L. Oakley, BAE '68, MEd '70, is employed as a city attorney for Jenks, Oklahoma.

1969

Timothy S. Nugent, BAE '69, MEd '72, works as a therapist with Foster America Incorporated and serves as a board member of the Florida National Association of Alcohol and Drug Abuse Counselors. He has been certified as an addiction and prevention professional by the Florida Certification Board.

Irma Sue (Rothenberg) Stofsky, BAE '69, a media specialist at Bonner Elementary School, Daytona Beach, Florida, has received National Board Certification in Elementary - Young Adult Library Media.

Frances E. (Welguisz) Tomasko, BAE '69, teaches senior IB and A Level history and geography at the Overseas Family School, Singapore.

1970

Joyce Roberta Miller-Alper, BA '70, MEd '71, EdS '74, a Spring Branch ISD government/economics



teacher for 22 years, the 1989 Texas Teacher of the Year, and the UF Phi Delta Kappa Outstanding Graduate the same year, was chosen to attend the Supreme Court Institute in Washington. The Institute, co-sponsored by Street Law and the Supreme Court Historical Society, is open to teachers who demonstrate outstanding ability in the field of law related and government education. Miller-Alper taught at the Advanced Placement Summer Institute in Brownsville, Texas and will present at the National Council of Social Studies. Named the Texas Council of Social Studies Outstanding Secondary Teacher in 1993, recipient of the Ermalee Boice Instructional Excellence Award from the Texas State Teachers Association in 2000, the Leon Jaworski Teacher for Excellence in Law Focused Education in 2001, and recently the Alfred C. Warrington Service Award from the Houston Gator Club, she serves on the National Education Association Resolutions Committee and is president of her local SBEA. She is married to Stephen K. Alper, an assistant principal.

Alfred L. "Fred" Richards, MEd '70, now a licensed professional psychotherapist and a National Board certified counselor in private practice in Carrollton, Georgia, was Grand Marshal of the 2002 Independence Day Parade. He was the recipient of the 2002 Service to Mankind Award given by five area SE-TOMA clubs, as well as being honored along with his wife, Anne Richards (EdD '71), with the Dora Byron Citizenship Award, given by the Carrollton/Carroll County League of Women Voters for "contributions and leadership in education and in service to people of all ages in the community."

1971

Thomas Michael Ball, EdD '71, serves as a professor emeritus at Spring Arbor University (Spring Arbor, Michigan) and a pastoral associate for spiritual direction and counseling at Dove Counseling, Inc. (Jackson, Michigan). His Doctor of Ministry degree was completed in 1999.

John C. Freshwater, BA '71, is a senior international analyst for the Federal Express Pacific Northwest district office in Washington.

Anita Meinbach, BAE '71, a sixth grade teacher of language arts at Southwood Middle School, Miami, is an Emmy winner and the author of 14 books. She developed an acclaimed Holocaust unit to teach tolerance and started Grand Conversations Book Club for students at many middle schools and local bookstores. Meinbach has been named to the *USA Today* 2002 All-American Teacher Team.

1972

Ruby Emma (Pate) Bodkin, MEd '72, currently works with her husband of 53 years, an inventor/innovator with more than 25



patents. She also sells books on the internet. Bodkin, now a Florida Registered Real Estate Broker, was voted Teacher of the Year in 1981-1982 at Bryceville Elementary School (Nassau County, Florida). She was also elected in 1991-1992 to the Board of Directors of the Woman's Club of Jacksonville, Florida. Listed in *Who's Who in America* and *Who's Who in the World*, she is currently writing her memoirs.

Michael E. Hampton, BA '72, currently a field representative for IBM-SBC, earned his ThD in April 2002.

Jane M. (Miller) Koszoru, BAE '72, is a teacher of American literature, creative writing, and dual enrollment at The College Academy at BCC Central (Davie, Florida). Koszoru was named the Florida English Teacher of the Year in 1998 by the Florida Council of Teachers of

English. She was named a Library of Congress Fellow in 2001 and a Standards Committee National Board member of Ayaajela (one of 15 members in the nation) in 2002.

1973

Glenda Kay Griffith, BA '73, is president/CEO of Corporate Growth Consultants, Inc., a bank consulting firm.

Nancy (Chamberlain) McCabe, BA '73, MEd '74, a kindergarten teacher and team leader at Blackburn Elementary School in Palmetto, Florida, received certification from the National Board for Professional Teaching Standards in Early Childhood/Generalist in November 2001.

1974

Susan M. (Harlow) Doker, BSE '74, a classroom teacher at Lincoln High School in Tallahassee, received National Board Certification (AYA Math) in 2001 and also received the National Mu Alpha Theta Hueneker Award (given to an outstanding sponsor) in 2001.

1975

Ann S. Horton, BAE '75, MEd '79, MPA '99, has left the field of education to join the field of medicine.

1976

Juliette (Fisher) Jackson, MEd '76, is currently the principal for Crossroad Academy Charter School in Quincy, Florida, previously serving as associate director for Advanced Placement with the College Board.

Marilyn (Nettles) Little, MAE '76, retired as a guidance counselor from the Columbia County schools (Florida) and travels in the United States and abroad. Her daughter, daughter-in-law, and grandson are also involved in education.

Kathleen A. (McConnell) Partin, MEd '76, a kindergarten teacher at Dale Mabry Elementary School (Tampa, Florida), became a National Board Certified teacher in Early Childhood Generalist in 1999.

1977

Aaron L. Enteen, BS '77, administrator of the Miami-Dade County Public Schools, received a doctoral degree in 1999 with a dissertation entitled "Elementary Classroom Teachers' Knowledge of Tort Liability for Negligence." Enteen was given the G. Wesley Sowards Award for Outstanding Achievement in Administration and Supervision at Florida Atlantic University.

Deborah (Birnbaum) Oliver, BAE '77, worked for four years as a first grade teacher at Lake Butler Elementary School (Florida) before taking a break to raise three children and relocate to Pennsylvania. She is currently teaching fourth grade in the East Stroudsburg school district (Pennsylvania).

1978

Adrienne M. Garcia, EdD '78, has a new position as director of the Hillsborough Community College Foundation (Florida). Garcia was recently named a "Woman of Distinction" by the Girl Scouts of the Suncoast Council.

Susan J. (Hyman) Maltz, BA '78, a career management consultant, has co-authored a book with a former colleague at Stanford University entitled *A Fork in the Road, A Career Planning Guide for Young Adults*, published by Impact Publications and in bookstores March 2003.

Chris C. Wehr, EdS '78, has now retired from the Marion County school system (Florida).

Ann Wood-Fuller, BA '78, works with senior citizens and has taught school as well as publishing as a poet. She has won the Volunteer of the Year Award and has been a guest writer at Northern Arizona University in Flagstaff.

1979

Karen D. Kise, BAE '79, is the site administrator for the West Melbourne School for Science (Brevard County, Florida), one of the three Brevard County school district's Millennium Schools of Choice.

1980

Betty J. "Ellie" Elimon, MEd '80, retired as a kindergarten teacher on January 1, 2002 from the Dekalb County schools (Georgia) and moved back to Florida. Elimon was recognized as a nominee for the 2000 *Atlanta Journal-Constitution* Teacher of the Year.

1981

Linda B. (Brown) Ohlrich, BAE '81, is the director of the Learning Resource Program at Bishop Kenny High School in Jacksonville, Florida. Upon graduation, she developed a program at Edward White High School (Jacksonville) for a 9th to 12th grade Special Education diploma. Ohlrich is currently writing a Learning Resource Program manual, outlining strategies and accommodations available to students, enabling all to receive a regular or standard diploma.

1983

Deirdre J. "Deedie" (Geddings) Calhoun, BS '83, is a kindergarten teacher at Meadowlane Elementary School (Florida) and received National Board Certification in Early Childhood Generalist in 1999.

1985

Nancy J. Vader-McCormick, PhD '85, an associate professor of speech/oral communication at Delta College in University Center (Michigan), has co-published a faculty resource book, *Creativity: From the Inside Out*, with her husband and associate professor of art, John McCormick. Vader-McCormick recently received the 2002 Bergstein Award for Teaching Excellence at Delta College and also received a grant from the Delta College Foundation to fund a President's Speaker Series for 2001-2002.



1987

Russ Sabella, BS '87, MEd '90, EdS '90, PhD '95, an assistant professor at Florida Gulf Coast University, was recently elected President Elect for the American School Counselor Association (ASCA). He is the first counselor educator to be elected to this position in several decades.

EDUGATOR NEWS CONTINUED

1988

Crystal A. Hawthorne, BAE '88, formerly a reading resource teacher for Hillsborough County (Florida), is home schooling the children of a family that travels all over the world.

Laurie B. (Gottry) Young, MEd '88, teaches fifth grade at Fellsmere Elementary School (Florida) and also serves on the Staff Development cadre that prepares and presents in-service training to teachers. Young is a National Board Certified teacher in Middle Childhood Generalist.

1989

Mary K. (Etheridge) Brabham, BAE '89, MEd '90, while currently on maternity leave with her new daughter, Madison Grace, has been teaching in Gainesville since 1990 (Prairie View Elementary School, 1990-1999 and Williams Elementary, 1999-2002). She also serves as the after-school tutoring director at Williams Elementary and has been focusing on FCAT preparation and UFL(Y) strategies since 1999. She and her husband, Chuck, reside in Gainesville with their three daughters.

1991

George W. Harrell, PhD '91, has been promoted to senior associate vice chancellor for Campus Operations at East Carolina University (North Carolina). His responsibilities include capital construction; facilities services; police, parking, and transportation services; and risk management.

Tammy M. (Urquhart) Kibedy, BAE '91, teaches first grade at Lake Park Elementary School (Michigan). She is married and has a three-year-old son, Andrew. Kibedy completed her Master of Science degree in May 2002.

1992

David A. Kaiser, EdD '92, is an associate professor and the director of the Athletic Training Program at Brigham Young University, Utah.

1993

Felita (Grant) Lott, BAE '93,

is currently the principal at Pinellas Central Elementary School (Florida). She is certified as a district trainer for Steven Covey's *Seven Habits of Highly Effective People* and serves as an examiner for the Superintendent's Quality Challenge for Pinellas County. She also served on the teacher recruitment team in Duval County. Lott taught school at Williams Elementary School (Gainesville) for three years and at Ortega Elementary School (Jacksonville) for two years before becoming a school administrator. She lives in Tampa with her husband, Anthone, and two children, Ciandra and Anthone, Jr.

Rachel Sharpe, BA '93, MEd '94, was selected as the 2002 National Middle School Teacher of the Year by the National Middle School Association. She is currently teaching at Kanapaha Middle School (Gainesville) and is a doctoral student in the School of Teaching and Learning.

Jodi Weinstein, BAE '93, MEd '94, has been selected as Teacher of the Year at Ponce DeLeon Middle School in Miami-Dade County.

1994

Teresa (Pittman) Prine, MAE '94, teaches language arts at Williston Middle School (Florida) and has received her National Board Certification in Early Adolescence and English Language Arts.

1995

Martin C. Neuhaus, MEd '95, is the principal at Shakerag Elementary School, Fulton County, Georgia.

1996

Lisa Beard, BS '96, MEd '97, has been selected as the 2002 Volusia County (Florida) Teacher of the Year.



Lisa A. (Miller) Graff, EdS '96, works as a school counselor at Abbott Middle School in West Bloomfield, Michigan and serves as the chairperson for Testing of the National Credentialing Agency, Career Development.

John H. Herron, BAE '96, has left Gainesville's Eastside High School to return to his alma mater to teach severely emotionally disturbed children in the Bertha Abass Children's Center and serve as head boys basketball coach at South Dade Senior High School.

Karen (Cawley) Malits, MEd '96, is employed as a student support specialist in the Indian River County Schools (Florida).

1997

Sarah E. (Hawker) Czarny, MEd '97, a fourth grade teacher in Cobb County, Georgia, achieved National Board Certification in 2001 in the area of Middle Childhood Generalist.

Mark A. Teter, MEd '97, teaches English language arts at Crystal River High School (Florida) and English Four Honors/AP classes as well as serving as the head of the English department. He has been the academic team advisor for six years and yearbook advisor for three years. Teter was named the Crystal River High School Teacher of the Year in 2002.

1998

Jill N. (Greene) McGann, MEd '98, EdS '98, is a nationally certified school psychologist with the Pinellas County Schools (Florida).

Rebecca L. (Bush) Wozny, MEd '98, teaches special education in the St. Vrain Valley school district (Colorado) after serving as a Peace Corps agriculture volunteer and volunteer leader in Senegal from 1999-2001.

1999

Mary Caitlin "Caitie" (Porteus) Galligane, BAE '99, MEd '00, works as a kindergarten teacher at Duval Elementary School in Gainesville.

Samantha Murrell, BA '99, MEd '00, has been selected as the 2002 New Teacher of the Year in Volusia County (Florida).

2000

Kimberly J. (Smith) Zipse, BAE '00, MEd '01, teaches kindergarten, first, and second grade at the School of Arts and Sciences in Tallahassee.

2001

Robyn P. (Purvis) Powers, MEd '01, teaches first grade in the Jackson Public Schools (Mississippi).

Latrice D. Quickley, MEd '01, serves as the resident director of The Catholic University of America (Washington, DC).

Lesley A. (Adkins) Staton, MEd '01, is a second grade teacher at Lawton Chiles Elementary School in Gainesville.

2002

Beckie D. (Reidling) Preston, MEd '02, is a coordinator with the University of Florida's Office of the Registrar, responsible for working with the Information Counter and training staff to work with the University community.

2003

Grace Haliwanger, anticipated BAE '03, a 2002-2003 University Scholar, was featured in the October issue of the *Journal of Undergraduate Research*.

If you have any questions, comments, or suggestions, please contact Mary Bennett at (352) 392-0726 ext. 246 or by e-mail: mbennett@coe.ufl.edu.

A Door to Opportunity

Nursing and education shortages create a multitude of employment prospects. BY NATASHA CRESPO

Opportunity knocks, and nobility answers. Where would the world be without teachers and nurses? These are the most giving career paths a person could choose: to give knowledge and to help heal. In our monetarily driven world, the teaching and nursing professions seemed to be dwindling. People were choosing to be lawyers and business majors, thinking that was the path of the future. But now in a time where the economy is sluggish, fortune lies for those dedicated to making a difference.

Both nursing and education shortages have created a multitude of employment prospects. By 2010, the country will need an additional one million nurses, and public schools must hire 2.2 million teachers by 2012.

"There are so many opportunities available to us as nursing graduates," said Jessica Sherman, a senior in the UF College of Nursing. "I have friends outside of nursing who are having problems finding jobs, even those with master's degrees. As nursing graduates, we can basically count on a position where we go and can name our hours. Future education will only enhance our opportunities."

Teaching positions are available for students coming out of college. More than half of UF's teacher education program graduates from the 1999-2000 school year began working in the state, according to research conducted by the Florida Department of Education. That is not taking into account those who located employment outside the state.

The realm of teaching is also providing options for people who wish to give back to the community, said UF Professor James McLeskey. With the constant need to replenish the supply of educators and with the growing number of children enrolling in schools, teaching is open for those who want to make an impact.

"If you want a job and get certification, you can get a job," McLeskey said.

In order to increase the awareness of the opportunities available for these graduates, the College of Education and the College of Nursing formed a collaboration to promote

the message. The unique demand for qualified professionals exists in both of these colleges, and the schools wanted to shed light on the positive conditions.

The creation of the collaboration began in response to a newspaper article that illustrated only the negative situation of college graduates. The article failed to mention the hope that exists for students graduating from nursing and teaching. Tracy Brown, the coordinator of public relations and communications for the College of Nursing, met with Kathleen Ann Long, the dean of the nursing college, to formulate a plan. Brown wanted to convey all of the possibilities that exist for nursing students. It was Dean Long who suggested that Brown contact the College of Education since the schools were experiencing similar shortages. Brown spoke to Kay Shehan Hughes, the director of Educational Outreach and Communications.

"We discussed how we might be able to get the message out into the media that during this uncertain economic time, graduates of both of our colleges have kind of this unique twist," said Brown. "They have many job opportunities available to them."

The College of Education was eager to join in the effort to spread the word - teaching and nursing are blossoming careers. Dean Long met with Catherine Emihovich, the dean of the College of Education, to discuss the commonalities and differences between the colleges. Furthermore, Brown and Hughes worked together on a tip sheet to encourage the media to highlight this issue in a story.

"Recently, Dean Emihovich and I met with Jackie Levine, the managing editor from the *Gainesville Sun*," said Hughes. "We were quite encouraged to hear that the *Sun* is looking forward to helping us promote our programs by including news and updates about the College of Education in future editions of the newspaper."

With two colleges, the strength of the endeavor multiplied as more people were able to advocate and be affected by the message: teaching and nursing pave the road of the future for students.

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Continued from page 15...

school levels. Some are teachers in English as a second language (ESOL) and migrant education programs. All of the students speak Spanish. Of the 23 students who were selected, 21 students accepted and began the C-LEP program last summer. Of the 21 current students, 18 are Hispanic/Latino, 2 are Caucasian, and 1 is African American. At this time, students have completed 12 hours of course work in counseling and are currently completing six additional hours through distance courses. To date, all 21 students are active and involved in completing their preparation program.

C-LEP students will be charged with developing and implementing school counseling programs that systematically involve the school with family and community members.

C-LEP School Counseling Program

Emphasis in the C-LEP preparation program is placed on keeping C-LEP students in their home schools during their preparation program. It is an expectation of the program that C-LEP students will provide services to their schools, families, and communities as they are participating in the program. In an effort to keep students close to their schools and communities, we are providing specialized classroom instruction during summer semesters and web-based and distance learning courses during the fall & spring semesters. Specialized coursework is provided in counseling, special education, and bilingual education programs. In identifying the services to students and families that Project C-LEP students would need to provide as Spanish-speaking school counselors, it was determined that training in special education and bilingual education practices would be of considerable benefit.

Beginning in the spring of this year, students will begin their practical field experience in schools in the school district of Hillsborough County. As a result, students in the C-LEP program will provide needed counseling services to Hispanic students and families in the Spanish language throughout their preparation program. In addition to the provision of counseling services in the Spanish language, field experiences related to the C-LEP program will focus on the facilitation of school-family-community partnerships. During their field experiences, students are instructed and guided to

develop counseling programs that involve Hispanic/Latino parents and their communities in the school system. By the end of their program, C-LEP students will be charged with developing and implementing school counseling programs that systematically involve the school with family and community members. In the final semester of their program, students also will be required to conduct outcome research on the effectiveness of their program at reaching these fundamental goals.

Project C-LEP is well on its way to meeting its primary goals. A committed and motivated group of students within the Department of Counselor Education are preparing to become Spanish-speaking school counselors and to provide culturally relevant counseling services for Hispanic students and families in Hillsborough County. At this early stage in the program, project leaders look forward to continued relationships with the SDHC, Hispanic families and communities, and related program areas in the College.

Apple Pin

Free Apples for Educators



Since 1984 it has been a College of Education tradition to give each of its graduates a lapel pin. The pin, shaped like an apple, is embossed with a blue and orange UF. We are offering these pins at no charge to our alumni who graduated before this tradition began. To date, we have sent out over 3000 pins.

Order Today!

To receive your free pin, send a request to: Apples, Dean's Office, College of Education, University of Florida, P.O. Box 117040, Gainesville, FL 32611-7040.

True Scholarship

Natalie Kwait uses her past to help children overcome stereotypes associated with learning disabilities. BY NATASHA CRESPO

Natalie Kwait was diagnosed with a learning disability before she ever entered a kindergarten classroom. Her mother, a special education teacher, noticed the early warning signs in her daughter. She took Natalie in for testing, and the little girl was identified as having a central auditory processing disorder that impaired her hearing. Her parents were told that Natalie would only be an “average” child, and they shouldn’t expect any grades better than a C.

Seventeen years later, 21-year-old Natalie had become an extraordinary woman. She graduated high school as an A student. The New Jersey native ventured out into the world as she enrolled at the University of Florida and is currently a PROTEACH student in the College of Education.

Natalie was also the first special education student to receive the Cheryl Ziegert Memorial Scholarship Fund Award. The award, which is available to any female University of Florida student with a learning disability, was presented to Natalie during an award ceremony on November 22, 2002, at Norman Hall. The scholarship was established in 1998 to recognize the contributions made by Cheryl Ziegert, a doctoral student in the Special Education department who passed away.

Cheryl had almost completed her dissertation when she died and the degree was awarded to her posthumously, according to Dr. Stuart Schwartz, a professor in the Special Education department and a member of the committee that selected Natalie for the award. Cheryl’s work centered on young women with learning disabilities.

“After I read a biography on Cheryl, I felt like I symbolized her,” said Natalie.

Like Cheryl, Natalie demonstrated a passion and enthusiasm for making a difference in children’s lives. She worked with a child suffering from fetal alcohol syndrome as well as in therapy sessions with a child displaying autistic-like symptoms. Natalie also tutored a boy with attention deficit hyperactivity disorder.

“I am in this program [special education] for a reason,” said Natalie. “I feel like my experiences growing up with a learning disability and feeling like I couldn’t achieve will help. I’m here to show children and families how their chil-

dren really can succeed. They are not stupid. They just need to be taught alternative ways of learning.”

Natalie’s commitment to education and enthusiasm made her rise above the top, said Schwartz.

“Speaking on behalf of the committee, we were very impressed by the story she told about her college education and its meaning to her and how she has overcome many personal obstacles in order to be so successful,” said Schwartz.

In addition to sharing similar career goals, Natalie felt another strong connection with Cheryl, the woman honored by the scholarship.

“She was a Ph.D. student. She had cancer, and she was still going to school. She had an inner ambition to survive,” said Natalie.

And Natalie understood that need for survival as she recently lost her mother to cancer this past summer. Even though Natalie was not ill like Cheryl, she was greatly impacted by her mother’s disease as she watched her battle to live. Natalie described her mother as a fighter who really wanted to survive. In addition to being sick, Natalie’s mother was blind from a

hereditary eye condition. As her illness progressed, Natalie’s mother could no longer teach special education in the classroom; yet she continued tutoring children.

“No matter what happened to her in her life, she still wanted to hold onto the passions in her life,” said Natalie. “It made me realize that no matter how much you go through [during] these crises in life, I feel that it pays off in the end. If you are a fighter and you are ambitious, you are going to succeed in what you do.”

Her mother helped her realize that even though the sickness was a crisis, Natalie had to persevere and go on with her education. After her mother’s death, people advised Natalie to take a break from school, but she saw it as a reason to go on with life. Being awarded the scholarship reaffirmed her belief that she was headed toward the right path.

It also facilitated her financially since Natalie is completely dependent on herself now. In addition to being a full-time student, Natalie works as a tutor to support herself. The \$500 scholarship will contribute towards furthering her education.

Despite the obstacles in her path, Natalie’s desire to succeed drives her. She wants to dedicate her life to helping
Continued on Page 34...

“If you are a fighter and you are ambitious, you are going to succeed in what you do.”

FROM THE HALLWAYS



BY ERICK HUECK

What a unique year it is to serve as Teacher of the Year and to represent my home school, Miami Senior High School, the magnet school for the teaching profession, in this, its CENTENNIAL year. Miami Senior High School, like every public school, takes children from the neighborhood, nurtures them, and builds them into leaders for our community. Public school students represent a cross section of America: the rich, the poor, the working class, and the business community. From every race, creed, and ethnicity, if a child wants to succeed, there will be dedicated teachers to help that student achieve his or her ultimate dream. Public school education is the very backbone of our free and democratic society. Without public school education, the American dream would remain just that. Public school education has produced America's finest intellects, professionals, and leaders.

Too often we hear teachers say, "I am JUST a teacher." These words should never roll off our tongues. I, for one, will never apologize for being a teacher. No doctor, lawyer, politician, business leader, professional, or other acclaimed success reached that level without the efforts of teachers. We follow in the footsteps of Confucius, Mohammed, Gandhi, Jesus, Moses, and the other great teachers of all time, whose insight and instruction is **still** felt to this very day. To the parents and taxpayers, I can assure:

- ▶ You entrust your children to me JUST because I AM a teacher.
- ▶ The children will gain knowledge and learn to deal with life's demands JUST because I AM a teacher.
- ▶ Aspiring youth will fulfill their talents by my encouragement JUST because I AM a teacher.

"It is important for the public to understand that a teacher not only feeds the mind, but also in many aspects helps shape the soul."

- ▶ Students in my classroom from every walk of life, socioeconomic background, race, or ethnicity will have an equal opportunity to succeed JUST because I AM a teacher. Why should WE apologize? We teachers are the eminent hope for the youth of America.

For the past two years, I have participated in the Opportunity Alliance program, establishing a liaison between Miami Senior High and the University of Florida. Teachers and students have benefited from the Alliance. Teachers attend summer institutes at the University of Florida and at Miami Senior High School during the year to learn new methods by which to increase students' reading aptitude. Using the "text set" approach, teachers prepare the

students for future reading assignments by providing relevant data using multimedia displays and open discussion to facilitate the students' grasp when reading in their assigned textbook. Students are stimulated to consider higher education and benefit from the Alliance's support when they take young, confused ninth grade students for an up-close, on-campus encounter at the University. My students return **dreaming** of college. The students know that with academic excellence and dedication, they may benefit from an Alliance-sponsored, four-year UF scholarship. Thanks to the continued efforts of Drs. Miller and Nelms, both students and teachers are beginning to see a remarkable attitudinal change; reading comprehension is the basis for classroom achievement.

Learning **can** be engaging. The idea that I pass on to my students is "Learn for the love of learning." Knowledge is one thing that can never be taken from the learner. It is a difficult task that requires alternative models. Hands-on activities are pivotal to students. Although what one sees and hears is important, tactile and kinesthetic experiences are what often stimulate the mind, thus learning. Peer teaching amongst students is also critically important. A student-centered classroom helps personalize the approach, making the content more relevant while developing disciplined study skills. Classroom instruction is NOT merely teacher-oriented. I do not want my students to mouth what knowledge I may



have but to acquire the inquisitive spark to seek knowledge on their own. The ultimate goal is to provide a classroom environment that empowers students to thrive in the microcosm of the classroom and eventually achieve successful and meaningful lives.

“Teaching is what you make of it.” However, in the end, I am the teacher, the maestro in charge of making **virtuosos** of novices. The professional, the teacher, ultimately orchestrates what happens in the classroom. True, this challenging task rarely manifests immediate rewards. But the ultimate benefits outweigh any unsung glory.

This is especially true of the student population at Miami High. The majority of the student body is foreign-born. English, once learned, will be their second language. For students with limited English proficiency, the teacher not only serves as an instructor but as a role model that can guide them in adapting to their new home. Fundamentally, the teacher directs students toward becoming productive citizens and to better fulfill their potential as individuals.

It is important for the public to understand that a teacher not only feeds the mind, but also in many aspects helps shape the soul. Teachers are the reasons why students go on to become doctors, lawyers, engineers, and other brave teachers. Society holds such high expectations of teachers but seems to forget what our former first lady so eloquently pointed out: “It takes an entire village to raise a child.” In this day and age, we are all confronted with so many adversities and challenges: the global economy, increasing technological challenges, the fear of terrorism, and so many life-altering events. Yet, in spite of any and all obstacles, a great majority of our students pull through and succeed in high school AND college. This is indicative of the remarkable job that teachers are doing to create an air of excitement for learning; to tap the unique energies and talents of each student; and to foster sincere, student respect for self and others. We need to be proud of what we do and of who we are: TEACHERS. America has NOT seen its best days. This 21st century is **destined** to be a **NEW FRONTIER** for America’s greatness.



COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA

Education *TIMES*

Beginning Fall 2003, this news magazine will be changing. Every quarter, a new edition will be available. Three of the issues will address events at the College of Education. The fourth issue will be a summation of research activities within the College.

In order to better serve our readers, we will be making the magazine available online. Visit the College of Education web site: www.coe.ufl.edu. Look for Educational Outreach and Communications and click on External Communications.

A DOOR TO OPPORTUNITY

...Continued from page 29

"Basically, I just hope that mutually the angles of both of these fields will help in bringing about awareness of the problems of the shortages and also the opportunities," said Brown. "But also, of course, the end is to help alleviate the extreme shortages that are going on for nurses and for educators."

The teaching and nursing professions are jobs that impact people's lives. Nurses are trained to care for the sick while teachers are taught to guide the young. Both careers focus on nurturing others.

"I went into education because I wanted to make a difference in our world," said education major Glen Nichol. "I didn't just want to improve *my* life; I wanted to improve the lives of as many people as possible. If I can have a positive influence on only one child each year for thirty years, that's thirty other people's lives I have helped to improve. Imagine the possibilities if I can reach them all."

His idea is central to what both colleges are trying to convey. Teaching and nursing are both rewarding jobs that impact society. And at a point when graduates are facing a slumping employment market, the possibilities for teachers and nurses are endless. Therefore, the College of Education and the College of Nursing have bonded together to endorse the message. Both colleges are equal partners in the collaboration and are in the initial stages of trying to gather media coverage of their special situations.

TRUE SCHOLARSHIP

...Continued from page 31

children and their families overcome the stereotypes associated with learning disabilities.

"Me going into the field of special education, I want to be a role model to kids," said Natalie. "I want them to realize who they really are and what makes them special: having a learning disability that makes them unique."

TEACHER OF THE YEAR

...Continued from page 9

from UF, Bishop began her teaching career.

She noticed that many students had problems reading and wanted to find new ways to address the problem. So Bishop pursued a master's degree with a specialization in reading.

Next, she wanted to find the best method to teach special education and at-risk kids to read. Consequently, Bishop returned to UF to receive a doctorate of philosophy with a specialization in learning disabilities.

Finally, her path has led her to the university gates once more where she is helping shape the futures of both her students and their future students.

"It is professors like Dr. Bishop that help build the University of Florida's reputation of being a fine institution for receiving a superior education," wrote Lisa Parsons, Bishop's student in Core Teaching Strategies.

In memoriam

Elias Lake Tolbert, professor emeritus in the College of Education at the University of Florida, passed away at the age of 86.

Dr. Tolbert was born in Middletown, Virginia. He attended the University of Virginia and Ohio State University prior to receiving his doctorate from Columbia University in counseling psychology.

During World War II, Dr. Tolbert served as an officer in General George S. Patton's 3rd Army, 95th Division engineers. He was awarded the Bronze Star and Silver Star for valor.

After moving to Gainesville in 1967, Dr. Tolbert joined the UF faculty and taught for 20 years. He was a member of Phi Delta Theta fraternity and Holy Trinity Episcopal Church.

In addition to other scholarly work, Dr. Tolbert was the author of numerous textbooks dealing with counseling psychology, statistics, testing methods, and career development.

Survivors include his wife, Frances Thornton Miller Tolbert of Gainesville; his two daughters, Jane Thornton Tolbert of Satellite Beach and Margaret Ross Tolbert of Gainesville; and two grandchildren.

Dr. Charles E. Young
President
University of Florida
226 Tigert Hall
P.O. Box 113150
Gainesville, FL 32611

Dear Charles:

As you may know, one of my legislative priorities has been to assist the University of Florida with the rehabilitation of the aging James W. Norman Hall, College of Education Building, which is one of America's historic educational landmarks.

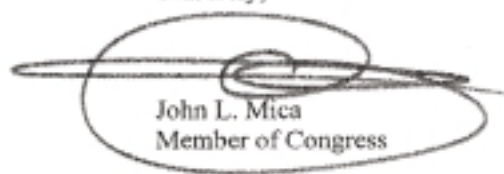
In our current federal appropriations for Fiscal Year 2003, I have secured \$250,000 to transform Norman Hall's current chalk-and-talk classrooms into a contemporary networked facility with distance learning capacity. Refurbishing the College of Education facility will ensure that the University has the technological resources necessary to continue producing highly qualified teachers in our State, as well as the nation.

In the coming months, Congress will move forward with the appropriations process for FY 2004, which begins this October 1. Please know that I will continue actively working to obtain additional federal resources with this project, and wanted to let you also know that I will be contacting the Florida Legislature for State and private sources for financial assistance with this project.

As a graduate of the College of Education at the University of Florida, I am personally committed to complete this project.

I hope to see you soon and with best wishes, I remain

Sincerely,


John L. Mica
Member of Congress

JLM:jjg

PHOTO COURTESY OF MICA





EDUCATION ***TIMES***

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