

Dean Glenn Good
140 Norman Hall
College of Education
University of Florida
Gainesville, Florida 32611

February 20, 2014

Dear Dr. Good:

I read with interest your posting for Associate Dean of Student Services for the College of Education. I believe I possess the necessary skills and experience you are seeking and would make a valuable contribution in the role to the College of Education. As my resume indicates, I have had a variety of experiences over the past 27 years that I feel more than qualify me for this position.

Most recently, my responsibilities as Associate Director for the School of Teaching and Learning & Coordinator of the Elementary and Secondary teacher preparation programs match the qualifications you are seeking. My past experiences, as noted on my resume, enhance these qualifications as I have been in positions with similar responsibilities to those of the Associate Dean of Student Services at the district level with the School Board of Alachua County.

It is my view that the Office of Student Services should directly support and contribute to the mission of the college and I look forward to an opportunity to utilize my talents to accomplish and enrich the mission of the college.

Since becoming the Coordinator of the Proteach program, my goal has been to recruit the highest quality students possible with varying backgrounds to strengthen and diversify the program. Additionally, it has been my goal to retain students through the fifth year which I am pleased to say I have attained that goal to a great extent. Retention rates of undergraduate students remaining for the master's portion of the program have increased significantly. One reason for this increase, I believe and as supported by the research, is that I and willing faculty members form personal relationships with the students so that they feel cared about and know we are committed to their success. In a recent Student Advisory Council meeting composed of Proteach students, they were asked what they hope would never change in UEP and the first item mentioned was the care and support provided by the coordination staff and faculty as well as their freedom to offer suggestions for improvement to the program and to receive help when needed. They felt they had a voice. The formation of a Peer Mentoring program has also contributed to the retention of students, especially assisting first semester students to transition to the heavy demands of the program.

I serve on the admissions committee and have been involved in recruitment efforts such as presenting at Santa Fe College even bringing Alberta along! I have

consistently lead a common reading group of freshmen education majors to begin to establish relationships early with students and so they can see the 'face' of the education department. I work closely with Robin Rossie in our recruiting efforts. We examine academic information and faculty read essays written by prospective students to determine the highest quality students we can acquire while maximizing participation. A goal of the admissions committee is to increase diversity among students. As such, we have waived lower ACT scores, for example, in order to allow ELLs and other diverse students to be a part of the program. While some of these students struggle initially, I meet with them individually and develop a "plan for success," inviting other faculty to assist with developing the plan, and do all I can to ensure that they succeed, even if it means lending money to buy a working computer or paying for a certification test from time to time! I also work with the Office of Multicultural Affairs and attend recruitment fairs, such as at the Reitz Union, and breakfast events hosting potential minority candidates for the College of Education. Another opportunity to recruit diverse students has been having the "Exploratory Teaching" club at St. Augustine High School in St. Johns County visit us each year for a presentation and student panel. The majority of students in the program are African American and we strive to recruit students from the program each year. I would like to see these efforts expand with other high schools.

Another attempt to increase retention is to ensure students graduate on time or when they had planned. In order to ensure students can graduate on time so they will remain in the program, I have volunteered to teach courses that were not offered at the times needed and for which I have the skills to teach (for no compensation); i.e. Creative Arts; TSL5142 – ESOL Strategies, for example.

I advise close to 75 students a semester in their graduate program and coordinate with Robin Rossie on the advisement of undergraduate students. Every semester I carefully review each program of study myself to make sure all requirements are met so as not to delay graduation. Additionally, where possible and in order to retain students, I offer flexibility in their program of study where allowable while still meeting certification and program approval requirements including ESOL competencies, FEAPs, and reading competencies. I often consult in these cases with Robin Rossie or Theresa Vernetson. Another effort to attract and retain students has been the inclusion of the reading endorsement as part of the program where students, upon graduation, are now eligible for the reading endorsement (K-12) giving them more options and increasing their ability to be hired. I wrote the lengthy Reading Endorsement application over a summer and submitted it to have it approved so that all of our students now graduate with the K-12 reading endorsement.

I am constantly searching for scholarships and funds for diverse students and am serving on the Scholarship Committee for that very reason. I have met with personnel in the Office of Development as well. I believe scholarships should be given to the deserving students including those who need the money to complete college. We have many diverse students who have to work so I make an effort to

accommodate both the requirements of the program and their work schedules when possible. I also assist with financial planning such as advising them to work for a semester to earn the money needed for the 1st semester in graduate school. Additionally, when developing the yearlong internship in the fifth year, we built in opportunities for students to serve as substitute teachers to supplement their income. Because our program is a five-year program requiring 124 undergraduate credits instead of 120 credits and 36 credits at the graduate level, it is a very expensive teacher education program. While instrumental in reducing the graduate credit hours from 39 to 36, it is still a costly program which can deter high quality diverse students. Through student services, we are now trying to reduce the extra requirements in the lower division as it is a deterrent for recruiting students. I hope to reduce the 64 credits to 60 as well. These are a few examples of how I work to recruit and retain students.

As mentioned earlier, I advise many graduate students, primarily at the master's level. However, I work extensively with doctoral students as well, as they often serve as intern supervisors which I evaluate and supervise. I also mentor them when teaching UEP courses and have even co-taught online courses with graduate students. I am currently working on research projects in the area of technology, reading, and yearlong internships with doctoral students and just recently presented with a doctoral student at the ATE conference. When first coming to this office, I handled many of the requests for waivers, petitions, admission questions, etc. from doctoral and master's students. I handled their registrations in their research and doctoral seminars and advised them as to the courses they must take first. I have mapped out tentative plans of study for doctoral students before they meet with their official advisors, based upon Boyer's four domains of scholarship as adopted by the School of Teaching and Learning. I often address inquiries regarding the CTTE C&I program, TLSI program and CTTE Ed. Tech doctoral programs, programs for which I handle scheduling of courses and formerly facilitated student registrations. I work collaboratively with Dr. Terzian, graduate coordinator for the School of Teaching and Learning, as well as communicating daily with graduate studies program staff.

I serve as program coordinator for the teacher preparation program and as such am well versed in DOE and NCATE requirements for the programs. When NCATE and DOE conducted their evaluation of our programs upon my arrival in my position, I prepared all documentation for elementary education and TLSI programs. I also am responsible for writing and updating the Continuous Improvement Plan each year, SACS required student learning outcomes for MAE and MED, University Academic Assessment Plan for MAE and MED, and Academic Program Reviews for MED and MAE. Furthermore, I direct the department on the process and verify all the accuracy of all documentation submitted to proper authorities. Additionally, I currently serve on the University General Education Committee so am aware of the changes occurring in this area and the effects it will have on students and programs.

As coordinator of a teacher preparation program, I spend a great deal of time reviewing certification requirements, EAS tasks (assigning them to courses, writing and rating the tasks, and verifying they are entered for all students), FEAPs, and subject area competencies. Recently I served on the subject area FTCE committee in Tallahassee to create the new subject area test and have served on the committee to develop questions for the new Professional Educator test as well. As such, I am well versed in these areas. While I comply with certification requirements, I feel it is essential to look where there is flexibility to better meet the needs of individual students as it sometimes can mean the difference between retaining students or losing them. As such, I often engage in creative but legitimate ways to meet the requirements while accommodating the unique needs of students and the programs. I feel this is absolutely crucial to differentiate to better meet the needs of our students who arrive with varying talents, skills, courses, disabilities, and demands.

One of the pleasures I have had in my role as UEP coordinator is working with Russell Robinson to develop a study abroad program referred to as "Teach the World." Students travel for 3-4 weeks to Rome or Paris and have the opportunity to teach in elementary schools while experiencing a different culture. As one who was born in Venezuela and has maintained my connections with Latin America, I feel these opportunities are essential. I also feel it benefits us to have international students to enrich the education and experience of all students. Currently, I am working with Maria Coady on a project we hope will develop in Belize. I look forward, as well, to having Chinese students in our program in the fall.

Qualities I feel the Associate Dean of Student Affairs should have include responsiveness such as returning emails promptly and submission of reports on time, willingness to listen, thinking "outside of the box," and meeting internal and external deadlines. Concomitantly, it is essential to have complete knowledge and understanding of state requirements and all graduate and undergraduate programs. I also feel this person should be an integral part of the leadership team examining the good of the entire college. Since coming to the College of Education, I have had a college-wide orientation as evidenced by the awarding of technology grants to benefit the entire college, not just the School of Teaching and Learning. Communication skills are important as many of the requirements may appear to faculty as time-consuming and unnecessary. Notwithstanding this potential negativity, using appropriate leadership skills, one can take this as an opportunity for program improvement. I have found this to be the case with our required CIP plans.

While I am neither tenure track nor hold graduate faculty status at this time, I do not believe for one minute that would keep me from doing an excellent job in the role as Associate Dean for Student Affairs. I am continuously engaged in scholarly work and am familiar with the demands of tenure line faculty.

To be honest, when reading the job description, I reacted enthusiastically in that it aligns so closely with my experiences and strengths. While knowing better, I felt it

was written just for me as it includes the challenges that I so enjoy. I hope you will consider my application and I look forward to hearing from you.

Respectfully,

Suzanne M. Colvin

Suzanne McWhorter Colvin, Ph.D.

Associate Director

School of Teaching and Learning, College of Education

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Gainesville, Florida 32611

352-273-4218

Curriculum Vitae

Suzanne McWhorter Colvin

Associate Director for the School of Teaching and Learning, University of Florida
618 SW 12th Street NH 2403, Gainesville, FL 32611-7048

Research Interests

Impact Teacher Preparation Graduates on Student Achievement; Impact of Pre-Service Teachers on Student Achievement; Comparing Models (VAM and other simple models) for Assessing Teacher Value; Investigating the Benefits and Challenges of a Yearlong Internship; Effectiveness of Data-Driven Instructional Models on Improving Teacher Effectiveness and Student Learning; Level of Skill Pre-Service Teachers Gain in Data Analysis and Use for Planning Instruction Based on Individual Learning Needs; Improving Higher Education Through Innovative Uses of Technology and Improved Pedagogy

Teaching

Transforming the Curriculum Using Backward Design (EDG6207), Elementary Internship (EDE 6948); Data Driven Decision Making (EDF6441); Using Reading Assessment Data to Plan, Implement, and Differentiate Instruction (RED6520), Art for the Elementary Classroom, ESOL: Meeting the Needs of Students Through Assessment and Differentiated Instruction (TSL5142); Independent Studies; Clinical Supervision of Interns; Content Based Mathematics with Pedagogy Aligning with Content (MAE3312); Culturally Responsive Classroom Management (EDG6415)

Education

Ph.D., Curriculum and Instruction, University of Florida, 1987
Concentrations: Early Childhood Education; Instructional Computing
Dissertation: Introducing Addition and Subtraction Symbols to First Graders
M.A.E., Education, Auburn University, 1983
Concentrations: Early Childhood Development and Education
Thesis: Stages of Play and Their Correlation to Social Development

Licensure

Florida Educator Certification
Areas: Elementary Education, Early Childhood Education, and Educational Leadership; Florida Principal Certification; ESOL Endorsement

Academic Positions

University of Florida
Associate Director for the School of Teaching and Learning;
Clinical Assistant Professor; Elementary Education Program Coordinator
2009- Current

Adjunct Assistant Professor in Elementary Curriculum

University of Florida, Gainesville, Florida

1989 – 1999

Courses: Parent Education, Elementary Curriculum, And Early Childhood Education, Play-Based Instruction in Early Childhood Classrooms, Early Childhood Mathematics Education

Clinical Teaching Supervisor

University of Florida, Gainesville, Florida

1991-1994

Courses: Supervised full-time interns and taught seminar course, which accompanied the internship experience

Research Associate

University of Florida, Gainesville, Florida

1994-1998

Research: Worked as a research assistant for two major studies:
The Correlation of Kohlberg's Stages of Moral Development and Humor: Principal Investigator – Dr. Suzanne Krogh
Mathematical Development in Young Children – Principal investigator - Dr. Suzanne Krogh
Buddy-Reading as an Effective Strategy for Initial Reading Instruction – Principal Investigator - Linda Lamme
The Effect of Divorce on Young Children: Principal Investigator- Dr. Athol Packer. My focus now is on the benefits of a yearlong internship, comparison of teacher preparation programs in the US with other teacher preparation programs nationally recognized, and use of Value Added Models for assessing graduates and rating teacher preparation programs; Inquiry as a means of developing teacher researchers, leaders, and models of excellence.

Current Program Development & Responsibilities

Associate Director of the School of Teaching and Learning and Coordinator of Unified Elementary Proteach Program

- Direct all aspects of the Unified Elementary Proteach teacher preparation program
- Collaborate with special education and human development
- Development and oversee implementation of the yearlong elementary internship new for UEP program
- Revised UEP program requirements, credits, and courses multiple times and submitted to CCC then university curriculum council for approval (reduced 39 graduate credits to 36; updated coursework). Work closely with Robin Rossie, Ron Wright, and Theresa Vernetson
- Wrote and was awarded the reading endorsement for the UEP program from the Department of Education so all graduates are eligible for the reading endorsement in addition to elementary certification and ESOL endorsement
- Work toward infusion of increased inquiry throughout the program with program faculty and Nancy Dana
- Developed a Peer Advisor Program to ease transition of 1st semester students (VERY SUCCESSFUL)
- Established “meta-cognitive” sessions referred to as Power Hours where ALL UEP students meet, each group comprised of students at different points in the level, to reflect upon the experiences they have had and look forward to upcoming experiences (purpose: program retention in the 5th year)
- Increased Student Advisory Council numbers and activities to provide more opportunities for feedback, input, ownership and evaluation to build commitment to the program
- Schedule UEP cohorts each semester through four semesters of coursework
- Place 60 – 75 interns every semester throughout Florida and obtain intern supervisors across the state for each which I supervise and evaluate
- Develop multiple internship handbooks for yearlong interns entering fall or entering spring semesters and during transition from semester to yearlong as well as for student selecting the post bac option
- Develop handbooks for intern supervisors including duties and responsibilities, deadlines, and required documentation
- Appoint intern supervisors with office of personnel and evaluate their performance
- Provide training in the *Pathwise* Observation System (2-day training)

- Developed online version of *Pathwise* Observation System training (2-day online training)
- Trained as clinical educator trainer and will provided blended for of training in March (6 hours on line and one day training)
- Communicate regularly with district personnel and principals regarding placements of our students and negotiation of how to meet their needs while providing needed experiences for our students
- Communicate with districts outside of Alachua County regularly explaining the yearlong program and the benefits to their students
- Developed and distribute online training in co-teaching methodologies for mentor teachers as well as include in their handbook
- Developing with graduate students a revision to the second semester of the yearlong program to include more “coaching” than “supervision”
- Participate in all recruitment efforts including Santa Fe College, recruitment fairs including those through the Office of Multi-Cultural Affairs on campus and presenting to visiting high school prospective educators
- Lead freshmen book studies every year after convocation and present to prospective students the benefits of being an education major
- Revise, train and coordinate 1st semester practicum and 3rd semester practicum while overseeing all practica experiences for the UEP program
- Assist with graduate coordination with Sevan Terzian, especially in his absence, discuss with leadership team graduate fellows, potential doctoral students, student standing, qualification exam concerns, and advisement concerns of doctoral students
- Served on committee for graduate studies and STL advisory
- Increased retention rates in the UEP program from undergraduate to graduate level
- Manage the IRB for UEP to facilitate research in the UEP program. Revised format, time, and content of Common Hours so students more alert and engaged
- Developed with SAC movie evenings so students can view teacher documentaries and movies that inspire and teach
- Develop the Continuous Improvement Plan each semester as required NCATE, SACs, DOE as well as the University Assessment Plan for MED and MAE
- Submit and update Academic Program Review with identified goals to be achieved – most have at this point
- NCATE/SAC Program coordinator
- Conducted all documentation for both UEP and TLSI for most recent NCATE and DOE visit
- Developed SLO’s for SACs include MED and MAE programs
- Utilize exit survey data and Student Advisory to make programmatic changes; i.e. math in our own department; yearlong internship; revision of practicum 1 and 3 with collaboration of UEP faculty

- Plan and lead UEP faculty meetings monthly
- Advise approximately 120 graduate students a year
- Served on doctoral committee with special permission (music)
- Increased participation in dual certification option
- Mentor graduate students teaching UEP courses
- Oversee development, implementation, and progress of Professional Improvement Plans for struggling students
- Supervise 12- 18 intern supervisors each semester
- Work closely with Student Services to ensure we are in compliance with laws, guidelines, DOE program approval requirements, EPI requirements
- Ensure that all EAS ratings are established for appropriate courses and entered for all UEP courses
- Align all FEAPS and subject-area competencies to UEP courses
- Submit petitions and waivers for TLSI, Ed Tech, CTTE Ed. Tech and C& I, and UEP students as needed. This is especially prevalent for online doctoral programs.
- Develop UEP Handbook each year
- Manage website for UEP
- Have coordinated coursework offerings with Robin Rossie to ensure non education majors and Pathways to Teaching students have the courses they need
- Coordinate and develop STL online and face to face courses every semester working with Office Manager to ensure appropriate fees are requested for online courses
- Work with UFTEACH extensively to ensure coursework is provided to meet their needs
- Review and work with graduate coordinator and staff to determine graduate students entry into both master's, specialists, and doctoral programs (when requested)
- Assist graduate students with initial drafts of programs of study based on upon Boyer's four Domains of Scholarship that they can use when meeting with their advisor
- Conduct research with graduate students, brainstorm dissertation questions, and co-author presentations and articles

Educational Administrative Positions

Associate Director of the School of Teaching and Learning

University of Florida, Gainesville Florida
See duties above

Supervisor of Early Childhood Education

School Board of Alachua County, Gainesville, Florida
1988-1991

Oversee early childhood and kindergarten programs, provide inservice education, manage serve as CREATE contact, assist with beginning teachers, communicate with Department of Education regarding rules and regulations such as kindergarten entry laws, manage district-wide kindergarten open house, evaluate subsidized day care settings, serve on Commission for Early Childhood Education

Supervisor of Elementary Education

School Board of Alachua County, Gainesville, Florida
1991-1993

Supervised Curriculum Resource Teachers at the school level, translated DOE rules, laws, and regulations (technical assistance papers) into district-based policies and procedures, oversaw textbook adoptions, provided inservice training, assisted with professional improvement of struggling teachers, served on State Boards of Certification and for Elementary Education.

Supervisor of English for Speakers of Other Languages: K-12,

School Board of Alachua County, Gainesville, Florida
1992-1994

Responsible for the initial implementation of the very demanding and cumbersome *Florida Consent Decree* in Alachua County. Arranged for training and provided training for teachers and administrators. Attended all state level meetings regarding the law and its interpretation and implementation. Developed all systems for management of the hundreds of requirements associated with this law.

Principal, Talbot Elementary School

School Board of Alachua County, Gainesville, Florida
1994-2007

Prepare and manage the school's budget and allocated resources; read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively both orally and in writing; and analyze and use data; possess knowledge of current educational trends and research; knowledge and understanding of the unique needs and characteristics of school system. Awarded National Blue Ribbon Award for Excellence.

Director of NCLB Standards & Compliance, Evaluation, and Grant Management

School Board of Alachua County, Gainesville, Florida
2007-2008

Ensured compliance of all No Child Left Behind rules, laws, and regulations; directed all restructuring efforts at title one schools developing a system for each to follow; analyzed all student performance data to track progress and areas in need of improvement; provided data-driven instruction training; assisted with grant writing and management.

Director of Data Driven Instruction Initiative for Alachua County

Title 1: Continuous Improvement Model

School Board of Alachua County, Gainesville, Florida

2007-2008

Developed and implemented the training for the Continuous Improvement Model training for the schools district demonstrating where and how to collect performance data in reading and mathematics, how to compile and graph that data, how to analyze the data, and how to use the data for individual student, grade-level, and school-wide improvement

Assistant Director,

El Tigre P-12 International School

Puerto La Cruz, El Tigre, and Maturin, Venezuela

2000-2005

El Tigre was a family owned and operated school in Venezuela with three branches. I assisted in every aspect including setting up the data management systems, curriculum for grades K-7, textbook adoptions, teacher training, and development of the teacher evaluation and improvement system for the school. Additionally, I assisted with attainment of the building and maintenance and improvement of the facility.

Research Coordinator for School Effectiveness

El Tigre P-12 International School

Puerto La Cruz, El Tigre, and Maturin, Venezuela

2000-2005

One of my roles was to ensure the adequate academic progress of all students including students with Spanish as their first language. I established an ELL program and trained teachers and regularly collected, graphed, and interpreted data to review with teachers via Skype in order to improve individual performance of students. I also service as liaison to the Board in the absence of the Director though attended meetings every other month.

Honorary Appointment

Latin American Committee of Schools for PK-12 Unit Schools

Southern Association of Colleges and Schools, Atlanta, Georgia

1994-1999

SACS Accreditation Committees for overseas schools in South and Latin America evaluating close to 40 different schools.

Awards

Award for Excellence in International P-12 Education and Service,
Southern Association of Colleges and Schools, 2000
Outstanding Reading Education Leader of the Year, 2001
Outstanding Inclusion Educator,
National Inclusion Network, 2004
Outstanding Principal of Students with Disabilities, 2005
National Council for Exceptional Student Education
NCLB Blue Ribbon Award for Schools of Excellence, 2006
US Department of Education

Professional Organizations

American Education Research Association
American Association for Colleges of Teacher Educators
National Association of Supervision and Curriculum Development
Phi Delta Kappa
Delta Kappa Gamma
Council for Exceptional Student Education
Association of Childhood Education International
Association of Teacher Educators
Florida Association of Teacher Educators
National Association for the Education of Young Children

Grants

Principal Investigator: *Re-Inventing Higher Education Learning Spaces*; Sponsoring Agency: Office of Instructional Technology, \$149,000.00 Awarded

Principal Investigator: *Making Every Space a Learning Space*; Sponsoring Agency: Office of Instructional Technology, \$72,000.00 Awarded

Proctor and Gamble Higher Education Grant Program: Transforming Higher Education Teaching and Learning for the 21st Century. \$9,350.00 Awarded

Spencer Foundation Proposal: Project Title: *Data-Driven Instruction: A Comparative Case Study Examining the Use of Formative Data in Three Exemplar Schools Comparing Data Use and Resulting Instructional Change in Reading, Mathematics, and Science*. Requested Amount: \$299,813. Unfunded.

Creating Common Collaboration and Learning Spaces, Sponsoring Agency: Office of Instructional Technology, Passed 1st two stages and will submit final proposal in March. \$95,000.00 Have been notified that it will be funded upon final submission.

DOE 21st Century Community Learning Center (21st CCLC): Fully written and ready for submission. Due to change in practicum 1, will submit in 2014.

Alumni effort to obtain funding for practicum one: "Grandpa's Promise: Promising to Teach Every Child To Learn to Read." Worked with alumni office and distributed flyers to Oak Hammock, Atrium, and Villages.

Publications: Book Chapters

Dana, Nancy, Delane, Darby, Wolkenhauer, Rachel, Colvin, Suzanne, Richner, Mark, Hooser, Angie. Book Chapter: "The Power of Clinical Preparation in Teacher Education" in *Clinical Preparation in Teacher Education: Rowman & Littlefield Education, in process*, Due May 12th, 2014.

Colvin, Suzanne (contributor) *Mathematics Across the Early Childhood Curriculum* in Krogh, L. Suzanne & Slentz, Kristine, "The Early Childhood Curriculum, Lawrence Erlbaum Associates, New Jersey, 2001.

Colvin, Suzanne (contributor) "Mathematics: How Much, How Many, What Size, What Shape" in The Early Childhood Curriculum II, Lawrence Erlbaum Associates, New Jersey, 2008.

Journal Articles

"Mathematical Milestones." *Beginnings: Journal for Educators of Young Children*, v 2: 1, Spring, 1984.

"Who Is Training Our Future Teachers? What We Can Learn from Finland's Teacher Educators" *Teaching and Teacher Education*. Submitted October 15th – with editor now. Passed 1st review.

Manuscripts in Preparation

Colvin, S. & Colon, E. Comparing Models to Evaluate Teacher Preparation Program Graduates: Is There a Difference? (2014) for *Journal of Teacher of Education*;

Colvin, S. & Colon, E. How Length of Internship Affects Success in the First Year of Teaching (2013-14): Interviews, observations, and audio recordings are completed with write up in progress. Planned publication journal: *Action*. Date: June 2014

Colvin, S, Simmons, R., & Ridgewell, N. Benefits and Challenges of a Yearlong Internship (2013-14): Interviews have been completed for interns, mentor teachers, and course instructors and coded. *FATE* publication, March, 2014.

National and International Peer Reviewed Presentations:

Suzanne Colvin, Elayne Colon, Tom Dana. (March 1, 2014): Changes in Models and Practices Used to Assess the Impact of Teacher Education Program Graduates in Their First Year of Teaching. To be presented at the American Association of Colleges of Teacher Education, Indianapolis, Indiana.

Dorene Ross, Alyson Adams, Buffy Bondy, Nancy Dana, Tom Dana, Glenn Good, Suzy Colvin. (Feb-March, 2013). Turning Teacher Education Upside Down: Putting Clinical Practice at the Center. Presented at the American Association of Colleges of Teacher Education, Orlando, Florida.

Suzy Colvin & Elayne Colon. (Feb-March 2013). Using Value Added Measures to Assess First Year Teachers and Preparation Program Effectiveness. Presented at AACTE, Orlando, Florida.

Suzy Colvin. (February, 2013). Re-inventing Higher Education Learning Spaces for 21st Century Pedagogy and Skills. Presented at the Association of Teacher Education (ATE), Atlanta, Georgia.

Suzy Colvin & Elayne Colon. (Feb. 2013). Using Value Added Measures to Assess First Year Teachers and Preparation Program Effectiveness. Presented at the Association of Teacher Educators, Atlanta, Georgia.

Suzy Colvin, Darby Delane, Caitie Galligane. (2012). Tying the Blue Ribbon Around Clinical Preparation Through School Partnerships in the Research-Intensive University. Presented at the Association of Teacher Educators Annual Conference, San Antonio, Texas.

State, Regional, or Local Peer Reviewed Presentations or Invited Presentations

Suzanne Colvin & Natalie Ridgewell. (October 11, 2013). *Lessons Learned from the First Year of a Yearlong Internship*. Presented at SRATE Conference, Sarasota, Florida.

Suzy Colvin & Elayne Colon. (October, 2012). Assessing First Year Teachers' Effectiveness Using Value Scores: What are We Really Assessing? . Presented at Florida Association of Teacher Educators , UNF, Jax Florida.

Suzy Colvin. (April,2012). Teaching as Performance Art: Learning the Performance Art of Teaching Through the Blending of Fieldwork (Practice) and Coursework (Theory). Presented at the Florida Association of Teacher Educators, Gainesville, Florida.

Suzy Colvin, Elayne Colon. (2011). Impact on P-12 Achievement By Teachers in Their First Year. Presented at the Florida Association of Teacher Educators Annual Conference, Tampa, Florida.

Suzy Colvin, "Pathwise Observational System," (2012) Multi-County Presentation.

Suzy Colvin. (2009) "Data Driven Instruction," Archer Elementary School, School Board of Alachua County, Invited.

Suzy Colvin. (2007) "School Restructuring," Elementary Public and Charter Schools: Using Data for Informed Decisions Making, Title I Conference, Orlando, Florida.

Suzy Colvin "Effective Teachers: The Key to High Achievement and Student Success," (February, 2006) US Department of Education Excellence in Education Conference, Washington, DC. Invited.

Suzy Colvin, (2004) "Successful Inclusion of Students with Severe Disabilities in the General Education Setting" FDLR's, Reddick, Florida, Invited.

Suzy Colvin, (1992-95) "ESOL for the Classroom Teacher," Florida Department of Education Certified Trainer, Florida School Districts.

Suzy Colvin, "Higher Order Thinking and Problem Solving in Elementary Mathematics," (1993) P.K. Yonge Laboratory School, University of Florida, Invited.

Suzy Colvin, (1992) "Elementary Grade Retention as Educational Malpractice," Paper presented at the Florida Council of Elementary Educators, Orlando Florida..

Suzy Colvin. "Succeeding with Low Performing Students," (1991) Florida Department of Education Title I Conference, Tampa, Florida.

Current Reviewing & DOE Related Activities

Journal of Game-Supported Interactive Learning" and "Journal of Educational Policies and Current Practices" – Reviewer for Proposals

Association for Teacher Educators Reviewer of Proposals

Florida Association for Teacher Educators Reviewers of Proposals

edTPA Rater

FTCE Development of New Subject Area Examination

FTCE Development of Professional Educator Exam

Clinical Educator Trainer

Core Curriculum Workshop and Committee to Determine Integration with Current FEAPs

Committees

Comparative and International Education Committee
College of Education Scholarship Committee
UEP Admissions Committee
FPC Technology Committee
University Wide General Education Committee
University Assessment Committee for Assessing Required Elements of GE Courses:
Critical Thinking, Composition, Problem Solving
University of Florida Professorial Search Committees
Florida Department of Education Committee to Develop the Subject-Area Test for Early
Childhood Education Certification
UEP Educator Collaboration Committee
School Board of Alachua County Executive Committee for Strategic Planning
Florida Department of Education Committee for School Restructuring
Florida Inclusion Network Committee on Inclusion of Students with Disabilities in Florida
SITE Board of Directors
STL Advisory Committee
FPC Budgetary Committee
STL Graduate Studies Committee

Service

K D Pi Sponsor
Student Advisory Council Sponsor
PDS Working Committee
Data Driven Workshops at Various Schools
Board Member for Boulware Springs Charter School
Inquiry Infusion in new PDS Schools
Clinical Supervision