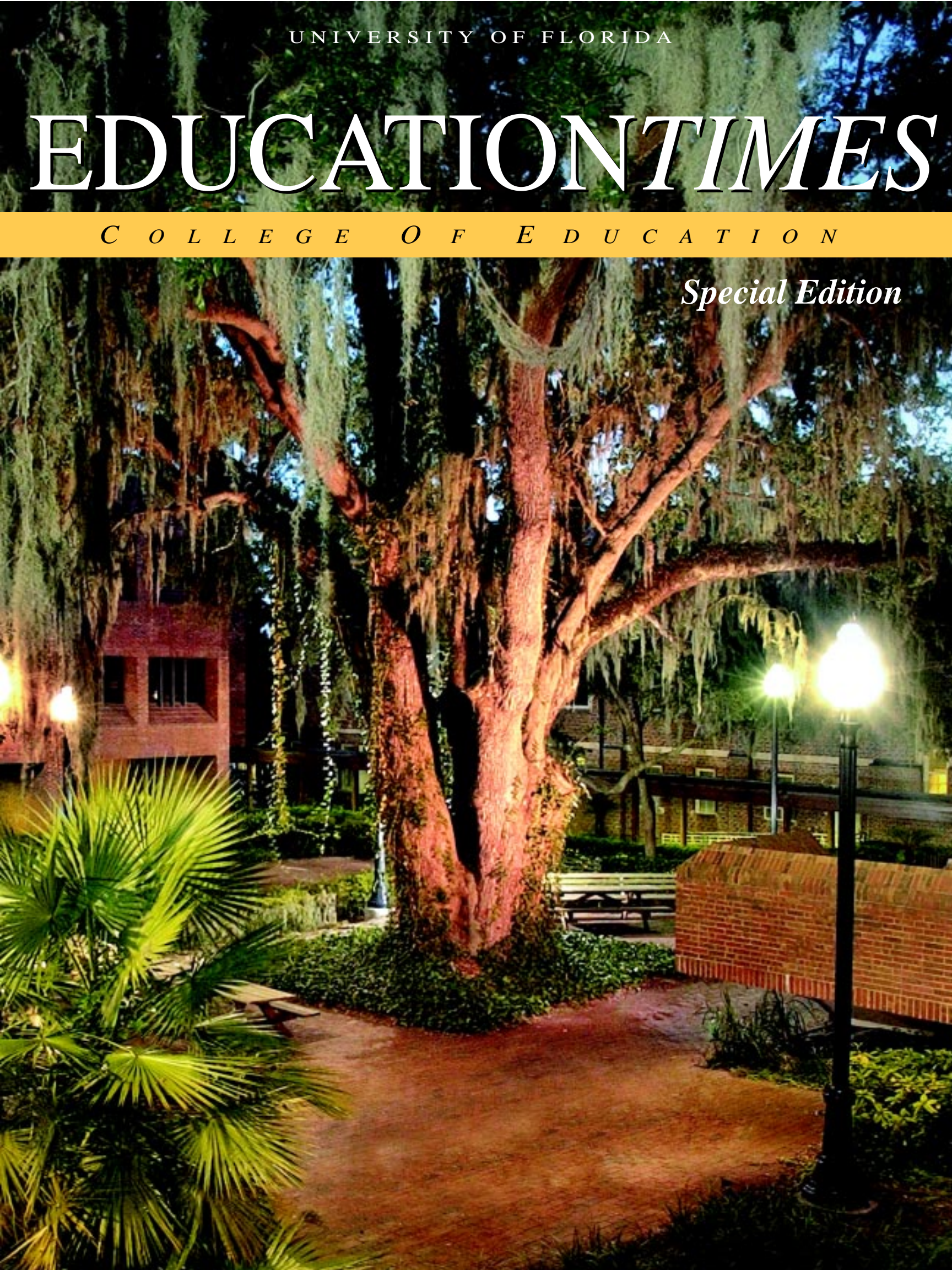


UNIVERSITY OF FLORIDA

# EDUCATIONTIMES

C O L L E G E O F E D U C A T I O N

*Special Edition*







An historic event occurred at the College of Education during Homecoming 2001. Deans Rod McDavis, David Smith, Gerardo Gonzalez and Ben Nelms discussed past successes, current accomplishments and future promises within the College of Education. See page 6 for the story.

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*This majestic live oak tree stands sentinel in the courtyard of Norman Hall.*

*Based on other trees similar in size, this tree is estimated to be 200-300 years old.*

Information provided by Eric Smith, Urban Forester at UF.

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**EDUCATIONTIMES**  
College of Education

EDUCATIONTIMES  
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## *Towards New Horizons*

For the past two years I have been serving as dean of the College of Education at the University of Florida. What a privilege this has been! The experience, expertise, and commitment of our faculty; the loyalty and support of our alumni; the successful records of our students and our graduates; and the collaboration and encouragement of our provost and university administration—all these strengths contribute to the effectiveness of the college and its national reputation.

Of course, the college has had to overcome obstacles during this past year: budget cutbacks in Florida, the general decline in public respect for the education profession, and the national challenge to morale following September 11. In spite of these problems (perhaps even more intensely, because of them), our faculty and staff have demonstrated continuing dedication to excellence and renewed energy in pursuing promising new initiatives. We have every reason to be proud of our achievements.

As I sit in my office this month, I hear all around me sounds of progress. Classrooms in the older wing of Norman Hall (formerly the P. K. Yonge building) are being renovated, bringing them into the 21st century by the beginning of the fall semester. Space on the third floor, especially the old College of Education library room, is being freshened up to serve as headquarters for the UF Alliance project. The terrace level of the southeast wing of Norman is being closed in to provide a new home for student services offices and a reception area for alumni events. And, finally, after all these years, the dean's suite of offices is being remodeled. The plans preserve its

historic authenticity but at the same time enhance its administrative efficiency and access.

The new suite will welcome our new dean, Dr. Catherine Emihovich. Her professional background, scholarly leadership, and enthusiasm for our mission bode well for our future. Other new appointments in the college, highlighted in this issue, document the range of our promised enhancements in the future and the depth of the university's support for the college: David Lawrence, the new Professor and Director of the Early Childhood Initiative Program, who will work with our Early Childhood Education faculty and the university-wide initiatives for children and families; Dr. Don Pemberton, the director of the new Lastinger Center for Learning, which will address especially the critical needs of K-5 schools; and Dr. Larry Tyree, formerly President of Santa Fe Community College, who will provide new leadership for our collaborations with Florida's superb community colleges. The UF Alliance (formerly called Opportunity Alliance) will continue its work with five high schools in Miami, Jacksonville, and Orlando that are UF's special partners. So, as you can see, the future looks bright for our continued work with educators from pre-kindergarten through community college.

The live oak tree that overarches the courtyard of Norman Hall has always been a powerful symbol to me—of our glorious and colorful past, our present strength and service, and our potential future growth. Its symbolism seems just as appropriate now as it has throughout our history. Its vigor and dignity inspire us as we look ahead to bright new horizons.

## Mission Statement

The mission of the College of Education is to prepare exemplary professional 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.

# NEW HORIZONS FOR THE College of Education

Education in Florida is a fluid and constantly evolving process. Innovation and creativity, tempered by experience and tradition, increasingly are the watchwords of the state system. The University of Florida is continually at the forefront of this movement, and recently the College of Education hired three of the state's most prestigious educators for key teaching and advisory positions to ensure that educational standards, programs, and initiatives are as cohesive and seamless as possible. David Lawrence, Donald Pemberton, and Lawrence W. Tyree have been hired to head key offices in Early Childhood, Elementary, and Higher Education, respectively, bringing with them a wealth of knowledge and a passion for high quality education.

"We are excited to have all of these gentlemen working with us," said Interim Dean Ben Nelms. "The three will serve in teaching and/or advisory positions to the University and the College of Education."

Lawrence, head of the Early Childhood Initiative Foundation in Miami, was appointed University Scholar for Early Childhood Development and Readiness. Pemberton, a lifelong educator and president of the highly acclaimed intervention program Take Stock in Children, will head the Lastinger Center. Tyree joins the faculty in the fall as a professor in the Department of Educational Leadership, Policy and Foundations. Tyree is known statewide for his committed leadership as a former president of Santa Fe Community College (Gainesville, FL).

The addition of all three men promises an injection of new energy into the already stellar college faculty. It also emphasizes the college's focused interest on education at the statewide, if not national, level, which also is under-

scored by preliminary plans to form an Institute on Children and Families.

"The University of Florida should be the place where the State of Florida turns when it needs assistance and guidance on children's and family issues," said University Provost David Colburn. "The University of Florida is building a major statewide presence in not only addressing the needs of children but also in advancing important new academic and research initiatives."

## *David Lawrence*

Until 1999, Lawrence was editor and publisher of the *Miami Herald*. A

graduate of the College of Journalism and Communications at the University of Florida, Lawrence's appointment to University Scholar for Early Childhood Development and Readiness was a highly anticipated college addition.

As chairman of Governor Jeb Bush's Florida Partnership for School Readiness, Lawrence has continually cemented his passion to improve early childhood education in Florida, an effort he will undoubtedly remain committed to at the college.



*David Lawrence works with preschool children.*

*"The University of Florida is building a major statewide presence in not only addressing the needs of children but also in advancing important new academic and research initiatives."*

## *New Horizons for the College of Education*

Currently, Lawrence heads the Early Childhood Initiative Foundation in Miami. The foundation provides critical training, education, and support to families of preschool children. Lawrence will work with UF and the college from Miami in an advisory position. “Initially, Lawrence will report to the provost, but he is very interested in developing relationships with UF faculty, especially in early childhood education,” Dean Nelms said. “We have identified a cohort of at least seven early childhood educators to begin consulting with him. The potential exists to develop a similar model program that can be implemented in areas across the state.”

Lawrence’s distinguished communications career, coupled with his national reputation in the area of early childhood education, makes him an obvious and valuable asset to the college community.

“Lawrence has led the state and national effort to develop preschool programs,” Provost Colburn explained. “His skills as editor and publisher of the *Miami Herald* are assets in mobilizing academics and citizens behind this effort.”

### *Donald Pemberton*

Also joining the faculty is Dr. Donald Pemberton, a

*“The bottom line of our work will be supporting the front line teachers.”*

career educator and president of Take Stock in Children, an intervention program for at-risk kids. With a reputation for strong leadership and fresh ideas, Pemberton is set to head the Allen and Delores Lastinger Center where he will focus his energies on struggling elementary schools, providing various levels of guidance based on need.

“We will do whatever we have to do,” Pemberton said. “The bottom line of our work will be supporting the front line teachers.”

Much of Pemberton’s work involves fostering proactive atmospheres to develop relationships between non-connected entities that extend the creative capabilities of individual organizations. His reputation for producing a cohesive unit from disparate groups

precedes him, and many look to him as a leader in the efforts to improve the overall quality of Florida schools.

“Don Pemberton’s work will be instrumental in addressing the need of elementary school students, teachers and parents,” explained Provost Colburn. “His work is pioneering in many respects.”

Pioneering, but it is also solidly based on the pre-existing standards of excellence set by educational predecessors in the state. “I see the leadership and the faculty [at UF] wanting to be a part of an educational renaissance that is coming to the state of Florida,” Pemberton said.

### *Lawrence Tyree*

The third and final piece in this puzzle is Dr. Lawrence W. Tyree, former President of Santa Fe Community College (SFCC), who will be joining the faculty in the fall as a professor in the Department of Educational Leadership, Policy and Foundations.

“My passion is to work in ways to prepare the next generation of community college administrators and educators,” Tyree said. “I see a great need coming in the next few years, when there is expected to be a huge turnover at that level.”

Tyree’s career at SFCC spanned 11 years, and included recognition as President of the Year in 1992 by the American Association of Community Colleges. Reaffirming his dedication to professional development of community college administrators and educators, he used personal funds to found a professional development fund for the instructors and staff of SFCC.

With his administrative knowledge and keen insight into the workings of a successful higher education program, Tyree, who also has served on the Florida Community College Council of Presidents and the Board of Directors of the American Association of Community Colleges, will prove an invaluable asset to UF and the college.

“UF has for many years been a leader to community colleges, having trained many of the current leaders,” Dean Nelms said. “The role of community colleges is expected to expand greatly in the coming years. Some have ambitions to develop four-year programs. We want to build strong communication with, and leadership to, these schools and to learn how UF might collaborate in these programs. We are hoping Dr. Tyree will bring that kind of leadership back to the higher education leadership program at UF.”



*Dr. Donald Pemberton*

## CAREER HIGHLIGHTS



### DAVID LAWRENCE

- ◆ President, The Early Childhood Initiative Foundation
- ◆ Chairman, Children's Services Council of Miami-Dade County
- ◆ Chairman, Florida Partnership for School Readiness Coalition
- ◆ Co-Chairman, School Readiness Coalition
- ◆ Publisher and editor positions at newspapers including the *Miami Herald*, *Detroit Free Press*, and the *Charlotte Observer*. He also was an assistant to the editor at the *Philadelphia Daily News*.
- ◆ President, Inter American Press Association
- ◆ President, American Society of Newspaper Editors
- ◆ Chairman, National Task Force on Minorities in the Newspaper Business
- ◆ Recipient, John S. Knight Gold Medal
- ◆ Recipient, nine honorary doctorate degrees, including one from the University of Florida
- ◆ Recipient, Ida B. Wells award
- ◆ Recipient, First Amendment Award and Inter American Press Association Commentary Award
- ◆ Recipient, Lifetime Achievement in Diversity, the National Association of Minority Media Executives
- ◆ Various volunteer and sideline endeavors including work with the

Miami Art Museum, United Way, the New World School of the Arts, and the 1994 Summit of the Americas

### DONALD PEMBERTON

- ◆ President, Take Stock in Children, Inc. (founding president)
- ◆ President, Pinellas County Education Foundation (founding president)
- ◆ Guidance counselor and program development, International Baccalaureate Program (St. Petersburg)
- ◆ Guidance counselor, Westgate Elementary
- ◆ Teacher, Pinellas County



### LARRY TYREE

- ◆ President, Santa Fe Community College (appointed in 1990)
- ◆ Chairman, Florida Community College Council of Presidents
- ◆ Board member, American Association of Community Colleges
- ◆ Chancellor, Dallas County Community College District (Texas)
- ◆ President, Gulf Coast Community College (Panama City)
- ◆ "President of the Year," 1992, American Association of Community Colleges
- ◆ Various volunteer endeavors including work for United Way, the Volunteer Center, and the Salvation Army

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## *A Celebration of the Past*

In November 2001, a very special homecoming was held at the College of Education. Similar to previous homecomings, this celebration highlighted current accomplishments and future promises. However, Homecoming 2001 also emphasized the ability of the past and present to successfully coincide. Four deans came together to celebrate the existence of the College of Education and to share with those present their experiences as the educational leader within the walls of Norman Hall. The historical event also served as a ceremony to unveil individual portraits of the deans.

Interim Dean Ben F. Nelms welcomed the special guests. The first guest to speak was Dean Gerardo Gonzalez. Arthur Sandeen, from Educational Leadership, Policy and Foundations, introduced Dean Gonzalez. After his initial words of

appreciation, Dean Gonzalez communicated his past experiences as the Interim Dean of the College of Education. Gonzalez received his bachelor's degree and doctorate in counselor education at UF. In 1976, he founded BACCHUS of the U.S. Inc., the nation's leading collegiate organization for the prevention of alcohol abuse. Gonzalez served as assistant dean for student services and from 1977-1986 was director of the Campus Alcohol and Drug Resource Center. He also founded the Association of Hispanic Faculty at UF. In 1987, he joined the Department of Counselor Education and chaired it from 1989-93. In 1993, he became the associate dean of the College of Education. In 1999, he was named interim dean of the College of Education. In 2000, he left to become dean at Indiana University's School of Education.

Joe Wittmer, a faculty member of the Department of Counselor Education in the College of Education, introduced Dean Rod McDavis. The Ohio native took over David Smith's position in 1994. As the ninth dean of the College of Education, McDavis was familiar with the principles of UF. Before he became dean of the College of Education in Arkansas in 1989, McDavis had served as an assistant professor of counselor education at UF in 1974 and then as associate dean of the Graduate School and Minority Program in 1984. He returned to UF in 1994 as dean to the College of Education. McDavis also served as

chairman of the board of directors of the Florida Fund for Minority Teachers, and was a member of the Board of Directors of the American Association of Colleges for Teacher Education and the Florida Council on Economic Education. In addition, he was a member of the Florida Education Standards Commission and the Advisory Board of the Florida Institute of Education. McDavis was also a

member of the national Council of Accreditation of Teacher Education. McDavis left UF to be provost and vice president for Academic Affairs at Virginia Commonwealth University. He was a leader in education reform, helped establish the minority teacher education scholarship program, and increased the College's research productivity.

Dean David Smith was introduced by Paul

Mucci, a Secondary PROTEACH graduate and Dorene Ross, the interim director of the School of Teaching and Learning. Smith was the eighth dean of the College of Education. Smith piloted the College through sixteen years of reform and development. As the first outsider to take the prestigious position, Smith left the University of Montana in 1978, where he was dean of the College of Education, and transferred his work and style to Florida. He served as a leader in pioneering and developing the PROTEACH program, which would elevate the educational standards of teachers and provide them with the necessary skills for entering the profession. The College also reorganized its structure and emphasized integration of clinical work into all aspects of the program. During Smith's tenure, the College of Education succeeded in reestablishing the importance of teacher education at a time when the government and the public were losing faith in the power of teacher education. Furthermore, Smith stressed research, and the College became a leader in editing professional journals. Through collaborative efforts with the faculty and staff, Smith launched programs that increased involvement of alumni, donations to the school and enrollment. Smith succeeded in leaving a profound legacy.

The portraits can be seen in their place of honor in the College of Education Library.



*Left-to-right: Dean Rod McDavis, Dean David Smith, Dean Gerardo Gonzalez and Dean Ben Nelms*



## Dr. Rose Pringle Teacher of the Year



Dr. Rose Pringle

Dr. Rose Pringle, Assistant Professor of Science Education, has been named the College of Education 2001-2002 Teacher of the Year. Since joining UF's faculty in August 2000, Pringle has already made a lasting impression in both her department and in those she teaches. Her office walls are decorated with thank-you

cards from former students who appreciate the support she offers.

Pringle, who teaches Science Education for Elementary Teachers to undergraduates, Inquiry into Elementary Science for the master's program, and a doctoral seminar on teaching, learning and assessment, is honored to have been selected as College Teacher of the Year, especially since it is an award where she is nominated not only by peers and department chairs but also by students.

"It gives you a good feeling as an educator because it is important that students recognize you as a good teacher," Pringle modestly replies.

When asked about the accomplishments that led to her nomination for the award, Pringle bashfully smiles and attributes her success to her commitment and dedication to the students.

Yet she is anything but shy when it comes to talking about teaching science. She passionately describes the importance of learning and making it fun. By encouraging her students to become involved in the teaching process, Pringle models the ideals she tries to instill in the future teachers.

"I create a hands-on/minds-on experience that will allow my students to make sense of teaching and learning," Pringle said.

Emphasizing the ideas that a person needs to be involved, ask questions, reflect and be interactive, Pringle incorporates these into her classes. She creates a learning environment where students are encouraged to take risks and not be afraid to say what is on their minds.

"I let them know I believe they can learn science," Pringle said. "I use their responses and help them think more."

Pringle guides her students past the preconceived barrier that science is difficult and helps them build confidence in themselves as well as their teaching abilities.

"I teach the way I talk," Pringle said. "So, I model for them my expectations."

She is motivated by seeing her students learn and by watching them have what she describes as the "aha" experience, or the feeling a person has when they suddenly make sense of what they are learning. Pringle devotes her time to developing a relationship and understanding with her students.

"I see my students as people who have different needs," Pringle said. "I spend the time inside of class to listen to them and a lot of time outside of class."

Pringle, who received her Ph.D. in Science Education from Florida State University, has been teaching for approximately 20 years. She worked with elementary, high school and college level students in Jamaica where she won a "Distinction in Teaching" Award.

In addition to being a reviewer for the *Electronic Journal of Science Education*, a unique site devoted to sharing science education information through the Internet, Pringle conducts workshops with in-service teachers and is researching the use of assessment as a tool for continuous improvement.

Her students are involved in peer and self-assessment in which they receive feedback from their fellow students and from the instructor. Pringle emphasizes the importance of her work as a teacher and in educating her students.

"They are going to be working with the world's greatest resource-children," Pringle said. "And they have to be ready."

Criteria used for selecting the College Teacher of the Year reflect nine best teaching practices: proficiency in subject matter; organization and clarity of presentation; stimulation of interest in learning the subject matter; demonstration of fair, honest, and ethical behavior; effective instructor-group interaction; effective instructor-individual interaction; dynamism/enthusiasm; promotion of divergent opinions and encouragement of critical and complex thought patterns; and innovation.

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# FACULTY NEWS

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## NEW FACULTY APPOINTMENTS



### Ben F. Nelms

Ben F. Nelms, Interim Dean and Professor of English in the College of Education, has been selected to be the new Director for the Center for School Improvement. The UF Alliance will also be housed in this office. Nelms will begin his duties as director in August of 2002.



### Thomas Oakland

Thomas Oakland, Professor of Educational Psychology at the University of Florida, received the 2002 lifetime achievement award in school psychology from the National Association of School Psychologists at its annual meeting in March. Oakland also received awards recently from the American Psychological Association's Division of School Psychology and the International School Psychology Association for distinguished contributions to the science and profession of school psychology.



### Stuart Schwartz

Stuart Schwartz, Professor of Special Education of the College of Education, received the Ernest L. Boyer International Award for Excellence in College Teaching, Learning and Technology at the International Conference on College Teaching and Learning. The conference was held in Jacksonville, at the Adams Mark Hotel. 1,000 people from 14 nations were present. Schwartz was chosen from among 41 nominees. In addition, Schwartz was selected as the University of Kansas College of Education Alumnus of the Year. The award was given at the commencement ceremonies in Lawrence, KS last month.



### Paul Sindelar

Paul Sindelar, Professor of Special Education, has been awarded the 2002 University of Florida Research Foundation Professorship for the College of Education. The UFRF professorships are intended to recognize tenured faculty who have a distinguished current record of research. Congratulations!



### Theresa Vernetson

Theresa Vernetson, Assistant Dean for Student Affairs, will now supervise the Office of Student Services which is responsible for coordinating/managing admission to the College of Education's undergraduate degree programs; graduation and program completion of teacher preparation programs at UF; student petitions; student advisement/withdrawals/audits; collaboration/coordination with the Office of the University Registrar; Critical Teacher Shortage forgivable loans; certification; Teacher/Advisor of the Year competition; academic progress; out-of-state program completion forms; Florida Teacher Certification Examination score reports; freshman and transfer orientation; liaison with community colleges; liaison with cooperating colleges (HHP, AG, FA) and their teacher preparation programs; Florida Department of Education program approval; follow-up studies of graduates from NCATE and state approved programs; secondary and general education minors; and the Dean's Honor Roll. In addition, Dean Vernetson supervises the Office of Recruitment, Retention and Multicultural Affairs, the student activities in the College and serves as EEO officer and UF K-12 liaison.



### Joe Wittmer

Joe Wittmer, Distinguished Professor of Counseling, was recently named one of the top twenty all time contributors to the counseling profession. A new book, *Leaders and Legacies: Contributions to the Counseling Profession*, will profile Wittmer.

A national committee of 12 counseling professionals chose the top 20 contributors to the counseling profession for inclusion in the book, with one chapter devoted to each professional. The chapters chronicle both the personal and professional lives of the honorees with special emphasis placed upon their contributions to the counseling profession.

Colleagues at UF, Harry Daniels and Larry Loesch, authored the chapter on Wittmer whose career at the University of Florida spans more than 30 years. Wittmer has authored or co-authored 15 books and more than 75 professional journal articles. The book, to be released this summer, will be published by Brunner-Routledge/Taylor and Francis Publishing Company.

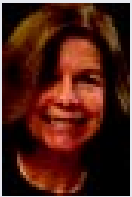


### Mary Ann Clark

Mary Ann Clark and Joe Wittmer, Counselor Educators, have written a school-wide character education program consisting of a Teacher's Handbook titled *Teaching Children to Respect and Care for Others*, along with a detailed 80

# FACULTY NEWS

page *Instructor's Guide*. The character education program was written specifically for pre-service teacher education students and practicing elementary school teachers. The program is especially appropriate and effective for use with student teachers enrolled in a university course being taught by an experienced teacher educator and for use by school counselors and other experienced educators in the training of teachers in their respective schools.



## Sandra Witt

Sandra Witt assumed a new role in the College of Education as Director of Administrative Communications. This position was created in a re-organization of the College-Wide Support Services area (formerly known as the Dean's Area).

Witt reports directly to the Dean of the College and the Associate Dean for Academic Affairs. In this capacity, she assists the deans in a variety of administrative tasks, including the drafting of communications, the preparation of annual reports, the monitoring of critical issues, and the management of regular and special projects.

## Additional Appointment



**Iona Malanchuk** recently accepted the Head Librarian position in UF's College of Education Library. Iona received a BA in English from Adelphi Univ. in New York, an MLS in Library Science from Indiana University, and an MA in Educational Media from Western Michigan University. She is certified K-12 in the state of Florida.

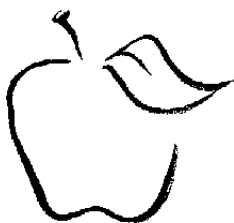
Malanchuk began her career as a professional writer and editor for the Grumman Corporation in New York. Upon entering the library profession, she first worked in the graduate Math, Physics, Astronomy Library of Indiana University, and then the J. K. Lilly Rare Books Library as a French and English literature cataloger. Moving to Michigan, Iona accepted an offer to be an Education Librarian and Assistant Professor in the Western Michigan University College of Education where she remained for 8 years. Promoted to the Associate Professor rank, she then moved to the Business School at WMU for the next two years.

Malanchuk's first experience with the University of Florida was as an Acquisitions Librarian for IFAS, French Literature and Language and the Business School. After 5 years in Library West, Iona accepted an offer to head the Mead Library at PK Yonge. She now serves as the head librarian at the College of Education Library.

Remember This Date:  
January 24-25, 2003

## Critical Issues Conference

### What Really Works in K-12 Education



More information to  
follow in the Fall 2002  
*EducationTimes*

Sponsored by  
COE Alumni Council  
College of Education



★ Come celebrate with us!

★ College of Education ★

# DEPARTMENTAL *UPDATES*

## COUNSELOR EDUCATION

- ◆ The Beta Chapter of Chi Sigma Iota International and the Department of Counselor Education are pleased to announce that two graduate students have recently received prestigious international awards. Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.
- ◆ Jessica Parker, an Ed.S. student, received the Outstanding Entry Level Student Award for 2002. Jessica graduated in May 2002 with an Ed.S. in Mental Health Counseling. She has expertise in the diagnosis and treatment of eating disorders and is a frequent guest speaker on this topic in the Counselor Education Department and across campus. She also has shown skill as a teacher and as a researcher during her graduate studies. Jessica plans to pursue a doctorate in counseling beginning in the fall of 2002.
- ◆ Marie Bracciale, a doctoral candidate, received the Outstanding Practitioner Supervisor Award for 2002. Marie is currently an adjunct instructor at Stetson University. She has served as a supervisor for practicum and internship students in the Counselor Education Department for several semesters. Marie also has demonstrated her teaching ability both by teaching undergraduate courses and assisting with graduate courses during her doctoral studies. Her area of study is domestic violence, and she is currently preparing to conduct her dissertation research.
- ◆ Jessica and Marie received their awards at the Annual Conference of the American Counseling Association on March 22, 2002. Beta chapter and the Counselor Education Department are proud of the achievements of each recipient. There were a total of 15 award categories with many applicant nominations from the 223 chapters in universities around the United States and internationally.
- ◆ Stephanie Sarkis, Ed., NCC, LMHC has been awarded an American Psychological Association Dissertation Research Award for 2001. This award recognizes excellence in psychological research. Sarkis is currently studying ADHD and brain function. She is a doctoral candidate in the Department of Counselor Education at the University of Florida.

## EDUCATIONAL PSYCHOLOGY

- ◆ The Department of Educational Psychology is having a productive semester in the areas of research, teaching and service. Faculty are presenting their work at multiple conferences including meetings for the:
- ◆ American Educational Research Association (Drs. Davis, Koro-Ljungberg, Penfield and Seraphine),

- ◆ National Association of School Psychologists (Drs. Kranzler, Oakland, Smith and Waldron),
- ◆ Society for Text Discourse (Dr. Linderholm),
- ◆ California Association for Behavior Analysis (Dr. Asmus),
- ◆ Society for Information Technology and Teacher Education (Dr. Davis), and
- ◆ Eastern Educational Research Association (Dr. Koro-Ljungberg).

## SCHOOL OF TEACHING AND LEARNING

- ◆ PT3 Grant, \$466,525 for first year (Awarded from US OE-Dawson and Swain). This is a three-year award. This grant provides funding to facilitate and accelerate systemic change related to technology integration in teacher education. The grant provides support for faculty development, for the development of technology-based field experiences, and for refining our electronic portfolio system. Project staff members have worked this year with faculty in Physics, German, English Education, and Science Education to incorporate innovative technology into course design.
- ◆ Minimizing Summer Reading Loss funded through Field Initiated Studies Grant program from OE (Allington and McGill-Franzen). This is a three-year award with \$248,117 in the first year for a total of \$718,000 over 3 years. This grant supports the study of the impact of enhancing lower income children's access to books during the summer vacation period in minimizing summer reading loss.
- ◆ Florida Network of Community Based Early Learning and Professional Development HUBs. This is a state level early childhood initiative. The University of Florida has received \$50,000 for this year to plan early childhood research projects. The projects are designed to help early childhood educators study the impact of incorporating best practice into early childhood settings.
- ◆ A significant new activity is a FIPSE grant "ILET: International Leadership for Educational Technology: A transatlantic bridge for doctoral studies." (Collaborative project across 5 institutions-Dawson and Ferdig). This project will bring 2 international doctoral students to UF for the fall 2002 semester, and 2 of our doctoral students will study in another country. The ultimate goal is to have 5 visiting doctoral fellows and 5 of our students studying abroad.

## OTHER NEWS:

- ◆ The School of Teaching and Learning is pleased to house the *Journal of Theory and Research in Social Education*. Dr. Elizabeth Yeager is editor of the journal.
- ◆ Dr. Richard Allington has been awarded the A. B. Herr Award from the College Reading Association for contributions to the profession.

*Research Funded in the College of Education, 2000-2001*

<b>PI/Co-PI</b>	<b>Funding Agency</b>	<b>Amount Funded</b>	<b>Project Title</b>	<b>Date Funded</b>
Algina, J. J.	US DOE	\$36,815	Creation of an Educational Data Warehouse for Assessing Student Gains, Teacher Effectiveness, and School Accountability	
Ashton, P./ Bergeron, J.	US DOE	\$5,111	The Role of Personalization, Control, and Context in Motivation	10/06/00
Campbell, D.F.	State Community Colleges	\$3,867	Institute for Higher Education (Quality Learning Communities)	06/29/01
Correa, V./ Smith-Bonahue, T.	US DOE	\$199,955	Partners in Doctoral Preparation: A Unified Leadership Program	05/22/01
Doud, J./ Keener, B.	Noel-Levitz	\$20,000	Web-Based Course Development: Certificate in Enrollment Mgmt.	06/30/01
Fang, Z.	Spencer Foundation	\$30,900	The Grammatical and Social Construction of Literacy in a Literature-based Multigrade Classroom	07/11/00
Fang, Z.	Int'l Reading Association	\$5,000	The Grammatical and Social Construction of Literacy in a Literature-based Multigrade Classroom	08/15/00
Gonzalez, G. M./ Correa, V.	State Community Colleges	\$18,050	Miami-Dade/Florida Enlace Partnership	09/29/00
Halsall, S.	UNF	\$4,200	Partners for Excellence in Education: Articulated Career Path for School Readiness Related Professionals	05/07/01
Harper, C.	US DOE	\$250,000	Project PRIDE: Peer Resources in Diversity Education	07/01/00
Harper, C.	US DOE	\$244,690	Project BEST: Graduate Degree in ESOL/Bilingual Education	07/06/00
Keener, B.	Multiple Sponsors	\$2,500	Clearinghouse for the Study of Community College Resources	07/18/00
Kranzler, J. H.	UFRF	\$8,306	Relationships Among Psychometric g. Specific Cognitive Abilities	08/22/00
Lane, H./ Pullen, P.	US DOE	\$180,000	Project UFLI: An Investigation of the University of Florida Lite	11/30/00
McLeskey, J.	FL DOE	\$60,000	CSPD CORE Grant (#1C006)	11/06/00
McLeskey, J.	FL DOE	\$60,000	CSPD Project Include Grant (Tracking #1C006) / CSPD Project	11/06/00
McLeskey, J.	FL DOE	\$100,000	CSPD Project Pro-Del Grant (#1C006) / CSPD ESE Out-of-field	11/06/00
Mercer, C. D./ Correa, V.	US DOE	\$400,000	Fostering Excellence in Teaching: Celebrate Teaching	07/01/00
Miller, D./ Tragash, J.	J.B. DuPont	\$100,749	UF America Reads Challenge: Gainesville Reads	12/11/00
Nelms, B. F.	Literacy Trust, Inc.	\$5,000	Reading Rescue Program	10/25/00
Nelms, B. F./ Alexander, T.	FL DOE	\$41,934	The College Reach-Out Program (CROP)	11/30/00
Nelms, B. F./ Alexander, T.	FL DOE	\$180,000	Minority Teacher Education Scholarship Program FFMT Annual	12/05/00
Repetto, J./ Schwartz, S.	FL DOE	\$450,000	Career Development and Transition (CDT)(Tracking # 1C006)	10/02/00
Repetto, J./ Schwartz, S.	Developmental Disabilities Council	\$50,000	Hiring Practices Initiatives	12/13/00
Repetto, J./ Schwartz, S.	Developmental Disabilities Council	\$104,000	Project CONNECT (new)	03/06/01
Ryndak, D.	UNF	\$7,474	Systemic Change in Indian River County School District	06/07/01
Seraphine, A.	NSF	\$56,926	Advanced Measurement Techniques for Emerging Technologies	09/22/00
Sindelar, P. T./ Brownell, M.	US DOE	\$1,700,000	Center on Personnel Studies in Special Education (COPSSE)	10/13/00
Smith, S.W.	US DOE	\$273,924	Project Therapeutic Recreation - Special Education (Project TR)	08/08/00
Smith, S.W.	US DOE	\$19,986	Study of Moral Reasoning of 3rd, 4th, and 5th Grade Students	09/28/00
Smith, S.W./ Miller, D.	Miscellaneous Donors	\$5,407	Conflict Resolution / Peer Mediation	06/30/01

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# *An Update from the Director of Development*

MARY DRISCOLL

Greetings from Norman Hall! Just three months into my role as the new Director of Development, I can attest to the positive impact being made by the College of Education. I have witnessed first hand:

◆ The rich history of this College by meeting legendary and contemporary faculty. Their enthusiasm for past projects and current initiatives are inviting.

◆ The 2002 College of Education Scholarship Reception held on Thursday, April 18. Close to 40 students received financial awards from 14 endowments. And the number is growing.

◆ The appointment of the new Director for the Lastinger Center, Dr. Donald Pemberton. The College is embarking on some new initiatives in the K-5 realm; and from the support of Allen and Delores Lastinger, the College of Education will be making great strides in this area.

◆ Having the opportunity to be involved in a very small way with the Alliance Program. Project leader Dr. Mickie Miller and Dean Ben Nelms have put in countless hours with five partner high schools within the state, hoping to encourage their individual measures of success. My recent ventures to Raines High School in Jacksonville and Miami Senior High proved how the College of Education has taken on the role of mentor, and what a good mentor we are.

◆ This past President's Council Reception in Miami that honored leadership donors to the University of Florida. I would like to encourage those of you who are at that level to become a part of this ceremony next year - it is a wonderful testament of the impact we have on this University!

◆ The renovations that will be taking place during the summer months at Norman Hall. Many classrooms and offices will be renovated as well as a future gathering area added.



*Mary Driscoll, new  
Director of Development.*

Why am I sharing all of this with you? First and foremost, it is vital to have all alumni become ambassadors and spokespersons for our College. You, as our alumni, are one of our greatest assets! You can open doors and introduce us to other alumni, friends, and corporations who will be interested in supporting our future. You are critical to our mission. As the College of Education looks to celebrate its 100th Anniversary in the year 2005, we would like you to take ownership and help us celebrate.

Thanks to all of you who have supported the College of Education during the 2001-2002 fiscal year. We have one of the most loyal alumni bodies on campus. Many of you have provided annual, major and planned giving support. There are many creative vehicles for giving, and it is gratifying to know that so many of you have invested in this College and its mission.

While I'm traveling, I hope to have the opportunity to meet as many of you as I can. And when you are in the Gainesville area, please take the time to stop in Norman Hall to reacquaint yourself with this strong academic College.

As I begin my journey with the College of Education at the University of Florida, I hope to be able to share many future success stories with you.

Wishing you and your family a wonderful and safe summer!

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**The College of Education has completed a booklet entitled *Exploration and Experimentation: The Road to Educational Excellence, The College of Education 1905-2001.***

**The booklet is the beginning of an effort to record and understand the history of the College of Education at the University of Florida.**

## International Conference On Technology And Teacher Education

Seven COE students and six COE faculty recently attended and presented their work at the 13th Annual Society for Information Technology and Teacher Education (SITE) International Conference in Nashville, TN. SITE (<http://www.ace.org/site/>) is an international association of teacher educators who are interested in the creation and dissemination of knowledge about the use of information technology in teacher education and faculty/staff development. The Society seeks to promote research, scholarship, collaboration, exchange, and support among its membership. SITE is the only organization that has as its sole focus the integration of instructional technologies into teacher education programs.

UF was well represented with 18 presentations, including full and short papers, panels, demonstrations and volunteer services. Students attending and presenting at the conference included Naglaa Ali, Minchu Chen, Sebnem Cilesiz, Muhammet Demirbilek, Richard Hartshorne, Leslie Merryman, and Juwon Park. Student topics included virtual reality, electronic narratives, and technology innova-



*Left to right: Sebnem Cilesiz, Dr. Richard Ferdig, Muhammet Demirbilek, Minchu Chen, Naglaa Ali March, 2002.*

tions in pre-service teacher education. Faculty attending included Heather Davis, Kara Dawson, Richard Ferdig, Gail Ring, Rose Pringle, and Colleen Swain. Their presentations, many done in collaboration with students, focused on international technology programs, electronic portfolios, student online collaboration, and UF PT3 accomplishments.

## U.S. News Rankings

The University of Florida's College of Education continues to achieve high reviews in the U.S. News' Best Graduate Schools 2002 rankings. According to the report, the College of Education tied for 31st among the top education schools in the nation and 22 among public institutions. It is the highest ranked college in the University of Florida with four out of the five departments being nationally rated or having a ranked specialty area.

The specialty areas have been ranked as follows:

<i>Counseling/Personnel Service</i>	<i>4</i>
<i>Special Education</i>	<i>12</i>
<i>Elementary Education</i>	<i>15</i>
<i>Administration/Supervision</i>	<i>22</i>

"I think the rankings are supposed to be reflective of the quality of the institution," said Dr. John Kranzler, professor

and Interim Associate Dean of Graduate Studies and Research in the College of Education. "The rankings reflect, to a large degree, the prestige of the faculty and the quality of the students of the program."

The magazine evaluates colleges according to academic excellence and utilizes both quantitative measures as well as a nonpartisan view to categorize and rank schools. For the graduate programs, education school deans and deans of graduate study programs from over 180 schools are surveyed. The specialty rankings are weighted primarily on the reputation of the program and the research activity conducted, which includes calculating expenditures and comparing them to other schools. The University of Florida's College of Education has consistently been ranked as having one of the best education graduate programs in the country throughout the years.

# PATHWAYS TO TEACHING: OVERCOMING TEACHER SHORTAGES

The State of Florida faces a crisis that could have long lasting negative effects if it is not dealt with soon, according to Fran Vandiver, Director at P.K. Yonge Developmental Research School. The crisis? A shortage of teachers. The shortage is the result of several scenarios playing themselves out daily across the state. U.F.'s College of Education, P. K. Yonge, and the College of Liberal Arts & Sciences (CLAS) are working to make a dent in that shortage.

This creative venture, entitled Pathways to Teaching, goes beyond minimum Florida Department of Education teacher requirements for individuals holding bachelor's degrees in fields other than education who enter the classroom, Vandiver explained. The list of qualifying courses is carefully designed to give future teachers a solid foundation for secondary teaching.

Nationwide, 22% of all new teachers leave the profession within three years, according to the US Department of Education's National Center for Education Statistics. Florida is not immune to this, facing critical shortages in mathematics, science and foreign languages. P. K. Yonge regularly faces challenges filling mathematics and science positions with qualified teachers, according to Dr. Wes Corbett, Assistant Director.

"It is anticipated that by directly working with the CLAS, the number of qualified teachers in shortage areas can be increased," said Dr. Dorene Ross, Interim Director of the School of Teaching and Learning.

The program is already underway with two language students currently participating in Pathways to Teaching. One student in science has finished the program. "We are hoping there will be more students beginning this summer or fall. Like any new idea, it will probably take time to take root, but we are optimistic. We are planning another recruitment fair for teacher education programs, including Pathways, in the fall," Ross said.

Meanwhile, studies show that teachers choose to leave teaching for any number of reasons, including low pay, dissatisfaction and safety concerns, among others. In addition to this, increasing student enrollment, rising

teacher standards and a retiring teacher workforce all contribute to what is becoming an epidemic shortage nationwide, according to the National Association of System Heads, a K-16 educator's alliance.



*P. K. Yonge spanish instructor, Peggy Sedlacek, observes Jennifer Orlando in the Pathways to Teaching Program with Derek Cason, 9th grade.*

The problem is not necessarily a shortage of people entering preparatory programs. "More individuals are entering teaching than there are jobs," according to a report by the Education Policy Studies Division. The study explained that teacher salaries play a significant role in teachers' decisions to leave teaching. "Teachers with high salaries stay in education longer than those with lower salaries."

However, salary is not the only factor influencing the teacher shortage. It is believed

that as students are better prepared for the challenges new teachers face, more will decide to stay with the profession, reversing the recent trend away from education. "When you're under fire as a first year teacher, you often find you're not as prepared as you need to be," Vandiver said.

"P. K. Yonge can offer the clinical setting to help prepare these students to overcome many first year difficulties. Pathways provides a one-on-one experience with teachers, that benefits both students and faculty; it's a win-win situation for all involved," said Vandiver.

Pathways has the potential to generate a larger pool of teachers, which will hopefully fill some of the critical shortage areas. Under the program, students getting bachelor's degrees in areas such as science, mathematics or a foreign language, pursue a 24 credit hour minor in education, which allows them to be certified in K-12 subject areas.

While Pathways is not a master's program, students do get a jump on their master's, with 5 courses in the graduate school. The state of Florida offers a similar program in which individuals that hold bachelor's degrees can take 20 credit hours, eight of which are teaching practicum and can be waived if an individual holds a teaching position at a Florida public school.

"We desperately need bright, caring, professionally prepared teachers in our secondary schools. Pathways to Teaching can help us achieve this goal," said Ross.



# HELPING STUDENTS TAKE CHARGE OF THEIR LEARNING: *P. K. Yonge Families Pilot Student-Led Parent Conferences*

By ELLEN S. AMATEA, Ph.D.  
DEPARTMENT OF COUNSELOR EDUCATION  
FACULTY-IN-RESIDENCE  
P. K. YONGE DEVELOPMENTAL RESEARCH SCHOOL

This year P. K. Yonge teachers and counselors in the fourth, sixth, eighth and ninth grades, in cooperation with faculty from the Department of Counselor Education and undergraduate education majors from the School of Teaching and Learning, have been introducing students and their parents to a powerful new learning tool: the student-led parent conference. Designed to help students assume greater ownership for their learning and academic progress, this conference format is organized around students developing portfolios of their work, discussing these work samples with their parents, and then making plans together with their parents for future learning (Austin, 1994).

Why change from the time-honored adult-to-adult conference format (i.e. parent and teacher) with which we are familiar? Although parent-teacher conferences have been an integral part of the school program for decades, they have their shortcomings. First, students are traditionally excluded from the process. As a result, most students are either blissfully unaware of the conference or worry about what is being talked about. Because they are left out of the process, students do not learn much from the experience or gain significant insights about themselves as learners. Second, most parents report that the amount of available time (usually no more than 15 minutes) that a teacher has to give them for an individual conference is not sufficient to look at their child's learning in depth. Consequently, parents often end such conferences having more questions than when they started, and teachers feel pressured. Finally, teachers are often exhausted by the hours of talk to parents, often repeating the same things that they wrote on a student's report card (Picciotto, 1995).

To address these limitations, teacher and counselor teams at the fourth, sixth, eighth and ninth grade levels have redesigned their parent progress conference format. Students now have an active role in describing their learning progress to their parents. (Of course, opportunities for individual conferences to discuss student problems

or progress with teachers are still available if requested by parents.) To prepare for these conferences, students learn how to reflect on their strengths and weaknesses and

personal learning goals. They also learn how to evaluate their performance on specific assignments. Each student develops a portfolio that includes a personal profile of their strengths and goals, samples of their work, and personal reflections about their work. Then, during an hour-long, evening session, students take charge of sharing this portfolio with their parents.

Participating teachers and counselors (who collected both quantitative and anecdotal data from students and parents) are reporting a number of powerful results from using this new progress conference

format. First, it is a powerful way to foster in students a sense of ownership and accountability for their learning and their performance. Now, rather than having the teacher "give them a grade," students are much more aware of what they have done to earn a particular grade. Second, this process of student evaluation encourages students to take pride in their work. Parents report benefits to this new practice as well. Many parents note that the conference provides them with an opportunity to see samples of their children's work, and hear their son's or daughter's descriptions of and self-ratings for particular assignments. One parent said, "Now I have a bigger window into my child's school work. Rather than feeling closed out by my child's usual response to my question of 'What did you do in school today?' with 'Oh nothing,' I have a clearer idea of what he is doing." In addition, many parents report that they value the time spent alone with one child at the student-led conferences. Several have noted that the conference provides an opportunity for parents to appreciate their child in a new way. These conversations would not have taken place during their normal busy lives. Parents often come away from these conferences amazed by their own children. Not only are the children able to do more than their parents had thought, but they are able to articu-

*During the first year of the project, 40 seventh grade students from two middle schools received 20, one-hour tutoring sessions in reading.*

late their own progress clearly. Often the students “take charge” of the conference with such confidence that the parents are astonished, for they have not seen that side of their children before. They see the pride their children take in their work and in their growth, and they sense their children’s excitement about learning. Many also see their children express frustration or worry about their work. What parents see at these conferences is authentic. The learner has been put in the center of the learning and evaluation process. Thus, students and parents often open up a more honest dialogue about the student’s learning progress.

This is but one of a number of practices which P. K. Yonge faculty are embracing to foster strong family-school collaboration, and to serve as a site for demonstrating “cutting edge” family involvement practices which our undergraduate teacher education students can learn about first-hand. Because of the strong positive response from parents, students and teachers, plans are now underway to expand the practice of student-led conferencing to the other grade levels. Teachers and counselors who piloted this practice are now developing a training manual describing the lessons, suggested activities, and procedures they have created for preparing students to conduct such conferences. Those interested in learning further about this new practice can contact me, Dr. Ellen Amatea, by mail at the Department of Counselor Education, P.O.Box 117046, or through email at [eamatea@coe.ufl.edu](mailto:eamatea@coe.ufl.edu).

#### References

Austin, T. (1994). *Changing the View: Student-Led Parent Conferences*. Portsmouth, NH: Heinemann.  
 Picciotto, L. (1996). *Student-Led Parent Conferences: How to Launch and Manage Conferences that Get Parents Involved and Improve Student Learning*. New York, NY: Scholastic.

## Free Apples for Edugators

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 and embossed with a blue and orange UF, has become very popular with our graduates.



We are offering these pins at no charge to our alumni who graduated before this tradition began. To date, we have sent out over 2500 pins.

To receive your free College of Education apple lapel pin, simply write us. Send your request to: Apples, Dean’s Office, College of Education, University of Florida, PO Box 117040, Gainesville, FL 32611-7040.

## UF Alliance Expands

The University of Florida’s Alliance Program is beginning to carve its niche as a successful outgrowth of the Florida One Plan, a group of legislative measures championed by Governor Jeb Bush back in 1999, designed to increase minority enrollment in the State University System (SUS). The most controversial of these measures was the one that specifically barred the use of racial preference in the college admissions process. In order to address the lower number of minority students enrolled because of this stipulation, the governor assured Florida citizens that more money would go into outreach programs to recruit and enroll minorities. Two years later, the University of Florida’s Opportunity Alliance is growing by leaps and bounds and delivering on Governor Bush’s promises. Recently, the Alliance added two new partner schools to the list, bringing the total number to five. The schools added, Maynard Evans and Jones High School, both in the Greater Orlando area, made the cut due to lower performance and grade rankings based on such factors as test scores, discipline problems and dropout rates. With their initiation into the Alliance, each school will receive five academic scholarships worth \$12,500. These scholarships will be given to the top five students from these schools. In addition, each school will receive additional assistance to help with improved teacher instruction through the use of workshops at the Summer Institute and individual tutoring sessions in which upper grade level students will work with students at feeder elementary schools. Dr. Mickie Miller, coordinator of the project, is excited about the new additions and hopes to keep expanding the Alliance to help as many schools as possible.

## Please Note

*If you have received National Board Certification for your subject area, please take a moment to let us know.*

*Simply fill out the card insert in this issue of EducationTimes and return.*



## *Gainesville Reads Receives Governor's Family Literacy Award*

Recently, Governor Jeb Bush announced the annual winners of the Governor's Family Literacy Award. This year, 15 public and private non-profit education and community organizations will receive family literacy grant awards totaling more than \$700,000. Each organization was eligible for up to \$50,000 per program.

The winning program from Alachua County was Gainesville Reads at Pleasant Place, which was created by the University of Florida Gainesville Reads Program in collaboration with the School Board of Alachua County, the Department of Children and Families (HRS), Santa Fe Community College Youth Employment Services, Pleasant Place, United Way and the March of Dimes. The \$43,000 award will provide a family literacy program for pregnant and parenting teens living at Pleasant Place House in Gainesville. Jennifer Tragash, Gainesville Reads Program director, responded to the award by stating, "We are honored to have been selected as one of only 15 (out of 104) grants to provide family literacy programs to those in need. This grant fits nicely with the overall mission of the University of Florida: teaching, community outreach and service, and research. We are committed to working in partnership with others in the community to break the cycle of illiteracy and have no doubt we will be successful in our efforts at Pleasant Place. We look forward to continued productive collaboration with all of the agencies and partners involved in providing this service to the community at-large, and we invite participation from corporate and business sponsors, as well."

Governor Bush expressed his belief that it is the responsibility of every community to ensure literacy for all citizens. "Today, more than ever, literacy is the key to opening up the doors of opportunity and achieving success in life. If we are going to ensure that all our children are reading at grade level by 2012, then we must ensure that parents are able to read to them at home," said Governor Bush. "These literacy programs have made a tremendous difference in our communities and neighborhoods. They are dedicated to helping families understand that the home is the child's first school, the parent is the child's first teacher."

The 15 winning grant recipients are a diverse blend of community- and school-based programs. Programs include partnerships with such groups as libraries, elementary schools, universities and community-based organizations. All programs incorporated components to teach adults improved reading skills and included measures that

assist parents in teaching their children reading. Over the past two years, the Governor's Family Literacy Initiative, in conjunction with the Florida Literacy Coalition, has awarded \$2.25 million to start or expand 45 family literacy programs in our state.

Also during the event, Carnival Cruise Lines announced a gift of \$1.2 million to continue family literacy grants and to assist with the distribution of "I am a Reader" kits, through the Governor's Just Read, Florida! Initiative, which is committed to meeting the goal of ensuring that all Florida students read at or above grade level by 2012.

"Carnival Cruise Lines is proud to respond to the Governor's challenge to Florida business leaders," said Bob Dickinson, president, Carnival Cruise Lines. "Carnival is committed to assisting parents and teachers to see firsthand the wonders of increased parent involvement in education. We believe family literacy and the "I am a Reader" kits do so in a positive, fun and important way."

A panel of educators from the Barbara Bush Foundation reviewed all eligible applications for Family Literacy, the Florida Literacy Coalition, and by the Executive Office of the Governor. The highest scoring applications were then forwarded to the Governor's review panel, a mix of business and literacy leaders in the state. The panel review members were: Scott Ellington, chairman, Governor's Family Literacy Initiative Committee; Ron Drew, vice president, Verizon Communications; Benita Somerfield, executive director, Barbara Bush Foundation for Family Literacy; Doreen Outler, grant manager, South Florida Annenberg Challenge; Jack Newell, executive director, Region One Literacy Center, Leon County Schools; Teresa Hernandez, public relations consultant, Washington Mutual; and Stephania Feltz, a 2002 Governor's Family Literacy Grant recipient.

Other 2002 Governor's Family Literacy Award winners include: Oakland Terrace Elementary School in Bay County; Coral Springs Middle School in Broward County; Shadowlawn Elementary School in Collier County; Aspira, Florida International University and Hialeah Reads in Dade County; Communities in Schools of Jacksonville in Duval County; Anthony Pizzo Elementary School in Hillsborough County; Literacy Council of Bonita Springs in Lee County; Marion County Public Schools; Martin County School District; Mt. Vernon Elementary School in Pinellas County; North East Florida Educational Consortium in Putnam County and Santa Rosa Adult School in Santa Rosa County.

## *Randy Scott Receives P. K. Yonge Teacher of the Year Award and becomes Region Two Florida/ Burdines Teacher of the Year Finalist*

Randy Scott has had an exceptional school year. Scott received P. K. Yonge's 2001 Teacher of the Year Award and was named Region Two Florida/Burdines Teacher of the Year Finalist.

Fellow members of the school faculty selected Scott as P. K. Yonge's top teacher. A variety of life experiences adds much flavor to Scott's 7th grade Life Science class. After receiving his Bachelor of Science degree from Clemson University, he was commissioned as a First Lieutenant in the U.S. Army Reserves. Scott played professional football before becoming a classroom teacher in 1994. Scott joined the P. K. Yonge faculty in 2000 and currently serves as a football and basketball coach.

Showing that teaching often goes outside the classroom, Scott is the coordinator of the Tumblin' Creek Project in which students do research, collect qualitative and quantitative data, and make recommendations for restoration of the creek. His work with the project helped P. K. Yonge receive the National Leader School Award for service learning.

In addition to teaching and coaching, Scott spends his afternoons with three student academic programs. As the coordinator of SECME, Scott leads a science, math, and engineering club centered on minority inclusion. Scott is also the school liaison for PEEPS, a parent-led organization concerned about the progress of their children, and TASC, which is an after-school tutoring program in collaboration with students from the University of Florida and Santa Fe Community College.

Scott's dedication to helping all students and his hard work are appreciated by those outside the school environment. Recently, Education Commissioner, Charlie Crist, honored Scott during a surprise visit to P. K. Yonge.

During the visit, Crist announced that Scott had been named the Region Two Florida Department of Education/

Burdines Teacher of the Year Finalist. "Mr. Scott has proven himself as a valuable asset in the classroom," Crist said. "It is through the hard work and dedication of teachers like him that our precious students are able to successfully learn and grow."

Scott is currently working on a master's degree in educational leadership in the College. He is the father of 5, and his sons Ian (#99), and Alik (#53) play football for the Gators.



*Randy Scott (far right), P. K. Yonge teacher, receives the Burdines Teacher of the Year award. With him are Education Commissioner Charlie Crist, P. K. Yonge Director Fran Vandiver and Interim Dean of the College of Education, Ben F. Nelms.*

**Burdines** is the sponsor of the Florida Teacher of the Year program, donating more than \$100,000 to the program annually. Each regional teacher of the year will be presented \$5,000 from Burdines and \$1,250 from the Florida Department of Education. Additionally, Burdines awards \$1,000 to each of the finalist's respective schools in each of the five regions, while the remaining 67 district winners each receive \$750 plus \$250 for programs at their schools. The winning teacher will receive a total cash prize of \$10,000 and a Lennox Crystal trophy.

An update on the Teacher of the Year winner will appear in the fall issue of *Education Times*.

## P. K. YONGE STUDENTS RESPOND TO *September 11*

All P. K. Yonge students, even the youngest, were suddenly asked to grow up a little bit more quickly, as a consequence of September 11th. P. K. Yonge journalism student Hannah Smith summed it up by writing, “No one knows what to expect next; America is forever changed. All will agree that the world is now a different place. History is being rewritten. Anything that happens from here on out will not be forgotten: the lost loved ones, the many heroes, and the terrorism.”

The events of September 11th did not paralyze the student body or faculty of P. K. Yonge; rather it moved them to reflective thinking and civic action.

Student responses to the attacks varied by grade level. All of the teachers were aware of students’ concerns and tried to be very sensitive to individual needs and questions. The year’s homecoming theme was “We Love the USA / Red, White and Blue.” The Key Club raised funds for the children of firefighters and the relief effort in New York. The middle school also held a dance to raise funds for victims in New York. High school social studies classes developed units on terrorism, held panel discussions with international students, and expanded units on tolerance to include Muslim guest speakers.

Kindergarten students at P. K. Yonge sold lemonade to impact children a half of a world away. “The students sold the drink during recess to all P. K. Yonge students with the proceeds being sent to President George Bush for America’s Fund for Afghan Children,” said kindergarten teacher Margie Donnelly. The idea came after an address to the nation in which the President asked children to each send one dollar for the children of Afghanistan.

Students at the school were bringing in “pockets full of change” to be supportive of the project. “The children



*Jacob Aaronson, Angelica Forson, and Lily Cullen prepare to sell lemonade.*

raised a total of \$198, which is a lot of lemonade at 25 cents each,” Donnelly said.

“The impact of these programs goes beyond affecting the lives of individuals today,” said Dr. Wes Corbett, Assistant Director at P. K. Yonge. “Our children are learning at a young age to reach out in a meaningful way to people who have many of the same needs as themselves. The educational value of such programs can only be measured over a lifetime.”

Demonstrating their understanding of some of what it means to be citizens of a free society, students from Peggy Sedlacek’s Spanish III class and Herb Schwartz’s middle school social studies class, wrote letters of condolence to middle school students in Gramercy Park, New York City, who were personally affected by the tragedy. “The New York middle school students were moved by the deep expression of caring from thousands of miles away,” Mrs. Hydna, school counselor at Gramercy said in response to the P. K. students’ gesture. “Kindness and unity are just two of the positives that have come out of such a sad situation for everyone.”

## *Student Reading Council Holds First Book Drive*



*The president of the Student Reading Council, Mihija Daniel, gives the books to Jennifer Tragash, coordinator for America Reads.*

On December 5th, 2001, the Student Reading Council (SRC) at the University of Florida wrapped up a week-long celebration of National Children's Literacy Week. The Reading Council, in conjunction with Goodwill Gators, sponsored a children's book drive to benefit the America Reads tutoring program. There were various drop sites throughout Gainesville with the culminating event being held in the O'Connell Center during the Florida Vs. Michigan State men's basketball game.

During the First Annual Book Drive, the SRC received 528 books that were donated to Ms. Jennifer Tragash on behalf of the America Reads tutoring program which serves Alachua County students ranging from kindergarten through high school.

The Student Reading Council's mission is to promote high levels of literacy in the Gainesville community and elsewhere by creating alliances and networking with other committed organizations through community-wide events. SRC's vision is to be part of the quest for universal literacy and to help create a worldwide community of lifelong readers.

SRC will hold its 2nd Annual Book Drive in November of 2002. Look for updates for times and locations. The names of the recipients of the next drive have yet to be released.

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## **STAFFNOTES**

### *Spring 2002*

On Tuesday, April 16, 2002, the College of Education held a Staff Recognition Luncheon hosted by Interim Dean Ben Nelms and the Staff Council.

Along with acknowledgment of the accomplishments of the Staff Council during the 2001-2002 year, the following staff members were recognized for their years of service to the University of Florida.

#### **Five Years**

Barbi Barber, Student Services  
Patricia Regan, P. K. Yonge  
Sharon Robinson, P. K. Yonge

#### **Ten Years**

Stephanie Osteen, Student Services  
Shirley Sirmons, P. K. Yonge

#### **Fifteen Years**

Patricia Barnes, P. K. Yonge  
Robin Crawford, School of Teaching & Learning  
Michelle Harden, School of Teaching & Learning  
Laverne Smith, Dean's Office

#### **Twenty Years**

Ellen Greenstein, P. K. Yonge  
Janice Johnson, P. K. Yonge

#### **Twenty-Five Years**

Debra Langlois, P. K. Yonge

Congratulations to all the honorees who have contributed exceptional service and support to the University in their fields.

# THE EDUCATION COLLEGE COUNCIL

The Education College Council (ECC) was awarded “Most Improved College Council of the Year” by the Board of College Councils, comprised of members from each of UF’s college councils. In addition to being recognized for this award, the ECC will also receive a \$3,000 budget increase for next year.

The ECC is the supervising committee of the five organizations associated with the College of Education. In addition to overseeing financial matters, the ECC coordinates workshops and provides students with the opportunity to participate in conferences that will help them become better teachers.

One of the most influential factors that led to the group’s recognition was its photo album, according to Sarah Sweeny, president of the ECC. The book, which was created by ECC historian Holly Craggs, was presented to the Board along with Sweeny’s proposed budget for next year. The album contained two pages by each of the College of Education’s organizations, exemplifying the hard work and dedication of its members.

“They [the Board] realized that we were actually doing something,” Sweeny said.

The ECC, which is funded by the student government finance office, conducts approximately seven workshops a semester, each ranging in cost from \$100 to \$1,200. A Polaroid workshop was held last semester in which approximately 50 registered students received free Polaroid cameras and learned how to integrate the cameras into their teaching techniques. Due to the budget increase, the ECC hopes to provide additional workshops intended to benefit students.

“Students learned how to spice up their lesson plans and their daily activities,” Sweeny said.

Another improvement displayed by the ECC is its increase in unity and communication, Sweeny commented. By working together as a team and not just as individual members, the ECC has become stronger and has been able to create a successful organization. The group chose to take an active stance in supporting specific issues in the Student Government while attempting to enhance the reputation of the College of Education.

“We wanted someone over there who would voice our opinion,” said Sweeny. “We want Student Government to realize that we are directly impacting the students.”

By increasing communication between members and becoming more organized and active, the ECC has made a unified effort to create programs and events that aid others. During the Orange and Blue game, the ECC, in collabora-

tion with the Associated Builders and Contractors from the College of Building Construction, raised funds by bagging groceries. A portion of the proceeds was donated to the Make a Wish Foundation.

“We spend a lot of time helping others, not just ourselves,” Sweeny said.

The ECC is responsible for a variety of projects. Working with the Dean and other community officials, the ECC tries to assist students by presenting them with the resources they will need to thrive. The group also produces the Edugator, a monthly flyer given to students that explains the events and activities occurring in the College along with contact information for each of the organizations.

“We want people to realize we are going to be educating the future Gators,” Sweeny said.

With the \$3,000 budget increase, the ECC plans to allocate part of the funds for the creation of a production lab that will be free to students. The room will be equipped with supplies such as a laminating machine, paper cutter, glue, glitter and other materials necessary for future teachers.

“It’s a place where students can go to make lesson plans more appealing and more professional,” Sweeny said. “And it will be less expensive for students to use these machines.”

Every student in the College of Education is a member of the ECC and can choose to attend the two general meetings held each month. The meetings are open to the public, and one member from each of the clubs under the ECC is required to be present. During the meetings, different organizations give presentations about a range of topics, including conferences and workshops. The ECC encourages students, teachers, and alumni associated with the College of Education to attend the meetings.

In addition, the ECC executive board, consisting of seven officers, meets an additional two times a month. During these meetings, which last anywhere between 50 minutes to 2 hours, the ECC discusses various strategies and projects it is developing to help advance the College.

“It teaches you how to be a leader,” Sweeny said. “It teaches you how to do the right thing and not just the popular thing.”

The ECC will continue to make strides to improve not just within the College of Education but also throughout all of UF. Its goal is to help students by providing the best services it can.

*The ECC coordinates workshops and provides students with the opportunity to participate in conferences that will help them become better teachers.*

# EDUGATOR NEWS

...keeping up-to-date with Alumni...Let us know what you are doing....

**1937**

**Henry Oscar Harrison**, BAE '37, is retired from a career that included teaching for 5 years, serving as a junior high school principal for 5 years and a county extension agent for 25 years, with 5 years in chemical biological warfare, working with HUD for 3 years and serving as a Grants Administrator for the City of De Funiak, Florida for 1 year. Harrison also served on the State Nursing Home Committee for 8 years and the Baptist State Mission Committee for 6 years. received an Outstanding Volunteer Award from the State Selective Service Board for service to the WWII effort (1955), the Dow Study Award for County Agents (1962), and Pioneer Citizen of Walton County (1995).

**1942**

**Howard H. Carasik**, BSBE '42, is retired from Allstate Insurance Company.

**1943**

**Edmund T. Dady**, BSE '43, BSCE '47, is a retired civil engineer, formerly serving as the bureau chief of the Florida Department of Transportation. Dady also worked as a senior facilities engineer with Boeing in Seattle, Washington and as a consulting engineer in South San Francisco, California.

**1952**

**William L. Wharton**, MEd '52, EdD '65, is currently the Statewide Coordinator of Family Support Programs for the Florida Cleft Palate-Craniofacial Association and also does work as a consultant and evaluator. He has been a guest speaker at the International Conference on Children with Disabilities in Russia (2000 and 2001) and the International Conference on Disability and Rehabilitation in Saudi Arabia (2001). Additionally, Wharton has done cooperative research and educational exchange programs in Brazil, Columbia, Russia, the Ukraine, Chile and Argentina.

**1957**

**Lewis D. Gentry**, MEd '57, retired since 1982 as a public school teacher and a member of the National Education Association, has 3 children, 7 grandchildren and 8 great grandchildren.

**M. Roberta (Dixon) Hyers**, BSE '57, is retired and living in Alabama.

**1959**

**Marianne (Payne) Alvarez**, BAE '59, is President of the Daytona Beach branch of the National League of American Pen Women and a member of the following groups: Delta Kappa Gamma Society International, Alpha Mu, Beaux Arts of Volusia, the Junior League of Daytona Beach and the Volusia County Retired Educational Association. Alvarez has

artwork on display in the Florida Department State Art Collection (Tallahassee), the William Benton Museum of Art at the University of Connecticut (Storrs) and the Southeast Museum of Photography (Daytona Beach). She has been included in the *Marquis Who's Who in America*, 2002.

**1960**

**John D. Shafer**, BSE '60, MEd '64, retired from the Pinellas County Schools for the second time in June 2001. Having served as a guidance counselor for 27 years and a classroom teacher for 3 years, Shafer returned as a guidance counselor for an additional 8 years. He has served as President of the Florida School Counselor Association and two terms as Vice President of the American School Counselor Association. Additionally, he has represented school counselor concerns as a lobbyist for the Florida School Counselor Association and represented classroom teachers as an 8-year chairperson for the Grievance Committee of the Pinellas Classroom Teacher Association.

**1963**

**Robert D. Askren**, BAE '63, is currently Associate Rector of the Episcopal Church of our Savior (Jacksonville). He is board certified in pastoral counseling by the Association of Professional Chaplains and earned his PhD in Pastoral Counseling with a thesis entitled "Encountering Process Theology in Pastoral Counseling."

**Evelyn F. (Anderson) Hatfield**, EdS '63, formerly a teacher at P. K. Yonge Laboratory School, has retired from Minnesota State University (Mankato) as an Associate Professor.

**1965**

**Daryle C. May**, MEd '65, EdS '70, EdD '71, passed away on June 29, 2001. May retired from Jacksonville University (JU) in 1994 after 21 years of service. While there he was chairman of the Division of Education and Director of Graduate Programs where he created JU's master's degree program in Educational Leadership. He also initiated a program that helped train military retirees for a second career as teachers. In addition to his work at JU, he served on many boards, such as the American Association of Colleges for Teacher Education and the National Council of Teachers of Mathematics. May also served as president of the Florida Association of Deans and Directors and the chairperson of many Southern Association of Schools and Colleges evaluation teams. During his final years, he was vice president of the consulting firm of May and Associates, Inc. and dedicated his time to providing local and state educators with challenging graduate courses and workshops to keep them current in their academic fields.

**1967**



**Kenneth Tyrone Henson**, MAE '67, has been recently named the first Dean of Education at The Citadel, the Military College of South Carolina. Before this appointment, he was a professor and the former dean at Eastern Kentucky University where

he helped 21 school districts implement education reforms adopted by the state in 1990. In addition to being a recipient of a Fulbright scholarship, National Science Foundation scholarship and numerous funded grants, he has written for more than 300 national and international publications. In 2000, Henson received the Distinguished Teacher Educator Award, presented annually by the Association of Teacher Educators and Wadsworth Publishers to recognize the nation's top educator.

**1968**

**Neil S. Eichelbaum**, BAE '68, MEd '72, is currently a social studies teacher at Miami Lakes Educational Center. His accomplishments include being nominated for the second time to Who's Who Among America's High School Teachers (2001) and being selected as a Miami-Dade County ESE Teacher of the Year finalist (2001). In addition to his teaching, he has been an athletic competitor in the Senior Games and the Senior Olympics, winning a bronze medal in the 200-yard freestyle at the Senior National Championships, two gold medals and two silver medals at the Gainesville Games (a state regional meet), and two state titles in the Senior Games State Championship, setting a new state record in the 100-yard breaststroke.

**1969**

**Letty Kay (Jones) Rayneri**, BAE '69, is the Director of Gifted Education in the Dougherty County school system (Georgia). She received her EdD from Valdosta State University in December 2001.

**1970**

**Marjorie M. (Parker) Anderson**, BAE '70, currently teaches IB Program seniors at Cypress Creek High School (Florida). Anderson became a National Board Certified teacher in Adolescence and Young Adulthood and English Language Arts in 2000.

**Daniel S. Herman**, BSE '70, JD '72, a professor at Miami-Dade Community College, has served as a certified mediator on more than 150 cases.



# EDUGATOR NEWS

...keeping up-to-date with Alumni...Let us know what you are doing....

**1971**

**Karen (Surrency) Bono**, BAE '71, works as an employee benefits consultant, specializing in long term care and Medicare supplements.

**Gary D. LeAndre, Sr.**, BAE '71, is an animal behaviorist who travels throughout Florida as Captain Nutro, educating individuals and groups as to the nutritional requirements of cats and dogs. Nutro Products (based out of California) is working on a comic book entitled *The Adventures of Captain Nutro*.

**1972**

**Bernard Kurland**, BAE '72, MEd '78, is retired from the Dade County school system.

**1975**

**Cornelia W. (Strickland) Wilkes Fountain**, BA '75, is a retired middle school teacher from the Duval County school system.

**1976**

**Mark L. Goldstein**, PhD '76, Executive Director of the Adjustment Center Professional Corporation, works in forensic evaluation, consultation and counseling. In May 2001, Goldstein was a keynote speaker for the Illinois Bar Association's Family Law Division.

**Diane L. (Kircher) Zimmerman**, MEd '76 EdS '76, has been an Assistant Professor in counselor education at the University of Wisconsin-Platteville since September 1999. She completed her EdD in counseling psychology with a dissertation entitled "Custodial Mother Adjustment to Divorce: Divorce Education, Family Functioning and Psychological Health."

**1977**

**Jill F. (Flowers) Calise**, BAE '77, a fifth grade teacher at Hendricks Elementary (Jacksonville), was named 2001-2002 Teacher of the Year at her school. Calise anticipates receiving her master's degree in educational leadership in August 2002.

**1978**

**Flavia J. (Caballero) Garcia**, MEd '78, is currently a special education teacher in Prince William County, Virginia. She also serves as a special education grade level chairperson and a mentor to new teachers.

**1980**

**Deborah Dugan**, BA '80, has been Executive Vice President and Managing Director of Disney Publishing Worldwide (DPW) since April 2000. DPW publishes books and magazines in over 70 countries and 55 languages, reaching millions of readers every month. DPW includes the Disney Children's Book Group and the magazines, *Discover*, *Disney Adventures*, *Disney Magazine* and *Family Fun*

*in the United States.* Prior to joining Disney, Dugan was an Executive Vice President with Thorn EMI, a British entertainment conglomerate and Director of Legal Services for Volunteer Lawyers for the Arts. She lives with her husband and two sons in the Upper West Side of Manhattan.

**Barbaros Guncer**, PhD '80, is currently an Executive Board Member for the Higher Education Council of Turkey.

**1987**

**Catherine L. Allison-Stubee**, EdS '87, serves as Executive Director of the Physician Hospital Organization of North Central Florida in Gainesville.

**1989**

**Cameron C. (Coleman) Dougherty**, BA '89, MEd '90, JD '00, is a Program Specialist IV with the Florida Department of Education and acts as a liaison between the Department of Education, the Department of Juvenile Justice and school districts.

**1990**

**Kristine L. (Wolking) Rohan**, BAE '90, MEd '91, is Director of the new Early Childhood Center (110 students), associated with The Villages Charter Schools in Sumter County, Florida.

**1992**

**Carolyn Perry**, BA '92, MEd '93, completed her EdD in Curriculum with a dissertation entitled "Voices from lock-up: Reflections of detained youth." Employed with the Georgia Department of Juvenile Justice for 5 years, Perry is the Educational Supervisor for the Savannah Regional Youth Detention Center. Her accomplishments in 2001 included being awarded Professional Administrator status by the Council for Exceptional Children and being initiated into Pi Lambda Theta International Honor Society.

**1993**

**Scott H. Manas**, MEd '93, is currently a middle school math teacher for students with disabilities at Tampa Day School. On December 7, 2001, Manas ran with the Olympic torch in Deland, Florida.

**1996**

**Kwani G. (Green) Woods**, MEd '96, is an adjunct instructor at the University of Central Florida and Valencia Community College. She also works as a graduate assistant in the University of Central Florida Academic Services for Student Athletes. Woods, a doctoral student in Educational Leadership-Higher Administration, is a member of the Kappa Delta Pi International Honor Society in Education, as well as having a case review article pub-

lished in the *Florida School Law Quarterly*, summer 2001 edition.

**1997**

**Terry H. (Heyer) Chance**, MEd '97, will graduate as a school psychologist in May 2002 from the University of Central Florida.

**Celia C. Perez**, MEd '97, is currently a reference librarian at the Joseph Regenstein Library at the University of Chicago. Before obtaining a Master of Library and Information Science degree, Perez taught sixth grade language arts at Lincoln Middle School (Gainesville) for two years.

**1998**

**Gretchen A. (Erwin) Moore**, BAE '98, MEd '99, teaches first grade at MetroWest Elementary School (Orlando). She was named Teacher of the Year 2001-2002.

**1999**

**Deborah E. Bartow**, MEd '99, is currently an eighth grade science teacher at Greenwood Lakes Middle School in Lake Mary, Florida. She was named as her school's Teacher of the Year 2003 for the school year 2001-2002.

**Lisa M. Blue**, MEd '99, teaches English at Osceola High School (Kissimmee) and was appointed advisor for the school newspaper, *Jake's Journal*.

**Tara M. Nitsche**, BAE '99, MEd '99, teaches language arts and pre-algebra at The Cottage Middle School for students with learning disabilities in Roswell, Georgia. Nitsche has received a grant to build an outdoor classroom.

**Katherine "Katy" G. (Wallace) Rohrig**, BA '99, MEd '00, is in her second year as a first grade teacher at Eastridge Elementary School (Colorado) and is being trained as a reading recovery teacher.

**2000**

**Ginny M. Beckman**, MEd '00, is the Coordinator of Admissions and Registration at the University of Florida.

**Michelle L. (Robinson) Hoepner**, BAE '00, MEd '01, is teaching third grade at Evans Elementary School in Oviedo, Florida.

**Jill M. Passmore**, MEd '00, is currently a third-grade teacher in North Carolina.

**2001**

**Tracy R. Miller**, MEd '01, EdS '01, is a counselor / case manager at the Corner Drugstore in Gainesville.

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# *Bingham Environmental Foundation Award*

Michael Pesce, a teacher at the Transition Center in St. Cloud, FL, smiled, cleared his throat, and started talking about his students. He spoke slowly at first, gaining a kind of steady rhythm that carried him through his two and a half minute, impromptu recitation.

“Students of this type are not very good at sitting and taking lectures, and our class lectures are more than two hours long,” he said. “These kids are incredible learners if you give them the chance.”

Pesce was one of six Florida teachers named as a 2001-2002 Bingham Environmental Education Foundation Award winner. The award recipients were recognized at a December ceremony in Norman Hall and given \$1,000 for “exceptional environmental science projects,” according to Paul Becht, chairman of the foundation. Pesce and his students designed and implemented a project titled “Water Pollution Control.”

“The kids drove the whole project,” Pesce said. “We’re pretty excited about all of this.”

Pesce used the project as a comprehensive learning experience for his students by encouraging them to use their math skills while sampling the water. He even brought in local media representatives to help teach the students about journalism so that they could create a newspaper to publicize the results of their findings.

The idea of using science projects to teach across the curriculum was a common thread among the six teachers, as it was to Ned Bingham, after whom the foundation was named. Bingham was instrumental in the formation of the college’s doctoral program, and also was a great force behind the growth of the Florida Foundation for Future Scientists. Bingham died in 1990 at the age of 89. His daughter, Sally Dickinson, is on the foundation’s executive board, and was an organizer for the award reception.

“My father was a really hands-on guy,” she said to the award recipients. “It’s re-energizing for me to hear this.”

Among the six teachers energizing Dickinson and Florida students alike, William Zima, a seventh grade teacher from Meadow Woods Middle School in Davenport, FL, engaged his students in an acid rain study. Using giant aqua tanks that his school purchased for a different subject, Zima was able to teach students not only about ecology, but also about the biology of the wetlands on which their school is located. Tied to both subjects are the environmental issues raised by pollution.

“Students will make comparisons as we study acid rain,” Zima said. “‘What can we do?’ That’s the ultimate question.”

Robin Hutchinson of Lake Gibson High School in Lakeland, FL, worked with Nancy Smith, a recently retired teacher, to teach students about wetlands using more than 600 acres of land nearby the school. Hutchinson and Smith forged the program three years ago, and Smith, who dreamed of taking students off campus for hands-on learning activities throughout her 30-year teaching career, has remained active in the program since her retirement last year. The site is about 20 minutes by bus from the school, which means that Hutchinson and her students eat lunch on the bus rather than at school to have sufficient time on site. That time is spent utilizing science and math skills, difficult subject areas for some of Hutchinson’s students.

“We’re out there for an hour and 20 minutes, maybe an hour and 30 minutes,” Hutchinson said. “The students use a lot of math and don’t realize it, especially percentages with samplings. The kids can see percentages, which makes a big difference.”

With just four months of teaching experience under his belt, Joshua Platt of New Dimension High School in Orlando, FL, initiated a study titled “Eradication of Exotic Plants” with his students. Utilizing professionals and resources at Disney’s nearby Nature Conservancy, Platt plans to use his own science background to teach the students about biodiversity and identification skills.

“Exotic species are a huge problem in Florida,” Platt said. “A good way to incorporate biodiversity is for the students to develop a management plan to remove exotic plants from our area.”

Ramona Weimerskirch, a teacher at Westwood High School in Fort Pierce, FL, also utilized nearby resources in developing her “Water Quality in Your Backyard” project. Amazed that many of her students were unfamiliar with the Indian River Lagoon, Weimerskirch partnered with the Marine Resource Council to literally teach her students about their backyards.

“We’re one of the most diverse estuaries in the world,” she said. “The project is a long process. It takes the first half of the year to get the students acclimated into the scientific mind, but they’re all experts by the end. It’s coming together slowly, but it’s coming together; and we’re having a good time with it.”

The sixth recipient, Dana Lett of Cobb Middle School in Tallahassee, was unable to attend the award ceremony. Her project is titled "Environmentally Rich Gardens."

While it is unusual for the foundation to award as many as six awards, representatives at the reception stressed that each honoree was chosen because he or she taught by the philosophies of Ned Bingham. Bingham came to UF in the 1950s and retired as Emeritus Professor in 1971. Prior to coming to UF, he was a high school teacher and principal and an award-winning high school football and basketball coach. He also taught at Temple, Northwestern,

State College (Pennsylvania), Berkeley, UCLA, the University of Vermont and San Francisco State College. He and his wife Marjorie were members of a Columbia University team that worked in India in the 1960s to restructure the nation's science curriculum. He was an editor of *Science Education* for 10 years and the recipient of awards from the National Association for Research in Science Teaching, the Council for Elementary Science International, the Association for the Education of Teachers in Science and the National Science Teachers Association.

## Alumni News Update

The mission of the University of Florida Alumni Association is to foster and enhance the relationship between the University of Florida, its alumni, students and friends to support the University's mission of teaching, research and service. The College of Education supports this mission and values its alums so much that it has assigned a full-time person to focus on this mission and alumni needs.

Since taking the reigns as interim dean, Ben F. Nelms has been determined that the College will do a better job with serving its alumni. "All great colleges have strong alumni support, and we should be no different," said Nelms. But unlike other great colleges, we did not have a staff person devoted to our alumni. However, in the fall of 2001 Nelms assigned a staff person to engage and solely serve the College of Education alumni.

The College has had a volunteer Alumni Board of Directors for a number of years, but there was not a person that could focus on the day-to-day needs and services alums deserve. "I am delighted that the College has taken this step to show our alums that they are valued," says Kathy Mizereck, President of the University of Florida College of Education Alumni Board of Directors. "We have very strong and loyal alums, and now they have someone at the College who can assist them with information, meetings, events and a whole host of services," added Mizereck.

While the College depends on and appreciates the alumni for their generous financial support, it is

important that they know that the gift of their time can be used as well. There are events where their help can be used (for example, reunions, Homecoming, the University's 150th anniversary, and the College's centennial).

In early December of 2001, Jimmy Ebersole was appointed to the position of Coordinator of Public Functions and Alumni Relations for the College of Education. He is a graduate of the University and excited to be working with alums from the College. If you have any suggestions, questions, or concerns about the College or the University, please contact him at the number below.

One of the first programs that Dean Nelms started with Ebersole was having small alumni dinners. These were casual dinners with 10 to 12 people and were held both locally and in cities that the dean visits. So far the dean has hosted dinners in Tallahassee, Miami, Gainesville, and Orlando. "These dinners have been going very well and are a great way of staying in touch and having continued dialogue with the College's alumni," said Ebersole.

Future projects include having better electronic communication with the College's alumni. Special activities for both the University's 150th anniversary celebration and then the College's centennial celebration in 2006 are being planned. If you would like to be a part of this planning process or have suggestions, please contact Jimmy Ebersole at 148 Norman Hall; PO Box 117044, Gainesville, FL 32611-7044; 352-392-1058 ext. 293 or by e-mail: [jebersole@coe.ufl.edu](mailto:jebersole@coe.ufl.edu).

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# *Dreams Come True for Former PROTEACH Students*

## *Aisha Saeed Writes for the Orlando Sentinel*

Second-grader Aisha Saeed listened intently as Ms. Nemoytin read *Lafcadio the Lion*. She imagined herself one day reading the story to her class. Fifteen years later, Saeed's dream came true.

After graduating from the University of Florida's PROTEACH program in 2001, Saeed secured a full-time position at Little River Elementary School in Orlando teaching second grade.

"Working with people is the type of career that helps you lose yourself and care about your work, and that is more important to me than anything else," Saeed said.

She faces many of the same obstacles experienced by new teachers. The low salary, inadequate resources and minimal breaks seem discouraging; but Saeed relies on the advice of expert co-workers and the training she received in school to overcome the stress of the first days of teaching.

"It [college] gave me a fount of knowledge and techniques. The psychology courses and books helped me to better understand my students and taught me to vary my techniques as prescribed," Saeed said. "The mentoring program and the internships also gave me a firmer grasp of the reality of teaching and enabled me to know veteran teachers whose experience and advice were often invaluable."

One of the most exciting and shocking events occurred when Saeed realized that she was no longer a student but rather the teacher in charge of them.

"That is something scary and really makes you realize the gravity of your responsibility," Saeed said.

Being employed at a low-income school in Orange County, Saeed is familiar with many of the pressures of working with underprivileged children. In addition to the high mobility rate in the school, many of her students come from tough homes and backgrounds.

"To listen to a child tell you he rolls marijuana for his father or see a little girl crying because Daddy left again and Mom is working two jobs to keep a roof over their heads can really make someone with a thin skin break down," Saeed said.

But Saeed hopes to serve as a role model to her students. She wants to be a stable figure in their lives and a person her students can trust.

"We are not family...but perhaps we care just as much," Saeed said.

Saeed believes that her students appreciate her hard work. By helping them with their reading and math skills, she feels a sense of accomplishment that makes the hardships miniscule in comparison to the rewards.

"Sometimes they say thank you," Saeed said. "That's priceless."

Saeed shares her encounters as a new teacher in a monthly column in the *Orlando Sentinel*. In collaboration with the newspaper's "Read by Nine" program, Saeed writes on a variety of education topics for the "Insight Section."

"I hope it [the article] will give teachers more respect and a professional view by showing the hard work and reflection that goes into how we teach," Saeed said. "I hope it helps parents better understand some concepts they are

unfamiliar with."

Saeed will continue writing for the remainder of the school year. She considers her work an opportunity to shape the future and a chance to change the lives of children.

## *Dianna Miller Becomes Teacher of the Year*

Dianna L. Miller, a doctoral student in social science education at the University of Florida, has been selected as Clay County Teacher of the Year. The winner of the prestigious award, given to classroom teachers who demonstrate excellence in teaching, community interaction, extra-curricular involvement and a commitment to life-long learning, is chosen by a committee of teachers, parents, administrators, community leaders and county office personnel.

After working two years at Clay High School in Green Cove Springs, Miller has earned the respect of her colleagues and gained recognition from the community.

"Teachers who observe my classroom comment on the number of students who are actively engaged in the lesson," Miller said.

*"Working with people is the type of career that helps you lose yourself and care about your work, and that is more important to me than anything else."*

Miller, who has been a teacher for six years, realizes the impact she has had on her students and is thrilled to have been selected for this esteemed position.

“Becoming Teacher of the Year has made me realize how much they respect me as a teacher and a person,” Miller said. “It is my relationship with students that will keep me in the classroom where I can help them achieve their dreams.”

She acknowledges that her teaching technique makes her a successful educator. By incorporating hands-on activities that meld the needs of auditory, kinesthetic, and visual learners, Miller attempts to address the uniqueness of each student. She creates a distinct classroom dynamic by making her students feel comfortable about expressing their thoughts.

“I work hard at making my classroom a safe place for young minds to expand their knowledge,” Miller said.

In her class, students can be seen participating in the learning process. Whether they are talking in cooperative groups about the latest news story, producing power point presentations or creating a storybook about the government, the students in her AP and Honors classes are working hard to complete their lessons.

“I try to find ways to motivate students with activities,” Miller said. “My ability to make history interesting and alive for my students is my best quality.”

Miller, who has expertise in a variety of careers, found her passion in teaching. After operating flight simulators as a Naval Tradesman, being the first woman electronic technician at Lanier Business Products, and working with the California Fire Fighter Joint Apprenticeship Program, Miller discovered the joy in teaching children.

“As a result of my varied professional past, I am able to bring more real-life experiences into the classroom,” Miller

said. “I also learned to be a creative problem solver which is a great help in dealing with my students.”

After finishing a long day of teaching, Miller packs into her car and treks the 60 plus miles to attend her doctoral classes at UF.

“I am committed to receiving the best education I can,” Miller said. “When I graduate, I will be able to say that I graduated from one of the top schools in the nation.”

Balancing school and work, Miller benefits from being a teacher and a student as she can relate to the situations her students are in and can serve as a role model by demonstrating how to improve their organizational skills.

“When my students complain that they have too much homework, we compare workloads,” Miller said.

At times, she finds it difficult to inspire this type of motivation and commitment in some students. Although she sets high expectations for her students, she challenges them to do their best.

“I once had a teacher tell me I couldn’t save them all, but I sure try hard,” Miller said.

Relishing the importance of teaching, Miller appreciates the diversity and creativity necessary to teach and feels rewarded by helping her students accomplish their goals.

“To be a part of the success of students is an incredible feeling of satisfaction that only grows as you nurture your students through one portion of their academic lives.”

Miller has experienced an extraordinary career and succeeded in discovering her purpose. Being selected Clay County Teacher of the Year is just another sign that she made the right decision in becoming a teacher.

“I quit a high paying job and have never regretted it,” Miller said. “Teaching is my passion, and I love being in the classroom.”

## SAVE THIS DATE

NOVEMBER 15-17, 2002

Homecoming

*Remember those days and  
Revisit this place*



# SNAPSHOTS

## Lastinger Center Reception



*The reception to officially welcome the director of the Lastinger Center for Learning. Left to right: Sheila Dickison, Associate Provost -University Honors Program; Mr. Allen Lastinger, center benefactor; Dr. Donald Pemberton, Director, Lastinger Center; Mrs. Delores Lastinger, center benefactor; Dr. Theresa Vernetson, Assistant Dean for Student Affairs and Ben F. Nelms, Interim Dean.*

## Flag Flies High at Norman Hall



*This American flag was created by 150 Gainesville elementary school students. Each child wrote their hopes, prayers, and dreams for America on the individual stripes.*

## Pardon Our Dust!



*Renovations have begun in the classrooms of "old" Norman Hall. This room was once the library for P. K. Yonge Developmental Research School.*

*A final note ...*

*Thank you  
Dean Nelms!*







**EDUCATION***TIMES*  
*College of Education*

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