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.

The College of Education at the University of Florida has been continuously accredited by the National Council for Accreditation of Teacher Education since NCATE’s founding in 1954. NCATE is the nation’s primary accreditor of teacher-preparation programs.

About the cover

“My World,” a painted bronze statue by American sculptor Seward Johnson, was on display in the Norman Hall courtyard this summer and fall at UF’s College of Education. The life-sized sculpture depicts a school-aged girl contentedly reading a book, seemingly in a world all her own. It seemed an apt symbol for high-quality education and an appealing cover for this report. *(Staff photo by Larry Lansford)*
College of Education

One of America’s best colleges
The University of Florida’s College of Education, founded in 1906, consistently ranks among the top 25 public education schools in the elite Association of American Universities. Education is one of 16 colleges of the University of Florida, a public, land-grant, research institution and one of the nation’s most academically diverse public universities. UF’s 2,000-acre campus is located in Gainesville, Fla.

NATIONAL RANKINGS: 5 Academic Programs Ranked in Top 20
Five College of Education academic programs earned top 20 positions in their respective specialty areas in the latest U.S. News & World Report survey of America’s best graduate education schools. Along with the College’s overall ranking of 52nd (up one spot from last year), here is the breakdown of ranked UF education programs:

- No. 2 COUNSELOR EDUCATION
- No. 4 SPECIAL EDUCATION
- No. 15 ELEMENTARY TEACHER EDUCATION
- No. 17 CURRICULUM & INSTRUCTION
- No. 19 SECONDARY EDUCATION

How we are organized
3 schools
- School of Human Development and Organizational Studies in Education
- School of Special Education, School Psychology and Early Childhood Studies
- School of Teaching and Learning

8 centers, institutes and affiliates
- UF Alliance
- Center for Community Education
- Center on Disability Policy and Practice
- Center for Excellence in Early Childhood Studies
- Institute of Higher Education
- Lastinger Center for Learning
- National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)
- P.K. Yonge Developmental Research School

17 bachelor’s and advanced degree programs
- Curriculum and Instruction
- Elementary Education
- English Education
- Mathematics Education
- Reading Education
- Science Education
- Social Studies Education
- Special Education
- School Psychology
- Early Childhood Education
- Research and Evaluation Methodology
- Educational Leadership
- Higher Education Administration
- Student Personnel in Higher Education
- School Counseling and Guidance
- Marriage and Family Counseling
- Mental Health Counseling

Fast Figures (2010-11)

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Research funding:</td>
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Bright futures start here
Our varied undergraduate and advanced degree programs can lead to rewarding careers in teaching, early childhood and special education, counseling, school and educational administration, research and evaluation methods, and leadership posts in higher education. Our challenging programs of scholarship and real-world experiences prepare educators to serve not just their schools, but also their communities.

Our core philosophy: Engaged scholarship
By partnering with public schools, agencies and communities across the state, UF education professors and students engage in scholarly research and outreach activities that directly contribute to improved schools and increased student learning, or address important social and community issues.

University of Florida
New dean's inaugural message:
Achieving educational excellence and addressing societal needs

Welcome to the UF College of Education's 2010-11 annual report and to this, my first published "Dean's Message." I was appointed this fall as the College’s 13th dean since its 1906 founding. The number 13 has never felt luckier. My indoctrination into the Florida EduGator Nation is well underway. I have been faithfully wearing my only orange and blue necktie, while simultaneously expanding my Gator apparel options.

I am honored to succeed Catherine Emihovich as dean. Following her nine-year deanship, I inherit a College that has endured devastating state budget cutbacks, yet continues to thrive as a leading force in America's educational reform efforts. These accomplishments are reflected in this report.

In choosing this annual report theme, Achieving Educational Excellence and Addressing Societal Needs, I hope to tell you a bit about my vision for the College. My goal is to assist the College in addressing current and future societal education-related issues, and in doing so to gain even greater distinction as the leader in education. UF’s College of Education is already making tremendous progress on many fronts, including developing free, job-embedded professional development for practicing educators; partnering with school districts on innovative school improvement; and early childhood learning efforts. Yet, there is more we can do through our research, our teaching, our service and our involvement in the community. I look forward to leading these efforts.

I applied for this position because I was well aware of UF’s outstanding reputation and substantial contributions in all education disciplines. Coincidentally, UF shares the No. 38 slot among all U.S. public colleges of education with Missouri, where I previously served as associate dean. I inherit a College that has endured devastating state budget cutbacks, yet continues to thrive as a leading force in America's educational reform efforts. These accomplishments are reflected in this report.

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I applied for this position because I was well aware of UF’s outstanding reputation and substantial contributions in all education disciplines. Coincidentally, UF shares the No. 38 slot among all U.S. public colleges of education with Missouri, where I previously served as associate dean. I look forward to helping facilitate UF’s rise to the top in the rankings—not for the sake of prestige but rather as a reflection of our outstanding contributions and influence in solving pressing societal needs.

I eagerly await the opportunity to work with our dedicated faculty, staff, students, alumni and friends in moving our College of Education forward. Let us amplify our efforts to address societal needs and to achieve even greater educational excellence!

Go EduGators! Go all Gators!

Glenn E. Good, Ph.D.

Dean
The Catherine Emihovich Era: 2002-2011


Catherine Emihovich, the College of Education's first woman dean, recently stepped down after nine years at the helm. Her deanship was marked by a deep commitment to "engaged scholarship" and some remarkable College achievements in the face of devastating, state-mandated budget cuts.

She will take a year's sabbatical leave before assuming her tenured faculty responsibilities in UF's School of Human Development and Organizational Studies in Education.

Upon becoming dean in 2002, Emihovich immediately infused engaged scholarship as a core principle of the College's teaching and research programs. The principle involves pursuing innovative research and educational activities, often carried out with community partners, which contribute directly to improved teaching and learning or address important social issues.

The scholarship of engagement philosophy served as the foundation for many of the College's education reform initiatives in teacher preparation and whole-school improvement that are described in this report.

"I am proud of what the College accomplished on my watch," Emihovich said. "Against all odds, the College has prospered over the past decade and all the credit goes to our faculty, staff and supportive stakeholders who made it all possible."

Here is a chronology of just a few of the College's many milestones achieved during the Emihovich Era (2002-2011):

A TIMELINE: 9 years of achievement

- 2002: New Dean Emihovich links the College's innovative outreach initiatives under the rubric of the Scholarship of Engagement, an education model, first promoted by noted educator Ernest Boyer, that connects academic scholarship to the practical concerns of educators and work that contributes to the public good.
  
  - 2003: College revives the Holmes Partnership, a national consortium of local and national education interests dedicated to equitable education and reform in teaching and learning. She later served as president of the group.
  
  - 2004: College offers its first online master's degree program for teachers in curriculum and instruction, using the latest education technology.
  
  - 2005: Retired COE faculty member William (Bill) Hedges and wife Robbie commit $1.9 million for research to help marginal students learn.

- 2006: College culminates a yearlong Centennial Celebration by hosting a national conference on "Closing the Achievement Gap Through Partnerships."

- 2006: UF creates the $1.5 million David Lawrence Jr. Endowed Professorship in Early Childhood Studies at the COE. World-class scholar Patricia Snyder fills the post a year later.

- 2007: A shared $10 million grant pairs the College's Lastinger Center with a prominent Miami foundation in an all-out school-readiness effort to prepare all Florida pre-schoolers for success by the time they enter the classroom.

- 2007: With federal funding, College creates new National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) to improve the retention and quality of beginning special education teachers.

- 2008: College enrolls the first class of 33 students in its UF Teach program, a new alternative teacher certification program with a radically different approach to recruiting science and mathematics teachers.

- 2009: Special activities commemorate the 50th anniversary of the College's enrollment of its first black Ph.D. student.

- 2010: Dean Emihovich is instrumental in creation of universitywide Center for Excellence in Early Childhood Studies.

- 2010: Alumna Anita Zucker issues the Zucker Alumni Challenge to new or inactive COE alumni, pledging to match, dollar for dollar, every gift they make to the College up to $50,000.
2010-2011 Highlights

College spurs creation of UF Center for Excellence in Early Childhood Studies

A campuswide effort, spearheaded by the College of Education, has led to the creation of the Center for Excellence in Early Childhood Studies at the University of Florida. The interdisciplinary center promotes research and outreach efforts designed to enhance children's early learning and healthy development from birth to age 5. UF scholars in fields as diverse as education, medicine, law, public health and the sciences collaborate with local, state and national partners on issues pertaining to young children and their families. (Read more, p. 10.)

Master Teacher initiative wins ‘race’ for federal innovation grants

The UF Lastinger Center’s Florida Master Teacher Initiative beat out nearly 1,700 other applicants nationwide for a share of the U.S. Education Department’s $650 million Investing in Innovation (i3) grant program. UF partnered with Miami-Dade Public Schools and the Early Childhood Initiative Foundation on its $6.4 million grant, which includes a $1 million match from the W.K. Kellogg Foundation and more than $400,000 from The Early Childhood Initiative Foundation. The UF group was one of 49 winning applicants. During the four-year project, COE professors in teaching and learning, early childhood studies and special education are teaching a tuition-free, job-embedded graduate degree program in early childhood education and teacher leadership for 100 teachers in 25 high-need elementary schools and conducting professional development for about 1,125 educators. The program is expected to impact 30,000 Miami-Dade children. (Read more, p. 16.)

Teacher leadership degree named best in nation

The College’s cutting-edge Teacher Leadership for School Improvement (TLSI) graduate degree program received the Association of Teacher Educators’ coveted 2011 Distinguished Program in Teacher Education Award. The first-of-its-kind program offers practicing teachers tuition-free, on-the-job master’s and specialist degree programs in curriculum and instruction, blending on-site and online coursework. TLSI is the core of the Master Teacher Initiative launched six years ago by the College’s Lastinger Center for Learning to develop master teachers and leaders for Florida’s highest-need schools. (Read more, p. 18.)

College surpasses all 3 capital campaign goals

With a year still remaining in UF’s five-year Florida Tomorrow capital campaign, the College of Education exceeded its original campaign fundraising goal of $9 million in 2009, surpassed its raised target of $20 million in 2010, and topped its final, unprecedented $25 million goal in early 2011. Top contributions included $1 million individual endowments from Anita Zucker and Anola Hendrick, two gifts totaling $3 million from the W.K. Kellogg Foundation and $1.6 million from the Tampa-based Helios Education Foundation. (Read more, p. 42.)

Eventful year for UF’s K-12 laboratory school

P.K. Yonge Developmental Research School had an extremely eventful year: The College’s K-12 laboratory school broke ground on its new elementary building as the first phase of a total campus revitalization, earned an A grade from the state for the ninth straight year, bid a fond farewell to retiring director Fran Vandiver, and welcomed her successor, Lynda Hayes, the school’s research and outreach director. Oh, and the Blue Wave sports and performing arts programs had their usual banner years, too. (Read more, p. 24.)

Large federal grants boost COE research funding totals

UF education faculty continue to demonstrate a penchant for winning major research grants, a healthy trend that pushed the year’s external research and training awards over the 12-million mark. That’s the College’s highest total in recent history. UF special education faculty led the way with eight awards, worth a combined $15 million, from the Institute of Education Sciences—the research arm of the U.S. Department of Education. (Read more, p. 27.)

UF Alliance marks 10 years of college readiness aid for minorities

In 2000, only two seniors from Miami Carol City High School were accepted into UF. A decade later in 2010, UF enrolled 22 seniors from the inner-city, high-poverty school. School officials attribute the dramatic increase to the UF Alliance, the College of Education’s statewide college-readiness program that celebrated its 10th anniversary last November. The Alliance, operating in Miami, Orlando and Jacksonville, provides outreach and college access activities yearly to more than 325 high school students, mostly underserved minority urban youth.

Sources of Revenue: FY 2010-11

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<tr>
<th>Source</th>
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</tbody>
</table>

Total operating budget: $38.3 million
Making better teachers

Politicians, federal education officials and special interest groups are holding American colleges of education accountable for teacher education—and ultimately for student learning—as never before. Even the National Council for the Accreditation of Teacher Education, the nation’s largest accrediting body for teacher education programs, went on record last year saying that “the education of teachers in the United States needs to be turned upside down.”

UF College of Education deans and faculty couldn’t agree more. In fact, then-Dean Catherine Emihovich was one of some two dozen U.S. education research and policy leaders on a special NCATE blue ribbon panel that crafted that pronouncement.

Teaching residencies more like medical school

“The time has come to reinvent teacher preparation. We must treat teaching as a practice-based profession like medicine or nursing,” Emihovich said. “Teaching induction may become more akin to medical residencies than the traditional model of student internships. Then once they enter professional practice, practicing teachers would sharpen their skills throughout their careers with required continuing professional development.”

“The University of Florida and other major education colleges have been on this track for years,” Emihovich cites several cutting-edge programs at UF as Exhibit A, such as the Master Teacher initiative, which is a tuition-free, on-the-job master’s and specialist degree program for practicing teachers; special recruitment and induction programs for math, science and special education teacher candidates; and intensive supervised field experiences—including expanded opportunities to interact with English language learners and students with disabilities.

School-University Partnerships

The College collaborates with 10 rural and urban elementary schools in Alachua County in a mutually beneficial school-university partnership. Some 150 teachers-in-training work in pairs alongside a mentor teacher, COE doctoral students and university partnership. Some 150 teachers-in-training work in pairs alongside a mentor teacher, COE doctoral students and

Easing the shortage of special education teachers

Faculty researchers in UF’s special education program, ranked fourth in the nation, are working under several federal grants to help ease the nationwide shortage of both special-education teachers and university professors qualified to groom the next generation of teachers in the field of severe disabilities.

They have expanded their doctoral degree programs for practicing teachers who seek to become university researchers and professors with expertise in significant disabilities, and are overseeing new doctoral studies about teacher preparation and improving the mentoring and practices of beginning special ed teachers.

Institutes, education minors provide alternative teacher certification choices

To address epic teacher shortages in vital subject areas and grade levels, the College has instituted some alternative strategies to complement its traditional teacher preparation programs. The College has three Educator Preparation Institutes, which provide an accelerated alternative entry to teaching experience, allowing college graduates with degrees outside of education to gain Florida teacher certification. The EPIs are state-approved and nationally accredited. The newest EPI—in mathematics education—was approved last year by the Florida Education Department and enrolled its first students this fall. (Read more, p. 15.)

The College already had two educator institutes in elementary education. One is based in Duval County schools, where teacher candidates complete 15 credits of graduate coursework and are eligible to apply for a master’s degree upon completion. The second established EPI, in Alachua County, is known as SITE (or Site-Based Implementation of Teacher Education), a year-long master’s in education program that includes a full-time internship in an elementary classroom. In 2010-11, 35 of 38 students enrolled in the two programs completed the EPI program in elementary education.

Another alternative route to teacher certification at UF is the Professional Training Option (PTO), which lets non-education majors attain temporary teacher certification in Florida by completing one of three education minors—one for math majors, one for science majors and one for students with a non-technical major. Some 42 students completed the PTO coursework in 2011.

Measuring the impact of our teacher preparation programs

The scrutiny that school teachers have endured in recent education reform efforts now is turning toward teacher preparation programs. Again, UF has been out ahead of the pack. Under a federal grant since 2007, College of Education researchers have been evaluating educational outcomes of K-12 English language-learning students in Florida elementary schools who were taught by graduates of UF’s Elementary ProTeach program. UF and other Florida teacher preparation programs also are working with the state education department to track standardized test scores of students whose teachers graduated from programs. The College also surveys Florida school principals annually and uses the survey results to continually improve and update its teacher preparation programs.

Researchers have conducted several studies analyzing the effectiveness of the Lastinger Center’s job-embedded degree program. One study of 14 partnering schools found that they had bigger gains in student FCAT scores over three years than similar schools not in the program. Other studies found the on-the-job degree program made teachers better at engaging students and at following best-teaching practices more often. An outside firm has been hired to do an intensive four-year study examining student achievement, and other outcomes, that should shed light on the effectiveness of the program in all five partnering school districts. Those results should be reported by 2015.
UF's professional teacher preparation program in unified elementary education starts in the junior year of college. Over the following three years, occurring in every semester, teacher candidates receive more than 900 hours of hands-on classroom and field experience, as described below . . .

Semester 1  Mentoring experience, working and forming relationships with racially and economically diverse elementary students (2 hours weekly, over 13 weeks)

Semester 2  50 hours over 10 weeks in elementary classrooms, where candidates implement lessons tied to courses on effective teaching, class management and literacy

Semester 3  Supervised field experiences in teaching science and mathematics, and in teaching students learning English as a second language

Semester 4  Candidates work in pairs to develop skills in collaborative teaching—16 hours weekly for 14 weeks—in UF-partnering Professional Development Community schools. Guided by their experienced classroom teachers, they also develop skills as reflective teachers while improving the achievement of students, including some with significant disabilities.

Mandatory 5th Year  Full-time internship during semester 5 for 14 weeks—totaling 600 hours—while also enrolled in a companion course on merging teaching theory and practice. Fifth year of study leads to an M.Ed. degree.

FOR THE MIDDLE AND HIGH SCHOOL GRADES, teaching candidates in English, science, mathematics and social studies earn their bachelor’s degrees in their chosen specialty, and then serve a one-semester internship plus practicums and other field experiences, while earning their master's in education. They receive about 500 hours of hands-on student-teaching exposure.
Getting our MOJO back in math and science

America’s economic future is being determined today in thousands of elementary, middle and high school science and math classrooms, and if student test results are any indication, the future looks bleak.

U.S. students continue to lag substantially behind their international counterparts in the STEM (science, technology, engineering and math) subjects, while emerging economic powers in the developing world are proving more adept at preparing their children for the technology-driven economy of the 21st century.

The problem? Too few college graduates in the technical fields enter the teaching profession, and middle and high school students are too often taught by teachers undertrained in the subjects they teach.

The number and diversity of high-quality middle and high school science and mathematics teachers in the U.S. is substantially behind their international counterparts in the STEM (science, technology, engineering and math) fields, and the future looks bleak.

The Institute of Education Sciences’ annual Common Core of Data report noted that among elementary, middle and high school math and science teachers, only 19 percent have degrees in those areas.

The problem is expected to get worse as baby boomer-aged teachers are starting to retire.

UF College of Education scholars are rolling up their sleeves, brandishing their networked computers and calculators, and tapping into both sides of their brains in devising an aggressive strategy to boost the state’s and nation’s ailing math and science education programs.

Here’s a glimpse of some ways the College is bolstering STEM education in its own backyard and across the nation:

National Science and Mathematics Teacher Imperative

UF is one of the newest members of a nationwide coalition of public research universities working to increase the number and diversity of high-quality middle and high school science and mathematics teachers in the U.S. UF is among 125 institutions and 12 university systems to join the Science and Mathematics Teacher Imperative, launched in late 2008 by the Association of Public and Land-grant Universities.

“The Science and Mathematics Teacher Imperative is the largest new-teacher initiative in the country for strengthening science and math teaching,” said Tom Dana, associate dean at UF’s College of Education and UF’s liaison to the group. “It brings together the nation’s most successful programs in this field to share institutional plans and collaborate effectively on state and national efforts to advance math and science education.”

UF’s efforts are part of the Imperative’s $125 million national commitment to doubling the number and diversity of new middle and high school mathematics and science teachers.

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The SMTI currently is developing a set of online tools to help individual states precisely analyze the supply and demand of science and math teachers.

Recruiting and retaining more middle and high school math and science teachers is a critical workforce need in Florida and across the nation. The Florida Department of Education estimates that fewer than 10 percent of math and science teacher vacancies in the state are filled by current teacher education efforts, and fewer than 20 percent of math and science teachers are fully certified in the subjects they teach.

“A work force literate in science and mathematics is absolutely critical to the future of Florida,” Dana said. “Our involvement in the national teacher imperative positions the College of Education to advance math and science education.”

UF’s state-approved Educator Preparation Institute (EPI) in math enrolled its first class this fall.

EPIs provide an accelerated alternative entry to teaching experience for career-changers who possess a bachelor’s degree outside of education to gain teacher certification. The math EPI includes a practicum experience in Alachua County schools and additional opportunities to observe and assist in supervised teaching in sixth- through 12th-grade classrooms.

The College also has two elementary EPIs, in Duval and Alachua counties.

Separate education minors in math and science also are available to non-education majors through another alternative route—the Professional Training Option (PTO), which leads to temporary teacher certification. (Read more, p. 11.)

UF Teach: making it all add up

UF Teach is the pillar of the College’s science and math education reform strategy. It’s a collaboration with UF’s College of Liberal Arts and Sciences, and the goal is to recruit the very best math and science majors and prepare them to teach effectively.

Master science and math teachers at the College of Education induct the students into the community of teachers by showing them the most effective, research-proven teaching methods in the given content areas and exposing them to supervised classroom experiences with schoolchildren beginning in their first semester. The program, in its fourth year, offers education minors for their efforts in hopes they will take to teaching. Their degrees qualify them for teaching certification in Florida schools.

The initiative is based on a successful University of Texas effort that has doubled the university’s production of math and science teachers. UF Teach is funded by a $2.4 million grant over five years from the National Math and Science Initiative and a $1 million endowment from the Helios Education Foundation.

The first UF Teach class of 41 students enrolled in 2008. By spring of 2011, enrollment jumped to 224 students. Projections for 2013 call for UF Teach to graduate more than 30 students who will be certified, and highly qualified, to teach middle and high school math and science in Florida schools. By 2015, that number should double. By then, the number of math and science students served by UF Teach graduates should top 25,000, and continue to grow exponentially each year.
Whole School Improvement:
the heart of true education reform

What does education reform look like?

To some, it’s transferring their kids to higher-achieving schools. Others will fire half of the teachers at an underachieving school and make them reapply for their jobs. Some states are eliminating teacher tenure and baring their pay on how well their students perform on standardized tests.

There are countless knee-jerk, band-aid “reform” measures, but none are cure-alls, if they help at all.

At UF’s College of Education, the heart of true education reform is Whole School Improvement.

Effective measurable improvement requires reexamining and changing all parts of school life. That includes the workplace culture and parent and community involvement. Curriculum upgrades and student readiness efforts. Teacher leadership and collaboration, and job-embedded professional development for teachers and principals.

Some aspects of UF’s school reform strategy are emerging as national models of whole school improvement . . .

Ready Schools for ready children

Under a shared $10 million grant, UF’s early childhood and special education scholars are partnering with public school districts and community groups on Ready Schools Miami, a project designed to ensure at-risk children enter school healthy and ready to learn. The College’s Lastinger Center for Learning is rolling out the program first in Miami-Dade County schools and then across the state.

The center recently received a $6 million federal grant to expand its Florida Master Teacher Initiative, offering a new degree track in early childhood education and teacher leadership as part of the job-embedded professional development and advanced degree program for early learning teachers in Miami-Dade.

“This is the area where we can generate the highest return,” said Phillip Poekert, a UF professor-in-residence and director of Ready Schools Miami. “We can literally change the trajectory of children’s lives.”

Training Master Teachers on-the-job

The revolutionary Florida Master Teacher Initiative, so vital to the Ready Schools project, beat out more than 1,700 other applicants nationwide for a share of the federal education stimulus funds used in Ready Schools Miami. The UF group was one of 49 winners chosen.

The Master Teacher program allows practicing teachers to attend on-site classes and online courses in graduate education while remaining on the job and at no cost to them. UF professors-in-residence based at the schools guide their practice and become school leaders and advocates for children at Florida’s most-challenged schools. The program creates learning networks that connect teachers within their schools and their broader school community.

The graduate degree component of the initiative is Teacher Leadership for School Improvement, created and taught by College of Education faculty. A national teacher educators’ group chose TLSI for its 2011 Distinguished Program in Teacher Education Award. (Read more, p. 18.)

The Florida Master Teacher Initiative spans five counties and involves some 11,000 teachers so far. In return for free tuition, participating teachers agree to remain at their high-need schools for five years.

Teacher inquiry/learning communities

A big piece of the College’s approach to improving schools and student learning is the “inquiry-based” professional development of a school’s teachers.

Instead of traditional professional development relying on outside “experts,” the inquiry approach allows practicing teachers to collaboratively assess their own teaching practices and share new knowledge among themselves. The method allows schools to improve from within.

Here’s how inquiry works:

Teachers systematically reflect on a regular basis about their classroom practices and their students’ progress. They consider what they might do differently to maximize learning, adopt a new instructional approach if needed, and then analyze its effectiveness.

Participating teachers meet regularly at their schools to share ideas and support each other’s learning. UF professors-in-residence and UF-trained teacher leaders at each school facilitate the meetings and help the teachers form powerful “professional learning communities”—within their own schools and by connecting with neighboring schools.

At year’s end, participating teachers in each district gather at UF’s Lastinger Center-sponsored Inquiry Showcases to share their inquiry projects and results.

Over a four-week period last spring, more than 1,300 public school educators presented their problem-solving inquiry projects at four UF showcases held around the state—in Miami-Dade, Duval, Pinellas and Collier counties.

“Teachers are in the best position to identify problems in the classroom and find workable solutions. Rather than having outsiders come to schools and tell them how to fix their problems, we’re encouraging schools to take ownership of their own professional development,” said UF education professor Nancy Dana, a leading authority and author on teacher inquiry and school improvement.

School-University Partnerships

The College’s Unified Elementary ProTeach program has joined with 10 diverse, underserved schools in its home (Alachua) county to form a powerful teacher-education and school improvement network.

The partnership promotes the learning and leadership of UF elementary teachers-in-training and the school- and university-based educators and doctoral students who work with them. It’s an arrangement where everybody learns from each other. The overriding goal is to improve teacher quality and student achievement at the schools, with special attention given to students with disabilities.

The 10 schools serve as clinical practice sites for some 150 UF elementary teaching candidates, who spend 16 hours weekly, for 14 weeks, in the classroom.

Teachers at six of the schools help prepare UF teacher-candidates in intensive, one-on-one, early intervention methods designed to help students who struggle with reading.

The other four schools are highly developed Professional Development Schools, where preserve teachers work in pairs alongside an experienced mentor-teacher to develop skills in collaborative teaching and apply the theories of inclusive teaching to practice. The candidates also develop as reflective teacher researchers while improving the achievement of their young students.
Teacher Leadership degree program named one of nation’s best

The College of Education’s innovative, on-the-job Teacher Leadership for School Improvement (TLSI) graduate degree program, a key component of UF’s groundbreaking Master Teacher initiative, won the Association of Teacher Educators’ coveted 2011 Distinguished Program in Teacher Education Award.

The national award honors outstanding teacher preparation programs that are developed and administered through collaboration between local school districts and university-based teacher education programs.

The popular TLSI degree program, developed by UF faculty in the School of Teaching and Learning, is a blended or fully online, job-embedded program designed exclusively for full-time practicing educators. Teacher-students can earn a master’s or specialist’s degree in curriculum and instruction through UF while on the job and can immediately apply what they learn for the benefit of their students. The program also helps them develop and grow as master teachers and become influential leaders in the classroom, school and community.

A blended version of TLSI, mixing online and face-to-face instruction, is the heart of a prototype teacher-training program called the Florida Master Teacher Initiative, which UF’s Lastinger Center for Learning has rolled out in five Florida counties so far—Miami-Dade, Collier, Duval, Pinellas and Alachua. Teachers in partnering high-poverty schools can pursue their advanced degrees at virtually no cost to them.

College of Education professors based at UF’s home campus provide the online instruction, while UF professors-in-residence based at the schools provide on-site instruction (online and face-to-face) and first-hand observation.

The tuition cost, valued at $21,000 each, is picked up by the local school district or covered through grants awarded to the Lastinger Center. In return, the teachers agree to stay at those special-need schools for five years, including the time it takes to earn their degrees.

Along with TLSI core courses in curriculum and instruction, teacher-students also devote a portion of their studies to specialization areas such as early learning, reading, education technology, ESOL and math or science education.

“Teacher Leadership for School Improvement is one of the fastest growing graduate programs in the state,” Lastinger Center director Don Pemberton said. “We’re increasingly told that what we’ve been creating in high-need schools in Florida in the past several years now serves as a national model for all public schools.”

Professors-in-residence work in the trenches

UF professors-in-residence in the Florida Master Teacher Initiative work in high-poverty neighborhoods and low-performing schools yet they shepherd their students, who themselves are teachers, through a revolutionary program that enhances student performance through improved instruction.

“We go out to schools and work within the context of our students,” says Magdalena “Magdi” Castañeda, a professor-in-residence in Miami-Dade County. “So we create relationships with the schools and the principals and the district in which our students teach.”

Alberto Carvalho, superintendent of the Miami-Dade school system, examined the Master Teacher program in action at Lillie C. Evans Elementary in Liberty City. He emerged a strong supporter.

“What I saw there exemplifies exactly what we represent and what we need,” Carvalho said.

Initial funding for the Master Teacher program—a joint effort of the Lastinger Center and the College of Education’s School of Teaching and Learning—came largely from the W.K. Kellogg Foundation and the Helios Education Foundation and other groups and agencies.

“We think it’s a really fantastic way not only to grow the teaching craft but also to transform schools and empower communities to take ownership of those schools and the education of their children,” said Greg Taylor, Kellogg’s former vice president for program strategy. “Teachers want to continue to create and to grow their ability to educate kids.”

The Master Teacher program’s graduate component offers teachers a UF master’s or specialist’s degree in curriculum and instruction. It’s free for teachers (except for the cost of books and other materials). Because it’s job-embedded, the program gives teachers the ability to immediately put their new skills into practice and share knowledge with their peers.

Leading the charge of the teacher-training program are the professors-in-residence. Their job is multifaceted and utterly unconventional. They teach onsite and online courses. They help their teacher-students form and lead “professional learning communities” within each school or district, spreading knowledge to non-participating colleagues. They consult with principals, district officials and others.

All the professors-in-residence have doctorates and began their careers as K-12 teachers. They tend to be highly organized and able to juggle handfuls of duties.

“We’re teachers at heart,” said Raquel Munarriz Diaz, a professor-in-residence in Miami-Dade County. “We’ve been there. We have a context within the district we work in. We get it.”

— Boaz Dvir
Academe

Distance learning program grows and matures

The College of Education’s menu of online courses and degree programs continues yearly steady growth. In 2010-11, the College offered 10 online degree programs and 136 online courses, serving over 2,900 individual students, generating over 5,700 enrollments, and more than 16,000 total credit hours.

Those figures represent a 5 percent increase over the previous year in enrollments and course offerings, and more than a 30 percent hike in student credit hours.

Distance Learning Growth Trend: UF College of Education

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Courses Offered</th>
<th>Students Enrolled</th>
<th>Student Credit Hours</th>
</tr>
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<tr>
<td>2010-11</td>
<td>136</td>
<td>2,913</td>
<td>16,246</td>
</tr>
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</table>

Distance learning at the College is a global pursuit, drawing students from 17 countries, 29 states, and 55 Florida counties.

Shewey scholars aim to reignite middle school reform

The College of Education has launched a professional scholars program—teaming Uf education faculty with local middle-school teachers and district administrators—to ignite a grassroots movement to reinvigorate the nation’s middle-school education system.

The program is funded under a $600,000 endowment created three years ago by Fred and Christine Shewey of Gainesville, who made the gift as a tribute to their daughter-in-law, Kathy Shewey, a prominent figure in middle-level education locally and nationally for more than 30 years.

UF education professor Nancy Dana heads the Shewey Scholars program, assisted by Kathy Shewey and UF distinguished professor emeritus in education Paul George, who Middle School Journal has identified as the nation’s No. 1 scholar in middle grades education.

UF scholars, including George, were among the first, some 40 years ago, to campaign for the creation of transitional middle schools to meet the needs of children in early adolescence. Now, they are calling for new reform and a reexamination of middle schools in today’s changing school system.

“We know many middle schools are no longer serving their original function,” said George, who retired from teaching in 2007 but remains active in his specialty field. “Many schools are too large and too focused on standardized testing to meet the special developmental needs of adolescents. We are looking at ways to improve instruction that is appropriate for students in their early teens.”

New Shewey Scholars are, back row, Maureen Shankman, Darby Delane, Colleen Seare, Odalio Manduley and Donna Reid; Front row are advisors Kathy Shewey, Paul George and Nancy Dana. Not pictured are Phillip Koidowski and Joy Schadkow.

Open online course offered free worldwide

The College has launched an online course that is novel both for its content and because it’s free and open to educators across the globe.

The course instructors employ the same Web-based tools—used to create “personal learning environments”—that they are teaching students how to use in coursework geared to K-12 teachers. The massively open online course (MOOC) especially targets teachers in the traditional content areas such as science, math, reading and social studies.

Diversity growth continues. The ethnic diversity of College faculty increased 3 points to 19 percent from fall 2009 to fall 2010. Minority enrollment of our student body also continues to grow. Among undergraduate diversity dropped one point to 21 percent, graduate enrollment rose two points to 26 percent. Overall minority enrollment increased two points to 25 percent. The College’s UF Alliance program contributes to the diversity of the entire university student body by enrolling first-generation, underrepresented students into UF each year. The Alliance’s Career Exploration in Teaching program also hosts minority high school students on campus each year to explore careers in teaching.

Dual early childhood-teacher leadership degree.

Focused by a highly competitive, federal education stimulus grant, COE professors have designed a cross-disciplinary master’s program in Early Childhood Studies and Teacher Leadership for School Improvement. An inaugural cohort of 50 students was due to begin the coursework this fall.

New Shewey Scholars are, back row, Maureen Shankman, Darby Delane, Colleen Seare, Odalio Manduley and Donna Reid; Front row are advisors Kathy Shewey, Paul George and Nancy Dana. Not pictured are Phillip Koidowski and Joy Schadkow.
### Degrees: enrollment & graduates

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Students Enrolled (Fall 2010)</th>
<th>Degrees Awarded (2010-11)</th>
</tr>
</thead>
</table>
| **School of Human Development & Organizational Studies in Education**
  (423 total enrollment)                               |                               |                          |
| School Counseling and Guidance                       | 40                            | 12                       |
| Marriage and Family Counseling                       | 58                            | 14                       |
| Mental Health Counseling                             | 65                            | 18                       |
| Educational Leadership                               | 113                           | 18                       |
| Higher Education Administration                      | 91                            | 15                       |
| Student Personnel in Higher Education                | 26                            | 14                       |
| Research and Evaluation Methodology                  | 19                            | 6                        |
| **School of Teaching & Learning**                    | (1,139)                       |                          |
| Curriculum and Instruction                           | 476                           | 210                      |
| Elementary Education                                 | 588                           | 284                      |
| English Education                                    | 23                            | 23                       |
| Mathematics Education                                | 4                              | 3                        |
| Reading Education                                    | 15                            | 6                        |
| Science Education                                    | 17                            | 7                        |
| Social Studies Education                             | 15                            | 26                       |
| **School of Special Education, School Psychology & Early Childhood Studies**
  (267)                                                 |                               |                          |
| Special Education                                    | 175                           | 61                       |
| School Psychology                                    | 63                            | 6                        |
| Early Childhood Studies                              | 29                            | 52                       |
| **COLLEGE TOTAL**                                    | 1,829                         | 779                      |

The number of applicants that UF’s Lastinger Center for Learning beat out for a share of federal education stimulus funds used in its award-winning Florida Master Teacher initiative.

15

Years in a row that UF’s counselor education program has been ranked among the top 5 in the U.S. News & World Report’s survey of America’s Best Graduate Schools.

1

The national ranking of the College’s job-embedded Teacher Leadership for School Improvement (TLSI) graduate degree program in curriculum and instruction, which received the coveted Distinguished Program in Teacher Education Award from the Association of Teacher Educators.

5

Hours over three years. That’s the required amount of hands-on classroom and field experiences for UF elementary and special education teaching candidates.

100

Percent of students in UF’s educator preparation programs passed their state licensure exams in 2011. That includes the program areas of elementary, early childhood, special education, English, social science, science, school counseling, school psychology, educational leadership and reading education.

28,732

Total number of active College of Education alumni, and 3,249 are members of the UF Alumni Association.

2,913

Number of online students enrolled in COE distance learning courses during 2010-11.

$40,359,460

Amount of currently funded research, Collegewide.

3,250

That’s how many high-school minority students in Miami, Orlando and Jacksonville have benefitted from the UF Alliance’s college-readiness programs in the program’s 10-year history.
P.K. Yonge Developmental Research School

UF’s K-12 laboratory school (since 1934) has never forgotten its two core missions:
Find the best way to teach kids, then pass that knowledge to practicing and future teachers

College’s laboratory school launches transformation into "21st century technological powerhouse"

It didn’t take a magician to make the G-wing of P.K. Yonge School disappear. A Valentine’s Day groundbreaking ceremony marked the official start of demolition of the elementary wing to make way for the school’s new elementary building.

The project is the first phase of a total campus revitalization that will transform P.K. Yonge, the College of Education’s K-12 laboratory school, into a model “21st century technological powerhouse.”

The entire makeover calls for tearing down all but five newer campus buildings. The master plan includes several new buildings—starting with a single, two-story elementary school, plus a café, a global media center and a community outreach center. A new gymnasium, health and fitness center and a jogging and fitness track also are slated.

“The new building will be set up in a learning community model,” said retiring PKY Director Fran Vandiver in her groundbreaking ceremony remarks.

Closed-off classrooms will be replaced by learning studios with transparent walls, common areas and media centers. Computer labs will be replaced by wireless laptops. Integrated technology will teach students to make global connections for research and communication.

The campus renewal project will be a key legacy of Vandiver’s 13-year tenure as school director.

Lab school, College collaborate to boost science ed through technology

Science educators at P.K. Yonge and the College of Education are collaborating to develop a technology-enhanced, model science program to dramatically boost student interest and achievement in science in the fourth through 12th grades.

The effort, led by UF science education professor Rose Pringle (pictured left, in PKY science classroom) and PKY faculty researcher Lynda Hayes, is supported by a state grant worth more than $212,000.

PKY science instructors will undergo training to become “teachers as facilitators” of student engagement in scientific practices. The new program will serve as a model science program and classroom demonstration site for schools throughout the state.

It’s all part of Florida’s effort to strengthen education in the STEM (science, technology, engineering and math) disciplines in order to meet Florida’s future workforce demands in the global innovation economy.

Learning to write, learning to teach

Ninth-graders at P.K. Yonge are partnering with UF preservice teachers in a mutually beneficial Online Writing Partnership program that helps improve the high school students’ writing skills while providing real-world experience in writing instruction to UF’s teachers-in-training. Pictured here, PKY English teacher Jennifer Cheveallier (standing) observes as UF education master’s student Angela Mulkin (center) leads ninth-graders Jarrod Mayberry (left), Justin Hagein (right) and other classmates in a writing exercise.

New director hired from within Blue Wave family

Lynda Hayes, longtime director of research and outreach at P.K. Yonge School, is the developmental research school’s new director. She succeeds Fran Vandiver, who retired in April after 13 years as director.

Hayes is an affiliated university school professor at the College of Education and is a Triple EduGator—earning her bachelor’s (1981) and master’s (1986) in early childhood education, and her doctorate (1992) in curriculum and instruction, all from UF. A serious researcher, she has garnered more than $35 million dollars in external funding in her 24-year career at PKY.

P.K. Yonge earns ‘A’ grade for 9th year in row

The Florida Department of Education has awarded P.K. Yonge Developmental Research School an A grade for the ninth straight year. School grades in the past have been based solely on student FCAT scores and achievement grades. This year, standardized test results count for just half of the grade. The other half factors in the school’s graduation rate and student performance and participation in rigorous courses such as International Baccalaureate and Advanced Placement, and overall college preparedness.

Academe
Discovery that can make a difference

Starting in the early years of this century, the College of Education has stepped up its focus on investigation and discovery to align its mission with the research-intensive mission of the University of Florida. College leaders and faculty researchers realized that generating more opportunities for multi-site, multidisciplinary collaborations is the key to greater success in garnering large grant support.

The 21st century has spawned several major collaborative initiatives at the College that reflect the success of this strategy. They include:

- The Lastinger Center for Learning, created in 1999, has quickly become a global leader in the emerging teacher quality and school improvement movements in education reform. The center today is the College’s most prolific generator of external funding, attracting more than $50 million in private gifts, grants and contracts since its inception.
- The College of Education is a key player in UF’s ambitious Science for Life initiative, funded by a Howard Hughes Medical Institute grant. UF researchers in the 10-college partnership are working with national and international collaborators to bolster undergraduate and pre-college experiences in the life sciences.
- The College last year spearheaded the creation of UF’s interdisciplinary Center for Excellence in Early Childhood Studies, where UF scholars—in fields as diverse as education, medicine, law, public health and the life sciences—are working to advance the science and practice of early childhood development and learning.

In 2011, UF education faculty researchers held more than $40 million in research and training grants, the most in recent College history. More than $12 million of that was for new research—nearly $2 million (or 19 percent) more than the previous year.

College research expenditures totaled $8.7 million. Education faculty averaged nearly $208,000 each in yearly grant support.

2010-11 Research Highlights

COE scholars out in force at massive educational research meeting

At a time when education is under scrutiny on both federal and local agendas, more than 80 UF College of Education faculty and graduate students were among the 13,000 scholars gathering in New Orleans in April for the 92nd annual meeting of the American Educational Research Association (AERA) to examine critical issues of education research and public policy.

UF presentations include hot education topics such as: Using the Gulf oil spill to engage students in science and citizenship; The status of African American girls as science learners; Influencing students’ use of technology in K-12 classrooms; How teachers’ knowledge of reading fluency impacts student performance; How counselors and teacher educators are preparing teachers to work with diverse student populations; Developing math word problem-solving in classrooms; How teachers’ knowledge of reading fluency impacts student performance; and the impact of social and emotional influences on early learning.

Special education researchers winning the race for federal IES grants

Faculty researchers in UF’s special education program, ranked fourth nationally, have built an impressive track record for winning large, highly competitive grants from the Institute of Education Sciences, the research arm of the U.S. Education Department.

College of Education researchers in early childhood and special education received two new IES grants in 2011 worth a combined $6.5 million, supporting two studies aimed at reducing problem behaviors and improving the classroom learning environment. UF professor Maureen Conroy, working under a $4 million award, is examining the efficacy of an experimental intervention in early learning settings—called BEST in CLASS—that showed high promise in a preliminary study. The second grant, worth $1.5 million, supports professors Stephen Smith and Ann Daunic who are developing a lesson series teaching middle school students with significant behavior problems techniques to control their emotions and behavior in social situations.

“Grants awarded by the Institute of Education Sciences are selected because they are the most innovative, important and well-designed projects in a huge pool of applications,” says Jonathon Shuster, a faculty research professor with UF’s Institute for Child Health Policy. “These studies are large in scope with potentially huge payoffs. If new generalized ways can be found for interventions, the investment will be returned thousands of times over by translating these methods to the nation.”

These two latest awards raise the total number of IES grants held by UF special education faculty in 2011 to eight—worth a combined total of more than $15 million. Smith and Daunic recently completed another $1.6 million intervention study that helps students deal with aggressive behavioral issues in the classroom. Supported by a $2 million award, Mary Brownell and colleagues in Colorado and California have developed research-proven professional development packages to help practicing teachers advance their literacy instruction skills for students with learning challenges. Brownell, Smith and Daunic have documented the positive impacts of their respective studies on student reading achievement and behavior.

Four other IES grants active in 2011, each worth about $1.5 million, support other vital projects:

- Daunic, Smith and Nancy Corbett are developing a reading curriculum that combines storybook reading techniques with social stories to encourage students’ critical thinking about managing their emotions and behavior;
- Joseph Gagnon and Holly Lane are evaluating new literacy instruction and professional development methods for helping teens in juvenile corrections facilities improve their reading skills while they are incarcerated;
- Cynthia Griffin and co-investigators Stephen Pape (mathematics education) and Nancy Dana (teacher leadership for school improvement) are developing an online professional development program for elementary school math teachers serving students with learning disabilities.

In studies involving seven institutions, UF’s Patricia Snyder and co-researchers are documenting the effectiveness of new professional development packages focused on preschool teachers’ use of embedded-instruction practices and the impact of social and emotional influences on early learning.

COE faculty researchers prepare to meet at the American Educational Research Association meeting. Left to right: Stephen Smith, Mary Brownell, Ann Daunic, Maureen Conroy and Joseph Gagnon.

Photo by Ray Carson
Massive early-learning effort garners $6M in grants

A three-group partnership of early-childhood education proponents—UF’s Lastinger Center for Learning, Miami-Dade Public Schools and The Early Childhood Initiative Foundation—received $6 million last year in stimulus funds from the U.S. Education Department’s Investing in Innovation (“i-3”) competition.

The grant includes $1 million in matching funds from the W.K. Kellogg Foundation. The money funds the development and testing of a new model of the College’s award-winning, on-the-job master’s degree program, Teacher Leadership for School Improvement, tailored especially for early childhood teachers in Dade County schools.

Lastinger Center study aids $8M effort to help at-risk children

A recent study by the college’s Lastinger Center for Learning helped a south Florida community divide nearly $8 million in charitable grants among local social service agencies to meet the needs of more than 50,000 underprivileged and at-risk children. The Naples (Fla.) Children and Education Foundation commissioned the UF study to evaluate the current conditions and needs of children in Collier County.

Affiliates, Centers and Institutes

Through partnerships with public schools, school districts and communities, UF education faculty are working through several College-designated centers and institutes to meet Florida’s varied and fast-changing educational needs:

- **P. K. Yonge Developmental Research School:** Since its 1934 founding, the College’s renowned laboratory school has served as a center of innovative educational program development and dissemination for K-12 students. ([pky.ufl.edu](http://pky.ufl.edu))

- **UF Alliance:** partners with high-poverty high schools and middle schools in Florida’s three largest cities—Jacksonville, Orlando and Miami—to promote student and educator leadership and enhance college access for underrepresented urban youth. ([education.ufl.edu/uf-alliance](http://education.ufl.edu/uf-alliance))

- **Center for Community Education:** helps communities develop educational programs to meet the changing needs of citizens.

- **Center on Disability Policy and Practice:** fosters interdisciplinary research and professional development activities on effective policies and practices to improve learning and classroom achievement for students with disabilities. The CDPP recently partnered with the state education department to provide professional development for speech and language pathologists who work with students with disabilities. ([education.ufl.edu/disability-policy-practice](http://education.ufl.edu/disability-policy-practice))

- **Center for Excellence in Early Childhood Studies:** UF scholars—in fields as diverse as education, medicine, law, public health and the life sciences—collaborate with local, state and national partners through this campuswide center to advance the science and practice of early childhood development and early learning. The center was spearheaded and is administered by the College of Education. ([excellence-early-childhood-studies](http://excellence-early-childhood-studies))

- **Institute of Higher Education:** UF higher-education scholars partner with other practitioners and leaders in the field on ambitious research and policy programs focused on improving higher education in the state and nation. Heightened emphasis is on Florida universities and colleges and on helping underrepresented student groups overcome the overwhelming barriers they face in their education journey from high school completion to college enrollment and earning their degrees.

- **Lastinger Center for Learning:** links some 300 partnering schools across Florida with UF research scholars from multiple disciplines, forming powerful learning communities in support of school improvement and children’s learning and healthy development. Professional development to train master teachers at high-poverty schools is at the heart of the center’s work. ([lastinger.education.ufl.edu](http://lastinger.education.ufl.edu))

- **National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP):** Under a $2.5 million federal grant, UF researchers at NCIPP are studying and introducing new strategies for helping states and local school districts improve the retention and quality of beginning special education teachers. ([www.ncipp.org](http://www.ncipp.org))

UF’s new Center for Excellence in Early Childhood Studies is administered by the College of Education. Baby Gator (pictured above)—UF’s early education and care program for infants and preschoolers—and the North Central Florida Early Steps program serve as the primary hubs of early learning activities.
New center for excellence will boost early childhood learning

The growing movement to provide high-quality, early learning experiences for Florida's youngest children received a major boost last December when the University of Florida announced the creation of an interdisciplinary Center for Excellence in Early Childhood Studies.

The campuswide center will be a research, training and model demonstration site where UF scholars—in fields as diverse as education, medicine, law, public health and the life sciences—will collaborate with local, state and national partners to advance the science and practice of early childhood development and early learning.

The center is a joint venture of the College of Education, Baby Gator Child Development and Research Center, the College of Medicine and UF's Office of Human Resource Services.

Catherine Emihovich, UF's outgoing dean of education, said the new center reflects a commitment to unify and elevate an already strong program at UF into the top tier of nationally recognized programs in early childhood studies.

"Children begin learning from the moment they are born. Yet one in three children in the United States enters school unprepared to learn, and many never catch up," she said. "This center fills a critical gap in addressing a key educational priority identified by both the state of Florida and the nation."

World-class scholar Patricia Snyder, who holds the David Lawrence Jr. Endowed Chair in Early Childhood Studies at the College of Education, was named center director after mobilizing the university's top specialists in early childhood studies for collaborative research and training activities.

"We are developing new early learning interventions in collaboration with local, state and national partners and supporting the next generation of early-childhood studies leaders," Snyder said. "We're creating new concentrations in doctoral programs and strengthening our infant-toddler (birth-age 3) focus in our early childhood studies programs."

Pamela Pallas, Baby Gator director since 2003, joins Snyder on the center's leadership team. UF education professor Maureen Conroy and pediatrics professors Marylou Behnke and Fonda Davis Eyler also hold key leadership roles. They are already collaborating on early prevention and intervention studies for young children with or at risk for disabilities, including autism.

The College of Education houses the center's administrative offices with Baby Gator—UF's early education and care program for infants, toddlers and preschoolers—and the North Central Florida Early Steps program for infants and toddlers with disabilities serving as the primary "hubs" of center activities.

Future plans call for building a new state-of-the-art Baby Gator facility with ample space for all center administration and early learning activities.

Center gains early momentum

UF's new Center for Excellence in Early Childhood Studies has quickly gathered some early momentum. Since its founding last December, several major developments have occurred, including:

- UF education alumna Anita Zucker pledged $1 million to create the college's second endowed professorship in early childhood studies. The College will fill the new post with another top scholar in that academic specialty. (Read more, p. 42.)
- Professor Maureen Conroy, a leader in early intervention research for young children with social and behavioral disabilities, received a $4 million federal grant to examine the efficacy of a promising, experimental intervention for pre-kindergarten children at risk for emotional and behavioral disorders. (Read more, p. 27.)

Research: Newly Funded Projects by Agency Type (FY 2010-11)

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<td>State</td>
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<td>Local</td>
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Research: Currently Funded Projects by Agency Type (FY 2010-11)

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<tr>
<td>Local</td>
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Faculty Research Awards

All Active Projects during FY 2010-2011 **Indicates New Projects funded during 2010-11; some grant-funding spans multiple years

Dean’s Area

- Catherine Emichovich
  - Norman Hall Renovation Project
  - US Department of Housing and Urban Development
  - October 2007 – December 2013
  - $396,000

- Lynda Hayes**
  - Title I, Part A Corrective Action
  - Florida Department of Education
  - September 2009 – September 2010
  - $95,254

- Lynda Hayes**
  - Title I Part A: Education of Disadvantaged Children and Youth
  - Florida Department of Education
  - July 2010 – June 2011
  - $81,889

- Lynda Hayes**
  - Title I School Improvement Initiative: Education
  - Florida Department of Education
  - September 2010 – September 2011
  - $67,045

- Lynda Hayes**
  - Title II Part D: Enhancing Education Through Technology
  - Florida Department of Education
  - October 2010 – September 2011
  - $76,175

- Lynda Hayes**
  - Title II Part D: Enhancing Education Through Technology (EETT)
  - Florida Department of Education
  - August 2010 – July 2011
  - $212,579

- Mickey MacDonald**
  - Empowering Young Adults
  - Advocates to Learn and Serve: Teaching Students
  - Sustainability Florida Department of Education
  - August 2010 – July 2011
  - $489,296

- Cyndi Garvan**
  - (Research and Evaluation Methods)
  - OCD National Institutes of Health: MHM
  - April 2011 – December 2011
  - $7,044

- David Miller (Research and Evaluation Methods)
  - Florida Department of Education
  - April 2009 – September 2010
  - $118,805

- Lynda Hayes**
  - IDEA Part B
  - Florida Department of Education
  - July 2010 – June 2011
  - $222,447

- Lynda Hayes**
  - State Fiscal Stabilization Fund: Education
  - ARRA
  - Florida Department of Education
  - July 2010 – June 2011
  - $345,375

- Lynda Hayes**
  - IDEA ARRA Funds
  - Florida Department of Education
  - April 2009 – September 2010
  - $118,805

- Lynda Hayes**
  - State Fiscal Stabilization Fund: Education
  - ARRA
  - Florida Department of Education
  - July 2010 – June 2011
  - $345,375

- Lynda Hayes**
  - IDEA ARRA Funds
  - Florida Department of Education
  - September 2009 – September 2010
  - $180,958

School of Human Development & Organizational Studies in Education

- Frank Catalanotto**
  - (College of Dentistry)
  - Florida Department of Education
  - September 2010 – September 2011
  - $321,213

- Elliott Douglas (Engineering)
  - Co-PI: David Therriault (Educational Psychology)
  - Florida Department of Education
  - August 2010 – July 2011
  - $2,049,920

- Lynda Hayes**
  - Title IIIB: India and the Environment
  - Florida Department of Education
  - September 2009 – September 2010
  - $90,000

- Lynda Hayes**
  - Title IV-A: Economic Development
  - Florida Department of Education
  - September 2009 – September 2010
  - $4,134,515

School of Special Education, School Psychology & Early Childhood Education

- Mary Brownell (Special Education)
  - The Influence of Collaborative Professional Development Groups & Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers
  - US Department of Education: IES
  - July 2007 – June 2011
  - $2,049,920

- Mary Brownell (Special Education)
  - National Center to Inform Policy and Practice in Special Education
  - Project RELATE: Research in Early Literacy and Language Development
  - US Department of Education: OSERS
  - June 2010 – July 2015
  - $799,967

- Luis Penjuan (Educational Administration and Policy)
  - MMSE: Bridges Undergraduate Fellows Program
  - Furman University (Subcontract)
  - May 2009 – January 2012
  - $111,148

- Luis Penjuan** (Educational Administration and Policy)
  - Co-PI: Mary Ann Clark (Co-Investigator)
  - Boys in Par: Examining Latino Boys’ Educational Pathways and Motivation Towards Postsecondary Education
  - Texas Guaranteed Student Loan (TG)
  - August 2010 – August 2011
  - $39,237

- Maureen Corenay** (Special Education and Early Childhood Studies)
  - Efforts of Best in CLASS for Young Children at High Risk for Emotional and Behavioral Disorders
  - US Department of Education: IES
  - August 2011 – August 2015
  - $4,134,515

- Maureen Corenay** (Special Education and Early Childhood Studies)
  - Enhancing Pre-doctoral Dental Education at the University of Florida
  - UF Division of Sponsored Research (K-CATRI)
  - August 2009 – August 2013
  - $80,000

- Maureen Corenay** (Special Education and Early Childhood Studies)
  - Promoting Social, Emotional, and Behavioral Competence Among High Risk Children
  - Preventive Classroom-Based Early Intervention Model
  - US Department of Education: OSERS
  - August 2008 – August 2012
  - $4,134,515

- Maureen Corenay** (Special Education and Early Childhood Studies)
  - Social Emotional Learning through Literacy (SELL)
  - Virginia Commonwealth University
  - August 2010 – April 2011
  - $534,002

- Jean Crockett (Special Education)
  - Co-PI: David Quinn (Graduate Assistant Center)
  - Project Excel
  - US Department of Education: OSERS
  - June 2007 – June 2015
  - $798,507

- Joseph Gagnon (Special Education)
  - Co-PI: Lydia Zalewski (Special Education)
  - Project LIBERATE: Research in Early Literacy and Language Development
  - UF Division of Sponsored Research (K-CATRI)
  - August 2010 – July 2011
  - $80,000

- Joseph Gagnon (Special Education)
  - Co-PI: Holly Lane (Special Education)
  - Project LIBERATE: Research in Early Literacy and Language Development
  - UF Division of Sponsored Research (K-CATRI)
  - August 2009 – August 2013
  - $1,529,225

- Cynthia Griffin (Special Education)
  - Co-PI: Joseph Gagnon (Special Education)
  - Project COMPUTE
  - US Department of Education: OSERS
  - August 2008 – August 2012
  - $788,291

- Cynthia Griffin (Special Education)
  - Co-PI: Stephen Pape (STL – STEM Education)
  - Prime Online: Teacher Professional Development
  - US Department of Education: IES
  - September 2010 – September 2013
  - $1,457,085

- Holly Lane (Special Education)
  - Co-PI: James McLeskey (Special Education)
  - Project LITERACY: Literacy Intervention for Children
  - US Department of Education: OSERS
  - January 2008 – December 2011
  - $800,000

- Holly Lane** (Special Education)
  - US Department of Education: OSERS
  - January 2011 – December 2014
  - $1,200,000

- Linda Lombardino** (Special Education)
  - Co-PI: Tracy Linderholm (Educational Psychology)
  - Co-PI: David Therriault (Educational Psychology)
  - Co-PI: M. Jeffrey Farrar (Psychology)
  - Development of Kindergarten Cognitive and Reading Assessment Tool for IEP
  - UF Division of Sponsored Research (K-CATRI)
  - August 2011 – July 2013
  - $53,802
Faculty Research Awards

James McLeskey (Special Education)  
State Personnel Development Grant E  
Florida Department of Education  
October 2009 – September 2010  
$56,700

James McLeskey (Special Education)  
State Personnel Development Grant O  
Florida Department of Education  
October 2009 – September 2010  
$484,470

Stephen Smith (Special Education)  
Co-PI: Nancy Corbett (Special Education)  
Preparing Teachers for the Critical Shortage Area of Emotional or Behavioral Disorders: Training of High Incidence  
US Department of Education-OSERS/OSEP  
January 2007 – December 2011  
$788,168

Patricia Snyder (Special Education)  
Co-PI: Nancy Waldron (School Psychology)  
Impact Of Professional Development On Preschool Teachers’ Use Of Embedded Instruction Practices  
US Department of Education-IES  
July 2007 – February 2011  
$20,000

Stephen Smith (Special Education)  
Co-PI: Tara McLaughlin (Early Childhood Studies)  
Functional profiles and Young Children’s Social Competence: Exploring Relationships in the Pre-Kindergarten  
American Educational Research Association  
May 2011 – April 2012  
$1,288,510

Nancy Waldron (School Psychology)  
Impact Of Professional Development On Preschool Teachers’ Use Of Embedded Instruction Practices  
US Department of Education-IES  
July 2007 – February 2011  
$800,000

School of Teaching and Learning

Alyson Adams (STL/Lastinger Center)  
Coller County School District  
October 2009 – October 2011  
$300,000

Alyson Adams (STL/Lastinger Center)  
Miami-Dade County Schools  
October 2009 – June 2013  
$2,400,000

Diane Ryndak (Special Education)  
Project PRAIS: Preparing Researchers in Assistive Technology Application in General Education  
Contexts for Students with Significant Disabilities  
US Department of Education-OSERS/OSEP  
January 2010 – December 2013  
$800,000

Stephen Smith (Special Education)  
Co-PI: Ann Daunic (Special Education)  
Universal Cognitive-Behavioral Intervention for Elementary Students to Reduce Disruptive/Aggressive Behavior  
US Department of Education-IES  
May 2006 – July 2010  
$1,625,469

Patricia Snyder** (Special Education and Early Childhood Studies)  
Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenge Behavior in Preschool Children with and Without Disabilities  
Vanderbilt University (IES-funded subcontract)  
August 2007 – February 2012  
$375,664

Patricia Snyder (Special Education and Early Childhood Studies)  
Tennessee Early Intervention Data System (TEIDS) Plus: Integrating Quality Assurance and Data-Based Decision Making to Enhance IFSP Quality, Implementation, and Child and Family Outcomes  
Susan Chirn (Institute of Education Sciences-funded subcontract)  
July 2009 – June 2011  
$187,121

Patricia Snyder** (Special Education and Early Childhood Studies)  
Head Start Center for Inclusion  
University of Washington (subcontract)  
September 2009 – September 2011  
$150,000

Patricia Snyder** (Special Education and Early Childhood Studies)  
Head Start National Center for Quality Teaching and Learning  
University of Washington (Subcontract)  
January 2011 – September 2011  
$166,988

Catherine Cavanaugh (STL-STEM Education)  
Co-PI: Kira Dawson (STL-STEM Education)  
Online Medical Education Degree (OnMED): Androgenic Skills for 21st Century Clinical Medical Educators  
US Department of Education-IPSE  
January 2010 – December 2011  
$299,342

Thomas Danz (STL-STEM Education)  
Co-PI: Alan Deruyts (College of Liberal Arts & Sciences-Physics)  
Florida Teach: Increasing the Quantity & Quality of Mathematics & Science Teachers in Florida (National Math and Science Initiative)  
November 2007 – July 2012  
$2,400,000

Darling Fu** (STL-Language and Literacy Education)  
Influence of Language and Literacy Education on the Social Emotional Development of Preschoolers  
University of Texas at Austin (IES-funded subcontract)  
July 2007 – June 2012  
$1,107,771

Ester de Jong (STL-Language and Literacy Education)  
Co-PI: Maria Coady (STL-Language and Literacy Education)  
Co-PI: Candace Harper (STL-Language and Literacy Education)  
Florida Teach: Increasing the Quantity & Quality of Mathematics & Science Teachers in Florida (National Math and Science Initiative)  
October 2009 – February 2011  
$1,057,436

Ruth Lowery** (STL-Language and Literacy Education)  
Bright Futures Project  
City of Gainesville  
August 2010 – May 2011  
$43,486

Stephen Papa (STL-STEM Education)  
Co-PI: Tom Dana (STL-STEM Education)  
Florida Promise  
University of South Florida (Subcontract)  
October 2009 – February 2011  
$1,075,436

Philip Poock et al.** (STL)  
Florida Master Teacher Initiative: Enhancing Early Childhood Education  
School Board of Miami-Dade County  
October 2010 – September 2014  
$3,311,124

Congratulations to all of our Faculty Research Award recipients!
Laurels

Nationally Recognized Faculty

Alyson Adams (teaching and learning/Lasringer Center) – one of three COE scholars selected by the international journal, Teaching and Teacher Education, to receive its Nage Gage Award for excellence in educational research reporting; also received Outstanding Higher Education Faculty Award for alumni from University of Virginia’s Curry School of Education.

Mary Brownell (special education) – invited by federal lawmakers to deliver policy brief on Capitol Hill on controversial legislation that federal lawmakers to deliver policy brief on Capitol Hill on controversial legislation that

Maureen Conroy (special education and early childhood studies) – named co-editor of Behavioral Disorders Journal; flagship publication of the Council for Children’s Behavioral Disorders.

James McLeskey (special education) – one of 15 educators and clinicians listed in the nationwide Special Education Professional Hall of Fame on educators and clinicians listed in the nationwide

Luis Ponjuan (higher education administration) – co-editor of “Special Ed. From A to Zed.” Special Education Professional Hall of Fame on educators and clinicians listed in the nationwide

Sonna Smith-Adcock (counselor education) – University of North Carolina-Greensboro’s 2011 Alumni Excellence Award in counseling and educational development.

Patricia Snyder (special education and early childhood studies) – appointed to national panel by the Commissioner for Education Research to review and synthesize research that the federal Institute of Education Sciences has supported in early childhood.

Vicki Vescio (teaching and learning/Lasringer Center) – one of three COE scholars selected by the international journal, Teaching and Teacher Education, to receive its Nage Gage Award for excellence in educational research reporting.

Students: the best and brightest

National Recognition


Cynthia Griffin (special education) – named University of Florida Research Foundation Professor (2011-2014).

Tim Jacobie (mathematics education) – COE Undergraduate Teacher of the Year.

Holly Lane (special education) – COE Outstanding Graduate Teacher

Don Pemberton (Lasringer Center) – appointed to incoming Florida Gov. Rick Scott’s education transition team.

Theresa Vernetson (student services) – served as chair of Florida Educator Accomplished Practices advisory work group for the Florida Department of Education.

Elizabeth Washington (social studies education) – commended by state board of education for her contributions in designing first statewide civics course content assessment program.

Kathryn Kennedy (PhD ’16, education technology) – 2011 Outstanding Dissertation Award from American Educational Research Association; dissertation research award from International Association for K-12 Online Learning (INACOL).

Heekyung Kwon (doctoral candidate, education psychology) – American Psychological Association Dissertation Award.

Jennifer Manak (doctoral student, language, literacy and culture) – International Reading Association’s Outstanding Dissertation of Year Award.

Tara McLaughlin (doctoral candidate, early childhood studies) – 2010 J. David Sexton Doctoral Student Award for her scholarly contributions to young children with special needs; also received competitive dissertation grant, supported by the National Science Foundation, from the American Educational Research Association.

Karina Menendez (Ed. D. student, K-12 Leadership in Educational Administration Doctorate) – selected for summer internship for White House Initiative on Educational Excellence for Hispanic Americans.

UF and College Honors

Kathy Alva (graduate assistant, ESOL education) and Jessica Clawson (graduate assistant, social foundations of education) – 2011 UF Graduate Student Teaching Awards.

Dana Gustafson (BAE ’11, MEd ’12, unified elementary/ProTeach) – COE Outstanding Undergraduate Award in Unified Elementary ProTeach.

Mary Theresa Kelly (doctoral student, special education) – COE Outstanding Graduate Leadership Award.

Daniela Otero (BAE ’11, MEd ’12, unified early childhood education, ESOL) – COE Outstanding Undergraduate Award in Unified Early Childhood Education.

Daisy Pua (BAE ’19, MEd ’10, elementary special education) – COE Outstanding Graduate Professional Practice Award.

Tracy Staley (online master’s student, Teacher Education and School Improvement) – a fifth-grade teacher in Clearwater, she was one of five finalists for Florida Teacher of the Year.

Outstanding Alumni

Ronald Blocker (MEd ’76, EdS ’76, marriage and family counseling) – Florida Superintendent of the Year by the Florida Association of District School Superintendents; he is president-elect of the association.

Jason Flom (BAE ’97, MEd ’99, elementary ProTeach) – Tallahassee fifth-grade teacher was one of 30 educators nationwide selected for the 2010 Emerging Leaders program of the Association for Supervision and Curriculum Development.

Jennifer Gragg (MEd ’02, EdD ’05, PhD ’17, curriculum & instruction) – awarded research fellowship at International Youth Library in Munich, Germany.

State, UF and College Honors

Amalia Alvarez (BAE ’16) – first Hispanic woman to receive a doctorate degree from UF, received Gran Caamaño Award from UF Association of Hispanic Alumni for her efforts to improve education.

David Horton (PhD ’98) – former college baseball standout and current education instructor at Ohio University, is co-winner of COE’s 2011 Outstanding Young Alumni Award.

James May (MEd ’99, EdD ’07, ESOL/bilingual ed) – ESOL professor at Valencia Community College was named Professor of the Year by Florida Association of Community Colleges.

Beverly Perdue (MEd ’74, PhD ’76, educational administration) – Current (and first female) governor of North Carolina, received 2011 UF Distinguished Alumni Award.

Philip Pooler (PhD ’98, curriculum & instruction) – a UF clinical assistant professor and professor-in-residence for Miami programs for UF’s Lasringer Center; he is co-winner of COE’s 2011 Outstanding Young Alumni Award.
The Year in Pictures

1. Members of the COE Grand Guard Class of 1960.

2. UF Alliance staffer Sophie Maxis helps fete Bernie Oliver, who stepped down after five years as program director.

3. Associate Dean Tom Dana recognizes Fran Vandiver, who retired after 13 years as director of P.K. Yonge Developmental Research School.

4. P.K. Yonge alumni and former faculty and administrators share a light moment at April 1 groundbreaking ceremony for major campus renewal project (pictured, from left, are Eileen Carson Spencer, Babs Dalsheimer, Chris Morris, Carol Oyenarte, and Doug Dickey, PKY alumnus and former Gator football coach).

5. COE Development officer Nelita Neornsith and Delores Lastinger.

6. John Kranzler, Theresa Vernetson and Tom Dana from the Dean’s Office serve ice cream at Welcome Back Students event; COE Master Teacher Initiative graduate student Tracy Staley of Pinellas County celebrates being named a finalist for Florida Teacher of the Year, with COE alum Florida Commissioner of Education Eric Smith cheering her on.

7. North Carolina Gov. Bev Perdue (center, a COE alumna), poses with Dean Catherine Emihovich and UF President Bernie Machen while being recognized as 2010-11 UF Distinguished Alumna at UF’s spring commencement ceremony.
Alumni & Giving Summary

<table>
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<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
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<tbody>
<tr>
<td>Total Gifts Amount</td>
<td>$5.9 million</td>
<td>$3.0 million</td>
<td>$2.5 million</td>
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<tr>
<td>Total Number Gifts</td>
<td>1,899</td>
<td>1,917</td>
<td>1,549</td>
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<tr>
<td>Total COE Alumni Gifts</td>
<td>1,466</td>
<td>1,338</td>
<td>1,060</td>
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<tr>
<td>Total Number Donors</td>
<td>2,093</td>
<td>2,129</td>
<td>1,788</td>
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<tr>
<td>Total COE Alumni Donors</td>
<td>1,112</td>
<td>1,017</td>
<td>840</td>
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<tr>
<td>Total COE Living Alumni</td>
<td>28,732</td>
<td>28,406</td>
<td>28,072</td>
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<tr>
<td>Total COE Alumni in UF Alumni Association</td>
<td>3,249</td>
<td>3,310</td>
<td>3,153</td>
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<tr>
<td>Best Giving Percentage</td>
<td>Class of 1968 (6.5 percent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Giving Overall</td>
<td>Class of 1966 ($214,170)</td>
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Private Giving by Source (2010-11)

<table>
<thead>
<tr>
<th># Donors</th>
<th>Total Gifts</th>
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<tr>
<td>Family Foundations</td>
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<tr>
<td>Friends</td>
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<td>Foundations</td>
<td>5</td>
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<td>COE Alumni</td>
<td>1,112</td>
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<tr>
<td>Other Orgs</td>
<td>7</td>
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<tr>
<td>Other UF Alumni</td>
<td>272</td>
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<tr>
<td>Parents</td>
<td>76</td>
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<tr>
<td>Corporations</td>
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<tr>
<td>Community/Charitable Fund</td>
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<tr>
<td>UF Faculty</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
</tr>
<tr>
<td>(UF staff, COE students, individuals)</td>
<td>2,093</td>
</tr>
</tbody>
</table>
The Promise of Tomorrow looks ever brighter

College surpasses fundraising goals not once, twice, but THREE times

Thanks to our responsive and loyal alumni and supporters, the College of Education in 2011 exceeded its third fundraising goal as part of the University’s “Florida Tomorrow” capital campaign—with a year to spare before the five-year effort ends in 2012.

Four-year campaign contributions surged to more than $28 million by year’s end. That’s 40 percent more than the twice-reset goal of $20 million and is already the most successful fundraising effort in College history.

Donations are earmarked to benefit four areas of need—campus enhancement, faculty support, graduate student support and program support and research. The latter priority has drawn the most interest of donors, generating nearly $23 million in contributions and benefitting such programs as the new Center of Excellence for Early Childhood Studies (see story page 30).

Additional funding is still needed for campus enhancement and faculty support, especially with Florida’s severe budget cutbacks draining support in those vital areas. UF President Bernie Machen also has declared improving graduate (see story page 30).

$23 million in contributions and benefitting such programs as the new Center of Excellence for Early Childhood Studies (see story page 30).

The College last year received nearly $6 million in charitable gifts, private grants and bequests from nearly 2,100 donors. That’s nearly twice the amount of last year’s giving. More than half of the donors were EduGator alumni. Highlights of this successful fundraising year include:

• Anita Zucker, a 1972 UF education graduate, seemed to make the College of Education her pet project during 2010-11. First, the South Carolina entrepreneur raised nearly $100,000 for the COE in her Zucker Alumni Challenge, matching gifts dollar-for-dollar made by young alumni and other EduGators who had never donated to the College before. Then, to inspire even larger contributions, she offered $1 million to create an endowed professorship in early childhood studies—a particularly timely gift in light of the newly formed Center of Excellence for Early Childhood Studies at UF (mentioned above). “Creating this professorship ensures the University of Florida will always have a top scholar who can prepare our future educators to teach our youngest children so they can succeed in school and life,” Zucker said.

• A mother’s memory of her late daughter, whose passion was teaching children with special needs, will live on and support students seeking advanced degrees in special education at UF. The College received a gift of nearly $1 million from the estate of Anola Hendrick of Augusta, Ga., to establish the Gail Hendrick Endowment in Special Education. Gail, a 1978 UF master’s graduate in special education, taught middle school students with emotional and behavioral problems for more than 20 years before her death in 2007 at age 59.

• A $1 million private matching grant from the W.K. Kellogg Foundation helped UF’s Lastinger Center for Learning win a $6 million Investment in Innovation (i3) education grant from the U.S. Department of Education for the center’s award-winning Florida Master Teacher Initiative (see related story, page 16), which offers free, job-embedded graduate degrees in early childhood curriculum and instruction to teachers at partnering high-need schools in four counties.

• The Kellogg Foundation invested another $2 million award in the Lastinger Center’s participation in the foundation’s four-state Learning Labs Initiative in early childhood education, which is utilizing the Master Teacher Program as a national model for boosting student achievement by improving instruction.

• Helios Education Foundation made a four-year, $1.6 million pledge to the Lastinger Center’s partnership with Pinellas County schools to help math and science teachers become master educators. Under the four-year initiative, now in its second year, about 100 Pinellas teachers will be eligible to earn a master’s degree in curriculum and instruction for free in exchange for a five-year teaching commitment to their high-needs schools. Another 150 teachers will be enrolled in the center’s professional development activities. The initiative could impact as many as 4,500 students.

New scholarships, fellowships created through gifts

Interest earned last year on cumulative endowments and annual gifts, valued at nearly $15 million, enabled us to award $109,000 in scholarships and fellowships to 66 of our most deserving students.

Recent gifts and bequests led to the creation of three new scholarships:

• Rosser Family Graduate Scholarship to support graduate education students

• Gail Hendrick Endowed Scholarship to support special education students

• Evelyn L. Wenzel Memorial Scholarship to be awarded to education students based on academic achievement and financial need

Faculty support gets boost in COE fundraising efforts

College professors may be the mentors, role models and masters of their academic domain, but their students hold the edge lately in one important area—attracting donations, mainly in the form of scholarships. Student scholarships are vitally important, but the decline in faculty support is putting a strain on professional development and career advancement opportunities in academia.

Signs of a recovery, though, are emerging.

Three recent gifts all support faculty professional development. Two were made by UF education alumni along with their spouses: Barbara Anderson (BAE ’69) of Gainesville gave $250,000 and Mark Rosser (BAE ’79) of Tallahassee donated $35,000.

A third gift, for $10,000, is novel because it comes from a current faculty member, Dorene Ross. It’s the third straight year she has dug into her own pocket to pay the way for several young faculty to travel to conferences to report their research and make contacts to help build their careers.

“The College of Education has superb faculty,” said Anderson, who heads the College’s dean’s advisory council. “We must get more creative, though, in how we support their research and training, not only for their career advancement but to maintain the college’s strong teaching programs and national standing.”

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Beverly (call me “Bev”) Perdue, a genuine coal miner’s daughter and holder of two UF education degrees, was elected in 2008 as North Carolina’s first woman governor. She has always championed education and her state last year was awarded a federal “Race to the Top” grant worth $400 million to advance statewide education reform. Bev’s still a newsmaker in the Gator Nation, too, as the recipient of UF’s 2011 Distinguished Alumna Award.

FROM NORMAN HALL TO THE GOVERNOR’S MANSION. Bev is a “double EduGator,” earning a master’s in community college administration from UF in 1974 and a doctorate in educational administration two years later. She appeared headed for a career in higher education, but fate led her down another path. She and her family moved to New Bern, N.C., where she worked in health care before embarking on a 22-year career in politics that led to her 2008 election as governor of the Tar Heel state.

EDUCATION CHAMPION. During her 14 years in the North Carolina Legislature and eight years as lieutenant governor, Bev worked to create 21st century jobs and improve health care. With her education and background as an ex-teacher, she also was able to champion her pet cause: education. Before attending graduate school at UF’s College of Education, she taught at a middle school in Jacksonville, Fla., and 12th grade at Ocala Vanguard High.

EDUCATION IN SOUTH SHALL RISE AGAIN. That is, if Bev has any say. And she does as chair of the Southern Regional Education Board. The 80-member board has 16 member states, including North Carolina, Florida and Virginia—all places Bev has called home.

HOW HER UF EDUCATION HAS HELPED HER. “We need to focus more on education, so my heart is where I started back at UF. It’s wrapped around the opportunity for a good education for everybody.”

AIDING OLDER LEARNERS. Bev wrote her doctoral dissertation at UF on educational gerontology in higher education. It’s no surprise, then, that her education reform strategies target learners of all ages. “One of our strengths is the ability of our older workforce to come back and retool and retrain,” she says. “What I learned at UF in the 1970s showed me that everybody has the backbone and ability to be resilient and redefine themselves.”

ONCE A TEACHER . . . “I’m still a teacher. I have a lot of teachable moments here (in the governor’s office),” Bev says, identifying her students as the children who visit the executive mansion, the young teens who page at the state Capitol, and the younger aides on her staff who are just starting their career.

— Larry Lansford
The College of Education is pleased to acknowledge its many benefactors who supported the College during the 2010-11 fiscal year, which ran from July 1, 2010 through June 30, 2011. Thanks to you, it was another outstanding year for the college. We acknowledge each of you for your outstanding loyalty, generosity and leadership. Limited space prevents us from recognizing all of our loyal supporters here, but a complete Honor Roll of Giving is available online at www.education.ufl.edu/honorroll.*

We are especially grateful to the following individuals and organizational donors who made gifts totaling $1,000 or more to the College during the past year. Your gift demonstrates your belief in our mission, and a commitment to providing teachers and mentors to groom our future leaders in all education disciplines.

$1,000+ Annual Gifts
* College of Education alum ** PK Yonge Developmental Research School graduate *** COE & PKY alum

$1,000,000 or more
W.K. Kellogg Foundation

$100,000 to $999,999
Barbara* & Richard Anderson
Johnny*** & Betty Arnette
The Education Foundation of Collier Cty.
Helios Education Foundation
Anita Hendrick (d)
Ruth E. Wenzel Trust
Anita Zucker *

$50,000 to $99,999
Naples Children & Education Foundation
Redlands Christian Migrant Association
The Education Foundation of Collier Cty.
Helios Education Foundation
Anita Hendrick (d)
Ruth E. Wenzel Trust
Anita Zucker *

$10,000 to $49,999
June Bower-Marks & Bill Marks
Cmnty Fdtn of the Chattahoochee Valley
Jamee* & Gilbert Miller

* The Honor Roll of Giving was compiled as accurately as possible from university records, but occasionally errors can occur. If there are any discrepancies, please contact the College of Education Development Office at 352.273-4142, or via email at development@coe.ufl.edu.

The Dean’s Leadership Circle is composed of individuals who contribute $1,000 or more annually to a discretionary fund used by the dean to support the College’s highest-priority needs when other funds are not available.

Leadership Circle gifts provide the resources for activities such as: Student scholarships • Seed grants for new research • Travel support for student professional development • Attracting and retaining innovative faculty • Guest lectures • Addressing the greatest needs of the College.

The College of Education is pleased to recognize members of its 2011 Dean’s Leadership Circle, whose gifts serve to set a high standard of commitment among all UF Education alumni and friends:

Harvey & Gerness Alpert
June Bower-Marks & Bill Marks
Sandra & Joseph Burghardt
Cmnty Fdtn of the Chattahoochee Valley
Catherine & Ronald Emihovich
Don (d) & Helen Gilbart
Jeffrey Gorrell
Matthew and Erin Hodge
Larry & Vicki Kubiak
Jamee & Gilbert Miller*
Oelrich Construction
Walter & Bonnie Pike
Sarah Toy
Theresa & William Vernetson
Marleen Wiersum

* (the Millers are pictured above with then-Dean Catherine Emihovich)

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* The Honor Roll of Giving was compiled as accurately as possible from university records, but occasionally errors can occur. If there are any discrepancies, please contact the College of Education Development Office at 352.273-4142, or via email at development@coe.ufl.edu.

The Dean’s Leadership Circle is composed of individuals who contribute $1,000 or more annually to a discretionary fund used by the dean to support the College’s highest-priority needs when other funds are not available.

Leadership Circle gifts provide the resources for activities such as: Student scholarships • Seed grants for new research • Travel support for student professional development • Attracting and retaining innovative faculty • Guest lectures • Addressing the greatest needs of the College.

The College of Education is pleased to recognize members of its 2011 Dean’s Leadership Circle, whose gifts serve to set a high standard of commitment among all UF Education alumni and friends:

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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.

The College of Education at the University of Florida has been continuously accredited by the National Council for Accreditation of Teacher Education since NCATE's founding in 1954. NCATE is the nation's primary accreditor of teacher-preparation programs.

About the cover
"My World," a painted bronze statue by American sculptor Seward Johnson, was on display in the Norman Hall courtyard this summer and fall at UF's College of Education. The life-sized sculpture depicts a school-aged girl contentedly reading a book, seemingly in a world all her own. It seemed an apt symbol for high-quality education and an appealing cover for this report. (Staff photo by Larry Lansford)
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