

W E L C O M E NEW FACULTY, 2005-06

COUNSELOR EDUCATION

Dawn-Elise Snipes, Lecturer

Ph.D., University of Florida

Dawn-Elise Snipes is a clinician-educator with extensive background in addictions and mental health counseling. Snipes has been in private practice, served as a wellness consultant for police associations, and worked as a program supervisor in a mental health agency. Snipes' research has encompassed such areas as stress and burnout in emergency service personnel, the effect of media on body image, and organizational needs and attitudes related to dual diagnosis programs.



Edil Torres Rivera, Associate Professor

Ph.D., University of Connecticut

Edil Torres Rivera is an award-winning researcher and author, whose articles on multicultural counseling, group work and prisons have appeared in such top professional publications as the *Journal of Multicultural Counseling and Development*; *Journal for Specialists in Group Work*; and *Journal of Addictions and Offender Counseling*. In 2000, Torres Rivera received the Best Group Research Article of the Year and in 2004, he was given the Ohana Award for social justice.

EDUCATIONAL ADMINISTRATION AND POLICY



Luis Ponjuan, Assistant Professor

Ph.D., University of Michigan, Ann Arbor

Luis Ponjuan's primary research interests are in academic faculty retention and development; diversity issues of gender and ethnicity in higher education; evaluation and assessment; and research methodology. He has published peer-reviewed research articles on student learning outcomes and higher education climate. Before earning his doctoral degree, Ponjuan worked as a team leader for enrollment management and academic adviser at the University of Florida. He has a master's in higher education from Florida State University.



David M. Quinn, Assistant Professor

Ph.D., University of Missouri, Columbia

David M. Quinn has been a public school teacher and administrator and most recently has worked as an assistant professor of educational leadership in the College of Education at the University of Arizona. Quinn's primary research interest is in technology and leadership issues. His articles on technology and its implications for school leaders have appeared in such peer-reviewed journals as *Educational Administration Quarterly* and *Journal of Educational Administration*. His emphasis while at Florida will be on K-12 administration.



Linda Serra Hagedorn, Chair/Professor

Ph.D., University of Illinois, Chicago

Linda Serra Hagedorn is the former associate director of the Center for Higher Education Policy Analysis at the Rossier School of Education at the University of Southern California. She has written numerous articles on community college student success, equity issues and college retention of underrepresented student groups. Her more recent publication titles include "Transfer Between Community Colleges and Four-Year Colleges: The All American Game" and "Serving Los Angeles: Urban Community Colleges and Educational Success Among Latino Students."

EDUCATIONAL PSYCHOLOGY

Elayne Colón, Lecturer

M.A.E., University of Florida

Elayne Colón is currently working on her dissertation on the Lindamood Phoneme Sequencing (LiPS) program as a classroom-based reading intervention and expects to graduate with her Ph.D. in December. She recently finished a yearlong internship in the Multidisciplinary Diagnostic and Training Program in which she assisted in psychological and educational assessments, counseling and consultation services to children and families of North Central Florida. Colón also has published several articles in top research journals, including *The Journal of Special Education* and *Journal of Psychoeducational Assessment*.



Walter Leite, Assistant Professor

Ph.D., University of Texas, Austin

Walter Leite gained a strong knowledge of statistics and psychometrics during his graduate studies at the University of Texas and comes to Florida ready to tackle the rigors of full-time teaching and research in these areas. He has direct experience with psychometrics through an internship at the Educational Testing Service, where he conducted a comparative simulation study on scaling methods for the SAT Subject tests. His most recent research focus is on the applications of structural equation modeling to the analysis of longitudinal data.



Maria Wojtalewicz, Assistant Scholar

Ph.D., University of Florida

Maria Wojtalewicz has experience as a bilingual early interventionist and developmental specialist in the Department of Pediatrics' Early Steps Program at the University of Florida. She also has been a teaching assistant and research assistant in the College of Education departments of Educational Psychology and Special Education. Her research experience includes working with young children and their families from various backgrounds, including those with limited English proficiency, as well as investigating young children's social skills and cognitions.

SCHOOL OF TEACHING AND LEARNING



Christie Cavanaugh, Assistant Professor
Ph.D., University of Texas, Austin

Christie Cavanaugh has not only years of classroom teaching experience but also extensive knowledge in early language and literacy practices and experience in research related to reading difficulties. Since completing her dissertation, Cavanaugh has been director on a project to implement a three-tier reading model in four schools, responsible for identifying schools, facilitating the development of action plans, and developing and coordinating professional development sessions. She also has published, presented and consulted nationally on topics related to early literacy and reading instruction.



Eileen Oliver, Professor
Ph.D., University of Texas, Austin

Eileen Oliver is an affiliate professor of education in the School of Teaching and Learning and associate dean of Distance, Continuing and Executive Education at the University of Florida. Oliver has held several administrative education posts, most recently as dean of the School of Education and Psychology at Elizabeth City State University in North Carolina. Her research focus is in English education, composition, pedagogy and multicultural literature.



Troy Sadler, Assistant Professor
Ph.D., University of South Florida

Troy Sadler has been an assistant professor of science education at Indiana University, where he recently received a faculty teaching award. His research activities are of an interdisciplinary nature, primarily focusing on socioscientific decision-making and scientific argumentation. His work has appeared in a number of top science education and moral education journals. He also has been highly successful in securing competitive grants at the university level and is seeking external funding for projects here at Florida.

SPECIAL EDUCATION



Jean Crockett, Associate Professor
Ph.D., University of Virginia

As an associate professor of special education administration at Virginia Polytechnic Institute and State University, Jean Crockett directed graduate programs in special education administration and educational leadership and policy studies. Her current research addresses administrative and policy issues of special and general education. She has been an invited speaker on special education administration and policy issues in Australia and England and currently serves as the special education editor for the *Journal of Law and Education*.



Alice Kaye Emery, Assistant Scholar
Ph.D., University of Florida

Alice Kaye Emery is the project coordinator for the Comprehensive System of Personnel Development. While a graduate student at Florida, she served as a practicum supervisor and a teaching and research assistant in Special Education. Emery was a speech and language pathologist for 12 years before earning her doctorate. Her research addresses the concomitance of language and behavior disorders.



Tracy Torode, Assistant Scholar
Ph.D., University of Florida

Tracy Torode has been with the Department of Special Education since 1999 as a research assistant, practicum supervisor, teaching assistant, and most recently, as coordinator of the Comprehensive System of Personnel Development project. She has been an active presenter at state and national conferences and has served on the conference planning team for the Comprehensive System of Personnel Development Institute for the past four years. Her research areas encompass teacher beliefs, teacher practices and inclusion.



Joyce Tardaguila-Harth, Lecturer
M.Ed., University of Florida

Joyce Tardaguila-Harth has taught undergraduate and graduate courses in language and learning disabilities for the Department of Special Education at the University of Florida since undertaking her doctoral studies in 2003. Her pre-dissertation research primarily has focused on multicultural education, and her dissertation emphasis has been on vocabulary development of at-risk preschoolers and learning English as a second language. Tardaguila-Harth is an active presenter at conferences and has several publications related to language and reading either in press or in preparation.

UNIVERSITY OF FLORIDA ALLIANCE



Bernard Oliver, Director
Professor, Educational Administration and Policy
Ed.D., Stanford University

Bernard Oliver is a former assistant superintendent for high school education in the Virginia Beach City Public Schools, where he supervised principals, districtwide discipline policies, and athletics, guidance and vocational/career education programs at 15 high schools. Oliver also has held faculty and administrative posts at several universities, including dean at Ewing Kauffman-Missouri; endowed chair at the University of Missouri-Kansas City; dean and professor at Washington State University; and department chair at Syracuse University. His research focus is on urban education, leadership, diversity, multicultural education and classroom processes.