

NEW FACULTY, 2007-08

EDUCATIONAL ADMINISTRATION AND POLICY



Linda Eldridge

*Lecturer; Director, Educational Leadership Programs
Ph.D., University of Florida*

Linda Eldridge spent the past 12 years improving the school system in Aiken County, S.C., but she is no stranger to Gainesville. A “triple Gator,” Eldridge earned her bachelor’s, master’s and Ph.D. at UF while working in Alachua County schools. Among other positions, Eldridge has served as principal at Lincoln Middle School and J.J. Finley Elementary School and as director of exceptional student education for the Alachua County School Board. In 1995, she accepted the superintendent’s slot in Aiken County Schools. During her term in Aiken, average SAT scores in the district went up by 49 points (with more than 60 percent of students taking the exam), expulsions from alternative programs dropped 41 percent and the overall dropout rate fell to 3 percent. For these and other accomplishments, Eldridge was named Outstanding School Superintendent of South Carolina by the South Carolina Association of School Boards, and was honored by the South Carolina Legislature in 2007. At UF, Eldridge will direct Educational Administration and Policy’s new distance education graduate degree programs.



Pilar Mendoza

*Assistant Professor
Ed.D., University of Massachusetts*

Pilar Mendoza’s research centers on academic capitalism – in other words, the effects of market forces on the core missions of higher education such as education, research and service. She comes to UF from Oklahoma State University, where she served as an assistant professor and organizer of the respected Kamm Lecture Series. Mendoza holds a bachelor’s

degree in physics from the Universidad de los Andes (Bogotá, Colombia) and a master’s in physics from the University of Massachusetts. She taught undergraduate physics and math at both universities before seeking her Ed.D. from the University of Massachusetts. In addition to academic capitalism, her research interests include gender and minority issues in science and engineering, organizational theory and international comparative perspectives.

EDUCATIONAL PSYCHOLOGY



Henry Frierson

*Associate Vice President and Dean,
Graduate School; Professor
Ph.D., Michigan State University*

Henry Frierson comes to the top spot at UF's Graduate School after 11 years as the director of the Research Education and Support Program (or RES) at the University of North Carolina at Chapel Hill. Funded largely by the National Science Foundation and the National Institutes of Health, RES is a multifaceted program designed to encourage students from underrepresented groups to attain the Ph.D. and become researchers and academicians. A member of the UNC faculty in the School of Medicine and the School of Education since 1974, he taught program evaluation and educational psychology and served as the associate dean of UNC's graduate school from 1990-96. As dean of the Graduate School at UF, Frierson hopes to help generate more funding for graduate students and promote programs to encourage more undergraduates to go to graduate school, particularly Ph.D. programs.



Cyndi Garvan
Assistant Scholar
Ph.D., University of Florida

“Teaching, collaborating and mathematics are my passions,” says Cyndi Garvan, the new statistics director in the Office of Educational Research and assistant scholar in educational psychology. Garvan holds a master’s degree in mathematics from Pennsylvania State University and a Ph.D. in statistics from UF, and has collaborated on research studies with professors and physicians in various departments of the colleges of Liberal Arts and Sciences, Education, Medicine, and Public Health and Health Professions. She is the lead statistician on the COE’s current study of the efficacy of cognitive-behavioral interventions to reduce student aggression; on Project CARE, a child development study funded by the National Institutes of Health; and on UF’s NIH-funded longitudinal study of service use for children with attention deficit disorder. She has been the analyst on numerous statewide and nationwide surveys including health insurance studies in Florida, Indiana and Kansas, the National Marriage Survey and the Florida High School Exit Survey. Her work with students with disabilities earned Garvan UF’s Exceptional Educator of the Year award in 2006.

LASTINGER CENTER



Tyran Wright Butler
Assistant Scholar
Ph.D., University of Florida

Tyran Wright Butler obtained her undergraduate degree, master’s degree in educational leadership, and Ph.D. in special education at UF. Between undergraduate and graduate school, she worked as a classroom teacher, reading coach and curriculum specialist in Lake City. Her research focus is the prevention and remediation of reading difficulties. As a graduate student, she worked as a research assistant on Project Access to Books for Children, a federally funded research project that examines the impact of increased access to books on the literacy of young children. She also worked in various

capacities for the Lastinger Center for Learning, where she now holds an assistant scholar position.

SCHOOL OF TEACHING AND LEARNING



Edwidge Bryant
Assistant Scholar
Ed.D., Columbia University

Edwidge Bryant’s research interests include literacy acquisition of pre-literate and non-literate ESOL students, ESOL after school programs, assessment of ESOL students and Haitian Language and identity. Originally a teacher of ESOL students in K-12 schools, Bryant holds a bachelor’s degree in bilingual education in Haitian Creole and English from the City College of New York; a master’s in educational administration from Columbia University; and an Ed.D. in applied linguistics, also from Columbia. Bryant comes to UF from the University of North Florida, where she has been a member of the faculty since 1999. Early this year, she was named president-elect of Adult and Community Educators of Florida, a non-profit association that represents the interests, concerns and talents of adult and community education professionals throughout Florida.



Cathy Cavanaugh
Associate Professor
Ph.D., University of South Florida

Cathy Cavanaugh, an associate professor of educational technology, was previously a faculty member at the University of North Florida. Her research on educational technology effectiveness focuses on distance education. She was principal investigator on several K-12 distance education studies and on statewide research into K-12 classroom technology. Cavanaugh was assistant director of the Florida Center for Instructional Technology. She taught secondary science in Florida and the Virgin Islands. She is currently continuing the statewide K-12 technology research and is working on a study to explore the effect of digital resources for students and online professional development for teachers on science teaching and learning.



Griff Jones

*Assistant in Science Education
Ph.D., University of Florida*

Griff Jones, a longtime faculty member at P.K. Yonge Developmental Research School, comes to COE this year as the coordinator for UF's new Undergraduate Core Laboratory. Scheduled to open spring 2008 in the Health Science Center, the laboratory will play a key role in the Science for Life program, an interdisciplinary initiative funded by the Howard Hughes Medical Institute, with the intent of strengthening undergraduate science education and research. In his more than 20 years as a science teacher, Jones has worked with K-12 and college students, teachers and administrators throughout the U.S., Asia, Africa, Latin America and the Caribbean, and has written several nationally-distributed textbooks, curriculum guides and other course materials. His best-known project to date is a film and course materials on highway safety which are used by thousands of teachers throughout the U.S. In 1998, Jones was awarded the Presidential Award for Excellence in Science Teaching, which is offered by the National Science Foundation, the National Academy of Sciences, and the White House Office of Technology Policy.



Kerry McArthur

*Assistant Professor
Ph.D., University of Arizona*

Kerry McArthur is a recent graduate of the University of Arizona where she earned a Ph.D. in language, reading and culture. McArthur has a broad based background in literacy and language education. She has taught at the elementary, secondary and university levels and done consulting work with schools both in Texas and Arizona. Her recent dissertation study examined secondary preservice teachers' language and thinking about reading, content, and their relationship revealing insights into the ways of knowing, apprenticeships, and identity in content communities of practice. McArthur's research interests include reading and writing processes with adolescent and adult populations; teaching and learning in the content areas; and funds of knowledge and community as curriculum resources in schools. She is lead author on a chapter in a recently published content area literacy book edited by Lapp, Flood and Farnan with Erlbaum Publishers.



Katrina Sanders-Cassell

*Associate Professor
Ph. D., University of Illinois Urbana-Champaign*

Katrina Sanders-Cassell comes to UF from the University of Iowa, where she taught courses on the History of American Education in the college's social foundations program. A grant from the Spencer Foundation supported her research on *Intelligent and Effective Direction: The Fisk University Race Relations Institute, 1944-1969*, Peter Lang Publishers. The book focuses on interracial efforts to promote and secure civil rights and positive race relations in American schools. Sanders-Cassell's current research focuses on social justice activism among Catholic clergy in the United States. Her scholarship has appeared in *The Journal of Gender, Race and Justice*, *The Journal of Intergroup Relations*, and other publications. Before accepting a tenure track position at Iowa, she worked as a high school English teacher in Louisiana, served as a Minority Faculty Fellow at Indiana University in Bloomington, and held a postdoctoral associates position at the University of Iowa. Sanders-Cassell received her Ph.D. from the University of Illinois, Urbana-Champaign.



Shelley Warm

*Lecturer
Ed.D., Nova Southeastern University*

Shelley Warm came onboard as SITE Program coordinator in the School of Teaching and Learning during the last school year. Originally an early-childhood educator, she holds a bachelor's degree in K-8 education from William Paterson University and a master's and Ed.D. in early and middle childhood development from Nova Southeastern University. She is also a certified online instructor. In the 1980s, Warm owned and directed Boca Raton Pre-School and Kindergarten. Later she joined the faculty at Palm Beach Community College, where she taught early childhood education and psychology courses and served as chair of PBCC's Department of Social Sciences, Education and Behavioral Science. Now an emeritus faculty member of PBCC, she mentors faculty at the community college and teaches online courses in development at Nova Southeastern. Here at UF, she is responsible for field instruction and supervision of undergraduate and graduate students at COE.

SPECIAL EDUCATION



Maria Denney
Assistant Professor
Ph.D., University of California, Santa Barbara

Maria K. Denney received her Ph.D. in education with an emphasis in special education, disability, and risk studies from the University of California, Santa Barbara in 2003. She holds an M.A. in education with an emphasis in child and adolescent development and a B.A. in Spanish from UC Santa Barbara. Denney's teaching and research interests build directly from the decade of her work with families and children at risk or with disabilities in early intervention settings. Denney's research focuses on families and children in relation to issues of child development and disability; parental stress and coping; and linguistic minority and immigration status. She conducts her research with traditionally understudied populations including, Latino families and their young children with disabilities, and young children at risk for abuse and neglect. A second area of research that Denney pursues is the development, application and evaluation of problem-based pedagogy for professional education.



Joseph Calvin Gagnon
Assistant Professor
Ph D., University of Maryland

Joseph Gagnon's research projects focus on curriculum, assessment and accountability policies in exclusionary school settings in light of standards-driven reform. He has completed national studies concerning these topics for elementary and secondary day treatment and residential schools (DTR) for students with emotional disturbances (ED), as well as juvenile correctional schools. He has completed national studies on program characteristics and entrance and exit policies within elementary DTR schools. Additionally, Gagnon has conducted research and published extensively on mathematics instruction for secondary students with ED and learning disabilities (LD). Gagnon has also served as an expert consultant and monitor for conditions of confinement and provision of educational services in lawsuits concerning juvenile and adult correctional facilities.



Erica McCray
Assistant Professor
Ph.D., University of South Florida

Erica McCray comes to UF from the University of South Florida, where she completed her Ph.D. in 2006 and later served as a visiting assistant professor and coordinator of USF's M.A. program in special education. McCray spent four years in the Hillsborough County School District as a teacher of children diagnosed with learning disabilities and emotional and behavioral disorders. She has published articles and reviews on inclusion, the role of race in special education policy and other topics in journals such as *Urban Education*, *Remedial and Special Education and Intervention in School and Clinic*. Her research interests also include teacher quality and preparation, and equitable educational experiences for typically marginalized children.



Patricia Snyder
David Lawrence Jr. Endowed Chair in Early Childhood Studies
Ph.D., University of New Orleans

Patricia Snyder, the first scholar to hold UF's David Lawrence Jr. Endowed Chair in Early Childhood Studies, is recognized as one of the top researchers in her field. She comes to UF from Vanderbilt University Medical Center, where she was professor of pediatrics and director of research at the Center for Child Development. Previously, she was professor and associate dean for research and graduate studies in the School of Allied Health Professions at Louisiana State University Health Sciences Center. Snyder has worked for nearly 30 years in community-based and academic settings with a focus on developing integrated systems and supports for young children and their families. She served as the editor of the *Journal of Early Intervention* from 2002-2007 and currently is an associate editor for *Topics in Early Childhood Special Education*. She also serves on the editorial boards of *Infants and Young Children*, *Young Exceptional Children*, and *Educational and Psychological Measurement*. Dr. Snyder is a principal investigator/co-principal investigator for three projects funded by the Institute of Education Sciences.