2019 was another tremendous year for the college, filled with opportunities for growth and causes for celebration.

The year began with a return to the number one spot for online graduate education, in the annual U.S. News & World Report rankings. The 2020 rankings were released just prior to printing, and I’m proud to say we remain a leader in online education — the college has been ranked number one or two for the last five years.

Foundational to our recognition as a top college of education in the country, is the diverse expertise of our renowned faculty. Since 2017, we have welcomed 45 new faculty with 15 arriving just this past year. They bring a wealth of knowledge and new perspectives that strengthen our collective impact. Evidence of our faculty’s influence can be found in national media outlets such as The New York Times, The Atlantic, CNN, New America and The Conversation.

Finally, we eagerly welcomed the EduGator community back to historic Norman Hall at the start of the fall semester, following major updates to classrooms, common areas and study spaces. As we near completion of the $31.5M rehabilitation, we look forward to unveiling a space that will help us to transform education.

As we enter into a new decade, we are prepared to usher in a new era for the UF College of Education. Our goal remains the same — to build a brighter future — but our endeavors are ever-growing and our potential remains boundless.

With best regards,

Glenn Good, Ph.D.
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Florida EduGator
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The University of Florida College of Education continues to garner recognition as a top-ranking education college in the nation. UF reclaimed the top spot as America’s Best Online Graduate Education Program, according to the latest U.S. News & World Report annual survey. UF has held the top spot three of the last four years.

Among America’s Best Graduate Education Schools, UF remains in the upper echelon at No. 25 in the nation and No. 15 among public schools of education.

UF consistently stakes claim as the top-ranked education college in Florida with Florida State University, ranked No. 39, the only other Florida education college to achieve a top-50 ranking.

Two academic programs remained in the top-10 — Special Education earned seventh and Counselor Education improved two spots to secure third. Two programs also gained top-20 positions — Elementary Education secured No. 16 and Curriculum & Instruction secured No. 18.

“No matter their chosen field of study, our students can expect to leave our college prepared to tackle education’s greatest challenges and strengthen society,” said College of Education Dean Glenn Good.

The college demonstrated growth in several key metrics to gain its standing in the annual survey of America’s Best Graduate Education Schools. Significant gains in particular, were reported in the competitiveness of acceptance rates for students, which narrowed by 8.5 percent, and two key measures related to faculty research funding.

While the college’s funded research expenditures for faculty reached a record-high in 2018, the college again, surpassed itself gaining $27.9 million in funded research expenditures — nearly $1 million more than the prior record-setting year. Additionally, the average research expenditures per faculty spiked an all-time high of $489,500 — a $46,300 increase from last year.

“We are pleased to be consistently recognized as one of the nation’s best graduate education colleges, and our steadfast commitment to excellence and passion for innovation will only drive us further,” said Good.
We’re preparing the next generation of educators — teachers, researchers, leaders, trailblazers and changemakers — to reach beyond the walls of historic Norman Hall and make a true, measurable difference in society.

3,530
Education students enrolled on-campus and online

1:18
Faculty-to-student ratio

29
On-campus degree programs and specialties

18
Online degree programs and certificates

“Each dollar acquired to support sponsored programs fuels our mission to make a positive impact in the lives of children and adults statewide, nationally and internationally.”

Thomasenia Adams, Ph.D.
Associate Dean of Research and Faculty Development

RESEARCH FUNDING

This graph illustrates the growth of our research funding. In 2018-2019, the College received 135 research awards with $155.2M in total value.
Kristen Apraiz, Ph.D.
Clinical Assistant Professor
Mathematics Education
» College of Education Faculty Advising/Mentor of the Year

Suzanne Chapman, Ph.D.
Lecturer
School of Teaching and Learning
» COE Undergraduate Teacher of the Year

Zhihui Fang, Ph.D.
Professor
Reading and Literacy Education
» 2019-2021 Irving and Rose Fien Endowed Professor in Education

Hannah Bayne, Ph.D.
Assistant Professor
Counselor Education
» Southern Association of Counselor Education and Supervision Outstanding Pre-Tenure Counselor Educator Award
» Association for Spiritual, Ethical and Religious Values in Counseling Research Award

Maria Coady, Ph.D.
Associate Professor
ESOL/Bilingual Education
» Chair-Elect and Program Chair for the AERA Bilingual Education SIG 2019-2020

Nancy Dana, Ph.D.
Professor
School of Teaching and Learning
» 2020 Robert Foster Cherry Award for Great Teaching finalist
» 2018-2019 UF Doctoral Dissertation Advisor/Mentoring Award

Angela Flavin, M.Ed.
2/3 Learning Community Leader
P.K. Yonge Developmental Research School
» 2020 District Teacher of the Year for UF

Cliff Haynes, Ph.D.
Clinical Assistant Professor
Higher Education Administration
» UF Graduate Student Council Outstanding Faculty Member Award
» NASPA-FL Research Award

Buffy Bondy, Ph.D.
Professor
Teaching and Learning
» UF Academy of Distinguished Teaching Scholars Award for Education

Dongho Kim, Ph.D.
Assistant Professor
Educational Technology
» Florida Educational Research Association (FERA) Distinguished Paper Award

Mary Brownell, Ph.D.
Professor
Special Education
» President-Elect of the Teacher Education Division of the Council of Exceptional Children

Angela Kohnen, Ph.D.
Assistant Professor
Literacy and English Education
» 2019-2021 B.O. Smith Research Professor

Suzanne Chapman, Ph.D.
Lecturer
School of Teaching and Learning
» COE Undergraduate Teacher of the Year

Ester de Jong, Ed.D.
Director & Professor
School of Teaching and Learning
» University of Florida Research Foundation Professorship
» 2019-20 Fellow for the Southeast Conference Academic Consortium’s Academic Leadership Development Program

Dennis Kramer II, Ph.D.
Assistant Professor
Education and Public Policy
» Associate Editor for Higher Education Politics & Economics
» Education Policy Scholar
» Behavioral Science Fellow with the US Dept. of Education

Justin Ortagus, Ph.D.
Assistant Professor
Higher Education Administration and Policy
» 40 Gators Under 40 Outstanding Young Alumni Award

Patricia Snyder, Ph.D.
Professor and Director
Anita Zucker Center for Excellence in Early Childhood Studies
» Named UF Distinguished Professor

Walter Leite, Ph.D.
Professor
Research and Evaluation Methodology
» Florida Educational Research Association 2018 Educational Researcher of the Year

Tara Mathien, Ed.D.
Clinical Assistant Professor
Early Childhood Education
» 2019 UF Global Fellows Program Award

Erica McCray, Ph.D.
Associate Professor
Special Education
» Named Director of the School of Special Education, School Psychology and Early Childhood Studies

Brian Reichow, Ph.D.
Associate Professor
Early Childhood Education
» Co-editor the Journal of Early Intervention with alumni Brian Boyd

Albert Ritzhaupt, Ph.D.
Associate Professor
Educational Technology
» 2019 Educational Researcher of the Year by the Florida Educational Research Association
» AERA Best Paper Award (with doctoral student Zhen Xu)

Hope Schuermann, Ph.D.
Clinical Assistant Professor
Counselor Education
» Counseling Outcome Research and Evaluation journal Outstanding Outcome Research Article Award

Joni Splett, Ph.D.
Assistant Professor
School Psychology
» UF’s Excellence Award for Assistant Professors

Jacqueline Swank, Ph.D.
Associate Professor
Counselor Education
» Association for Counseling Education and Supervision Research in Counselor Education and Supervision Award
» Association for Creativity Samuel T. Gladding Inspiration and Motivation Award

RETIRED FACULTY
» Carole Beal, Ph.D.
» Linda Behar-Horenstein, Ph.D.
» Jean Crockett, Ph.D.
» Silvia Echevarria-Doan, Ph.D.
» Donald Pemberton, Ph.D.
At the College of Education, we are committed to pushing the boundaries of teaching and learning to provide our students exceptional educational experiences that prepare them to become tomorrow’s leaders in education. Since 2017, we have had the esteemed pleasure of welcoming 45 new faculty to the EduGator community, with 15 joining this year. They bring with them a breadth of expertise and distinct vision that strengthen the reach and impact of our college. Through our collective efforts, we will continue to build a brighter future for all.

COUNSELOR EDUCATION

**LATOYA HAYNES-THOBY, PH.D.**
Assistant Professor

**EDUCATION**
Ph.D. in Counselor Education and Supervision, Pennsylvania State University

**COMES TO UF FROM**
Graduate Research Assistant, Pennsylvania State University

**RESEARCH INTERESTS**
Trauma and resilience in diverse populations across the developmental lifespan

**PAUL MAXFIELD, PH.D.**
Visiting Clinical Assistant Professor

**EDUCATION**
Ph.D. in Counselor Education and Supervision, Kansas State University

**COMES TO UF FROM**
Counselor, Pawnee Mental Health Services in Kansas

**RESEARCH INTERESTS**
Narrative therapy, creative approaches to therapy and counselor development

**ELLIOTT WOEHLER, PH.D.**
Clinical Assistant Professor

**EDUCATION**
Ph.D. in Counseling, University of North Texas

**COMES TO UF FROM**
Graduate Research Assistant, University of North Texas

**RESEARCH INTERESTS**
Relational depth in counseling
MATTHEW SCHMIDT, PH.D.
Associate Professor
EDUCATION
Ph.D. in Information Science and Learning Technologies, University of Missouri – Columbia
COMES TO UF FROM
Associate Professor of Instructional Design and Technology, University of Cincinnati
Director for the Studio for Advanced Learning Technologies, University of Cincinnati
RESEARCH INTERESTS
Research and development of innovative educational courseware and computer software using design-based research approaches with a specific focus on individuals with disabilities

F. CHRIS CURRAN, PH.D.
Associate Professor
EDUCATION
Ph.D. in Leadership and Policy Studies, Vanderbilt University
COMES TO UF FROM
Assistant Professor, University of Maryland – Baltimore County
RESEARCH INTERESTS
Educational policies and their implications for enhancing equity in education, particularly in school discipline/safety and early childhood education

BENJAMIN SKINNER, PH.D.
Assistant Professor
EDUCATION
Ph.D. in Leadership and Policy Studies, Vanderbilt University
COMES TO UF FROM
Research Assistant Professor, University of Virginia
RESEARCH INTERESTS
Higher education policy; students who attend broad access colleges and universities; online learning

WANLI XING, PH.D.
Assistant Professor
EDUCATION
Ph.D. in Information Science and Learning Technologies, University of Missouri – Columbia
COMES TO UF FROM
Assistant Professor, Texas Tech University
RESEARCH INTERESTS
Use of artificial intelligence and learning analytics to transform online and STEM learning; design and research of cutting-edge learning environments
**Math Education**

**Catherine Paolucci, Ed.D.**  
Assistant Professor

**Education**  
Ph.D. in Inquiry Methodology, Indiana University – Bloomington

**Comes to UF From**  
Instructor and Doctoral Research Consultant, Indiana University

**Research Interests**  
Critical philosophic, social and methodological theories

---

**Research Evaluation and Methodology**

**Kakali Bhattacharya, Ph.D.**  
Professor

**Education**  
Ph.D. in Qualitative Inquiry Program, Research, Evaluation, Measurement and Statistics (Educational Psychology), University of Georgia

**Comes to UF From**  
Associate Professor in Educational Leadership, Kansas State University

**Research Interests**  
De/colonizing onto-epistemologies; transnational issues of demographics and socioeconomics; sociocultural approaches to qualitative inquiry and educational research

---

**Math Education**

**Pengfei Zhao, Ph.D.**  
Assistant Professor

**Education**  
Ph.D. in Inquiry Methodology, Indiana University – Bloomington

**Comes to UF From**  
Instructor and Doctoral Research Consultant, Indiana University

**Research Interests**  
Critical philosophic, social and methodological theories

---

**School Psychology**

**Kathrin (Katie) E. Maki, Ph.D.**  
Assistant Professor

**Education**  
Ph.D. in Educational (School) Psychology, University of Minnesota

**Comes to UF From**  
Assistant Professor, Ball State University

**Research Interests**  
Academic interventions and data-based decision making within multi-tiered systems of support (MTSS), and the identification of learning disabilities
SCHOOL OF TEACHING AND LEARNING

LORI DASSA, ED.D.
Director of Clinical Experiences and Partnerships

EDUCATION
Ed.D. in Curriculum and Instruction, Nova Southeastern University

COMES TO UF FROM
Practicum Coordinator/Assistant Professor, Florida Atlantic University

RESEARCH INTERESTS
The pipeline from teacher preparation to teacher retention

SPECIAL EDUCATION

CARLA SCHMIDT, PH.D.
Clinical Assistant Professor

EDUCATION
Ph.D. in Behavior Disorders/Special Education, University of Missouri – Columbia

COMES TO UF FROM
Assistant Professor, University of Cincinnati
Director of Research and Impact Innovation, University of Cincinnati

RESEARCH INTERESTS
Behavioral interventions based on applied behavior analysis for individuals with Autism Spectrum Disorder

TEACHERS, SCHOOLS AND SOCIETY

TARYRN BROWN, PH.D.
Clinical Assistant Professor

EDUCATION
Ph.D. in Educational Theory and Practice (emphasis in Critical Studies), University of Georgia

COMES TO UF FROM
Graduate Student Instructor, University of Georgia

RESEARCH INTERESTS
Interpretive, normative and critical perspectives of education in and outside of schools; emancipatory methodological approaches; issues of race, class, and gender

CHONIKA COLEMAN-KING, PH.D.
Assistant Professor

EDUCATION
Ph.D. in Teaching, Learning and Curriculum, University of Pennsylvania

COMES TO UF FROM
Assistant Professor, University of Tennessee – Knoxville

RESEARCH INTERESTS
The development of culturally responsive teachers; urban education; black immigrant identity, racialization and socialization
The Ties That Bind: Triple Gators United by Higher Education

In the pursuit of defining success, we often seek to uncover our passions, our purpose and a pathway to fulfillment. Though our paths to discovery are unique, each filled with its own set of challenges, breakthroughs and victories, there are shared experiences that connect us and unite us for a greater purpose.

Higher education has long served as a unifying force — setting a foundation upon which we gain knowledge, broaden perspectives and inspire action that shapes the world. For triple Gators Melanie Acosta (B.S. ’02, M.Ed. ’09, Ph.D. ’13) and Diedre Houchen (B.S. ’05, M.A.E. ’09, Ph.D. ’15), the University of Florida has played a defining role in their parallel pathways for seeking advancement in education.

Defining Moments, Divergent Paths

Acosta, an assistant professor of Education at Florida Atlantic University, has dedicated her career to examining teacher education and preparation to support African American educational excellence.

As part of a family of educators, she inevitably felt a pull toward education and became a teacher. Her path led her back to her hometown of Gainesville, where she began teaching at W.A. MetCalfe Elementary School, the school she attended as a child. At that time, she also began her master’s degree in Special Education from the UF College of Education.
“It wasn’t crystallized for me that I am right where I am purposed to be, until I started teaching at MetCalfe,” Acosta said.

At MetCalfe, which predominantly serves African American students, Acosta noticed that not all of the teachers were sharing the same success with their students.

“That is where I began to formulate questions and start thinking a lot about education — and what seems so intrinsic to me as an educator, what seems so natural to me — but was yet so foreign for some of the people that I taught with,” she said.

Acosta shared that African American communities have known for centuries what their children need to be successful academically, but often, their effective teaching is considered representative of an individual’s success and not representative of a greater pedagogy.

“We position this pedagogy and what they do as just indicative of their charisma, of this one person’s attributes, when it’s reflective of a very powerful and transcendent way of thinking and doing education,” Acosta said.

These revelations prompted her to further explore culturally relevant pedagogies, and specifically, culturally relevant literacy instruction and intervention for African American readers in her graduate studies.

Houchen, a postdoctoral associate at the UF Center for the Study of Race and Race Relations, found her purpose in examining African American educational communities through a historical lens.

Houchen grew up in Queens and Brooklyn, New York, before moving to Florida in the third grade. Following high school graduation, she attended Tuskegee University, but soon after, she realized she would rather pursue a path of service in education than a formal degree.

“I quickly decided that I didn’t want to pursue post-education at that time,” she said. “I didn’t want to pursue a college degree, I wanted to do community organizing and work in communities, particularly the ones that I had known.”

She decided to return to New York and began working for beacon school programs in Crown Heights in Brooklyn, then, a multiethnic Black community. She managed a 350-member out-of-school-time program for over 10 years fostering holistic success for youth and adults through community-led educational and civic activities.

“It was a great training ground for me to think about how to do youth-led work that’s educationally significant,” she said.

Eventually, she sought a bachelor’s program that could strengthen her impact and expand her understanding of the research often cited, but not necessarily produced, in these communities. She discovered UF’s Family, Youth and Community Sciences program and immediately felt a pull. ➔
“It was the first time that I was excited about going to a university because there were people studying this work that I had been doing for now, a decade,” she said.

As her path continued, she transitioned to public education. She began teaching middle school language arts at Fort Clarke Middle School and through the experience, was inspired to write curriculum, particularly to support students testing in the lowest quartiles.

“The more that I taught, the more that I wanted to be a master at curriculum development and teaching and instruction,” she said.

Houchen returned to UF to pursue her master’s in Teachers, Schools and Society through the College of Education. She focused her research inquiries on redefining the academic experiences of African American students, particularly those struggling with middle and high school English, and examined the literacy strategies and practices as well as culturally responsive pedagogies that could be blended to support their success. She even designed a curriculum to implement with her own students.

**Leading Through Learning**

Though their pathways were different, their interests were connected, and their paths inevitably crossed through the College of Education. Acosta and Houchen met through the doctoral experience and a shared mentor, now Professor Emerita Dorene Ross.

Acosta found herself driven by more questions related to culture, race and pedagogy that were not addressed in her graduate program. She met Ross while teaching at MetCalfe and sought her guidance on obtaining a doctorate to address those burning questions.

“Pieces were missing related to really understanding the nuances and the dynamics about culture and about race and racism and how it was having an impact on the literacy achievement and proficiency of African American children,” she said.

Ross became an encouraging voice who helped guide her doctoral experience and pushed her to define her own path to success that embraced all of her identities as a mother, educator and researcher.

Houchen connected with Ross as a graduate student taking one of her courses. Ross recognized Houchen’s passion and knowledge and advocated for her to consider a doctorate.

“It was incredibly validating, having had the now nearly 20 years of experiences I had doing community work and looking at social hierarchy and social injustice from a grassroots perspective and a grassroots analyses, to have an academic say, ‘you belong at the university and beyond that, I’m going to help get you there,’” Houchen said.
Both Acosta and Houchen pursued doctorates in Curriculum, Teaching and Teacher Education with Ross as their advisor and chair. They also shared a course under her — where they finally met.

“Thereir capacity to bring lived experience to match with the theory and also to sometimes question the theory, helped to push me to understand things in a different way,” said Ross.


Their parallel paths through the UF experience and complementary research interests cultivated their lasting friendship and professional relationship far beyond the doctoral experience.

Collaboration for Change

Their connection led to their collaboration and authorship of the article, “Why Seek the Living Among the Dead? African American Pedagogical Excellence: Exemplar Practice for Teacher Education,” which was awarded the 2019 Outstanding Journal of Teacher Education Article Award by the American Association of Colleges for Teacher Education (AACTE).

Written in collaboration with Michèle Foster, a School of Education professor at the University of Louisville, it combines their research agendas to shed light on the transformative power and effectiveness of African American educational practices and traditions and examines the ever-present challenges in the recruitment and preparation of today’s teaching force. It also poses the opportunity for improvement of teacher education by reclaiming and realigning African American pedagogical excellence (AAPE) as a leading resource.

“Within our own field of teacher education and education in general, it’s positioned as a historical relic,” Acosta said. “It’s not drawn on heavily as we think about the preparation of new teachers and practicing teachers.”

But, according to Acosta and Houchen, AAPE is alive and vibrant. It has been used throughout history to increase the achievement and outcomes for all students, and it can be a valuable resource in informing the future of education and teacher preparation.

“It’s really exciting that more people will read the article and get to know the kinds of pedagogies that African Americans produced and are producing in the South.”

Houchen said. ➤
The Promise of a Brighter Tomorrow

Looking to the future with hope for a more inclusive, supportive public school system that advocates for the success of all children, Acosta and Houchen have clear visions for their roles in that transformation.

Acosta plans to get further involved in community work and bridge her scholarship within a community context by cultivating partnerships both with local organizations and school districts to drive educational reform. She shared that she hopes the collaborative paper can become a support mechanism within schools and be used in her own teaching to prepare educators who can promote success for African American students.

“This paper just helped us realize there’s a lot more to be done, and I’m excited to do it,” she said.

In thinking about historic educational African American communities in recent endeavors, including a curated exhibition on the role of local Black educators who advanced social justice in the 40 years prior to the Civil Rights Movement, Houchen has begun research that examines African American land communities. She is investigating the generational relationship to land and space for African American communities and what it means to be from a particular area where generations have lived on the same plot of land or within the same community together.

Houchen believes this research will support teachers and the field at large in building mindful, effective relationships with family members that advocate for both the purpose and promise of education.

“I have a sense, based on the work that I’ve done in historic African American communities, that if we can incorporate that kind of model, we could transform public schooling much quicker than we’re currently doing in our silos of work,” she said.

Though their paths are unique, their visions are united. Connected by the UF College of Education and a higher calling for the greater good, Acosta and Houchen are two EduGators who will build a brighter future through their work.

“I feel that, it is the best experience possible, when you have a body of scholars who are growing stronger by bouncing ideas off of each other — that’s the opportunity that Dr. Acosta and I had as students,” Houchen said.
<table>
<thead>
<tr>
<th>Accolades</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Triple gators Melanie Acosta</strong> (B.S. ’02, M.Ed. ’09, Ph.D. ’13) and Diedre Houchen (B.S. ’05, M.A.E. ’09, Ph.D. ’15)</td>
<td>earned a 2019 Outstanding Article Award by the American Association of Colleges for Teacher Education for their work published in the Journal of Teacher Education</td>
</tr>
<tr>
<td><strong>Daniella Suarez Boyd</strong> (Ed.D. candidate)</td>
<td>was named Teacher of the Year for the School District of Palm Beach County</td>
</tr>
<tr>
<td><strong>Caleb Chambliss</strong></td>
<td>presented a TEDx Talk titled “Representation: The Purpose of Your Story” focused on sharing your story to provide representation for others</td>
</tr>
<tr>
<td><strong>Counselor Education students Caleb Chambliss and Jamie Edmondson</strong></td>
<td>were selected to receive the Presidential Award by the Association for Multicultural Counseling and Development</td>
</tr>
<tr>
<td><strong>Graduate students, Lauren Day and Anna De Guzman</strong></td>
<td>were selected as 2019 Presidential Service Award recipients</td>
</tr>
<tr>
<td><strong>Elyse Hambacher</strong> (Ph.D. ’13)</td>
<td>was selected as a Diverse: Issues in Higher Education Emerging Scholar for 2019</td>
</tr>
<tr>
<td><strong>Mary Jordan</strong> (Ph.D. ’16) associate director of Student Learning and Engagement at UF Housing</td>
<td>received the Robert P. Cooke Talking Stick Article of the Year</td>
</tr>
<tr>
<td><strong>Triple Gator Natalie King</strong> (B.S. ’09, M.Ed. ’11, Ph.D. ’16) and Justin Ortagus, Ph.D. (M.Ed. ’11)</td>
<td>were each recognized as one of the 2019 40 Gators Under 40 by the UF Alumni Association</td>
</tr>
<tr>
<td><strong>Amanda Lacy-Shitama</strong> (M.Ed. ’18)</td>
<td>was featured in the National Council of Teachers of English (NCTE) English Journal</td>
</tr>
<tr>
<td><strong>Recent graduate, Emi Lenes</strong> (Ph.D. ’18)</td>
<td>received a grant for her course Multicultural Mindfulness from the UF International Center</td>
</tr>
<tr>
<td><strong>Mark Preston Lopez</strong></td>
<td>received the 2018 Alec Courtelis, Scarborough-Maud Fraser and Diane Fisher Award from the UF International Center</td>
</tr>
<tr>
<td><strong>Mickey MacDonald</strong> (Ed.D. ’16)</td>
<td>was awarded P.K. Yonge’s first Dennison Teacher Researcher Excellence Award</td>
</tr>
<tr>
<td><strong>Counselor Education student Nina Medyk</strong></td>
<td>was selected as the Emerging Leader by the Association for Child and Adolescent Counseling</td>
</tr>
<tr>
<td><strong>Cody Miller</strong> and Mario Worlds, English language arts Ph.D. candidates</td>
<td>were featured in the National Council of Teachers of English (NCTE) English Journal</td>
</tr>
<tr>
<td><strong>Counselor Education doctoral student, Eric Richardson</strong></td>
<td>was selected to receive the American Society of Addiction Medicine (ASAM) Young Investigator Abstract Submission Award</td>
</tr>
<tr>
<td><strong>Krista Ruggles</strong> (Ph.D. ’16)</td>
<td>received a Faculty Excellence Award at Utah Valley University</td>
</tr>
<tr>
<td><strong>Doctoral student in Counselor Education Justin Tauscher</strong></td>
<td>received the only grant awarded to a student this year by the Association of Child and Adolescent Counseling</td>
</tr>
<tr>
<td><strong>Zhen Xu,</strong> Education Technology Ph.D. student</td>
<td>received the best paper award from the American Education Research Association (AERA) with advisor Albert Ritzhaupt, Ph.D.</td>
</tr>
</tbody>
</table>
The start of fall semester at UF is always an exciting time, filled with anticipation and hope for new beginnings. Each year is special in its own right, but this past fall brought an extra gift for EduGators — the return to historic Norman Hall.

The long-awaited rehabilitation project, began in the spring of 2018, is approaching completion. On schedule, classrooms, common areas, restrooms and study spaces have all been opened for use in fall 2019. Students, faculty and staff eagerly returned to their classrooms and offices, welcoming the start of a new chapter in Norman’s story.

Since opening more than 85 years ago, little has changed within the revered halls, but it was time for some much needed updates to keep pace with changing technologies available to educators in practice.

We are literally building a brighter future for the field of education. This $31.5M project includes infrastructure repairs and upgrades, technology expansions and improvements, configurable classrooms and meeting spaces, increased research space and a large professional development center.

“The renovations make the building more suitable for preparing the educators and educational leaders who will address the educational opportunities and challenges of the future,” said Glenn Good, dean of the College of Education.

“It’s a better environment with the updates...” said Audra Bowers, sophomore Health Science student. “Even just walking by the classrooms, they look really nice and it makes me want to go to class.”
“I appreciate the history of it, it’s cool that we’re in one of the more historic buildings.”

SAMANTHA WICKS, SOPHOMORE

“Norman Hall was listed on the National Register of Historic Places in 1989. We’ve gone to great pains to make sure the décor and furnishings maintain much of the building’s character from when it was built in 1934.”

TOM DANA, PH.D.
SENIOR ASSOCIATE DEAN & REHABILITATION PROJECT LEAD, COLLEGE OF EDUCATION
SHOSHANA ZERBOCK
“I really care about inclusion, which is like the idea that students with disabilities shouldn’t be kept apart from students who are typically developing.”

Shoshana seeks to drive positive change in the ways society views and educates young children with disabilities. She is already contributing to the field by assisting with the Anita Zucker Center for Excellence in Early Childhood Studies’ Early Steps professional development project and serving as the professional development chair for the Student Florida Education Association. She hopes to work as a teacher in an inclusive Pre-K setting and, eventually, pursue a Ph.D. in Early Childhood Studies.

COURTNEY MASTRORIO
“Through my practicum experiences I’ve found that different classrooms have very different needs. I just want to serve and help students as best I can.”

Courtney aspires to be an inclusive educator in the lower elementary grades and a positive role model for her future students. She has been a dedicated student, maintained a high GPA and conducted her own research project. Her years at UF are marked by service to others through her involvement with Dance Marathon, Chi Omega sorority and Catholic Gators. Courtney’s passion is teaching and serving others, which she considers her flame to ignite the world.

RODNEY WALLACE
“You have to have that passion and that motivation for it because at the end of the day it’s all about the kids.”

Rodney has always had a passion for education. He views elementary school as the foundation for students to develop appropriate academic and social skills. Rodney will continue on with the Unified Elementary Education ProTeach program and gain his master’s degree. Currently he is a training supervisor with AT Labs and involved with the Adventist Campus Fellowship organization. Rodney plans to become a school principal and later move on to become a superintendent of schools.
2019 OUTSTANDING GRADUATE PROFESSIONAL PRACTICE AWARD WINNER

PHILIP DANIELS

“There’s power in play. It’s not that it’s simple, but there’s a way you can connect children and adults with play-based techniques.”

The Outstanding Graduate Professional Practice Award recognizes a student who demonstrates excellence in professional activities related to educator preparation including pedagogy, best practices, assessment and the translation of research to practice.

Philip blends his interest in teaching with his passion to empower individuals through counseling. Part of his research has been on play therapy for adults and children with dementia. Philip regularly interns in mental health and marriage and family counseling in community and hospital mental health settings, serving children and their families.

2019 OUTSTANDING GRADUATE LEADERSHIP AWARD WINNER

MARK PRESTON LOPEZ

“For me, this was one of the best experiences because it awakened my consciousness towards English learners in rural settings.”

The Outstanding Graduate Leadership Award is given to a student who demonstrates a commitment to service and leadership for the college, university and community.

Mark is a Fulbright scholar who is passionate about education reform, particularly in his home country of the Philippines. He has served as president of the Student Alliance of Graduates in Education (SAGE) and a research assistant on Project STELLAR. Mark plans to continue working with rural teachers in the Philippines to help prepare culturally responsive educators.

2019 OUTSTANDING GRADUATE RESEARCH AWARD WINNER

WILHELMINA VAN DIJK

“It’s important when we teach teachers they feel comfortable and confident that they can teach all kids.”

The Outstanding Graduate Research Award recognizes a graduate student who demonstrates outstanding scholarship and strong evidence of publications, professional presentations and professional development activities in support of the college’s mission.

Willa has published several articles and a book chapter, conducted four self-initiated research projects and assisted on several other large grant-funded projects. She has served as editorial assistant for the journal Exceptionality and as student board member for the Teacher Education Division of the Council for Exceptional Children.
Changing the Lives of Children and Families

“When they walk through the door, we’re committed to ensuring that they’re going to experience the very best of what we know from the science of early childhood development and learning,” stated Patricia Snyder, director of the Anita Zucker Center for Excellence in Early Childhood Studies, at the CHILD Center for Early Learning’s ribbon cutting event.

At the Anita Zucker Center, the overarching goal is to support the wellbeing of young children and their families. The four pillars through which this goal is accomplished include generating knowledge, preparing leaders, engaging with partners and making an impact. While these are four separate constructs, there are times they blend into single concerted outcomes. Such has been the case with two of the most recent center initiatives: the CHILD Center for Early Learning and the A to Z’s of Early Childhood.

**CHILD CENTER FOR EARLY LEARNING**

When pre-K graduation day came around, center members found it hard to believe that the CHILD Center had been in operation for a full year. Herman Knopf, project lead and center research scientist, joined staff and caregivers at a graduation ceremony held for children who are entering Kindergarten in the fall.

The CHILD Center opened its doors a year prior, to help provide excellent, affordable childcare to families in Southwest Gainesville as an extension of the efforts of the Southwest Advocacy Group (SWAG). Community members, area organizations and agencies, and local government worked collaboratively to make this needed community asset a reality, and the Anita Zucker Center has led efforts to put the science of early childhood into practice.

Through research application and with the support of our community, the CHILD Center serves as a model of synergy and transformation for similar community initiatives. Currently, center members are working with community stakeholders in Charleston, South Carolina to help replicate the CHILD Center model.

“The Graduation ceremony at the CHILD Center demonstrated the strength of the community partnership we have established. The ceremony was attended by more than 60 families, friends and community members to celebrate the accomplishments of the children, families and the teachers who have supported them.”

**HERMAN KNOPF, PH.D.**

*Research Scientist*
THE RIGHT TRACK WITH EARLY LEARNING

Through our work in Early Learning we are leading the way to a future where every child is prepared to enter school. Focused on young children birth to age five, their families and the contexts that support their health, we are giving children the opportunity to succeed through transdisciplinary collaboration.

THE A TO Z’S OF EARLY CHILDHOOD

In October 2018, the university committed more than $17 million to fund “moonshot” research initiatives designed to address a number of critical societal issues, including early childhood learning and development.

In collaboration with the college’s E-Learning, Technology and Communications (ETC) department, the center is developing a multimedia communications hub to distribute actionable tips and tactics to practitioners and families and scientific information to researchers and policymakers. The intent is to ensure that every child enters Kindergarten healthy, socially competent and ready to learn. This project is a direct outgrowth of a recommendation from national scholars who attended the University of Florida Starting Ahead, Staying Ahead summit in 2017.

“We have worked closely with the Anita Zucker Center to translate current early childhood research into actionable messaging for parents, practitioners and policymakers,” said Jason Arnold, director of E-Learning, Technology and Communications. “The goal is to support the healthy development and well-being of all children by informing their caregivers and policymakers.”

Through the A to Z’s of Early Childhood, information is delivered at regular intervals, using a letter of the alphabet as an anchor for a topic relevant to children’s health and development. For example A is for Access and B is for Behavior. The information housed at UFEarlyChildhood.org includes everything from short videos and quick tips to academic research and citations.

The practical applications of research conducted at the center has the potential to change lives and communities on a global scale.

A DECADE OF DEDICATION

Through example, the center director Patricia Snyder has brought the mission to life. Earlier this year, Snyder was awarded the title of Distinguished Professor. This rare honor is reserved for professors that have had a significant impact in field and according to UF guidelines is “intended to recognize a sustained and exemplary record of accomplishment across all three domains of the UF mission, including scholarly activity, educational and outreach contributions, and service.” Snyder is only the seventh College of Education professor to ever receive this distinction.

Over the years, the center has grown and evolved and is making a measurable positive effects on children’s lives. Now approaching the 10-year anniversary, leadership is prepared to redouble efforts to address their guiding tenets.
A STRONG FOUNDATION TO SUSTAIN FUTURE ENDEAVORS

For the past several months a team, overseen by Tom Dana, senior associate dean of academic affairs, comprised of website developers, communications staff and graduate student researchers has been working on a statewide repository—a robust back-end web application and an external facing communications website—of distance learning-related research. The initiative is a direct response to the Florida Board of Governor’s 2025 system strategic plan that highlights our State University System as a world leader in the generation of new knowledge about innovative and emerging learning technologies and to provide our university researchers, with the most comprehensive database of current publications.

“This tool has been created for collecting, organizing, curating and communicating the important research in distance learning happening throughout the State University System of Florida,” said Dana. “It is our hope that this tool helps to build on a shared knowledge of the field of online learning and allows for collaboration and amplification of the great work of Florida researchers.”

The project is also aimed at connecting external colleagues, academic and non-academic, with the high-caliber research being conducted across the state. By engaging these audiences we hope to increase the potential for commercialization and licensing, at UF and across the state, for educational technology applications that can have a positive impact beyond the research setting.

Once complete, the repository will update automatically with the most current research, but also provide value through email newsletters and webinars designed to inform and engage audiences from across the state.
In the area of Educational Technology, shared data, interdisciplinary collaboration, and implementation of learning analytics, are helping us to create learning environments of the future. We are focused on bringing opportunity to people around the world and creating jobs for the next generation. By integrating emerging and innovative technologies with learning sciences, we are enhancing the educational experiences and outcomes for students everywhere. Together, we are going beyond the limits of technology to reach boundless potential.

FILLING THE BENCH

The educational technology department is already a prominent fixture at the college. Its programs and faculty are recognized in a variety of ways — from department and program rankings to national faculty and student awards — and the enrollment in its array of programming continues to grow, despite rigorous selectivity and constantly evolving coursework.

Now, in preparation for the great endeavor of creating the future, college leadership have been recruiting for key faculty positions to lead the charge. Educational technology faculty expanded by three in 2018 with the addition of Maya Israel, Dongho Kim and Bojan Lazarevic and, this year, Matthew Schmidt and Wanli Xing were added to the rosters as part of the forthcoming Institute for Advanced Learning Technologies (IALT).

“Recruiting preeminent and diverse talent to the college is one of the greatest services we can provide to the university and the community,” said Ellen Young, HR generalist. “Attaining UF’s goal to being ranked among the top-five public universities in the country is in the forefront, and I am elated to witness the role the college will have in this large endeavor.”

These five additions are part of the massive growth the college has experienced over the last three years, adding 45 faculty members since 2017. This recruitment strategy has two ends: 1) to support the university’s efforts to improve the faculty-to-student ratio (a measure in university rankings by U.S. News and World Report) and 2) to help usher in a new era at the College of Education.

BUILDING THE FUTURE

Dean Glenn Good has been known to talk about transforming education. It’s a central theme to the college’s mission and a positioning statement about what drives faculty, students and staff in the area of educational technology.

“We’re focused on re-envisioning how learning is occurring in the online and hybrid space now,” Good said recently in the UF Office of Research’s Explore magazine, “so we can figure out what learning is going to look like 15 years from now.”

It’s with that mindset that faculty and leadership are working to establish the Institute for Advanced Learning Technology (IALT). In addition to the creation of cutting-edge labs, the institute will formalize the college’s leadership role in developing and disseminating advanced learning technologies that improve learning outcomes, on an international scale. Additional benefits include increased federal grant, tech transfer and licensing, publications and awards, and increased master’s and doctoral student enrollment and student success.

Research, development and distribution of innovative learning technologies, including software, algorithms and applications, will position UF as a leader in the educational technology field. These technologies promise to provide precision, optimized learning experiences enabling successful content mastery for all learners ranging from early childhood through adulthood.

When some people close their eyes and think about the future, they see flying cars and life on the moon. Those are certainly possibilities, but to get there we have to address the education of tomorrow, first.
“Florida is a leader, and it’s time that we really lead,” said Maria Coady, associate professor of ESOL (English Speakers of Other Languages) and bilingual education and former Irving and Rose Fien Endowed Professor of Education (2018-2020).

Since her first week at the University of Florida, when a group of students asked about teaching English to immigrant families, she has been embedded in rural educational settings with English-learning children and their families. Her efforts continue to spread through the system to teachers and teacher educators seeking to make the same valuable impact on students’ success.

In 2018, Coady earned a prestigious appointment to the Irving and Rose Fien Endowed Professorship, a two-year post, worth $20,000 in salary supplements and research funds, which supports veteran faculty members with a track record of successful research aimed at helping at-risk learners at high-poverty schools.

With the funding support from the Fien professorship, Coady said she will examine the role, qualities and vision of school and teacher leaders in advancing academic achievement and success of multilingual students.

**WALK THE WALK**

For more than 25 years, Coady has been a member of the National Association for Bilingual Education (NABE), the nation’s only professional organization dedicated to representing bilingual education professionals and bilingual and multilingual students. And while participation at the national level is beneficial, it is well known that needs vary from state to state.

Florida is home to the third highest population of English-language learners, the first ever dual-language, two-way immersion bilingual education program, launched in 1963 as the Coral Way Elementary School, and more than 100 bilingual education programs across the state, but the state chapter of NABE the Florida Association for Bilingual Education (FABE) was no longer functioning.

Further, Florida even with all of the bilingual education and outreach efforts occurring, had no way for teachers, scholars, families and students to connect with and support one another.

Coady saw the opportunity for a symbiotic relationship of sorts, connecting the state through information and association. Late in 2018, alongside Dr. Brenda Such, assistant director of course production at the University of Florida’s Center for Online Innovation and Production, Coady worked with a class of 28 graduate students to establish a repository of the bilingual education programs available across Florida’s school districts.

Currently, 13 Florida districts offer programs. According to the repository website, bilingualeducationfl.org, “Data from this project were obtained from school districts, individual schools, and the Florida Department of Education, EdStats. Student, school and district achievement data are from the 2017-18 and 2018-19 academic years.”
CONNECTING THE PAST

Florida has a long history in the area of bilingual education, one that influenced the nation ahead of its time. According to Coady, the name “Coral Way” is a household name among bilingual educators. Even so, there is little official documentation about the program and, over time, memories began to fade.

Serendipitously, Coady meet Bess de Farber, a grant manager at the UF and one of Coral Way’s first students. This fortuitous meeting led to a series of connections, pieces of a puzzle Coady found herself putting together in efforts to shine a light on this pioneering program.

In a recent piece written for the UF George A. Smathers Libraries, Special & Area Studies Collections, Coady notes, “the journey I undertook led me across the U.S. and Europe, to newspapers and obituaries, and to academic journals from the 1960s until today.”

All of this culminated into Coady’s most recent book, “The Coral Way Bilingual Program,” which helps to illuminate the past.

MOVING FORWARD, BUILDING ON THE PAST

Coady hopes to continue building the Bilingual Education in Florida repository, growing FABE membership and outreach, and to turn awareness about the positive effects of bilingual education into actions that help to support student success.

“We need to be building on our past,” Coady said about the missing connections between today’s efforts and yesterday’s triumphs. “There’s still a long way to go.”

ESOL/BILINGUAL EDUCATION FACULTY

Maria Coady, Ph.D.   Ester De Jong, Ed.D.   Cindy Naranjo, Ph.D.   Mark Pacheco, Ph.D.   Tim Vetere, Ph.D.
As a first step in advancing the center’s work toward helping students, Poekert launched a six-week listening tour across the state, ultimately making visits to 20 of Florida’s 67 districts. Along with introducing the center’s new director, the intent was to “do a pulse check on the educational successes and challenges from cradle to career.”

While several recurring themes emerged from the listening tour’s conversations, the overarching messages from participants were that “our education system has experienced significant progress forward” and “there are numerous opportunities within the state” for the equitable education of all students.

Using the qualitative data of the listening tour, along with extensive data (quantitative and qualitative) form the center’s then 17-year history, Poekert and the center’s leadership team developed the 2019-2021 Strategic Plan.

Guiding the center’s efforts for the next three years would be four high-impact goals:

1. Integration and expansion of Early Learning FLorida into state’s quality improvement efforts
2. Development of a statewide system to improve PK-12 literacy in Florida
3. Expansion of Algebra Nation
4. Research and development of new educational innovations

These ambitious goals are accompanied by eight strategies and annual milestones for each, and a modified Balanced Scorecard for overall evaluation of success. As the close of year one approaches, the center is on track with a number of the annual milestones, including co-hosting the Leadership for Professional Learning Symposium (#LFPLSymposium) in Cambridge, England.
Our Leadership and education policy programs go far beyond the classroom. In order to transform education, we are working to prepare students and faculty to administer and implement complex policy at the school, district, state and national levels and to help build a brighter future through collaboration.

STRENGTHENING LEADERSHIP

INTERNATIONAL IMPACT

#LFPLSymposium is a biannual international gathering of educational leaders to “serve as a catalyst in the creation of new ideas and lead to academic and practice outputs through the contributions of participating colleagues.”

The two-day symposium, held June 17-18, focused on “leading and enabling sustainable professional learning cultures” and welcomed leaders from five different continents and included PreK-12 educators, school and system leaders, academics and political thought leaders.

“The role of leadership is to disseminate ideas and cultivate skills,” said Poekert, presenting on day two of the symposium.

Attendees lived this statement in sessions structured to bring great minds together in open dialogue over topics such as professional learning/leadership, student leadership, shared accountability and emerging learning environments. Hands-on activities allowed participants to look at shared challenges through lenses and from angles that, perhaps, they might not have before.

As Macy Geiger, 6th and 7th grade Learning Community Leader at P.K. Yonge, tweeted, “What an amazing collaboration of educators brainstorming solutions to challenges in education!”

Many, like Geiger, left the symposium, vowing to continue the conversations with their newly formed connections and sharing sentiments of renewal and rejuvenation via social media, and the co-sponsor of the symposium, the Professional Development in Education academic journal will be publishing a special issue based on manuscripts that emanated from the sessions.

WHAT THE FUTURE HOLDS

If this first year of new leadership is any indicator, it’s clear that there will be no slowing down for the Lastinger Center.

“I hope to live up to the inspirational challenge initiated by Allen and Delores when they founded the center, the innovative spirit that Don Pemberton established as he started the center, and the tremendous passion and dedication that our associates bring each day as they grow the center,” Poekert states in the 2019-2021 Strategic Plan. “The center could not be better poised for the next stage of its evolution.”
As students took their first steps back on to campus for the new school year, P.K. Yonge's administration was cautiously optimistic that 2019-20 is the year that construction will begin on a new secondary facility.

Years in the making, a new building offers even more ways to think about school. "We have always been a school that looks to the future," said school director Dr. Lynda Hayes. "Learning spaces designed with the future in mind only serve to extend our ability to design and teach for tomorrow’s students and workforce."

P.K. Yonge knows firsthand that when dedicated, creative teachers move innovative teaching practices into spaces designed to support the best principles of teaching and learning, truly amazing things happen. "The goals we have set for ourselves and our students really come to life," said Christy Gabbard, the school’s Director of Program Development. "Carried out in the right space, collaboration, flexibility, creativity...the sky really is the limit." With recent experience opening a state-of-the-art elementary school in 2013, the school is abuzz with how the new secondary facility will pour new life into existing work on campus. The opening of the elementary school enhanced and extended ongoing initiatives in collaborative literacy, student autonomy and flexible student grouping, just to name a few. A visit to the kindergarten and first grade learning community during workshop time is awe-inspiring. One hundred and eight students aged five and six working on computers, writing stories, developing fine motor skills, working with numbers and engaging with teachers in small groups all at the same time. It’s almost like an orchestra playing perfectly in tune with all sections carrying a different theme. Many visitors to the P.K. Yonge Elementary School would agree that this is what 21st-century engagement and learning should look and sound like.
The new facility for the secondary school holds similar promise. With faculty continuously engaged in their own learning and research projects, transformation at P.K. Yonge is rooted in the work and findings of teacher researchers. As the school looks with breathless anticipation toward future learning spaces, work underway on the campus is already taking place with a view to develop a personalized, mastery-based system that meets all students’ learning needs.

Innovation and areas of development over the last 10 years have been focused on student-centered assessment practices, technology-supported learning, standards-based grading, Universal Design for Learning and culturally responsive pedagogy— all of which come together to support the development of an educational system that is personalized to each student and focused on mastery of knowledge and skill. The design of the new school opens up new possibilities for supporting student autonomy, flexible student grouping and collaboration among students and teachers. This new vision of school offers an enhanced sense of community and a greater sense of connectedness with heightened visibility inside the learning spaces.

P.K. Yonge stands firm in the assertion that innovation in education is not only about physical learning spaces. “It’s quite feasible for a creatively designed learning space to be used in a very traditional way,” says Hayes, “The challenge will always be to innovate regardless of physical location.” While this may be true, the original “future-oriented” buildings (constructed in the 1950s) that have served P.K. Yonge well have been showing their age and the state-of-the-art secondary facility is awaited with great anticipation. The existing buildings have definitely passed their “use-by” date in very practical ways. Electrical grids, safety systems, bathrooms, sidewalks and roofs have been taxed and patched and added to for many years. According to Hayes, “We are excited and ready for a new facility to help us carve our path into the next 85 years.”

**HISTORY OF EXCELLENCE**

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<th>SCHOOLS, SOCIETY AND POLICY</th>
<th>EDUCATIONAL TECHNOLOGY</th>
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<td>Schools are shaped by larger societal forces. We enlist perspectives from history, philosophy, sociology and cultural studies to explore the interrelationships between schools and society.</td>
<td>Beyond tablets and SMART boards, this concentration is designed to establish an understanding of the industry and help students cultivate the skills needed to succeed in this growing field.</td>
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<th>EDUCATION PSYCHOLOGY AND RESEARCH</th>
<th>DISABILITIES IN SOCIETY</th>
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<td>Through the application of data analysis, research design and evaluation techniques, this concentration focuses on gaining contextual insight into the factors that impact learning and development.</td>
<td>Addressing disability-related issues, this concentration aims at understanding what’s needed to implement equitable education opportunities in dynamic learning environments.</td>
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REMEMBERING INSPIRING EDUCATORS

WILLIAM D. HEDGES
Emeritus Education Professor
A devoted husband, father, father-in-law and fervent supporter of the UF College of Education, he and his wife, Robbie, established the Hedges Research Fund.

DAVID S. HONEYMAN, JR.
Professor Emeritus of Higher Education
As a faculty member at UF for 25 years in educational finance, policy and administration, his impact to the field has been great and will live on through those he touched over the years.

MARK KOORLAND
B.A.E. ’70, M.Ed. ’72 and Ph.D. ’77
Dr. Koorland’s teaching and research helped children and youth with disabilities live meaningful lives. His mentorship of hundreds of students has left a living legacy to the field of special education.

RICHARD RENNER
Professor Emeritus of Comparative Education
Dr. Renner, remembered for his hospitality and humor, joined UF in 1965. His position took him around the world through Fulbright awards and other programs until his retirement in 2003.

SANDRA “SANDY” Sampson
B.A.E ’73, M.Ed. ’75
An educator through and through, she received her masters’ in education from the University of Florida in 1975 and went on to teach English in Taiwan and reading at Tallahassee Community College.

MELISSA “MISSY” STONE
Financial Analyst II, UF College of Education
A sister, friend, daughter and beloved member of our college family. Missy was a long-time employee of the college’s Business Office and a University of Florida alumna.

DONALD VAN FLEET
Ed.S. ’69, D.Ed. ’70
Dr. Van Fleet served as the former Duval County Public Schools interim superintendent. “He worked tirelessly trying to better education for all,” said daughter Annette Van Fleet Nelson.

ROBERT WRIGHT
Retired Faculty of the University of Florida
As an enthusiastic faculty member with a big heart and contagious smile, Dr. Wright helped to prepare more than 400 students to be English teachers during his tenure in the College of Education.
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Alumni giving impacts the college’s ranking.

WELCOME, BEV SANDERS

Beverly (Bev) Sanders, CFRE, joined the College of Education as senior director of advancement on January 15. An alumna of UF (’79 B.S. Journalism), this is her homecoming.

Previously, she served as the director of gift planning for seven years at the Cleveland Clinic Indian River Foundation in Vero Beach, where she participated in three capital campaigns that raised $70 million.

Bev has more than 30 years in advancement for higher education, healthcare, business associations, the arts and social services, working at the Florida Institute of Technology, the Melbourne-Palm Bay Area Chamber of Commerce, Brevard Workforce Development Board, Brevard Cultural Alliance and for two elected officials in Florida’s House of Representatives and Brevard County Commission.

She is a native Floridian and is excited to move back to Gainesville with her husband Mark (retired educator of 34 years) and two mini-dachshunds, Gretel and Tibble. Haley, their 24-year-old daughter, is a first-year art teacher in Lakeland, Florida. Bev’s hobbies include: studying and collecting Florida history/books, visiting Main Street communities, butterfly gardening, cooking and listening to audio books.

THANK YOU, BRIAN DANFORTH

Your passion and leadership has elevated the college to new heights. The UF College of Education family wishes you all the best in your new role as Executive Director of Advancement.

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