

THE TORCH

FALL 2011 EDITION

Reaching New Heights...

EDUCATION

THE FLORIDA STATE UNIVERSITY COLLEGE *of* EDUCATION
... LEARN TODAY, TEACH TOMORROW, LEAD FOR A LIFETIME.





FROM *the* DEAN

Welcome to the 2011 edition of The TORCH magazine. The new style and content of this publication focuses on the vast global impact our College is making in educational policy and research.

We hope you will enjoy reading about the significant accomplishments of faculty, students and alumni as well as catching up with former classmates through the progress reports section. We would love to hear your feedback and hope you will come and see us the next time your travels bring you to Tallahassee.

This October will be a great time to return to your alma mater and celebrate with us. The first-ever College of Education Week – held in conjunction with FSU Parents' Weekend, October 24 – 29, 2011 – will comprise six days of symposia, presentations and events celebrating COE students, alumni, faculty, staff and friends. (Read more on page 42.)

As you read through the magazine, I invite you to contact the amazing people found within its pages and learn more about their work. And, I hope you will be inspired to make your own difference wherever you are able.

Thank you for all you do in carrying the torch for education.

Sincerely,
Marcy P. Driscoll
Dean, College of Education



A PUBLICATION
OF THE COLLEGE
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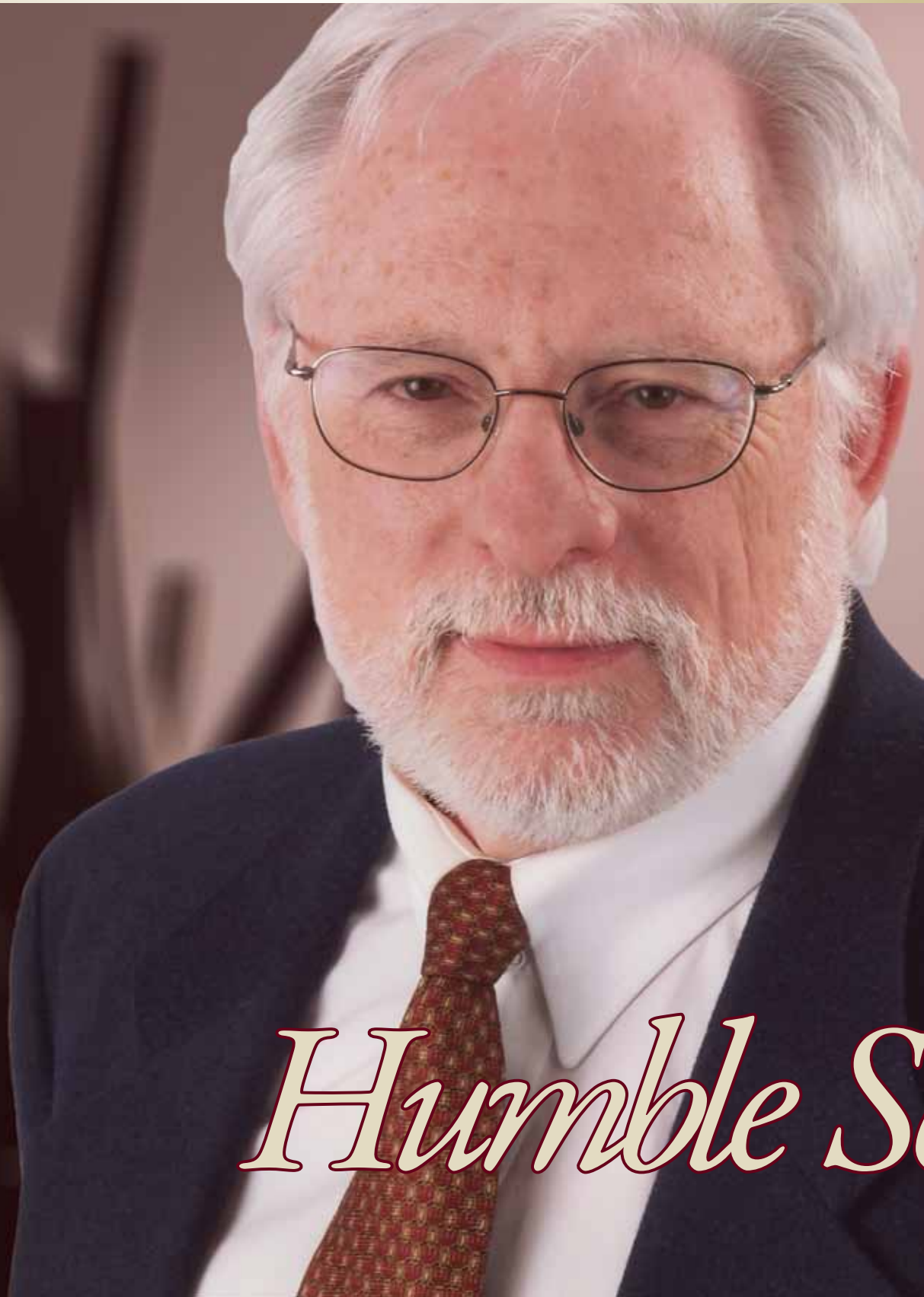
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ACTIVE

At the Forefront of Key Policy Issues



Humble S.

Entering Peter Scanlon's office, one's eye is quickly drawn past the many family photos to several caricatures that play on his uncanny likeness to Dr. Sigmund Freud. The lighthearted, self-deprecating drawings, however, mask the reality that this office belongs to the founder and CEO of the largest mental health facility in the state of Massachusetts. The South Bay Mental Health clinic, with Scanlon at its helm, has been helping to alleviate the mental and cognitive suffering of Massachusetts' under-served for more than 25 years.

Scanlon's incredible empathy and desire to help stem from his own struggles; when he arrived as a student on Florida State's campus nearly 40 years ago, he was barely able to read.

The late Neo Mendelgard, Florida State professor in molecular biophysics, was the insightful instructor who discovered that Scanlon could not read above a third-grade level.

"I got really good at faking it," Scanlon, two-time graduate of the College of Education, says. "I was really good at writing a book report on books I never read – just based on the cover alone. I had great deductive reasoning skills."

Mendelgard referred Scanlon to a remedial reading program in the College of Education's lab school, Florida High School.

"My major professor thought it was crazy that I had made it that far in school and didn't know how to read," Scanlon says. "I went to the program thinking it wasn't going to help, because I had been to many other unsuccessful programs in the past. This program turned out to be different ..."

The remedial reading program diagnosed Scanlon with auditory processing weakness. Most children learn to read through phonetic methods, but for someone like Scanlon, this simply does not work. Once the problem was identified he was placed on a program that teaches reading through a psychological method – the technique most successfully used with adults. In just three months he went from a third-grade to a college reading level.

Nearly two decades and three degrees later in 1986, Scanlon founded South Bay Mental Health Clinic, the largest mental health center in the state of Massachusetts. South Bay serves the state's most disadvantaged populations and offers services including: substance abuse recovery

and prevention, early childhood intervention, cognitive rehabilitation and a host of other behavior health sciences for adults and children. Around 70 percent of client cases involve substance abuse.

"We have infants who get referred to us from the delivery room because drugs show up in the drug toxicology," Scanlon said. "We work with seniors who have lived a very productive life and never have a problem with drugs or alcohol until they lose a partner or experience some other significant life change. Drugs and alcohol are certainly a human problem."

Scanlon became interested in this "human problem" in 1972, just three years after he graduated with his master's in science education from Florida State. He was teaching science at a high school in Stoneham, Massachusetts and became concerned about the rampant drug use among young people. Many of the parents and teachers he encountered seemed unaware of the serious problem.

"Drugs hit the American scene and high schools almost overnight, and no one knew what they were. People

ervant

By Amber Smalley

had heard of marijuana and heroin, but nothing else ... All these drug groups came up overnight and no one knew what to do about it.”

When a group of teachers, administrators, parents and politicians in the town came together to do something about the drug use in their local high schools Scanlon was one of the first to volunteer. He became instrumental in establishing the Phoenix House, a drug treatment facility serving adolescents.

His desire to have a larger impact lead him to study for a master’s degree in counseling at Northeastern University in Massachusetts. It was when Scanlon decided to apply for doctoral programs in counseling psychology that Florida State reentered his life.

“I interviewed at many institutions across the country including Florida State. I really liked the program and the faculty were very approachable. Florida State seemed like a great fit for my doctorate.”

Scanlon’s mentor took him aside before he left for Tallahassee.

“When you begin your doc program everyone will be trying to pick the right professor and they’ll be drawn to the young popular guys – but don’t you do it. Wait a while before you choose. Wait until you really understand who has some longevity.”

Scanlon found just that in the late Harold Cottingham, professor and

head of the Counseling and Psychology program.

“He’d been through this so often and he could really mentor people,” Scanlon said.

“He wasn’t as exciting as others, but he was steady, encouraging and completely directive. He knew how to give you just enough room to express yourself and do what was interesting for you.”

Scanlon still appreciates how Cottingham helped him seamlessly form the rest of his dissertation committee.

“I was surprised to find how well everyone worked together,” Scanlon says. “I remember always hearing that it was a nightmare to find a good committee, but I didn’t have that experience.”

“I started to see the way people lived – the drug abuse...the poverty...it gave me a sense of humility.”

Scanlon grew to admire and respect Dr. Cottingham during his four years of doctoral studies and remained in contact until Cottingham’s death in 1981.

“It was ... a lot of work, but I always knew he would point the right direction. He always knew where I



was going. He was a mentor to me, and instructor, a guide.”

Before starting his Ph.D., Scanlon wanted to become a counselor specializing in substance abuse because of his experience working with drug-addicted youth. However, Florida State’s program helped him realize the need for a more diverse background and gave him the resources and techniques that were applicable to all age groups. It was this depth of training that provided him the ability to establish and direct a 30 million dollar human service agency.

“I think the most important aspect that distinguishes us from other agencies is that we work in natural settings - we go into clients homes. It’s more than just giving people access. When I visited their homes it changed me. I started to see the way people lived – the incredible magnitude of the drug abuse, the poverty and the violence that they lived in. It gave me a sense of humility.”

“South Bay has set a very high standard for advancing community-

based services that demonstrate real impact,” said Dennis Carman, president and CEO of the Greater Plymouth County United Way. “On a more personal note, I have always marveled at Dr. Scanlon’s quiet, gentle yet firm approach to solving community problems.”

“I think I’ve really been a tool more than a driver,” Scanlon said. “There are a lot of people here who work with incredibly compromised systems, individuals and families. I’ve been very fortunate to be a part of all that. I meet with people who have incredible clients who have incredible disadvantages – they’ve been traumatized, abused, neglected, they have major mental illnesses – a part of a system that doesn’t really serve their needs. And when I look at their accomplishments I can’t really claim that I’ve accomplished much. I’ve been around when a lot of really wonderful things have happened, but I can’t say, “I did this.”

Perhaps not, but certainly Scanlon has helped to empower people to make the choices that lead to healing and success in their lives. And for that, his College of Education family is extremely proud. ■

HAROLD F. COTTINGHAM COLLOQUIUM FOR PROFESSIONAL COUNSELORS AND PSYCHOLOGISTS

In 1958, Dr. Harold F. Cottingham became the founder and chair of the Department of Guidance and Counseling at The Florida State University. As one of the “Forty-Niners,” those young faculty who shaped the development of our current graduate research university out of the Florida State College for Women, Harold’s bold leadership laid the foundation for an academic unit that remains vibrant and strong today.

For years, faculty and alumni have sought to establish a new program and tradition that would honor the memory and legacy of “Dr. C” as the wellspring of training for more than a thousand professional counselors and psychologists. Such recognition is long overdue.

To honor this legacy, **Dr. Peter Scanlon helped establish the Harold F. Cottingham Memorial Fund** which will provide support for colloquia focused on professional development for professional counselors, psychologists and graduate students.

Fall 2011 marks the first Harold F. Cottingham Colloquium for Professional Counselors and Psychologists, hosted by the Program in Psychological Services and the Career Center at Florida State. Distinguished speakers include College of Education alumni, Dr. Peter Scanlon and Dr. Joel Gecht of Impact Solutions, Inc. in Cleveland, Ohio.

Alumni, friends, faculty, staff and students are invited to this event showcasing topics pertaining to successful innovative practice or research in psychological services.

One thing is certain: “the conviviality will be high.”

Monday, October 24, 2011

Center for Global and Multicultural Engagement Auditorium
Florida State University Campus

Light Breakfast at 9:00 a.m.
Program from 9:30 a.m. - 12:00 p.m.

Visit www.coe.fsu.edu/coeweek for more information.

How Bright Is The Future?

By Kate Campbell

Since 1997, the Florida Bright Futures Scholarship Program has provided academic scholarships to thousands of the state's highest-achieving high school seniors. Now, a Florida State University professor has received a major grant that will enable him to evaluate the effectiveness of the program.

Shouping Hu, a professor of higher education received a \$780,000, three-year grant from the U.S. Department of Education's Institute of Education Sciences. With it, he will lead a research study titled "State Merit Aid Program and Student College Choice and Success: Evaluating the Efficacy of Florida's Bright Futures Program."

"The grant cannot come at a better time," Hu said. "As a scholar who has long-standing interest in college access and student success in higher education, this grant will allow me to continue to do cutting-edge research in that direction and examine whether and how a high-profile state program can make a difference in student postsecondary educational opportunities."



Bright Futures Scholarships are awarded to Florida high school seniors who have demonstrated "academic merit" and who plan to attend a public college or university within the state. Hu said he is excited to begin evaluating the scholarship program and plans to hire several research assistants over the course of the grant.

"My project collaborator and I have laid out a concrete plan for the execution of the project and expected project outputs," he said. "We are confident that we will be able to generate most rigorous empirical evidence on the efficacy of the Bright Futures program on educational outcomes in individual students, the state and the country as a whole."

The Institute of Education Sciences works to improve education in the United States by funding top educational researchers nationwide who seek answers on what works for students. It also conducts evaluations of large-scale federal education programs and educational projects. ■

A Treasure for Teachers: One of Florida State's Own

By Emily Hudson

ALUM EXTRAORDINAIRE

Kelly Seay encountered a profession-defining philosophy while sitting in an FSU lecture hall. During a Reading in the Content Area class, Associate Professor Kathy Froelich said, "I teach children, not a subject." Seay says to this day Dr. Froelich's statement has helped her remain focused on the bigger and more important picture – Florida's children.

In September of 2010, Seay was appointed as the teacher liaison for the Florida Department of Education (FLDOE), an honorable position created by the Department in 2006 to strengthen and increase its communications with Florida's teachers.

"I have been afforded an amazing opportunity to assist teachers across the state. As a teacher, I know the everyday challenges and successes in the classroom, and I understand the concerns of educators," says Seay. "Through teamwork and partnership, we will build even greater communication between the local and state levels."

Seay graduated from Florida State with a master's degree in reading and language arts and has since dedicated more than 15 years to educating the minds of Florida's youth. She has been certified in elementary education, English for grades 6 – 12, Education of Students with Exceptionalities (ESE) for

K-12, and reading K-12. Seay also worked as an intensive reading teacher, head grant writer, training and education center representative, and speech coordinator during her tenure at Swift Creek Middle School (Tallahassee, Fla.). While at Swift Creek, Seay became recognized nationally for her work and was named a Featured Teacher by The Scholastics Teacher Publication for her role in “raising reading achievement rates in Florida.”

KEY COMMUNICATOR

“It came to my attention repeatedly while I was teaching that there seemed to be a disconnect between what information was being delineated to our school district and what information we were actually receiving,” says Seay. While tracking Senate Bill 6 on the Florida DOE website she came across a website titled “Just for Teachers” that aimed to provide easily accessible information to teachers. However, she also discovered that emails being sent from the site on behalf of the teacher liaison at the time were being forwarded to spam boxes; teachers were never receiving the information. When the teacher liaison moved away and the position became available, Seay immediately expressed interest.

Since the moment of her appointment, this proud College of Education alumna has been hard at work. Among her primary responsibilities are writing and distributing a monthly newsletter and hosting “Teacher Talk,” a monthly talk show produced by the Florida Knowledge Network. The program focuses on teachers’ innovations in and out of the classroom and is available to all school districts in the state of Florida via local cable and PBS channels, and as a webcast on the “Just for Teachers” website. Seay has also opened three social media networks sites to increase opportunities for communication. Teachers can now access “Just for Teachers” through Facebook, Twitter, and WordPress. In addition to these responsibilities, she consistently travels with Florida’s education commissioner and other educational leaders around the state to reach out to teachers and discuss the variety of issues they face every day.

EDUCATION ACTIVIST

Education legislation is crucial to the advancement of teachers and students in Florida. According to Seay, Senate Bill 736, which revises how instructional personnel and school administrators are evaluated and was signed into law by Governor Scott in March 2011, was a top priority for FLDOE. “One of the many positive parts of this legislation,” she says, “is that it will be phased in, giving Florida time to develop the right measurement tools in order to make the process fair for everyone.”

Additionally, Florida was named the recipient of the Race to the Top grant in August of 2010. The \$700 million federal grant secures funding for four years that could revitalize the educational system through assisting struggling schools, expanding technology systems and guaranteeing that every student has access to effective teachers and leaders. Seay serves on several Race to the Top committees to ensure the grant is being properly handled. The State has also established a relationship with the Partnership for Assessment of Readiness for College and Careers (PARCC) to make certain students graduate high school with the knowledge necessary to advance in today’s workplace.

Teacher Advocate Seay works diligently to reward teachers for their hard work; she sits on the interview committee that selects Florida’s Teachers of the Year for each district and spearheaded a teacher appreciation episode of “Teacher Talk.” “The show was billed to the teachers as a STEM (science, technology, engineering and math) workshop to be held at Walt Disney World Orlando. What the teachers did not know was that we had brought together 20 companies that produce educational products. The show was an “Oprah-style” giveaway of my favorite things. I had used most all of the products in my own classrooms over the years and it was very exciting to see their faces when they realized all they were getting. In total, over \$180,000 worth of free products were given to the teachers, some of the products were school-wide licenses,” says Seay. She also created a new program titled “Teachers Treasures” to further reward and highlight educators through a monthly contest featuring recipients on the “Just for Teachers” website, in the newsletter and on the television show.

Kelly Seay is a notable woman who strives to improve every aspect of the field of education. The schooling of the youth of tomorrow, improvement and betterment of communication, incorporating new classroom innovations and rewarding teachers are at the top of her list. “I am privileged to have a roll now where I can reach out beyond my classroom and have an impact on students all over Florida,” says Seay. “I am thoroughly enjoying my position at FLDOE and I look forward to the opening even more engaging communication lines with Florida’s great teachers.” ■

LINKS OF INTEREST

fldoe.org/justforteachers
facebook.com/EducationFL
twitter.com/teachersfl
teachersfl.wordpress.com/





Professor is at the Top of Her Game

By Emily Hudson

Valerie Shute, a professor of Educational Psychology and Learning Systems has received much attention for dabbling in video games, but don't be fooled; the conjured images of slack-jawed, glassy-eyed gamers simply do not apply. With her recent grants, article features, patents, publications, and teaching responsibilities, Shute has been busy and her efforts are helping to advance educational assessment and measurement on an international level. Here is a snapshot of her recent accomplishments:

Shute received a **\$600,000 Gates Foundation Grant** for her research project on Developing Stealth Assessments for Use in Digital Games. Shute's stealth assessment approach extracts game play data from players' log files and then uses that information to make inferences about the states of different competencies. For this project, Shute and

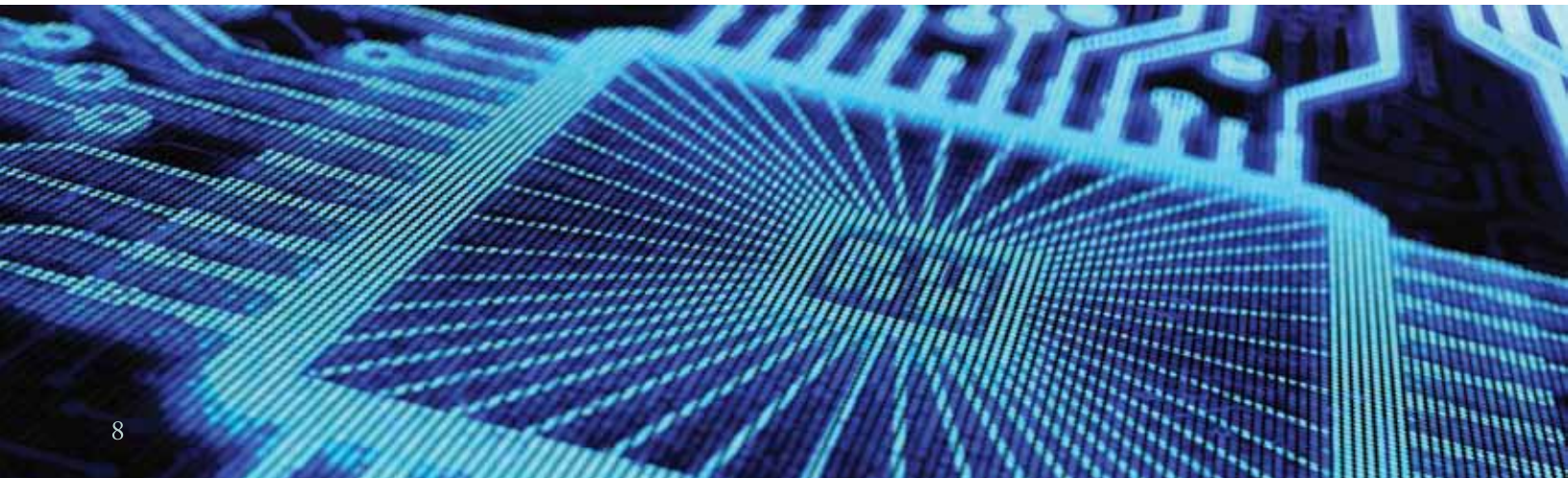
researchers will be assessing creativity, persistence and conceptual understanding of physics. "Embedded types of assessment are needed to properly assess 21st Century competencies. Students need to be assessed in engaging, situated environments (like digital games) rather than by having to fill in bubbles on a prepared test form. That's what we're developing and evaluating," says Shute.

"**The Chronicle of Higher Education**", an internationally recognized education journal, wrote an article on Shute in November 2010. "A 'Stealth Assessment' Turns to Video Games to Measure Thinking Skills" discusses Shute's research with stealth assessments in digital game play while displaying a nice profile of Shute and her innovative approaches of measuring different competencies.

Also in 2010, Shute received a **United States Patent** titled "Method and System for Designing Adaptive, Diagnostic Assessments." The patent was based on research Shute completed as part of a three year, \$399,999 National Science Foundation grant titled "ACED: Adaptive Content with Evidence-based Diagnosis." "The purpose of the project was to design, develop, and evaluate an Assessment for Learning (AfL) system for diverse students, using Algebra I content related to geometric sequences, which are successive numbers linked by a common ratio," says Shute. The dual foci of effectiveness and accessibility were the key features of this project.

Since 2010, **Shute has authored** more than 20 published papers, articles, book chapters and monographs. She also co-edited (with Betsy J. Becker) the book, "Innovative Assessment for the 21st Century: Supporting Educational Needs".

Shute currently teaches Theories of Learning and Cognition, Research Foundations: Literature Review, Inquiry and Measurement in Instructional System Design, and Trends and Issues in Instructional System Design. ■



Answering President Obama's Call to Improve Digital Learning

By Amber Smalley

It seems almost everything in our daily lives is going online – education is no exception. From the growing popularity of online college courses to virtual K-12 schools making their debut across the country, the unique skill of online instruction is one that many teachers must add to their arsenal. In summer 2011 the College of Education launched a certificate program to support teachers on the forefront of this growing trend.

The Blended and Online Learning and Teaching (BOLT) program includes four fully online courses designed to train K-12 teachers to apply principles of digital pedagogy and instructional design for e-learning, take advantage of available technologies and develop a comprehensive understanding of the impact and opportunities that their technology choices have on teaching and learning. The certificate program is open to current and future teachers and administrators, and is the only known program of its kind in the southeastern United States.

The National Education Technology Plan, released in November 2010 by the U.S. Department of Education and heralded by President Barack Obama, calls for an increased role for online learning in K-12 classes. It also directs education programs at institutions of higher learning to include online learning in their curricula.

“We were inspired by the President’s charge to improve digital learning and are proud to be in line with his vision to transform education,” says Pamela Carroll, associate dean of the College of Education and director of the BOLT program. “The virtual classroom can be very beneficial for students if instructors are adequately prepared to teach in this

unique learning environment.”

More and more virtual schools and virtual school experiences are being offered for students in elementary, middle, and high school settings today. One study estimates, that that by 2019, 50 percent of all high school courses will be delivered online whether in schools or at a distance (Christensen, Johnson, & Horn, 2010).

However, K-12 teachers are rarely prepared to teach in virtual or blended contexts. It is often difficult for a teacher who is accustomed to making decisions in a face-to-face setting to shift their instruction to an electronic space, adopt digital pedagogy and instructional design principles to e-content.

According to the results of the 2010 national survey of teachers already teaching online, 25 percent of brand new online teachers reported receiving no training – not even a workshop – and only 30 percent received some form

of professional development for online teaching from universities.

“Our goal is to offer a program that prepares K-12 teachers to effectively teach learners in blended and online environments,” says Dina Vyorkina, associate professor and director of the College’s Office of Information and Instructional Technologies. “School leaders, including principals, counselors, psychologists, and media specialists will also be encouraged to participate, since their roles will [also] be enhanced with this knowledge.”

The BOLT program was established as a collaborative effort between the College’s School of Teacher Education and its Department of Educational Leadership and Policy Studies. Courses offered in the online BOLT program can be taken as part of a regular graduate program of study, a certificate, or through enrollment as a part-time, non-degree-seeking student. ■

Visit coe.fsu.edu/BOLT.



Grant to Help Train Teachers of Students with Visual Impairments

By Barry Ray

With support from the U.S. Department of Education (DOE), a Florida State University education researcher is developing a program to increase the number of teachers possessing the highly specialized skills needed to work with students who are visually impaired.

Amy R. McKenzie, an assistant professor in FSU's School of Teacher Education, has been awarded a four-year, \$1.2 million grant from the DOE to address a "critical need" area in Florida: a shortage of teachers trained to work with visually impaired students ages 3 to 21 as they seek to gain access to the general educational curriculum.

"Teaching children with visual impairments is a very different process from teaching sighted children," McKenzie says. "For sighted children, vision provides a vital foundation for learning, for organizing and for synthesizing the events that make up the world. However, students with visual impairments don't learn as easily by observing their environment, so they require direct experiences with, and specific instruction about, their world.

"The experiential, hands-on, real-life activities that promote learning in youngsters with visual impairments require flexible learning environments with low student-teacher ratios," she says. "Recruiting teachers to meet these needs, and developing a rigorous evaluation system to ensure that students' needs are being met, are at the core of our program."

As the only university-based program of its type in the state, Florida State's Visual Disabilities Program is virtually alone in providing Florida's schools with teachers who possess the skills to work in the highly specialized field. In fact, the next



closest university to offer a program in visual impairments is the University of South Carolina, meaning much of the southeastern United States relies on FSU to help address critical shortages of teachers of students with visual impairments.

"This is a problem of national scope," says Sandra Lewis, a professor in Florida State's School of Teacher Education and director of the Visual Disabilities Program. "Florida State is one of only three universities in the entire United States that offers education for visually impaired students as an undergraduate degree. So both here in Florida and nationally, we're not keeping up with the demand created by attrition from teacher retirements and career changes, much less the increased

numbers of students in need of these services. Hopefully this grant will enable us to begin to turn the tide."

"It is our hope that this grant will result in an additional 27 teachers of students with visual impairments who have undergraduate degrees and 33 who have master's degrees as well as interdisciplinary training in other special education areas," McKenzie says.

In addition to the main FSU campus and the satellite campus in Miami, the Visual Disabilities Program prepares professionals to work with children with visual impairments at the University Partnership Center, located at St. Petersburg College in Seminole.

Since the Program in Visual Impairment was established in 1963, more than 800 individuals have completed certification requirements and/or received a degree in this manner. ■

With the DOE grant, McKenzie, Lewis and other affiliated faculty will pursue five key initiatives:

- **Undergraduate Teacher Preparation.** Florida State's on-campus teacher-preparation program for undergraduates will be reviewed and improved as necessary. In addition, the grant will enable the Visual Disabilities Program to continue offering a two-year course of study leading to a Bachelor of Science degree to a diverse population of undergraduates at the program's South Florida satellite campus in Miami. Miami-Dade County Public Schools will be a key collaborator in that effort.
- **Support of Interdisciplinary Graduate Teacher Preparation.** Graduate students participating in a proposed pre-service personnel program at FSU, the Miami satellite program or via distance education will be required to become a "master" at providing services within another discipline related to the needs of students with visual impairments. Specialized areas may include orientation and mobility, early childhood education services for young children with visual impairments, transition planning and services, or meeting the needs of students with visual impairments who have severe and profound disabilities.
- **Systemic Evaluation of Students and Graduates.** A rigorous evaluation system will be designed, field-tested and implemented to assess the knowledge and skills of FSU students seeking teacher certification in the area of visual impairments. The evaluation system will include the tracking of student learning during coursework, the use of knowledge and skills during practicum and student teaching experiences, and the tracking of program graduates' impact on K-12 student learning for five years.
- **Aggressive Recruitment Efforts.** A critical element of the grant is the inclusion of a systematic and aggressive recruitment plan designed to target incoming students attending community colleges in Florida that have large enrollments of students from underrepresented groups. The goal is to encourage their participation in the program through financial support.
- **Mentoring Program.** The project will improve the outcomes of the graduates of FSU's Visual Disabilities Program at both the undergraduate and graduate levels by continuing to develop and implement a mentoring program to support the future teachers throughout their training and during their first year of teaching.



GLOBAL

Impacting Education Around the World



Serving in Co

The Fulbright Experience

The majesty of an ancient temple silhouetted against a Cambodian sunrise; the bright smiles of native children; the hope and determination of a resilient people; these are but a few of the treasures **Enoch (Matt) Stanfill** carries with him from his experience as a Fulbright Scholar.

A doctoral candidate in the College of Education's Department of Educational Leadership and Policy Studies and one of ten Florida State recipients of a 2010-2011 Fulbright award, Stanfill recently returned home to the United States after a ten-month venture studying the perceptions of Cambodian teacher-trainers about quality teachers.

His reasons for choosing Cambodia as his host country were personal – his wife is a Cambodian-American and he has a vested interest in the Cambodian culture. Prior to his career at Florida State, Stanfill worked with a Cambodian community in Long Beach, California for fifteen years. He has studied Khmer, the official language of Cambodia, for over sixteen years. In 2008, Stanfill was selected as one of nine recipients of an Advanced Study of Khmer (ASK) scholarship to partake in a concentrated and thorough study of the Khmer language in Phnom Penh.

Merging his love for Cambodia with his passion for education as a Fulbright Scholar was a dream come true for Stanfill.

"I love everything about Cambodia – the people, the language, the food, the whole culture," said Stanfill. "As I began to study education my thoughts turned to Cambodia because of the vast devastation that occurred in the 1970s

and 1980s – the Khmer Rouge from 1974-1979 and civil war throughout much of the 1980s. Only now is Cambodia beginning to recover from that dark era and education is a powerful tool in many areas of human development."

Stanfill knew the purpose of his studies before he embarked on his journey. "I hope to develop a better personal understanding of Cambodia and the problems its education sector faces so I can bring these problems to light in an effort to make improvements," he said in a 2010 interview with Florida State.

Functioning in over 155 countries around the world, the Fulbright Scholar Program is overseen by the Council for International Exchange of Scholars, a division of the Institute of International Education. Scholars are given the opportunity to perform research, initiate communications, teach, study and address solutions to international issues.

"To me, being a Fulbright scholar means I was selected to represent my country and university as an ambassador to the people of Cambodia," Stanfill said. "The purpose of the Fulbright program is to build foreign relations and mutual understanding and I think my research represented that goal very well."

The Kingdom Of Cambodia

Cambodia is a country still in recovery from a difficult history filled with oppression and violence. "The Killing Fields," the 1984 Oscar-winning British film, aptly depicts a horrific episode of civil war in the 1970s when the Cambodian nationals fought against the tyrannical Khmer Rouge. In 1975, the Khmer Rouge regime took control of the country bringing forth a massive decline in the overall state of the country. Temples, libraries and anything considered to be Westernized was destroyed. The advancements and education of the citizens were seen as unacceptable and teachers were among the professionals that were targeted to be executed. Approximately one-third of the population

Cambodia

By Emily Hudson

was killed, in large part due to a genocide inflicted by this regime. The tumultuous events in Cambodia's history have understandably affected the basic infrastructure of its educational system.

In light of these struggles, the advancement of educational studies and education as a whole has been a chief priority for Stanfill and many others. "Cambodia has ranked in the bottom quartile in quality education rankings since 2004 and there are no indications of improvement based on the current evaluation system used by UNESCO," Stanfill said. "My project aims to understand the Cambodian conceptions of quality education and quality teachers so future methods of evaluation can be developed that utilize these conceptions and improve the quality of education in Cambodia."

PHOTO: TAJAI



Stanfill intensely studied and assessed Cambodia's teacher training system and interviewed administrators and teacher-trainers at three different sites. Through the gathering of this information, he was able to clearly define these individual's educational goals along with specific qualities they desire to find in successful educators.

His fluency and knowledge in the Khmer language furthered the ability for his research to receive full attention. All of the previous foreign researchers were in need of a translator to collect their data, which slowed them down. The familiarity with the language also allowed Stanfill to reflect on Khmer belief and passion. "Seeing the sun rise over Angkor Wat -- seeing the magnificence of that structure helps me better understand Khmer reverence for tradition," Stanfill said.

Looking Back, Moving Forward

"One of the things that impressed me most about Matt when he joined our program was his clear sense of purpose in contributing to educational development in Cambodia," Jeffrey Ayala Milligan, coordinator of the Educational Leadership and Policy Studies program and two-time Fulbright Senior Fellowship Recipient, said.

Stanfill's time in Cambodia left powerful impressions that will surely inspire future work in the ongoing educational development of the country. Though physically home now, Stanfill's mind is never far from the lush beauty of the Cambodian countryside, the interactions with the people and children, and the experience of the day-to-day living.

"Seeing the hustle that surrounds everyday life in Cambodia – from washing clothes by hand, to going to the market for food daily, to bargaining for a motor bike ride – it is amazing to see how this society functions 30 years after a gruesome genocide," Stanfill said.

There is a friendliness and openness of the society and culture of Cambodia that Stanfill appreciates.



Photo: CAMBODIA4KIDSORG

“I met wonderful people who have become great friends and who I hope to collaborate with on future projects.”

Stanfill is presenting all of his information and research in his dissertation, which he is slated to defend in the fall of 2011. After Stanfill completes his doctorate, he hopes to teach at an institute for higher education, focusing on philosophy education, multicultural education or international education development.

Stanfill would also like to use the skills and knowledge he has obtained to provide administrative or technical assistance to non-governmental organizations or International Aid organization in Cambodia. “I plan to explore future projects and funding sources to take me back to Cambodia frequently throughout my professional career as an educator,” Stanfill said.

Stanfill’s work with the educational system of Cambodia is making strides to assure the children of this country receive the best education possible and that the teachers of these

children have the accessibility and training to properly develop the minds of future generations.

“Stanfill’s training in Sociocultural and International Development Education (SIDES), his knowledge of the culture, and his mastery of the language ensure that he will be an important future contributor to our understanding of educational development in Cambodia,” Milligan said. ■

Photo: CAMBODIA4KIDSORG



MILLIGAN CONTINUES TO LEAD INTERNATIONAL DEVELOPMENT EFFORTS

Jeffrey Ayala Milligan, a professor in Educational Leadership and Policy Studies, was recently named center director at the Center for International Studies in Educational Research and Development (CISERD), one of six research and development centers under the umbrella of Florida State’s Learning Systems Institute (LSI).

CISERD focuses on improving teaching and learning across the globe, from Brazil to Zimbabwe, through educational research and development. The center works with international partners in government, universities, and non-governmental organizations to build capacity that will enable policy makers, researchers, and educators to sustain current projects and pursue future objectives.

Milligan previously served as co-principal investigator, now as principal investigator, for an LSI project that is part of the United States Agency for International Development’s (USAID) ambitious effort to decentralize basic education in Indonesia. As part of the project, Milligan and associate center director Flavia Ramos are working to increase the research capacity of universities in that country by training faculty and putting distance learning programs, previously available only in print format, online.

The USAID project will end in December of 2011, after six years of building relationships, gaining rich experiences and improving educational quality. Another door has recently opened in the form of a partnership between Florida State and Sebelas Maret University (UNS) to continue improving the quality of education in Indonesia. The agreement with this top Indonesia university includes plans to collaborate on research, student

exchanges, faculty teaching exchanges, and opportunities for UNS faculty to earn doctoral degrees from Florida State.

“This is going to be an incredible opportunity for faculty and students at Florida State who are interested in international development education to go there and get some actual, concrete experience in a developing country,” said Milligan. “There is much to learn from this dynamic country and its people, and the time is right for this partnership.”

In addition to the agreement with Sebelas Maret, Milligan has established student exchange agreements with Syiah Kuala University and the Institut Agama Islam Negeri Ar-Raniry in Aceh, as well as, a cooperative agreement with the DBE2 University Consortium, an organization of 16 Indonesian universities located all across the country.

GLOBAL

Impacting education around the world

Giving Back.

Peace Corps students give back while getting their degree.

By Nash McCutchen





In a world where war and devastation often dominate the headlines, it is easy to forget the existence of an equally strong but quiet battalion, an army of volunteers working with fervor and resolve to promote peace among all nations.

The Peace Corps celebrated its Golden Anniversary in March 2011, marking five decades of service to more than 139 countries and countless individuals. The Corps comprises persons from all walks of life who share a common passion to help enhance quality of lives and to meet the challenges inherent in an ever-changing world with viable, compassionate solutions.

The College of Education is proud to partner with the Peace Corps in preparing students to meet the educational needs of developing countries through its Peace Corps Master's International in Education (PCMI), which is jointly sponsored by the Department of Educational Leadership and Policy Studies and the School of Teacher Education and offered through the major in Sociocultural and International Development Education Studies (SIDES). Peace Corps Master's International in Education students major in one of four areas — English education, math education, science education or international education — and upon graduation are qualified for teaching and administrative positions in both U.S. and international school systems.

The most significant and exciting aspect of PCMI is that students need not complete their degree before giving back. In fact, making a difference is an integral part of their education. After taking a full year of core courses in teaching methods and international education, PCMI students embark on a 27-month stint as Peace Corp educational volunteers in one of more than 70 host countries. Upon fulfillment of their service, they

return to Florida State for one more semester to complete their degree.

“Our [PCMI] program offers students who aspire to teach in developing countries and to help make “Education For All” a reality throughout the world the opportunity to gain valuable international experience and to give service in some of the places where it is most needed,” said Peter Easton, SIDES program coordinator and an associate professor of educational leadership and policy studies. “Students complete their overseas work and their degree marvelously equipped to play leadership roles in strengthening international understanding.”



Not only do PCMI students gain valuable experience in the field, they receive core training from education faculty who also served as Peace Corp volunteers.

Jeffrey Ayala Milligan, a professor of educational leadership and policy studies who founded PCMI in 2008, trained high school English teachers in the Southern Philippines during the mid-80s. He describes his time with the Peace Corps as being the catalyst for his teaching career and research interests; he

also met his wife during his service.

“Everything that is important to me really began with that experience,” said Milligan in a 2008 interview with FSU Headlines.

Easton also volunteered with the Corps in The Republic of Niger and ended up extending his service well beyond the traditional two years.

“I spent eight years in my country of assignment,” said Easton. “The first three in the Peace Corps (I added on an extra year at the end of the ordinary two-year service) and the subsequent five as a technical assistant to the Nigerien government for design and conduct of rural agricultural cooperative management training programs.”

Both Milligan and Easton are strong supporters of the Peace Corps mission and work to align the PCMI curriculum accordingly. They stress that students are not only ambassadors for their nation but carry with them the good names of their University and College.

“The [PCMI] program creates for the College of Education a live linkage with schools and students throughout the developing world and raises its profile among institutions of higher education in a new century that will only be increasingly ‘global,’” said Easton.

While advances in technology and social media have bridged the distance between countries significantly, there is still much to be said for rolling up one’s shirtsleeves and setting foot on the soil of another land. The Peace Corps Master’s International in Education allows the world to become the classroom and gives students the opportunity to positively impact the lives of others while forging the path of their own.

Florida State also offers the Peace Corps Master’s Internationalist through the Department of Urban and Regional Planning in the College of Social Sciences and Public Policy. To learn more, visit coss.fsu.edu.

Photos Courtesy of Peter Easton



Student PERSPECTIVES

"My choice to attend FSU was based on the PCMI program. The ... program offered the perfect mix of academic research and practical application with the Peace Corps experience. I know that I will be able to apply what I learned in the classroom this past year during my Peace Corps service in South Africa. I look forward to using the skills I acquired during my coursework and experiencing the daily realities of international development education."

Abby Sprau

currently serving her Peace Corp assignment in the Republic of South Africa.

"My time [in the PCMI program] was amazing; it provided me with teaching experience but also a learning experience like none other. I learned not just about development and education around the world but I was also given the opportunity to reflect about how I fit in the world. At the moment, I am preparing myself to become a teacher trainer for the Peace Corps in Colombia. I'm looking forward to immersing my self in the rich Colombian culture and applying many of the concepts and skills that I learned in the SIDES program."

Victor Kasper

currently preparing to serve his Peace Corp assignment in the Republic of Colombia.



History

Established:

March 1, 1961 by President John F. Kennedy

Americans who have served: 200,000+

Host countries served to date: 139

Today

Current Host countries: 77

Volunteers and trainees:

60% female, 40% male

Average volunteer age: 28

Volunteer Education:

90% have at least an undergraduate degree

Program Sectors

Education: 37%

Health and HIV/AIDS: 22%

Business and ICT: 14%

Environment: 13%

Youth Development: 5%

Other: 5%

Agriculture: 4%

Where Volunteers Serve

Africa: 37%

Latin America: 24%

Eastern Europe/Central Asia: 21%

Asia: 7%

The Caribbean: 5%

North Africa/Middle East: 4%

Pacific Islands: 3%

To Be a Volunteer

Length of service is 27 months, which includes an average of ten weeks of in-country training and 24 months of volunteer service.

Applications are accepted on a rolling basis. The application process averages 9–12 months.

The minimum age for Peace Corps service is 18; there is no upper age limit. Volunteers must be U.S. citizens.

Teaching Democracy in Romania

By Amber Smalley

Teaching democratic values and the importance of civic responsibility is not a priority in the Romanian education system. So many of the schools cling to an outdated education model that leaves many students disinterested in the concept of democracy. One College of Education faculty member traveled across the globe to teach a group of extraordinary high school teachers that it takes more than simply reading a textbook to get young people excited about learning the importance of civic responsibility and democratic values.

Kathy Froelich, an associate in English education, received a call last fall that allowed her an amazing opportunity to impact the lives of Romanian teachers and K-12 students. The call came from her former student, Erin Crowe, whom Froelich had not heard from since having her in a “Literacy Across the Content Area” course three years earlier. Crowe, a social science graduate who took the course as an elective, is now the program director for the Florida Law Related Education Association.

“I thoroughly enjoyed having Erin in my literacy class because she was always generating such dynamic discussion,” said Froelich. “It was gratifying to see a student take literacy strategies and apply them to social science concepts.”

It was in early 2010 when Crowe submitted a proposal to the U.S. Embassy in Romania to develop a course that would teach high school English language teachers how to incorporate civics and democratic values into their curriculum. The proposal was accepted. It was then that Crowe reached out to Froelich, offering the opportunity to teach the literacy component of the “Teaching Democratic Values through English” professional development course.

“What do I say to these teachers whose base salary has been cut by as much as 35 percent?” Froelich responded to Crowe. “When their utility bills average 200 dollars a month and their salaries average 400 to 600 dollars, how do you say that what we are bringing to you is so important?”

Crowe reminded Froelich of the impact her literacy course, including the young adult novel, “The Giver” by Lois Lowry, had on her own views of democracy. The book is about a seemingly utopian society that gradually reveals to be more and more dystopian. The main character is a child named Jonas, who soon realizes his society has relinquished too much. The story continues with the society struggling to retain a sense of independence. Froelich and Crowe decided to infuse democratic values into the professional development course using the same novel as the focal point of their teaching.

Almost 65 teachers read “The Giver” during the five-day course held at Bacau University’s center for professional development last November. Some drove as far as 100 kilometers to the city of Bacau to participate in the course.



“The teachers were very receptive to the transactive model we taught, even though this was a model they had never used before,” said Froelich. “They were used to a transmission model, where the teacher stands up, tells [students] what to think, and then they write it down.”

Using the transactive model of teaching, Froelich and Crowe utilized jigsaw groups, inside/outside circles, poster sessions and small groups to teach the course.

“We were thrilled that the teachers enjoyed and embraced our philosophy of how to teach,” said Froelich. “One teacher came in on the last day of the course and told me this experience had changed her life. That was very rewarding.”

Froelich went to Romania intending to help shape teaching and practice, and left with a new sense of gratitude and appreciation for the country’s K-12 teachers.

“Before I left Romania, I thanked those 65 teachers for their service, their dedication and their commitment to the next generation – the generation that may be able to break out of the ennui – that persistent feeling that nothing will ever get better,” said Froelich.

“In Romania where the best and the brightest are leaving, these teachers are staying and trying to make whatever inroads they can.” ■

SITTING DOWN *on the* JOB

COE alumnus brings sitting volleyball to the national forefront

By Nash McCutchen

Master Sergeant Ed O'Neil



Photo: USA Volleyball

O'Neil entered a new battle on the court, and as he took a seat for his country the crowd rose to their feet.

For COE alumnus **Elliot Blake**, such inspiring scenarios are common, though he never tires of witnessing them. As the Sitting Volleyball Coordinator for USA Volleyball, Blake plays a central role in making them happen through identifying, recruiting, and training athletes such as Sergeant O'Neil to play on the national team.

Digging Deep

Elliot Blake lives for volleyball. He plays it, coaches it, studies it and advocates for it. It was his love for the sport that brought him to Florida State to study with volleyball coaching legend Cecile Reynaud.

"I had a lot of respect and admiration for Dr. Reynaud," he recalled. "She is such a superstar within the volleyball world, there was no way that I was going to pass on an opportunity to learn from her."

Blake graduated from FSU in 2007 with a master's degree in Sport Management and a drive to work with volleyball in any capacity possible.

"Volleyball is my true passion, my true sport. I played growing up and have coached high school and college. So after I got my master's I just wanted to work for USA Volleyball, and it didn't matter to me in what role the position would be."

As if in answer to his hopes, USA Volleyball and the University of Central Oklahoma (UCO) entered a partnership in 2008 to create the first full-time position devoted to sitting volleyball. Both the men's and women's national sitting volleyball teams were already hosted at UCO, an Olympic and Paralympic training site, and this

new position would spearhead the sport's grassroots advancement across the country while identifying and recruiting athletes to the teams. The responsibilities required someone who was both skilled and knowledgeable in volleyball, and a qualified administrator. For Blake — the recent sport management graduate and V'ball devotee — it was a perfect fit.

Currently, Blake serves the sport as the sitting volleyball coordinator for UCO and USA Volleyball, as well as the recruitment coordinator for other Paralympic Sports at UCO. These roles afford him the opportunity to travel the country coaching at Paralympic military sports camps, instructing "Train the Trainer" clinics at Warrior Transition Units on American bases, preparing Armed Forces teams competing at the annual Warrior Games, and facilitating clinics for community sports programs, junior volleyball clubs, and collegiate intramurals programs and club teams.

Recruited athletes can receive training at UCO through regular camps, training sessions and as resident athletes. The resident program is geared to athletes who have reached the level of skill necessary to train for a position on the national teams. For athletes new to sitting volleyball Blake developed "A2", an intensive, high-performance training program that teaches technique and strategy and prepares participants for the resident program. Blake also conducts daily training sessions for new athletes living on or near the campus who wish to obtain resident status.

Currently, there are 12 men and women in the resident program at UCO and that number will likely increase as more athletes join "A2". The U.S. Paralympics recently awarded Blake a second grant that will continue funding injured military athletes within the A2 program, adding further to the resident

Instant Replay

In March 2010 volleyball players and enthusiasts from across the country gathered in Denver, Col. for the Colorado Crossroads Junior National Qualifier. Eighty-five volleyball courts filled the Colorado Convention Center and spectators milled about from game to game. As the thump of strong arms meeting soft leather reverberated through the arena, cheers began to swell from a lone, unique court tucked amongst the others. This court was smaller, had a lower net, and featured athletes who were sitting rather than standing. On this day, on this unobtrusive court, Master Sergeant Ed O'Neil was making his sitting volleyball debut for Team USA against Brazil. Curious fans moved in to get a glimpse as the details of his story began to spread. In May 2008, while serving with the U.S. Army Special Forces in Iraq, Sergeant O'Neil lost his leg when his vehicle was struck by an IED, killing one soldier and seriously injuring another. Less than two years later



Photo: USA Volleyball

when they make contact with the ball. The fourth and final difference is that players are allowed to block or attack the serve, whereas in standing volleyball they have to receive it ...”

Because sitting volleyball is played as part of the Paralympic Games, all athletes on the U.S. national teams have a physical disability such as an amputation, birth defect resulting in limb deficiency, or significant loss of flexibility or muscular strength due to injury. Blake is quick to point out, however, that sitting volleyball should not be labeled strictly as a disabled sport — more than half of the sitting players in one European country are able-bodied — and certainly not for the faint of heart.

“Sitting volleyball players are the same as standing players, they want to be pushed just as hard and deserve the same effort from a coach,” said Blake. “In terms of play and

Photo: USA Volleyball

technique, everything is the same ... sitting volleyball can actually be a tremendous practice for standing because it is faster and a lot more reactionary which forces players to read the game better.”

In fact, sitting volleyball players must acquire the challenging skill of moving on the ground at lightning speed.

“For the most part, we grow up learning to catch with our hands in front of us, arms extended, reaching for a ball while our feet are running,” Blake explains. “But in sitting volleyball you have to keep your hands on the ground so you can move in any direction. This requires retraining of the mind. Our athletes who grew up in a wheelchair or disabled who are used to moving on the floor do laps around able-bodied athletes who thought they could keep up.”

In his efforts to promote the sport to local communities, Blake pursues all athletes, able-bodied and injured alike. His view, and that of USA Volleyball, is that sitting volleyball is a sport, period; everyone is encouraged to play.

athlete pipeline.

Between hosting and coaching camps, administering training programs and instructing at military units, Blake’s schedule can be hectic but the rewards are extraordinary; one of Blake’s first recruits was named the 2010 Player of the Year for USA Volleyball’s Men’s Sitting Volleyball Team. That recruit was Master Sergeant Ed O’Neil.

Bump. Set. Spike.

Sitting Volleyball was created in the Netherlands in 1956 to help rehabilitate WWII veterans. It became an official sport of the Paralympic Games twenty years later. Sitting volleyball follows most of the same rules as the standing version with the court size, net height and body-floor contact regulations adjusted appropriately to fit the participants. The speed, intensity and athleticism of the two games remain remarkably similar.

“We only consider that there are four key modifications between standing and sitting,” said Blake. “The first is the court dimensions are about 1/3 the size of the standing court. Secondly, the net height is slightly taller than a tennis net. The third is that some small portion of the players’ “bottom” — defined as the area from the buttocks to the shoulders — must be touching the ground





Photo: USA Volleyball

We feel that more disabled athletes would have the opportunity to play the sport if they have their friends or family members play with them.”

Net Results

According to Blake, although sitting volleyball has an established history overseas it did not begin to catch on in America until 1992 when the first U.S. national team was sent to the Paralympic Games in Barcelona. With active club programs in The United Kingdom, The Netherlands, Germany, Turkey, Poland and more, foreign national teams have an advantage over the U.S. as they play year round in club matches with each other. On the other hand, U.S. teams must travel across the ocean to find comparable competition.

This leads to Blake’s second responsibility—directing a grass roots effort to promote the sport across the country. He frequently visits community volleyball clubs and helps them incorporate sitting teams into their programs. Even establishing one sitting team can have a tremendous impact on a disabled youth athlete looking for a competitive outlet.

“Some of the larger club programs in the United States have up to 20 teams. So the model that we suggest is that one team plays sitting volleyball once a week. With so many teams, that can total 20 weeks of play for a disabled child.”

As he works to build the sport at the club level in America, Blake also helps to establish the national team’s reputation across the globe. In 2010 he served as the Competition Director for the Sitting Volleyball World Championships held by the World Organization Volleyball for the Disabled and hosted at UCO. The competition brought 33 teams from 24 countries competing for qualifying bids to the 2012 London Paralympic Games. The U.S. Women’s National Sitting Team won the silver medal, earning their bid. The men’s team placed tenth overall and will have another chance to qualify at the Guadalajara Para Pan American games in November 2011.

More recently, Blake was selected to the three-member delegation representing the U.S. Olympic Committee at the 51st International Olympic Academy for Young Participants in Olympia, Greece (July 2011). Through this role, he hopes to encourage the recognition and importance of disabled sports and promote full inclusion for all athletes.

Courtside Education

For many the volleyball court, gridiron, baseball diamond, soccer field or other sports arenas may not immediately come to mind as venues where education takes place. It is easy to overlook the cultivation of mind, body and spirit that can occur outside the classroom. But College of Education alums cast a wide net with their influence. Although some roles may not be traditional, their passion and enthusiasm for

imparting knowledge for the betterment of individuals and collective communities is to be recognized and applauded.

Whether in the classroom or on the court, COE graduates such as Elliot Blake are leaving their mark, and making us proud. ■



If you, a family member, friend, or someone you know lives with a physical disability and has an interest in pursuing disabled sports and needs guidance, Elliot Blake would love to hear from you. Please contact him directly at jblake1@uco.edu.

usavolleyball.org

usparalympics.org

ucowellnesscenter.com



Alumni *and* Friends

At the College of Education, we believe that the relationships formed within our halls are just as important as skills learned and knowledge gained.

It is our alumni and friends who carry the torch for education and serve as our shining example throughout the world. You are our education family and we are extremely proud of all you have and will continue to accomplish.

We hope that you will keep us informed of all you are doing and visit us as often as you can. For more information on upcoming College of Education news and events, please visit coe.fsu.edu/alumni

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INVESTIGATIVE

Conducting Research that Makes a Difference



The Art of Finance

In April 2011, the “International Journal of Sport Management” published an article co-written by **Michael Mondello**, professor of sport management in the College of Education. “Issues, Challenges, and the State of Fundraising: Insights from Today’s Sport and Non-Sport Practitioners” inspects fundraising within the development profession and offers to assist those in this field to successfully acquire future contributions in an organized fashion.

Lack of research on this matter and a desire to help prompted Mondello and colleagues to conduct this study. “Because there was no previous research examining the specific challenges facing fundraisers for both sport and non-sport organizations, we wanted to interview these professionals,” said Mondello. “All of the previous scholarly literature examining fundraising and sport has focused on college sports and specifically the connection between on the field success and dollars raised.”

Thirty-four in-depth interviews occurred with sport and non-sport fundraisers. Of the thirty-four interviewed, five were employed by for-profit organizations and twenty-nine worked for non-profit organizations. Fourteen were sport related (recreational sports, college sports, professional sports) and twenty were non-related sport participants.

The interviews were structured with seven questions with specific inquiry regarding fundraisers’ demographics, organizational structure, experience and specific challenges. After reviewing and assessing the participant responses, Mondello found that fundraisers face four distinct challenges: 1) lack of available resources, 2) competition, 3) awareness or community education,



and 4) targeting. With these obstacles now identified, those in the field can work to find solutions that will allow their programs to develop and advance.

“The field of fundraising has undergone significant growth over the last decade, where many of today’s fundraisers received no formal training. Currently, there are several universities with dedicated programs with philanthropy as a choice of major,” said Mondello.

The Florida State University is among the list of universities offering classes in philanthropy. Mondello teaches a graduate fundraising course in the Sport Management Program. The college has always had a proactive and successful fundraising program.

“I think both FSU and the Seminole Boosters have several built in advantages over many non-profit organizations. 1) There is already an awareness of the University and athletic program on national and international levels. 2) Alumni, Boosters, and sports fans are already connected to FSU and their passions are often very strong,” said Mondello.

The Seminole Boosters have been noted as one of the leading collegiate athletic fundraising programs in the nation. The organization reports over \$10 million in annual fund and \$15 million in capital gifts per year. The Seminole Boosters Scholarship Endowment has almost \$26 million under management. All around campus, students, game day visitors and alumni can see the Boosters’ involvement. Game day parking, logos, licensing concessions and construction of athletic programs are among some of the areas the Seminole Boosters are involved with.

In addition to the article in the “International Journal of Sport Management,” Modello’s writings and research can be found in the “Journal of Sports Economics,” “Economic Development Quarterly,” “International Journal of Sport Finance” and “Journal of Sport Management.” ■

ndraising

By Emily Hudson

RESEARCHERS AND SCHOOLTEACHERS TEAM UP FOR WEB-BASED MATH AND SCIENCE INSTRUCTION

A doctor records his patients' symptoms on a tiny laptop computer, receiving instant, expert feedback for his diagnosis. A police officer gets a suspect's rap sheet in minutes, thanks to the cruiser-installed computer connecting her to critical public safety data. Even the cashier at the fast-food joint uses a high-tech system to process your order of burger and fries.

Yet the work of most teachers looks much the same as it did decades ago. Can technology transform teaching in the same way it has other key professions?

It can – and will, thanks to a \$2.5 million grant from the National Science Foundation (NSF) to Florida State University's Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM). The grant will fund the creation of an electronic performance support system that will save teachers considerable time, money and duplication of effort. Dubbed iCPALMS, it will feature a powerful portal linking teachers across the nation to online tools for planning and implementing instruction. Based on adopted standards governing what students must learn, these tools will, in turn, connect educators with thousands of existing resources for teaching math and science, making this an innovative system like no other.

The three-year project will pool the expertise and resources of several groups. First are researchers at the Learning Systems Institute, home of FCR-STEM and the Partnerships Advancing Library Media (PALM) Center, whose researchers have decades of experience in technologies designed to improve learning and performance. Second is the NSF's National Science Digital Library (NSDL), an online repository of free resources for science, technology, engineering, and math education and research. Lastly, but by no means an afterthought, are state educators who will help design and test-drive the new system. Teachers, school librarians and principals from the Brevard, Duval

and Seminole County school districts and the Panhandle Area Educational Consortium are critical partners in the project.

Statewide and nationally, teaching standards have changed – and will continue to change. This has required teachers to alter how they do business, but without providing much support. iCPALMS is designed to meet teachers' needs as standards and classrooms evolve. Having educators on board from the ground up will be key to the project's success, said Laura Lang, principal investigator on the grant and a former teacher and principal.



“This is not a top-down approach,” said Lang, director of the Learning Systems Institute and an associate professor in Florida State's Department of Educational Leadership and Policy Studies. “We've been inspired by our work with teachers and principals over the years. This whole project is designed around their expressed needs.”

How will the system work? Say you're a sixth-grade science teacher from Jacksonville charting out the year based on benchmarks and standards spelled out by the state. Using the portal, you plan your curriculum, scheduling instruction and assessment in a few clicks, pulling in relevant

resources along the way. Mid-November comes along, when you're scheduled to teach students a specific scientific benchmark on ways to differentiate among radiation, conduction and convection. Now the portal conveniently recommends recently added resources – news feeds, videos, activities and more – aligned specifically to that benchmark and reviewed for quality and relevance by math and science specialists and educators.

iCPALMS is also designed to end the isolation many teachers have long worked in by building online peer communities that encourage collaboration. Teachers not only provide feedback on the resources



they use but can also submit resources they themselves develop, making iCPALMS an ever-growing system that evolves with the times.

Now under construction, the portal will be available to Florida educators in fall 2012. A cadre of teachers will be trained to use the portal, and to pass that training along to their peers. Because the portal will use a widget-based platform, similar to the popular iGoogle, users will be able to customize the layout, design and content.

Kathryn LeRoy, chief academic officer with Duval County Public Schools, said she is eager to get started. iCPALMS will allow her district's teachers to hone their curricula like never before – in no small part because they will help shape the tool.

“They’re at the forefront, they’re in the classrooms,” LeRoy said. “They know specifically what their needs are.”

The current grant focuses on Florida teachers during the initial development. But developers foresee expanding iCPALMS into a system that can be used, and customized, by teachers across the country. For the current grant, resources will be aligned not only with Florida teaching standards, but also with the Common Core State Standards already adopted by most states, including Florida. Standards for the 21st-Century Learner, used by school librarians, will also be integrated into the system.

In addition to Lang, other FSU faculty and staff on the iCPALMS grant are Marcia Mardis, assistant professor in the School of Library and Information Studies and co-principal investigator; Rabieh Razzouk, associate director of the Learning Systems Institute and co-principal investigator; Nancy Everhart, associate professor at the School of Library and Information Studies and co-investigator; and Danielle Sherdan, Learning Systems Institute science specialist, co-investigator and project manager. ■

FSU President Emeritus Creates New Research Center, Initiates Major Study

By Emily Hudson

T.K. Wetherell, president emeritus and professor in the College of Education, established a research center in the fall of 2010. The Center for Higher Education Research, Teaching and Innovation (CHERTI) was created to promote scholarly research among higher education administration, specifically Florida's community college and state university systems.

"Florida State University's College of Education has long been one of the nation's most progressive public graduate research schools in the field of higher education, especially as it relates to the community college system and the evolving state college system in Florida and nationally," Wetherell said. "This center will afford FSU the opportunity to continue to fulfill its mission as a leader in higher education."

Wetherell's name goes hand in hand with higher education in the state of Florida. From 2003 to 2009, he served as the president of Florida State. His tenure at the university brought the opening of the medical school, noteworthy improvements in student academic performance and retention, and developmental construction around campus. Prior to his administration at FSU, Wetherell was president of Tallahassee Community College from 1995 to 2001 and worked as president of the Independent Colleges and Universities of Florida (ICUF), an association that organizes educational opportunities for Florida's private colleges. Wetherell also served in the Florida House of Representative from 1980 until 1992; two of those years as House Speaker. His passion, commitment and extensive experience regarding educational reform and policy will bring vast knowledge to CHERTI.

"The next few years are going to be especially stressful for colleges and universities considering the economic conditions," he said. "I hope the Center will be able to assist in finding solutions to these and other challenges."



Wetherell intends to encourage scholarship in all areas affecting the higher education community. Studies and research by the center will include: community projects, competitive research projects, data analysis, distance learning, fellowships and grants.

"As a graduate of the College of Education and a benefactor of its faculty's dedication to the advancement of public education and opportunities for research, assistantships, internships and other options for students, especially at the graduate level, this is a personal opportunity for me to give back to a college that gave me so much," Wetherell said.

CHERTI is already making a difference. In 2011, a major study was initiated that will examine the factors which limit the ability

of community college students to transfer to four-year universities and successfully earn a bachelor's degree.

David A. Tandberg, assistant professor of higher education at FSU, will be the lead researcher in the study and Wetherell will provide supervision and contribute his insight and knowledge. Professor Shouping Hu, Assistant Professor Brad Cox and Mohamed Barakat, a graduate research assistant, will join Tandberg in assisting with the research and investigation. Tandberg noted that the study will require significant data collection, statistical analysis and interviews with students and higher education institutions administration and faculty.

"Florida State has always been recognized as one of the most receptive public graduate research universities in the nation that welcomes community college transfers," Wetherell said. "This study will help by providing actual data that will be useful to all universities and community colleges in making decisions relative to community college students. The center (CHERTI) is pleased to be able to help a new faculty member develop this research project, which have implications for the university and nationally."

To learn more information about CHERTI and the work the center is doing, please visit: cherti.fsu.edu. ■

FSU Higher Education Faculty Member Leads Research ‘Boot Camp’

By Amber Smalley



Tamara Bertrand Jones, assistant professor of higher education, co-chaired the fourth biennial Sisters of the Academy (SOTA) Research Boot Camp hosted at the Florida State University College of Education. The boot camp was an intense, seven-day program designed to help doctoral students and junior scholars of color develop sound research agendas.

During the boot camp, senior scholars, statisticians and theorists facilitated workshops to help doctoral students conceptualize and design components of their dissertations, including research hypotheses, literature review, instrumentation, methodology and data analysis. These senior scholars also assisted junior scholars in the development of manuscripts for publication.

In addition to the research component, each participant was linked with a mentor. Each doctoral student and junior scholar left the boot camp with a tangible product — either a solid draft of a dissertation proposal, draft dissertation chapters or completed manuscripts.

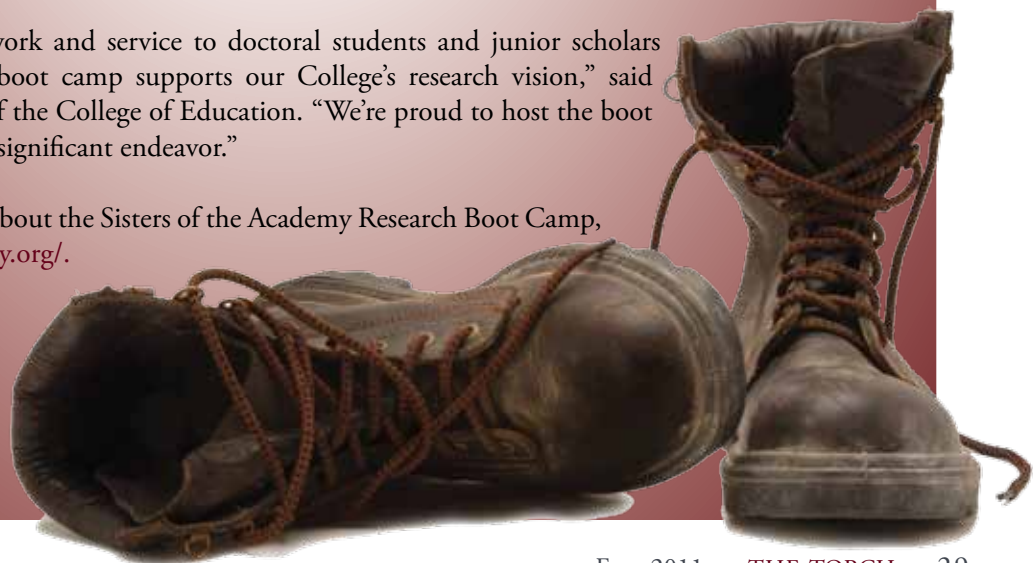
“The environment created at the boot camp provided a safe space to address knowledge gaps, feelings of isolation and alienation in situations where they are

the only face of color, and discusses the implications of race and gender in the academy,” Bertrand Jones said.

Bertrand Jones is one of seven Florida State alumnae founders of Sisters of the Academy, the national 10-year-old organization coordinating the boot camp. The organization aims to create an educational network of black women in higher education to foster success in the areas of teaching, scholarly inquiry and service to the community. Bertrand Jones currently serves as the professional development chair for the organization.

“Dr. Bertrand Jones’ work and service to doctoral students and junior scholars through this research boot camp supports our College’s research vision,” said Marcy Driscoll, dean of the College of Education. “We’re proud to host the boot camp and assist in this significant endeavor.”

For more information about the Sisters of the Academy Research Boot Camp, visit sistersoftheacademy.org/.



Collaborative Grant will Bring Effective Practices to Low-Performing High Schools

By Nash McCutchen



While reforms enacted over the past three decades have proven successful in some schools, transferring those reforms to others has been challenging, and many students continue to fall behind.

Education policy experts at The Florida State University are collaborating with researchers from Vanderbilt University, the University of Wisconsin-Madison, and the Education Development Center on a \$13.6 million grant to help improve high school performance in Florida and Texas.

“Underperformance in high school is a persistent problem with extraordinary economic and educational consequences,” said Marcy P. Driscoll, dean of the College of Education. “The policy expertise within the College of Education will contribute greatly to ensuring that all students not only graduate, but have the skills necessary to enter college or the work force.”

Lora Cohen-Vogel, former associate professor of educational leadership and policy studies at the College Education, led the FSU research team while at Florida State.

Said Cohen-Vogel, “Today’s high schools have discouragingly low rates of student retention and learning, particularly among students from traditionally low-performing groups: minorities, low-income students and English language learners.”

In fact, gaps between black and Hispanic 17-year-olds and their white counterparts can exceed up to three years of learning. Gaps are wider still between native English speakers and English language learners.

Funded by the U.S. Department of Education, the National Research and Development Center on Scaling Up Effective Schools will work to bring tested practices to some of Texas’ and Florida’s lowest-performing high schools. Researchers will partner with district and school leaders and teachers from two large public school systems — the Dallas Independent School District and Broward County Public Schools — on the five-year initiative.

The center’s work will focus on identifying the combination of essential components and the programs, processes and policies that make some high schools in large urban districts particularly effective. Effectiveness will be measured using value-added models to identify high schools that improve student achievement in English/language arts, mathematics and science achievement; reduce the likelihood that students drop out before graduation; and increase enrollment in advanced courses among traditionally low-performing student subgroups.

But, according to Cohen-Vogel, being able to identify the essential components of high school effectiveness is only the first step toward realizing meaningful school improvement.

“Just as important,” Cohen-Vogel said, “is implementing the combination of practices through which the components can be sustained and transferred to less-effective schools.”

For nearly three decades, researchers and educators have worked to understand what makes some schools effective and others less so, said Stacey Rutledge, an associate professor in the College of Education and co-investigator on the project. Rutledge noted that while progress has been made in developing that understanding, less is known about how to replicate successful programs across a range of schools.

“The new center will help us to solve that puzzle, so promising models can be brought to more students,” Rutledge said.

Beyond developing methods to identify effective and ineffective high schools, the Florida State team visits schools, administers surveys and observes classrooms. In fall 2010, Rutledge, Cohen-Vogel, co-investigators (see below) and a cadre of FSU graduate students began the project, which will total more than 60 weeks in Broward County high schools working with educators to design interventions and professional development that will make it easier for teachers and school leaders to support and sustain student success.

The Florida State University team draws on expertise from across two colleges: Education and Social Sciences and Public Policy. Led by Lora Cohen-Vogel (now at the University of North Carolina at Chapel Hill), co-investigators include Tammy Kolbe, Patrice Iatarola and Stacey Rutledge, from the College of Education’s Department of Educational Leadership and Policy Studies, and Tim Sass of the Department of Economics (College of Social Sciences and Public Policy). Team members from other research organizations are Marisa Cannata, Ellen Goldring, Joe Murphy, center director Tom Smith and Matt Springer from Vanderbilt University; Dan Bolt and Rob Meyer from the University of Wisconsin-Madison; and Cheryl King, Maria-Paz B. Avery and Barbara Miller of the Education Development Center.



Engaging Labs Teach Real Science

Remember that frog you dissected in high school, following a detailed set of directions? Or filling out a data table as you watched your teacher demonstrate the gas laws? Well, forget all that. Because if Victor Sampson has his way, those old-fashioned labs will become a thing of the past.

To be clear, Sampson, an assistant professor at Florida State's College of Education and FSU-Teach, has no problem with science laboratories. In fact, he loves science so much he taught it to high school students for eight years and now focuses his research on science education. He doesn't want to do away with science labs – just reinvent them. Because the way most classrooms run science labs, he said, just doesn't work.

“Laboratory work is traditionally not very conducive to student learning,” said Sampson. “There’s a lot of research out there that says that students don’t pick up much from it at all. They don’t learn much content, they don’t learn much about the nature of science ... and they don’t develop many skills at the different practices of science.”

Sampson thinks he may have the solution, and the U.S. Department of Education is behind him. Its research arm, the Institute of Education Sciences, provided \$1 million to the Florida Center for Research in Science, Technology, Engineering and Mathematics to study Sampson's idea – what he calls Argument Driven Inquiry (ADI). The “argument” part doesn't mean Sampson wants to pick a fight. Rather, he wants students in labs to think, collaborate, communicate, disagree, be skeptical, debate, make mistakes, reflect on those mistakes and try again.

In other words, he is not interested in teaching students just the facts of science, but also the process of science – what he calls science proficiency. He wants to show students how science is really done: It's a much more creative, active, collaborative and, he would argue, compelling process than what they've been used to. Although Florida educational standards now require schools to teach the nature of science, many teachers don't know how. ADI, Sampson said, can help.

“The principle behind ADI is to make lab investigations or lab work more authentic,” Sampson said. “And what we mean by “authentic” is engaging students in the practice of science: designing investigations, communicating results, engaging in argumentation, writing, engaging in peer review. All of these things are fundamental practices of science that you'll see researchers engaging in all of the time.”

Sampson's team has partnered with science teachers at Florida State

University Schools (FSUS) to test and refine this approach, and recently completed the first year of the three-year project. Over the course of that year, middle and high school students participated in 16 labs exploring in depth several “big ideas” of science, including cell division, DNA structure and macroevolution. In the labs, which last for several class periods, student teams work their way through an eight-step process to explore each topic.

First, the teams are given a question and tools with which to investigate that question. They then must decide how to approach it, collect data, craft arguments based on that data, present findings to other groups, write up results and evaluate the work of other teams. This intense process challenges students to think and shifts the teacher's role from lecturer to facilitator.

Melanie Hester, an FSUS teacher with 17 years under her belt, said the new labs pushed students outside their comfort zones. “It required much more thinking on the forefront, from their perspective, than in the past, so they were very uncomfortable with that,” said Hester, who was named a District Teacher of the Year in 2007. “It was a lot of, ‘Well, is this right? Is this what is supposed to happen?’ And I would just look at them and go, ‘I don't know: You tell me.’”

Sampson said the project encourages kids to question each other – something they normally don't get to do in class.

“We're doing things that are not often seen in science education research,” he said. “We're getting a complex picture of what students are learning over the course of a year and the impact that the instructional model we're using has on that. It's pretty cool stuff.” ■



Florida State Awarded \$26 Million to Help Children Better Understand What They Read



More than a dozen Florida State University reading experts have been awarded a total of \$26 million to help solve one of education's most pressing, impenetrable problems: why some students may be able to decipher words on a page, yet still struggle to comprehend them.

The money, awarded to the Florida Center for Reading Research (FCRR), is part of a nationwide, five-year initiative by the Institute of Education Sciences, the research arm of the U.S. Department of Education. Dubbed Reading for Understanding, the initiative has allotted \$100 million to six projects involving 130 researchers from an array of institutions who will examine reading comprehension in students from pre-K through high school.

Florida State professors are participating in three of these projects. The largest is a \$20 million grant led by Christopher Lonigan and Carol Connor, professor and associate professor, respectively, in psychology. They are heading a team of 10 Florida State faculty members across three colleges to study the challenges faced by pre-K and elementary readers.

"The fact that Florida State was awarded a federal grant of this size and is playing a key role in two others is testament to the university's depth in the field as well as the international reputation of the Florida Center for Reading Research," said Florida State President Eric Barron. "Our researchers are playing a vital role in the nation's quest to improve students' reading comprehension — a skill that is essential for future success in school, work and society."

In addition to the \$20 million grant to FSU, two other faculty members have been awarded Reading for Understanding subcontracts from other partners. Barbara Foorman, the Francis Eppes Professor of

Education and director of the FCRR, was awarded a \$4.5 million grant to develop reading comprehension assessments in collaboration with the Educational Testing Service in Princeton, N.J. And Jeanne Wanzek, an assistant professor in the College of Education, was awarded a \$1.5 million grant to study middle- and high-school readers in collaboration with four universities in Texas.

Lonigan, associate director at the FCRR, said researchers and educators have devoted much of their time over the past three decades to "decoding" — teaching students to translate print into words. Although important progress has been made in this critical area, it is not the only factor related to actually understanding what one reads.

"As a field, we do not know why it is so difficult to improve students' comprehension," Lonigan said. "This is what we hope to figure out."

To discover how to turn good readers into good "comprehenders," Lonigan's team will look beyond the usual suspects.





Barbara Foorman, Francis Eppes Professor of Education and director of the FCRR

“Everybody kept rehashing, ‘It’s got to be vocabulary, background knowledge, morphological awareness,’” Connor said. “And they’re likely candidates. But there have to be other factors.”

The project team, boasting expertise from a variety of fields, is designed to bring fresh ideas to the fore. In addition to conducting basic research in high-poverty schools across North Florida, the team will develop instructional activities and professional development that will make it easier for teachers to put the study’s findings into practice in the classroom.

While Lonigan and Connor’s project focuses on students’ early years, Wanzek will tackle adolescents, whose ongoing struggles to understand what they read hinder them in all academic subjects.

“The content that they’re expected to learn at those grade levels can be very challenging,” Wanzek said. “It can be almost like a foreign language to them.” In fact, only about 30 percent of ninth graders nationwide are reading at grade level expectations, she said. Although

most are reading, they’re not reading critically, failing to interact with text in a way that would allow them to really grasp it. “That requires a different skill,” said Wanzek, “and that’s the skill we haven’t fully tapped into in our field yet.”

In order to teach a student appropriate skills, teachers need a precise measure of his or her reading abilities. That’s why Foorman’s research is a critical part of the Reading for Understanding strategy. With psychology professors Richard Wagner and Chris Schatschneider and FCRR researcher Yaacov Petscher, all co-primary investigators on the grant, she will design a new generation of assessments. Tools currently in use, said Foorman, don’t accurately evaluate a child’s abilities, particularly if they are significantly above or below grade level.

Foorman will begin by “testing the tests” — isolating the best predictors of reading comprehension in existing assessments, then using them to build new assessments that will set aside the multiple-choice questions in favor of an interactive method that challenges students to think about what they read.

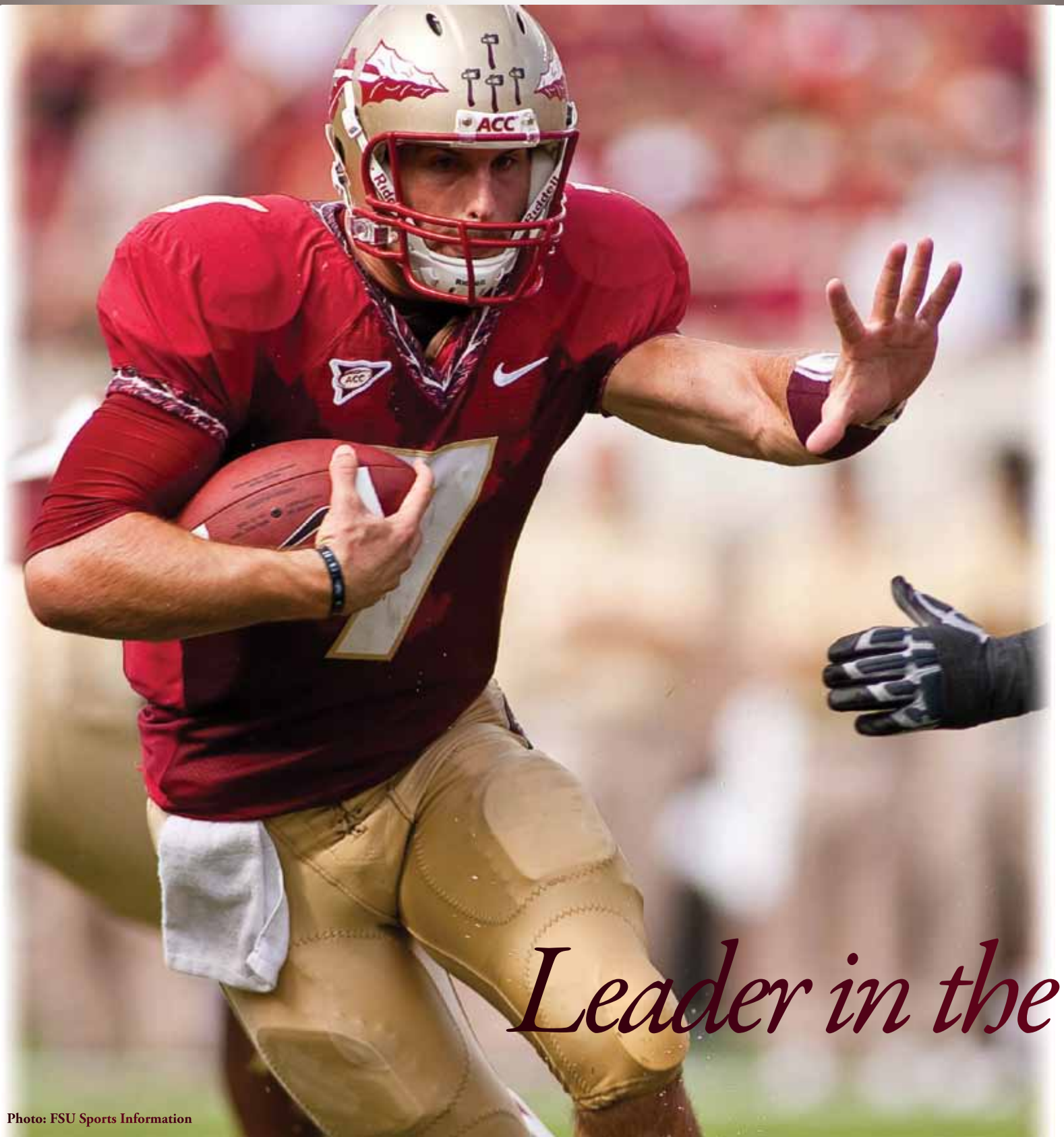
Why take such an approach? “Because,” said Foorman, “reading for understanding is problem solving.”

The co-investigators on Lonigan and Connor’s project on pre-K and elementary readers are Stephanie Al Otaiba and Young-Suk Kim (School of Teacher Education); Beth Phillips (Educational Psychology and Learning Systems); Michael Kaschak, Christopher Schatschneider and Richard Wagner (Department of Psychology in the College of Arts and Sciences); Kenn Apel and Shurita Thomas-Tate (College of Communication and Information); and Ralph Radach (University of Wuppertal, Germany). ■



INSPIRED

Profiles in Student Leadership



Leader in the



Photo: FSU Sports Information

You may know him best as #7, the gifted Noles quarterback who was picked 12th overall by the Minnesota Vikings in round one of the 2011 NFL Draft. While his accomplishments on the gridiron are noteworthy and we will cheer him on as he dons the purple and gold, we know another side of Christian Ponder that is equally impressive.

Ponder, a graduate of the Program in Sport Management, is an advocate for saving lives and demonstrated his leadership off the field by founding Red Cross 'Noles. The student group is affiliated with the American Red Cross and strives to promote its mission to "improve the overall quality of human life through disaster relief programs, firstaid courses, community outreach projects, communication with American Troops and much more" on Florida State's campus and within the Tallahassee community.

Being prepared when disaster strikes is a central tenet of the American Red Cross and becoming certified in CPR

is one of the most basic and potentially life-saving skills an individual can acquire. In November 2010, Ponder and his Red Cross 'Noles teamed up with the American Red Cross to host the first-ever Super CPR Day on the Florida State campus. The goal of the event was to equip members of the Florida State and Tallahassee communities to be prepared in emergency situations. More than 300 people assembled at Dick Howser stadium to receive training in the basics of CPR and, after training, were given the opportunity to take the CPR certification exam— a step that Ponder believes is essential.

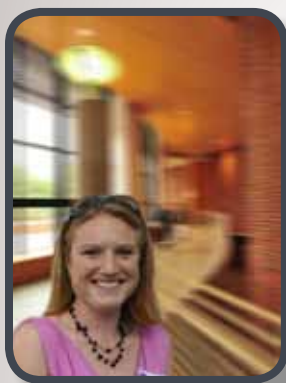
"... It really can come in handy and you can really save a life and you never know when a situation like this can occur," Ponder said. "I think it's important for everyone to be certified and know what they're doing."

While Christian Ponder certainly knows how to survive on the field of play, his leadership and initiative in founding Red Cross 'Noles may prove to have more far-reaching influence in the game of life. ■

Game of Life

By Nash McCutchen

GRADUATE STUDENT HONORED BY ASSOCIATION FOR THE BLIND AND VISUALLY IMPAIRED



College of Education graduate student, **Catherine (Kitty) Greeley-Bennett**, earned the gold medal spot and a free registration to the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) International Conference (2010) with the submission, "Play Behaviors in Children with Visual Impairments." Greeley-Bennett was praised by judges for providing an extremely comprehensive description of her observational study.

"Winning the award allowed me to attend the AER International Conference where I met and re-connected with many leaders in the field of visual impairment. Meeting so many passionate and loyal leaders in the field has inspired me to pursue my doctorate with confidence and enthusiasm," said Greeley-Bennett.

The mission of AER is to support professionals who provide education and rehabilitation services to people with visual impairments, offering professional development opportunities, publications and public advocacy.

Greeley-Bennett was also honored recently with a fellowship, funded by the National Leadership Consortium in Sensory Disabilities (NLCSD), that supports her doctoral studies at FSU for the next four years.

"I am honored to have been selected for this fellowship and am most excited about getting to return to FSU to study and work with the faculty in the College of Education and Visual Disabilities programs," she said.

Greeley-Bennett grew up observing her mother, a teacher of children with visual impairments and an early interventionist, at work at a preschool for the visually impaired and visiting with families in their homes. She earned a Bachelor of Science in special education (with emphases in visual disabilities and early childhood special education) from Vanderbilt University (Tenn.) in 2007. The following year she returned to FSU where she earned her Master of Science in visual disabilities and became a certified Orientation and Mobility Specialist (COMS) through the Academy for Certification of Vision Rehabilitation and Education Professionals. Since 2008, she has been working at the Children's Center for the Visually Impaired in Kansas City, Missouri. In this position she teaches students ages 2 through 21, works as an itinerant COMS and home-based service provider, and is active in curriculum development for the Center.

COURTING

Jennifer Hyde, head coach for FSU women's tennis, is no stranger to success. Hailed as one of the most influential coaches Florida State women's tennis has ever seen, Hyde has led the Lady 'Noles to their first-ever appearances at the NCAA Sweet 16 and ITA Indoor Championships. Under her leadership a 'Nole (Francesca Segarelli) was named ACC Freshman of the Year and the team has consistently been ranked in the top 20 in the nation.

This year, Hyde wrapped up her seventh season with another win under her belt, though it had nothing to do with rackets and fuzzy yellow balls. In May 2011, Hyde graduated with her master's degree in sport management. While most students spend their final weeks of class in the library or computer lab, Hyde finished her assignments and prepared for exams amid the frenzy of a successful ACC Championship



G SUCCESS

tournament that catapulted her team to #11 in the country. According to sport management faculty member and former FSU head women's volleyball coach Cecile Reynaud, Hyde "worked really hard [completing her] degree and was an outstanding student."

Hyde now joins the throngs of exceptional COE alumni who inspire greatness and lead for the future. Though her master's degree might not be as shiny as the "trophies" she has accumulated as a coach, we think it is a well-deserved honor worthy of a place on her mantel.



GRADUATE'S CAREER IS OFF TO A STRONG START



Jose Paco Fiallos, who recently acquired his master's degree in English education, is one of only two recipients of the Early Career Teacher of Color Award of Distinction from the National Council of Teachers of English (NCTE).

"Winning the award is only confirmation that the work and studies I am doing are important and that I must continue with them," Fiallos said.

The award provides early career teachers of color a national forum for professional collaboration and development by attending and presenting at two NCTE conventions. Fiallos will be fully funded by NCTE to attend the convention sessions.

Fiallos plans to take advantage of the access to new professional connections in his field by further developing his knowledge and experience as an educator. He notes that receiving the award is an honor and meaningful for a number of reasons.

"As the population becomes more and more diverse, students will need matching diversity from their educators and the content of their coursework," he said.

Fiallos was born in Columbus, Ohio, but spent most of his childhood in Homestead, Fla. He received his Bachelor of Arts degree in English with a concentration in creative writing from Florida State. For the past six years he has taught English and creative writing at Lincoln High School (Tallahassee, Fla.).

It is impressive enough that Fiallos completed another year teaching, earned a Master of Science in English education (also from FSU), and received an award of distinction from NCTE; but a more important milestone was reached when he and his wife recently welcomed their first child into the world. All in all, we'd say it has been a great year!

ENGAGED

Events and Philanthropy



Pictured from left: Moscovici, Teitler, Scanlon, Lovell.

THE FLORIDA STATE UNIVERSITY
COLLEGE of EDUCATION



DISTINGUISHED ALUMNI AWARDS

Each year the College of Education recognizes outstanding alumni who have distinguished themselves through scholarly, creative and humanitarian achievement and service to their profession.

Candidates for the annual Distinguished Alumni Awards were nominated by their peers in three categories: Business and Industry, K-12 Education, and Postsecondary Systems. From the pool of nominees, a fourth alum was chosen as the College's Distinguished Educator, the highest honor within the awards system. Winners were selected by an esteemed committee of College of Education Emeritus Faculty.

The 2010-2011 Distinguished Alumni were honored at a dinner during the 2010 Homecoming festivities. The celebration was attended by College administrators, faculty and staff, and the nominators and families of the winners. ■

Distinguished Educator

**HEDY MOSCOVICI,
PH.D.**
SCIENCE EDUCATION, 1994

Hedy Moscovici is a professor in the Division of Teacher Education and director of the Center for Science Teacher Education at California State University, Dominguez Hills in Carson, Calif. Since graduating from Florida State, Moscovici has actively published in top-tier research journals. Her research interests focus on the dynamics of power and critical pedagogy in science and mathematics education situated in urban learning environments. Moscovici serves on the editorial boards of two premier journals: "Journal of Research in Science Teaching" and the teacher education section of "Science Education," and is a board member of the Association for Science Teacher Education, where she chairs the equity committee. In addition, Moscovici served as a strand coordinator in teacher education for two years with the National Association for Research in Science Teaching.

Business and Industry

**PETER SCANLON,
PH.D.**
COUNSELING AND HUMAN
SYSTEMS, 1979

Peter Scanlon received his master's and doctoral degrees in counseling from Florida State University in 1971 and 1979, and has since then provided leadership in encouraging the self-sufficiency of disadvantaged people through community-based behavioral healthcare. While at Florida State he served as teaching fellow, held a research grant and was appointed to a faculty position in the Counseling Psychology Department. Scanlon returned to Boston to direct the Counseling Center of Stonehill College and later served as chief psychologist and clinical director at Hallgarth Institute, a community mental health clinic. A licensed psychologist, Scanlon founded South Bay Mental Health in 1986, which has grown to a \$30 million corporation employing 700 and serving 29,000 clients a year.

Read more about Peter Scanlon's important work on page 2.

Postsecondary Systems

**CHERYL
LOVELL, PH.D.**
HIGHER EDUCATION, 1990

Cheryl Lovell is the chief academic officer (CAO) for the state of Colorado with the Department of Higher Education where she is responsible for all academic and student affairs policy issues for all public, private and proprietary institutions in the state. Lovell is also a professor of higher education in the Morgridge College of Education at the University of Denver (DU) in Denver, Co., where she most recently served as associate dean. In her capacity as associate dean, Lovell was responsible for overseeing academic administration including faculty development, curriculum and program development, and strategic planning. Prior to her work at DU, Lovell served as the staff associate for research at the National Center for Higher Education Management Systems working on a variety of state and federal higher education policy issues. A renown speaker on the administration of college student affairs, Lovell has conducted numerous workshops and made hundreds of presentations to professional associations across the globe.

Elementary or Secondary Schools

**MARLENE Z.
TEITLER, B.S.**
ELEMENTARY EDUCATION,
1977

Along with her Bachelor of Science in elementary education from Florida State, Marlene Teitler received a master's in educational technology from Barry University (Fla.). During her 33-year career with Miami-Dade County Public Schools she has specialized in the ESOL program and was instrumental in securing a \$90,000 technology grant for her school to purchase computers, printers, and software. Teitler's experience at Florida State not only defined her profession but has also shaped her life and that of her own children, both of whom attended Florida State University.

Goodbye Andrew

In March 2011, the College of Education bade farewell to long-time Director of Development, Andrew Watkins. Andrew served in this position for seven years and was an integral member of the dean's leadership team, an advocate for higher education and student success, a friendly and energetic colleague, and a trustworthy, knowledgeable partner to our donors and friends. Under his direction, support for the College increased exponentially and important initiatives such as FSU-Teach and Mode L. Stone Professorships were funded. Andrew will continue working for the greater good of Florida State University as the assistant dean of development for the College of Business. Though he will be missed, we wish Andrew all the best and look forward to keeping in touch through Florida State's philanthropic community.

The College of Education's development program remains in excellent hands under

the new direction of Assistant Dean for Development Courtney Stombock. Courtney comes to the College from Southern Scholarship Foundation where, since 2007, she served as chief development officer. In that role, she was responsible for all fundraising activities including the design and implementation of a multistep annual development plan, major gift fundraising, Board of Directors fundraising management and worked closely with the organization president. Prior to that position, she worked with the College as a senior annual giving development officer at the FSU Foundation. Other fundraising experience includes call center supervisor for RuffaloCODY at Mississippi State University from which she graduated and development director for The Lattner School in Richardson, Texas.

The College of Education is excited to have Courtney on board where her



expertise and experience will be invaluable to our thriving program. She continues the tradition of personal, informed, and supportive interaction with alumni, friends and all education constituents that has become a trademark of our relationships. We welcome Courtney to the COE family!



Welcome Courtney

Dear Alumni and Friends,

It is with great honor and pleasure that I introduce myself as your new partner in supporting the College of Education and all its superior programs, students and faculty. Educators are present in every walk of life — from the Kindergarten teacher to the community literacy advocate to the career counselor to the athletic coach to the military training specialist — and each one of them is in the position to effect positive change in our communities that strengthen all of our prospects for the future. That is why I am delighted to spearhead the building of resources that will help train tomorrow's leading educators. There are many ways to support our College, be it through donations, networking, volunteering, mentoring and more, and I look forward to working with each one of you as we ensure that the rich heritage you have built continues to prosper for years to come.

Go Noles!

A handwritten signature in black ink, appearing to read 'C. Stombock', written in a cursive style.

Courtney Stombock

Celebrating Education in the Crescent City

Each year faculty, staff and students from the College of Education participate in the American Education Research Association's (AERA) Annual Meeting. In addition to the presentations, sessions, collaborations and meetings, a highlight of the weekend is always the alumni reception hosted by the College of Education, and this year was no exception.

Dean Marcy Driscoll along with faculty, students and staff of the College gathered with alumni and friends at Broussard's Restaurant in New Orleans, La. where the AERA Annual Meeting was held. The event was a huge success due in part to the Dean's new initiative to open the reception to all FSU alumni currently living in the greater New Orleans area. This added a unique and refreshing dynamic that allowed the College of Education family to reconnect with each other while building new and renewing old relationships with the FSU community as a whole.

The 2012 AERA Annual Meeting will take place in Vancouver, British Columbia, Canada, April 13 -17. This is sure to be a fantastic event in a beautiful setting and we hope you will mark your calendars to attend. The reception will be held on **Sunday, April 15th at 6 p.m. at the Bill Reid of Northwest Coast Art, 639 Hornby Street Vancouver, BC.** Check our website early next year for more details. We hope to see you there!



If you attended the event in New Orleans and have pictures or stories to share, please email them to the COE Office of Communications and Alumni Relations: education.communications@fsu.edu



AERA Presentations

The FSU College of Education is a consistent, active presence at AERA Annual Meetings. Research by faculty and students is featured in numerous presentations and both are frequent participants in sessions and leadership meetings. To see a listing of this year's presentations and sessions by the College visit coe.fsu.edu/Research.



Dean Driscoll Launches “COE Week”

By Nash McCutchen

Since taking the deanship in 2005, **Marcy P. Driscoll** has made it a point to unite the College of Education family through collaboration and celebration. She values the work being done in all units and believes it is important that everyone has a chance to showcase their talents.

“Ours is the third largest college on campus, and with over 40 programs and units, the expertise of our faculty and alumni covers the gamut in educational instruction and research,” said Driscoll.

This presents faculty, students, alumni and administrators with the unique opportunity to partner across disciplines to create truly innovative opportunities. It can also pose a challenge to keep each other up-to-date on what is new in each respective area.

“There is such an abundance of academic and service activity occurring each day, and I believe it is imperative to showcase our efforts – not only externally, but internally, – whenever possible,” Driscoll said.

In 2007, Dean Driscoll established the Dean’s Symposium, an annual event that brings together educational researchers and scholars, state policy-makers, school administrators, teachers and teacher educators, agency officials, and Florida

State faculty and students to discuss educational issues of critical importance to our state and the nation.

In 2009, she and the College’s Council on Research in Education (CORE) partnered with COE Distinguished Educator and FSU Grad Made Good, Marvalene Hughes, to create the Marvalene Hughes Research in Education Symposium. Held in conjunction with the annual spring faculty meeting, the event allows faculty and students to share current research projects.

This year, the dean hopes to expand these past successes into an entire week with the launch of “COE Week”, six days dedicated to celebrating the College of Education.

“COE Week will lead up to FSU’s Parents’ Weekend,” said Driscoll. “In this way, we hope to attract alumni, parents and friends back to the College and engage our entire College of Education community in a variety of fun, intellectually stimulating and celebratory activities.”

“...There is such an abundance of academic and service activity occurring each day, and I believe it is imperative to showcase our efforts...”

The week will kick-off with the annual Dean’s Symposium and culminate in a pre-game tailgate on the beautiful grounds of the Mode L. Stone building before the FSU vs. NC State football game. Another notable event includes the Distinguished Alumni Awards Banquet honoring our most esteemed alumni and students.

“I am confident that COE Week will offer something for everyone. From lectures to technology showcases to ice cream socials, we will be presenting the very best of what we have to offer,” said Driscoll. “We could not be more excited about our accomplishments and we look forward to a grand celebration.”



Tentative Schedule of Events

Monday, October 24

Dean's Symposium
Harold F. Cottingham Colloquium for Professional Counselors and Psychologists

Tuesday, October 25

Faculty and Staff Appreciation Ice Cream Social

Wednesday, October 26

Technology Showcase

Thursday, October 27

International Day (hosted by COE Student Ambassadors)

Friday, October 28

Florida Council for the Social Studies Panel Discussion
COE Development Council Meeting
COE Distinguished Alumni Awards Banquet (ticketed event)

Saturday, October 29

COE Tailgate (3 hours prior to kickoff)
FSU vs. NC State, Doak Campbell Stadium

For more information about specific events, please visit
coe.fsu.edu/COEWEEK





College of Education Tailgate 2010

Live band, great food, and fabulous friends. What could go wrong? Absolutely nothing! The first annual College of Education Tailgate was a huge success and we are already looking forward to this year's celebration.

Blustery winds and cool temperatures were no match for the enthusiasm shown by College of Education faculty, staff, alumni, students, donors and their families as they socialized with friends old and new and dined on a classic southern spread of fried chicken and shrimp, coleslaw, New Orleans dirty rice, and cheese grits. Young Noles were equally entertained with a Bounce House, High-Striker and cooler full of kid-friendly drinks.

During the festivities, student scholarship recipients and the donors who so generously fund their awards were recognized by the dean, as were

the 2010-2011 Distinguished Alumni. A keepsake program listing scholarship awards, winners and donors were given to all participants.

The perfect location, in the front courtyard of the Mode L. Stone Building, provided attendees with convenient parking, a short walk to the stadium, and the chance to tour the beautiful new College of Education home. All in all, it was a win for everyone!

We hope you will join us October 29, 2011 for our second installment of this grand tradition-in-the-making as

we cheer the Noles on to victory against NC State during Parents' Weekend and the first annual COE Week festivities.

Details for the 2011 College of Education Tailgate are posted on our website: coe.fsu.edu/coeweek



BENCHMARKS

Faculty and Staff Achievements

Educational Leadership And Policy Studies

Joseph Beckham, Allen Tucker Professor of Educational Leadership and Policy was recognized by the University as a 2011 Outstanding Graduate Mentor.



Joseph Beckham



Brad Cox

Brad Cox was awarded a \$153,000 grant from the TG Foundation for his project “Linking Institutional Policy to Student Success: A Pilot Study.” In addition, one of Cox’s research presentations that explored how first-year students learn and the effect of various faculty attitudes on behaviors of both students and professors was featured in an article by “Inside Higher Education.”

Kathy Guthrie was awarded with a Faculty Seminole Award, an honor given to Florida State faculty and staff members who are responsible for major contributions to the University through service to students, have an exemplary attitude toward students, are enthusiastic about working with students, and who extend themselves to help students. This award is based on service beyond the responsibilities of their job description, teaching, and research. Guthrie also received the Outstanding Contribution to Student Affairs Award for Region III (the southeastern United States) from NASPA – Student Affairs Administrators in Higher Education. The association bestows this award on individuals who have made a contribution to the student affairs profession in three areas: the development of professionals, research and publication, and active involvement with professional organizations.



Kathy Guthrie



Carolyn Herrington

Carolyn Herrington served as the Founding Chair of the American Educational Research Association Ethics Committee. The Association, with over 22,000 members, is the largest learned society composed of researchers in the area of education. Under her leadership, the Association completed a Code of Ethics that constitutes a fully revised set of principles to guide educational researchers in the conduct of research. The Code of Ethics establishes a set of principles to guide educational researchers in the conduct of research that is ethically sound and professionally responsible. Herrington was invited to present the committee’s work at the British Educational Research Association last year and this year will share the committee’s work at the World Educational Research Association in Taiwan.

Shouping Hu was awarded a \$14,000 “Committee on Faculty Research Support” Grant. The Florida State Council on Research and Creativity (CRC) administers several grant programs to support the development of research and creative endeavors by faculty members. Hu was also honored as a 2009 Outstanding Reviewer for Educational Evaluation and Policy Analysis at the American Educational Research Association (AERA) publications committee reception at the 2010 AERA annual meeting in Denver.



Shouping Hu

BENCHMARKS

Faculty achievements



Bob Schwartz

Bob Schwartz received a “Partners with Purpose” award from the Florida State University Division of Student Affairs. Schwarz was nominated for the honor by the FSU Office of the Vice President.

David Tandberg was invited by the Institute for Higher Education Policy and the Lumina Foundation for Education to serve as a Young Academic Fellow. In this role he will review research and help shape higher education research and policy landscapes.



David Tandberg

Educational Psychology and Learning Systems



Betsy Jane Becker



Alysia Roehrig



Allan Jeong



Russell Almond

Betsy Jane Becker and **Valerie Shute** are editors of the recently published “Innovative Assessment for the 21st Century.” Contributors to the book include the following EPLS faculty members: **Russell Almond**, **Allan Jeong** and **Alysia Roehrig**. The book is the result of the 2008 Dean’s Symposium series – “Assessment for the 21st Century” – that allowed researchers to collaborate on how to effectively and efficiently integrate appropriate assessment and instruction to improve student learning and education in general.

Deborah Ebener received a “Partners with Purpose” award from the Florida State University Division of Student Affairs. FSU’s Student Disability Resource Center (SDRC) nominated Ebener for her contributions through research, service and teaching projects.



Deborah Ebener



David Eccles

David Eccles and his team of researchers at the FSU Learning Systems Institute developed Financial Fitness materials that have been adopted by several institutions including, most recently, Iowa State University.

Robert Resier co-authored and edited the third edition of “Trends and Issues in Instructional Design and Technology,” the second edition of which received outstanding book awards from three major professional associations. The book was published in April 2011 by Pearson.



Robert Resier



Tristan Johnston

Tristan Johnston received a \$25,000 grant from the Office of Naval Research (ONR), to develop a conceptual prototype for assessing the cognitive readiness of teams trained to tackle specific missions: Do individuals on the team possess the skills to accomplish their assigned tasks, and does the team as a whole have what it takes to cooperate, communicate and get the job done?

Steven Pfeiffer's work in the area of giftedness was cited by author Po Bronson in his bestselling work "NurtureShock," a highly acclaimed book about child development. In addition, Pfeiffer was one of only two Americans asked to serve as guest speaker and workshop leader at an International Congress on Creativity and Innovation held in Manaus-Amazonas, Brazil in summer 2011. Pfeiffer addressed the early identification of high ability children and how to develop leadership in children and youth.



Steven Pfeiffer



James P. Sampson

James P. Sampson was a keynote speaker at the November 2010 Institute of Career Guidance Annual Career Summit in Belfast, Ireland. The summit explored the fast-changing 'digital age' and what it means for high-quality high-impact careers service provision for young people and adults in the United Kingdom.

Sport Management

In January, **The Department of Sport Management** successfully hosted the 2011 M. Dianne Murphy Distinguished Lecture featuring Nora Lynn Finch Associate Commissioner, Atlantic Coast Conference. The annual M. Dianne Murphy lecture series brings renowned speakers to interact with students, faculty, administrators and community members on the role of minority and women administrators in college and university athletics and recreation programs. The establishment of the lecture series was made possible by a gift to the Florida State University College of Education by M. Dianne Murphy, College of Education alumna and director of athletics at Columbia University in New York, N.Y.



Jeffrey James

Jeffrey James was invited to give the keynote address at the BK21 International Seminar at Yonsei University in Seoul, South Korea. In addition, James and Masayuki Yoshida (Biwako Seikei Sport College), recently developed a customer satisfaction model to advance understanding of how behavioral intentions are formed. The model is the first of its kind in sport marketing to examine the influence of game satisfaction and service satisfaction concurrently on the formation of behavioral intentions.

Cecile Reynaud is leading a USA Volleyball member safeguard task force designed to offer feedback about youth topics to the Colorado Springs-based national governing body.



Cecile Reynaud

School of Teacher Education



Kathleen Clark was named advisory board member and newsletter co-editor of the International Study Group on the Relations Between the History and Pedagogy of Mathematics (HPM) in 2010. Additionally, Clark was raised to secretary of the HPM Americas Section in 2011.

Kathleen Clark

Mickey Damelio gave a presentation, “O&M and Play: Having Fun While Facilitating Development in Multiple Areas of the Expanded Core Curriculum,” which was recognized by the American Foundation for the Blind as the number one highlight from the 24th Annual Josephine L. Taylor Leadership Institute conference held in Seattle, Washington during spring 2011.



Mickey Damelio



Kathy Froelich

Kathy Froelich was named as a reading panelists for the Content Alignment Studies of the 2010 National Assessment of Educational Progress (NAEP) for reading and mathematics.

Alejandro Gallard was elected to chair the Hispanic Research Issues Special Interest Group for the American Educational Research Association.



Alejandro Gallard



Toni Fuss Kirkwood-Tucker

A 2010 Fulbright Specialist award went to late College of Education Professor Emeritus **Frederick L. Jenks**. Jenks was the founding director of Florida State’s Frederick L. Jenks Center for Intensive English Studies, which was named in his honor in spring 2010.

Toni Fuss Kirkwood-Tucker received the 2010 Distinguished Global Scholar Award sponsored by the International Assembly of the National Council for the Social Studies (NCSS).



Frederick L. Jenks

Sandra Lewis received the 2010 Mary K. Bauman Award — the highest education honor from the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). Lewis was also elected President of the Faculty Senate at Florida State University and now serves on the FSU Board of Trustees.



Sandra Lewis

Lawrence Scharmann was named assistant dean and director of the School of Teacher Education at Florida State University. Prior to his service at FSU, he was Chair of the Department of Secondary Education at Kansas State University (KSU).



Lawrence Scharmann

Sherry Southerland is a co-investigator on a joint project between FSU's College of Communication and Information, College of Education, Learning Systems Institute, and the Tallahassee Museum. The project equips fourth- and fifth-graders with hand held digital journals to monitor natural habitats and analyze wildlife behavior at the Tallahassee Museum. The aim is to help students master the new "scientific inquiry and nature of science" benchmarks advocated by national science education reform efforts and mandated by Florida's Next Generation Sunshine State Standards for Science.



In addition the FSU-Teach program, run by Southerland, Ellen Granger (College of Arts and Sciences) and Robin Smith (College of Arts and Sciences), was awarded a Best Practices in Excellence and Accountability in Targeted STEM Teacher Recruitment and Retention Efforts by STEMFlorida.



Helge Swanson, Shelbie Witte, and Toni Fuss Kirkwood-Tucker received 2011 FSU Outstanding Undergraduate Teaching awards.

Helge Swanson **Shelbie Witte** received a 2010 President's Award, given by the Florida Council of Teachers of English (FCTE) during the National Council of Teachers of English Annual Conference in November 2010. Megan Pankiewicz, president of the FCTE, described Witte as "an outstanding English educator, whose influence on our profession reaches far beyond the university at which she works. She's run the gamut: from middle school to high school teacher; from literacy coach to technology liaison; from summer institute director to assistant professor."



Shelbie Witte

Multi-Departmental Achievements

The following faculty members were honored for their important achievements that represent many years of hard work and dedication:

Amy McKenzie (STE) promoted to Associate Professor with tenure

Jeff A. Milligan (ELPS) promoted to Professor

Alysia Roehrig (EPLS) promoted to Associate Professor with tenure

Susan Smedema (EPLS) promoted to Associate Professor with tenure

Valerie Shute (EPLS) promoted to Professor with tenure

In March 2011, Florida State held an FSU Authors Day reception and book-signing to honor faculty members for their recently published books. **Kathy Froelich** (STE), **John Keller** (EPLS), **Jeffrey A. Milligan** (ELPS) and **Robert A. Schwartz** (ELPS) were among the FSU authors celebrated at the events.

Staff Achievements

Bob Birken, an undergraduate advisor in the College's Office of Academic Services and Intern Support (OASIS), was recognized for an Excellence in Service Award presented by the Phi Eta Sigma National Honor Society at their annual induction ceremony to honor him for his academic advisement, support and assistance during the first few semesters of their academic careers.

The College of Education **Office of Communications and Alumni Relations**, under the direction of **Amber Smalley**, received its first-ever ADDY Award from the Tallahassee chapter of American Advertising Federation (AAF) for excellence in a Special Event Material Campaign. The Silver Addy was awarded in the category of Collateral Material for printed pieces promoting the 2010 Distinguished Alumni Awards and Dinner.

Courtney Stombock was named the College of Education's assistant dean for development.





A Gentleman & a Scholar.

Eklund Named Mode L. Stone Distinguished Professor of Sport Psychology

In March, the College of Education bestowed one of its highest faculty honors upon Robert C. Eklund, an internationally recognized expert in sport and educational psychology. Eklund, a professor in the Department of Educational Psychology and Learning Systems, is the third recipient of the Mode L. Stone Distinguished Professorship, a competitive award given annually to a faculty member nominated by his or her colleagues. Dean Marcy Driscoll established the award in 2007 to recognize faculty scholarship and to celebrate the commitment to

team members. He has also examined these psychological states in swimmers and soccer players. Eklund's current research aims to address psychological experiences and issues associated with sport performance and exercise participation.

Eklund's influence is not limited to the field of education; he has also contributed to multidisciplinary research on heat stress, dehydration and fatigue among both underground and surface miners in remote locations in Western Australia. In addition, Eklund has been professionally active in providing peer-review service to more than two dozen research journals, is the current editor-in-chief of the *Journal of Sport & Exercise Psychology*, and previously served as an associate editor for the *Journal of Applied Sport Psychology*. In addition, in 2008 he was named a fellow in the American Academy of Kinesiology and Physical Education in 2008 — a prestigious honor in his field.

Dean Marcy Driscoll praised Eklund for his research, teaching and service contributions to the College and University community and noted that such attributes are representative of the outstanding level of scholarship celebrated by the Stone Professorship.

Eklund related that he never set out to garner personal recognition through his work but strove to produce quality research that would enhance the field of sport and exercise psychology that he so values.

"I've always been focused on doing what I like to do — contributing to and advancing sport and exercise psychology through my research, teaching and service engagements," Eklund said. "Given my focus, being selected as a distinguished professor was unexpected but certainly a great, and very satisfying, honor." ■

“...being selected... was unexpected but certainly a great, and very satisfying, honor.”

excellence in all areas that are integral to achieving the college's mission.

Eklund joined the Sport Psychology program in the College of Education in 2005 after a seven-year stint as an associate professor at the University of Western Australia. His area of expertise encompasses the use of basic counseling skills to enhance sport ability and performance and assist athletes in resolving sport-related problems. In particular, his study of athlete burnout has received much acclaim. International entities such as Sport Science New Zealand and the New Zealand Rugby Football Union have supported his work through grants to study stress and optimal performance, and athlete burnout among their

PROGRESS REPORTS

Alumni News and Notes

1962

Carol (Hair) Moore (B.S. 1962) published two children's books, "Marvin the Magnificent Nubian Goat" and "Busy Bumble Bee Rides the Waves." More information can be found on her website: iwishyouicecreamandcake.com.

1969

Susan R. Komives, Ph.D. (M.S. 1969) received the 2011 University of Maryland Board of Regent's Faculty Award for Teaching.

1970

Janet L. Stoner (B.S. 1970) recently joined the likes of Burt Reynolds and Bobby Bowden in being named to Florida State University's prestigious Circle of Gold. Stoner was chosen as a 2010 recipient of the award in light of her distinguished career and contributions that embody the values of the University and exemplify its legacy of excellence.

1974

Lloyd Goodwin (Ph.D. 1974) was appointed interim chairman of the Department of Rehabilitation Studies at East Carolina University in July 2009. This three-year appointment is in addition to his responsibilities as a professor of substance abuse and clinical counseling.

Richard Magill (Ph.D. 1974) was named chair of the Department of Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University in June 2010.

1976

Susan (Brown) Foster (B.S. 1976) published a textbook titled "Experiential Learning in Sport Management: Internships and Beyond by Fitness Information Technology." The book was published in July 2010 by Fitness Information Technology (www.fitinfotech.com), one of the two largest publishers of sport management textbooks.

Tom LoGuidice (Ph.D. 1976) retired after teaching for 43 years. He began his teaching career in Escambia County Schools (Fla.) and served his last 20 years as professor and director of faculty development at the University of Wisconsin-Platteville.

Clara (Long) Moore (M.S. 1976) was a speech and language teacher for more than 21 years and has successfully managed a rental real estate business for more than 56 years. Moore enjoys gardening, wildlife and cooking; hobbies she began more than 80 years ago during The Great Depression.

Ned A. Simmons, Jr. (B.S. 1976) was elected to a second term as mayor of Barwick, Ga.

1977

Jane (Thomas) Crawford (B.S. 1977), after teaching English at Palatka High School (Fla.) for 25 years then being a guidance counselor there for seven, became the new director of testing and academic success at St. Johns River State College in Palatka in January 2011.

Peggy Smith-Herbst (B.S. 1977) is vice president and editor-in-chief for science at Houghton Mifflin Harcourt School Publishers in Orlando, Fla. Smith-Herbst also serves on the board of trustees for the Orlando Science Center, was recently elected secretary, and serves on the executive committee.



In this photo from left to right: Clifford Kendell, Chairman of the Board of Regents of the University of Maryland system; Susan R. Komives, Teaching Award recipient; Susan R. Komives, Ph.D. (M.S. 1969); Wallace Loh, President of the University of Maryland College Park; and Britt Kirwin, Chancellor of the University of Maryland system.

1978

Greg Jones (B.S. 1978) is in his 30th year as a physical education instructor, currently at Lawton Chiles High School in Tallahassee (Fla.). Jones' wife, Kelly, is also a teacher and he has two children: Hunter, 18, a college freshman and Ali, 16, a high school junior.

Linda B. Lumpkin (B.S. 1978), assistant superintendent of Decatur County Schools (Ga.), was chosen as the grand marshal for the 2011 Martin Luther King Day Parade.

1979

Janine C. Edwards (Ph.D. 1979) has been appointed professor and chair of the Department of Medical Humanities and Social Sciences in Florida State's College of Medicine.

1982

Deborah Stubing (Ed.S. 1982) is currently serving as state president for Florida Alpha Delta Kappa. Alpha Delta Kappa is an international organization for women educators.

1986

Julia Athena Spinthourakis (Ph.D. 1986) is a tenured assistant professor at the University of Patras (Greece), Department of Elementary Education where she teaches multilingual and multicultural education. Spinthourakis is also the president of the Children's Identity and Citizenship European Association (2010-2012).

1988

Jeryl (Rubel) Matlock (Ph.D. 1988) is an adjunct professor in educational studies at Kaplan University and was one of three faculty (out of 80) to receive the Dean's Award "in recognition of outstanding service to the College of Arts and Sciences."

1992

Carrie Cooper (B.S. 1992) has been named the next dean of university libraries at the College of William & Mary in Williamsburg, Va. Cooper has served the past 13 years in library leadership at Eastern Kentucky University including the past five years as dean of the university's libraries.



Carrie Cooper

Martha (Mucelli) Cordell (M.A. 1992) teaches intensive reading and Spanish at Surfside Middle School (Panama City, Fla.) and has four years left before retirement.

Vickie Grooms Denny (Ph.D. 1992) was awarded the 2011 Alumnus of the Year award by Bob Jones University (S.C.). The award, presented at the annual Bible Conference at the end of March, recognizes outstanding accomplishments, Christian leadership, devotion to faith, and loyalty to the principles of Bob Jones University.



Vickie Grooms Denny

1993

Stephanie (Harron) Keenan (B.S. 1993) is currently serving her 18th year as a classroom teacher in Howard County Public School System (Md.). Keenan earned a Master of Education in school counseling (K-12) from Loyola College (Md.) in 1996, and earned National Board Certification as an Early Childhood Generalist in 2008.

Beth Waltrip (M.S. 1993) is the assistant union director in the student union at the University of Akron (Ohio).

1994

Kimberly (DiBiase) Belknap (M.S. 1994) successfully renewed her National Board Certification in AYA-Social Studies/History.

Hedy Moscovici (Ph.D. 1994) was selected as a Fellow by the American Association for the Advancement of Science (AAAS) for her research and service to professional organizations. Moscovici is professor of education at California State University, Dominguez Hills and the 2010 Distinguished Educator for the Florida State University College of Education.



Moscovici (left) receives the 2010 Distinguished Educator award from Dean Marcy P. Driscoll at the Distinguished Alumni Awards dinner in November 2010.

1996

Kristin Watkins (M.S. 1996) is the chief learning officer for Florida's Division of Highway Safety and Motor vehicles (HSMV), which was recently named a Learning! 100 award winner. Learning! 100 is an awards program honoring top learning organizations hosted by Elearning! Media Group. Winners are recognized for their learning culture, innovation and organizational performance. The Florida HSMV was honored at the Learning! 100 Awards Luncheon hosted at the Enterprise Learning! Summit in Alexandria, Va. in March 2011 where Watkins was invited to speak about her organization's best practices.

1997

Michael McNeil (M.S. 1997) was named director of the Alice! Health Promotion Program at Columbia University (N.Y.). Additionally, McNeil has been appointed as an adjunct instructor in health education at Lehman College, City University of New York, and in health services administration at the School of Professional Studies, City University of New York. In the recent past he was also named a Fellow of the American College Health Association.

1998

Elizabeth (Porter) Anderson (B.S. 1988) has, since graduating from Florida State, earned a master's degree in curriculum and instruction.

Mark Allen Poisel (Ed.D. 1998) formerly the associate vice president at the University of Central Florida, was appointed associate provost for student success at Pace University (New York, N.Y.).



Mark Allen Poisel Photo courtesy of <http://pressroom.blogs.pace.edu/>

2000

Brooke Lively Crandall (M.S. 2000) teaches third grade in Seminole, Fla., is married with twin three-year-old daughters, and serves as a mentor partner for The Women for Florida State University.

2001

Anita Askew (B.S. 2001 PCC) was named Teacher of the Year for Gulf County, Fla.

2002

Shelly (Clark) Bell (M.S. 2002) has been the principal of Elizabeth Cobb Middle School (Tallahassee, Fla.) since 2008.

David Murphy (M.S. 2002) was named principal of Stanley Switlik Elementary School in Marathon, Fla.

2003

Sharifa Charlery (M.S. 2003) received a Juris Doctor with honors in May of 2010. Charlery's awards and achievements during law school are as follows: Law School Association Scholar; Chattahoochee Inn of Court, Pupil; Georgia Intrastate Moot Court Competition, Best Brief Award, Best Team Award; UGA Moot Court Team, Executive Officer; UGA Mock Trial Team, Board Member; Journal of Intellectual Property Law, Managing Editor; Black Law Students Association, Trial Advocacy Chair; Intellectual Property Society, Executive Chair. Charlery is currently employed as a judicial law clerk for Judge Brenda J. Hollar in the Superior Court of the Virgin Islands.

Allyson (Czarnecki) Dees (B.S. 2003) is working as a high school reading teacher in Baker County (Fla.). In 2007, Dees received a master's in reading education from the University of South Florida. On July 18 2009, she married her best friend, whom she has known since high school. Said Dees, "Life took us on different paths, but our love for each other brought us back together."

2004

Jessica Shoupe (B.S. 2004 PCC) was named Teacher of the Year at Cottondale Elementary School (Jackson Co., Fla.)

2005

Erin (Bufe) Kurtz (M.S./Ed.S. 2005) is a guidance counselor at South Tech Academy in Boynton Beach, Fla.

2006

Martin Balinsky (Ph.D. 2006) is an assistant professor of earth science and geology at Tallahassee Community College (Fla.).

2007

Sarah (Smith) Elizabeth (B.S. 2007) married David Ripple in April 2009 and had their first baby boy in February 2010. Elizabeth is now on continuing contract at Eastside Elementary in Lake City, Fla.

Nicole (Rogers) Farris (M.S./Ed.S. 2007) married Jeremy Farris (M.A. in Political Science 2003 from UF) on November 14, 2008. Nicole is a licensed clinical professional counselor in Maryland and opened her private practice, Farris Counseling Services LLC., in 2010.

2008

Anthony S. Chow (Ph.D. 2008) received the 2010-2011 Faculty Teaching Excellence Award for the University of North Carolina Greensboro's School of Education where he has been a faculty member since 2006.

Candace Hunter (M.S. 2008) has been teaching in the field of special education since 2008. Upon graduating from FSU with her master's degree, Hunter began doctoral studies at Walden University and will receive her Ed.D. in May 2011.

2009

Kimberly Newsome (Ed.D. 2009) assumed the position of associate vice chancellor for student affairs at the University of North Carolina Asheville in January, 2011.

Michaeline Sheffield (B.S. 2009 PCC) was named Rookie of the Year at Cottondale Elementary School (Jackson Co., Fla.)

Phyllis Swann Underwood (Ph.D. 2009) is a research faculty member at the Florida Center for Reading Research and serves as a mentor partner for The Women for Florida State University.

2010

Frank Cuevas (Ph.D. 2010) is the new executive director of University Housing at the University of Tennessee, Knoxville.

Aaron Ferral (M.A. 2010) is teaching Spanish to grades 6-8 at Sayre School, an independent school in Lexington, Ky.

Amber Standland (B.S. 2010) was named Rookie of the Year at Cottondale High School (Jackson Co., Fla.)

Lauren S. Tashman (Ph.D. 2010) was recently designated a certified consultant by the Association for Applied Sport Psychology (AASP), the international professional organization of sport and exercise psychology. Tashman is a visiting assistant professor in the sport and exercise psychology master's program at Barry University in Miami Shores, Fla., and has been a performance consultant since 2005. Tashman is also the owner of Inspire Performance Consulting her private consulting practice, [where] she offers mental skills training in one-on-one, group/team and workshop sessions for athletes, coaches, sports teams, businesses and non-sport performers in the South Florida area.



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