



UNIVERSITY of
SOUTH FLORIDA
College of Education



COLLEGE OF EDUCATION

ANNUAL REPORT

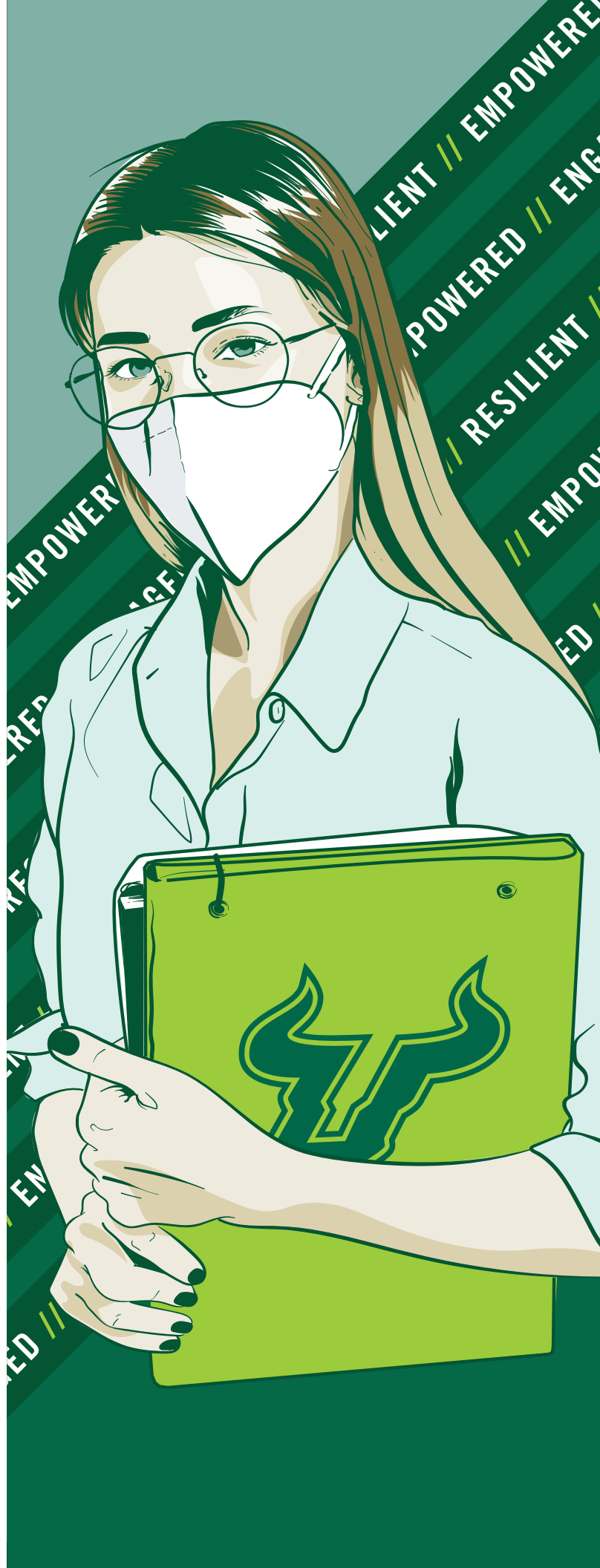
2020-2021





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FROM THE INTERIM DEAN

RESILIENT. EMPOWERED. ENGAGED.

In January 2020, the World Health Organization expressed international concern about COVID-19, a new strain of coronavirus. By mid-March 2020, a pandemic was declared, and the College of Education was pivoting quickly to fully online delivery of courses and fully remote operations in all units of the college as USF. As stories emerged of this quickly moving, aggressive virus, faculty, students, and staff continued their work, looking toward the end of the semester for some relief from the stress, anxiety, fear, and uncertainty of the global pandemic environment.

As we began the 2020-21 academic year in August, the Tampa Bay region, the U.S., and the world continued to experience the social and economic effects of the pandemic – months of lockdown, social distancing, suspicion, and fear; economic downturn, businesses closing, jobs lost – lives lost. We also began the year as a consolidated College of Education with students, faculty, and staff across all three USF campuses and with opportunities to find and define collective talents and research interests to direct at common goals and aspirations.

During the fall semester in the College of Education, we used our expertise in technology to support active, meaningful learning experiences for our students. We reimagined field experiences and internships to leverage online communication tools and creative online applications where our preservice teachers were immersed in new virtual teaching environments. We were applying those same tools to provide professional development opportunities for educators

and enrichment opportunities for PK-12 students and families. We worked individually and collectively to redirect efforts to continue to advance our research in a virtual environment.

In December 2020, the FDA authorized the first COVID-19 vaccine, and we began the spring semester with opportunities for hope. Our spring 2021 schedule of classes provided on campus, hybrid, and online choices for students. We worked with our regional school district superintendents to develop shared commitments to strengthen our collaboration and partnerships to expand educator preparation across our three campuses and six school districts. We committed to continued work together to:

- Design and deliver a narrower, yet more robust and relevant, array of 4-year baccalaureate degree programs in teacher preparation (beginning in the freshman year), with essential endorsements, that best meet the most pressing needs of school districts across the Tampa Bay region and beyond.
- Explore the prospect and support for expanded, tiered, sustained, and immersive field-based education in schools (including, for example, paid internships), growth of “Future Teaching Academies” in high schools (including dual enrollment and other “pipeline” programs), and guaranteed employment opportunities (including, for example, “conditional” or “binding” contracts) for master teacher graduates of USF’s College of Education.

- Expand enhanced pathways to the teaching profession through post-baccalaureate certification programs and a revised Master of Arts in Teaching (MAT) program.
- Strengthen advanced graduate programs for Pre-K through grade 12 professional educators and school leaders.

We renewed our research commitments and found new opportunities to examine and understand the effects of the pandemic and the effects of systemic racism on education, the disadvantaged, the marginalized, and the excluded. Our faculty published 423 research and scholarly works, submitted 76 grant proposals, and over 80 faculty and graduate students participated in the virtual conference of the American Educational Research Association, the most prestigious research professional association in education. The College of Education was nationally recognized for its graduate education programs, climbing to no. 64 in the 2022 rankings released by U.S. News and World Report.

No one expected that in April we would still be living and working in a pandemic, but progress is being made. Today, 40% of the U.S. population (38% in Florida) has received at least one dose of a vaccine, and 24% of the U.S. population (22% in Florida) are fully vaccinated. Our challenge as a world, a nation, a state, a College of Education is to examine critically and thoughtfully what we have learned and accomplished and what more we must do to push forward.

Yes, COVID-19 shaped an academic environment that was unlike any we had previously experienced. However, we leveraged our strengths, learned with each other how to navigate a difficult environment, and supported our students in their goals to make progress and complete their degrees. We used our collective ability to focus our knowledge and research on persistent problems in education – inequity, injustice, exclusion – and seek solutions to improve the quality of education for all. We renewed our collaborations and partnerships and our commitments to engage with our communities and take actions needed to continue to improve the work that we do to advance education.

We hope that our Annual Report for the 2020-21 academic year captures the essence of our work and accomplishments.

We are ready to emerge – **RESILIENT. EMPOWERED. ENGAGED.**

JUDITH A. PONTICELL, PH.D.

*Interim Dean, College of Education
Professor, Educational Leadership
& Policy Studies*



UNITED, WE SHAPE THE FUTURE OF EDUCATION

The University of South Florida College of Education is a community of faculty, students, and staff focused on transforming lives through the promotion of equity, social justice, and improved outcomes for students and communities particularly those that have been underserved. With boundless energy and the collective power of our community, our research, degree programs, and local and global partnerships are focused on solving the most complex problems of a diverse society and on preparing practitioners to be agents of change. Our community embraces and promotes the values of diversity, equity, and inclusion. Students in our College are active learners who participate in sustained immersive experiences that develop knowledge and skills to advance their communities, conquer persistent problems of practice, and advance knowledge.

YEAR IN REVIEW

JULY

USF STUDENTS GAIN LITERACY TEACHING SKILLS THROUGH VIRTUAL TUTORING PROGRAM

In response to USF's shift to fully-online instruction due to the coronavirus pandemic, the College of Education's summer literacy practicum course was hosted in a format that gave USF students experience tutoring preschool and elementary-aged students in virtual settings.



VIRTUAL CYBERCAMP

High school students from across the state of Florida and beyond joined together for a week of online conversations and activities while exploring the rapidly growing field of cybersecurity. Now in its fifth year, the USF CyberCamp gives high school students of different ability levels and backgrounds hands-on experience in cybersecurity principles while providing them with opportunities to network with industry professionals in the Tampa Bay cybersecurity community.

ELEMENTARY CYBERCAMP

The University of South Florida hosted the first-ever College of Education Elementary CyberCamp to introduce elementary students in grades 3-5 to cybersecurity. The camp curriculum was created by the Florida Center for Instructional Technology (FCIT) and the USF College of Education and was designed as an engaging, educational, and fun virtual experience for the campers.



AUGUST

DAVID C. ANCHIN CENTER ONLINE COURSE PROVIDES TEACHERS WITH BEST PRACTICES FOR VIRTUAL INSTRUCTION



Driven to provide educators with the skills and tools they need to be successful while teaching online, James Hatten, an instructor in USF's Instructional

Technology program, collaborated with the David C. Anchin Center for the Advancement of Teaching this summer to launch an online professional development series titled, "Effective Online Teaching." The two-week-long course was created using an asynchronous format and welcomed more than 500 participants who were eager to sharpen their skills before the new school year.

SEPTEMBER



USF PARTNERS WITH COLLEGE FOOTBALL PLAYOFF FOUNDATION TO INSPIRE STUDENT-ATHLETES TO 'GO TEACH'

The USF College of Education and USF Athletics are proud to announce the launch of a new partnership with the College Football Playoff Foundation to motivate college student-athletes to enter teaching careers after graduation.

OCTOBER

VIRTUAL RESEARCH EVENT

The Fall 2020 Virtual Research Event featured the work of eight College of Education faculty and student researchers who were challenged to demonstrate the most captivating elements of their research in only six minutes and 40 seconds.



NOVEMBER

PRESCHOOL FOR CREATIVE LEARNING RECEIVES \$1.3 MILLION GRANT TO SUPPORT USF STUDENT PARENTS

**\$1.3
MILLION
GRANT**

The USF Preschool for Creative Learning (PCL) received a \$1.3 million grant from the U.S. Department of Education to provide financial assistance and other resources to USF students who are parents of preschool-aged children. The project, “Childcare Access Means Parents in School” includes funds to provide partial tuition assistance for children enrolled at the PCL whose parent is a USF student and classified as “Pell-eligible” as determined by their financial aid status.



EDUCATION IN ACTION VIRTUAL EVENT EXPLORES DIGITAL EQUITY DURING COVID-19

Hosted virtually due to the coronavirus pandemic, this year’s Education in Action event centered on the theme “Building Digital Equity in Today’s Schools,” and featured keynote speaker Kenneth Shelton, an education technology expert who has advocated for digital access initiatives in various State Departments of Education, Ministries of Education and nonprofit organizations.

DECEMBER

COLLEGE OF EDUCATION WELCOMES DANA THOMPSON DORSEY AS NEW ENDOWED CHAIR AND DIRECTOR OF DAVID C. ANCHIN CENTER



The College of Education welcomes Dana Thompson Dorsey, JD, PhD, as the new endowed chair of education innovation and director of the David C. Anchin Center

for the Advancement of Teaching. In this role, Dr. Thompson Dorsey will advance the Anchin Center’s mission of collaborating with teachers, school leaders, districts and other educators to improve the quality of education for students and transforming the teaching profession to attract, retain and develop quality, culturally responsive educators.

FEBRUARY



COLLEGE OF EDUCATION RECEIVES 2021 BEST PRACTICE AWARD FOR THE INNOVATIVE USE OF TECHNOLOGY FROM AACTE

The USF College of Education was selected as the 2021 recipient of the American Association of Colleges for Teacher Education (AACTE)’s Best Practice Award for Innovative Use of Technology.

MARCH

USF COLLEGE OF EDUCATION GRADUATE PROGRAMS CLIMB 9 POINTS IN U.S. NEWS RANKINGS

The University of South Florida’s College of Education was nationally recognized for its graduate education programs and has climbed to no. 64 in the 2022 rankings released by U.S. News and World Report.



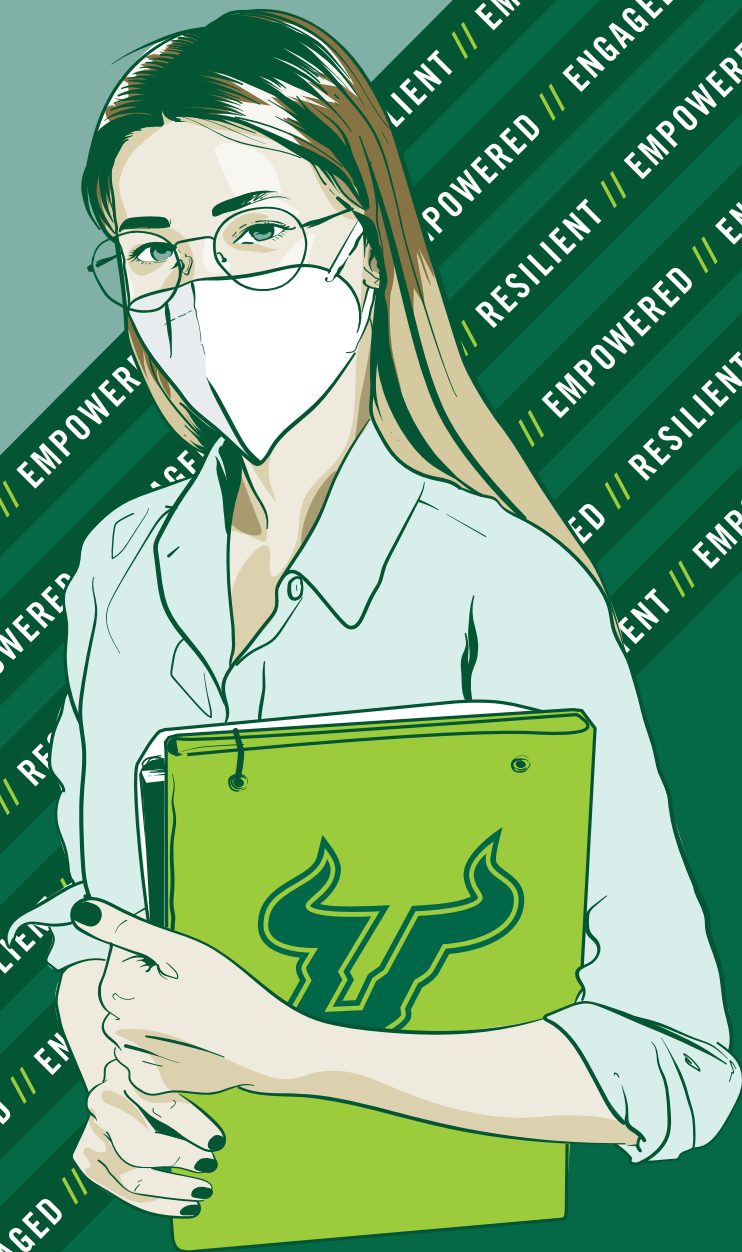
APRIL

FACULTY, GRADUATE STUDENTS PRESENT RESEARCH VIRTUALLY AT AERA ANNUAL MEETING

The research of more than 80 USF faculty and graduate students was presented to the educational research community at the 2021 American Educational Research Association (AERA) Annual Meeting from April 8-12.



ACADEMIC AFFAIRS AND STUDENT SUCCESS



UNDERGRADUATE STUDIES IN THE COLLEGE OF EDUCATION

The College of Education is home to 11 undergraduate majors that serve nearly 1,000 students across USF's three campuses. Consistent with our mission, we define student success not just by typical metrics like retention and graduation rates, but also by the community that we create for our students in the College and their readiness to make an impact in their future careers.

Through authentic research opportunities, undergraduate students in the College of Education gain valuable experience conducting systematic inquiry and presenting results of their studies. They graduate prepared to make contributions to knowledge in the education profession, positively impacting children and schools.

Superintendent roundtables help align undergraduate curriculum with partner school district needs

Along with College and university leadership, the College of Education's undergraduate program faculty have met weekly with area school district superintendents and their staff to share perspectives on proposed innovations to our undergraduate programs. Areas of greatest need in the teaching ranks, as well as strengths and challenges of beginning teachers in various subject areas, have been discussed.

Ideas for engaging students in field placements beginning in their freshman year along with logistics around year-long internships have been among the topics brainstormed during the weekly sessions. We are deeply grateful to the superintendents and their staff for their time and commitment as we reimagine our undergraduate program offerings.

STUDENT SPOTLIGHT

KIANNA PINTADO Elementary Education



At just 7-years-old, Kianna Pintado had already taken on the mindset of an educator.

Determined to share what she learned with her mother, a Dominican Republic native who struggled to learn English, Pintado says she began her first years of school with a task at hand.

“In first grade, I remember focusing on my teacher when she did a read-aloud,” Pintado recalls. “I would try to see when she was using prosody and fluency so I could copy her. Little by little, I was able to teach English to my mother, and today, she speaks it perfectly.”

Having witnessed the impact education had at home, Pintado began her academic journey years later as an elementary education major at the University of South Florida (USF). While there were other universities on her radar, Pintado said USF stood out for several reasons.

“I chose USF for my studies because I liked the way the education program is built around tight-knit cohorts,” Pintado said. “I am going through my elementary education journey with around the same 25 peers, a strong community that I could collaborate with when needed.”

Beginning her studies in 2018, Pintado joined USF’s Office of Community Engagement and Partnerships’ Community-Based Federal Work-Study (CBFWS) program, which enabled her to take on multiple leadership and teaching opportunities.

Pintado was placed as a coordinator for youth events at the University Area CDC, a public/private partnership in Tampa focused on child and family development, crime prevention and commerce growth. In this role, she also assists as a staff member for an after-school program called “The Hangout,” a program that provides local teens with leadership development and community project opportunities.

Last August, amid the COVID-19 pandemic, Pintado was assigned a community placement at Mort Elementary as a virtual tutor. Learning how to support her students’ academic needs, especially with English-language learners, which make up about 36 percent of Mort’s student population, became a hurdle she worked to overcome.

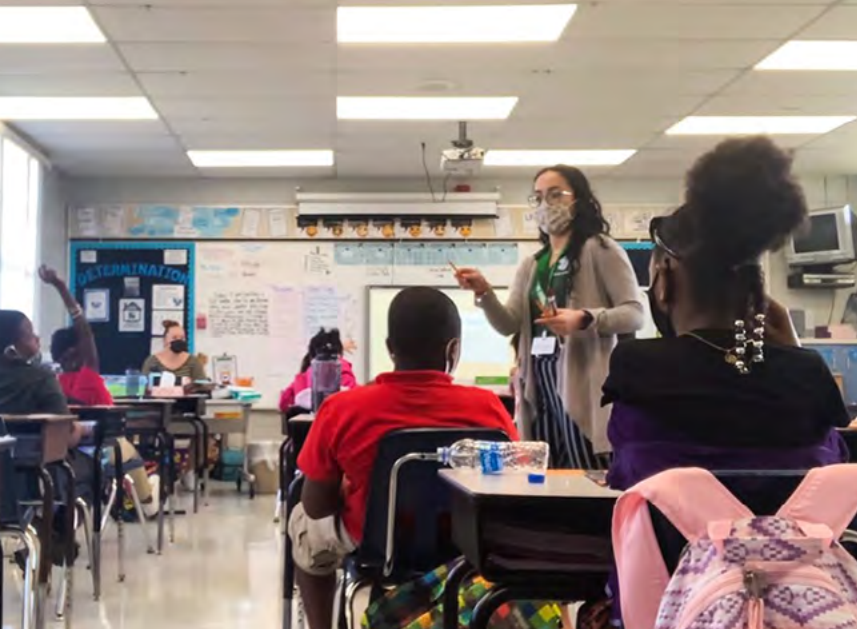
“At first, it was difficult because a lot of students weren’t getting homework due to COVID, and so they would ask for help, but I didn’t have anything to refer to,” Pintado said. “It took a lot of trial and error. Some days were very easy for them, and some days were too hard, and so the next time I was with them, I had to find something in the middle.”

While she tutors children at Mort Elementary once a week, Pintado also commutes to Potter Elementary and teaches fourth-graders both in-person and online alongside her collaborating teacher mentor. Pintado says experiencing what it’s like to teach virtually has its challenges, but little by little, she’s been able to see what works best in this learning environment.

“The first three months we were on Zoom (at Potter Elementary), it was hard because a lot of students would say that they don’t want to participate,” Pintado said. “So,



In addition to her work as a pre-service teacher, Pintado also participates in USF’s dance sports club, Golden Bulls Dance, and competes with a team of students from USF.



Kianna Pintado teaching a class of fourth-grade students at Potter Elementary in Tampa, Fla.

I learned how important it is to find new strategies that you typically wouldn't use in the classroom because it is a different space."

From the time she enrolled at USF, Pintado has received support from several mentors in both the College of Education and the greater university community.

She credits her academic success to several individuals, including Dr. Reba Garth, the director of USF's Student Success Services (SSS), and Dr. Randi Latzke, a faculty member in the College of Education's Department of Curriculum, Instruction, and Learning, who Pintado says gave her encouragement when she needed it the most.

Set to graduate in the spring of 2022, Pintado aims to teach first graders at a school nearby and gain more confidence as she nears her program's completion.

Envisioning a future where she leads her own classroom, she shares, is what keeps her motivated.

"What drives my passion for teaching is knowing that I will impact our world by helping students become good citizens in our society," Pintado said. "Knowledge is one of the most important assets someone could have, and I want to help my students build on that asset."

GRADUATE EDUCATION

Graduate students comprise the majority of the College of Education's student population. As the stature and geographical reach of our graduate programs continue to grow, our efforts to provide high quality, innovative programs and support to optimize student success and well-being remain in the forefront.

The swift move to remote learning this year afforded opportunities to implement more far-reaching, efficient, and student friendly practices such as online student orientations, automated exam proctoring and virtual dissertation defenses. This enabled our students, including those located internationally, to progress in their programs without interruption. Additionally, as our graduate support offices across all three campuses quickly transitioned to remote services, we worked together to develop and streamline digital mechanisms to avoid disruption in the flow of critical student processes.

High quality student mentoring continued within the virtual learning environment as faculty and students cultivated online relationships and worked to surmount technological, time and space barriers. Together with our College of Education Graduate Student Council, we continued efforts to foster community among our graduate students, providing virtual networking and socialization opportunities and hosting online study sessions and panel discussions on topics such as program navigation and stress management.

Despite the many challenges brought on by the pandemic, we have much cause for celebration. In addition to our rise in national rankings of graduate schools of education, a record number of our graduate students persevered and graduated during the 2020-21 academic year.





USF graduate student Alexis Ulseth teaches a science class at Spoto High School in Riverview, Fla.

SPOTLIGHT

NOYCE SCHOLARS PROGRAM HELPS SCIENCE TEACHER CANDIDATES ADAPT THEIR TEACHING STYLE DURING COVID-19

When USF graduate student Alexis Ulseth started her teaching internship at Spoto High School earlier this year, she quickly realized she had a lot to learn at an unprecedented time.

“This is my first year teaching and it’s in the middle of a pandemic. Everything I’ve learned was on the fly,” said Ulseth, a USF Noyce Scholar who is pursuing a master of arts in teaching in science education. “Everything I did was me just discovering what I could do during a pandemic, what I couldn’t do and what worked and what didn’t work. It’s really incredible to see how much students have fought through this pandemic to better themselves and get their education.”

The USF Noyce Scholars program, an NSF-funded project under the Robert Noyce Teacher Scholarship Program, provides scholarships to students who have an interest in teaching science and mathematics and who pursue a Master of Arts in Teaching degree at USF. The program was created in response to the critical shortage of K-12 teachers of science, technology, engineering, and mathematics (STEM) subject areas.

Stephanie Arthur, clinical supervisor for the Noyce Scholars Program, coaches and supports aspiring science teachers enrolled in the program. She says one of the project team’s priorities is to coach and teach science in ways that are culturally responsive to today’s students. The main objective for

the Noyce Program, she says, is to prepare teacher candidates to connect science concepts explored in the classroom and to provide equitable access to high-quality practices and resources.

This objective was especially important this school year. Arthur said the coronavirus pandemic “pulled back the curtain” on the economic disparities students are experiencing, and the teacher candidates she coaches have had to become more sensitive to the hardships their students may face at home.

“Our incoming teacher candidates are facing challenges that we’ve never experienced before,” Arthur said. “Veteran teachers as well. We’re frustrated, we’re exhausted, and I have found that my role (as a clinical supervisor) has shifted from more of an objective, ‘here are the observations,’ ‘let’s co-plan a lesson,’ ‘let’s reflect’ ‘let’s look at student artifacts,’ to more of an almost counseling role where I’ve had to encourage teacher candidates to focus on the successes—even the small successes.”

Ulseth says she frequently uses the tools that her time at USF and in the Noyce Scholars Program have given her. She shared an example of a student who recently had a family member pass away and how they felt comfortable coming to Ulseth to talk about it because of the relationship they built in the classroom.

“I feel like that’s a testament to what I’ve learned from Noyce and USF—how to really interact with my students and help them understand that I’m not just here to be their teacher, but I’m here to be their mentor and be there for them and that I care.”

The USF Noyce Scholars program is supported by a National Science Foundation (NSF) grant titled “Robert Noyce Teacher Scholarship Program for University of South Florida Science Majors” (Grant No. 1439776).

STUDENT SPOTLIGHT

HILLARY VAN DYKE

Ph.D. in C&I, Social Science
Education

After seven years as a teacher, Hillary Van Dyke was ready to advance her career beyond the classroom and move into a school administrator role. She enrolled at USF to earn a master's degree in educational leadership and complete Florida's Level 1 Educational Leadership Certification — a required credential for school principals in K-12 schools.



While introducing students to Florida's Principal Leadership Standards, the program also gave her the opportunity to explore challenges faced by students at her school.

"In the middle school I was working at, we were doing a lot of work around trying to increase our students' achievement levels and decrease discipline data by making things equitable by race," Van Dyke said. "As intentional as all the work was, when I conducted an equity audit, I realized that we were still falling short in a lot of ways."

Driven by her research findings, Van Dyke had four teachers from her school conduct an equity audit on themselves by examining their assessment and student referral data from the previous year. Through the exercise, the teachers discovered they weren't serving certain subgroups of students in their classrooms. This led Van Dyke and each teacher to collaboratively construct research-based action plans to increase student engagement and achievement.

"When we compared benchmark assessments against the previous year's data, all of them had improvement of some kind for Black students," Van Dyke said. "So, that's really what's been guiding me — thinking about the intentionality that a person has to bring to their work."

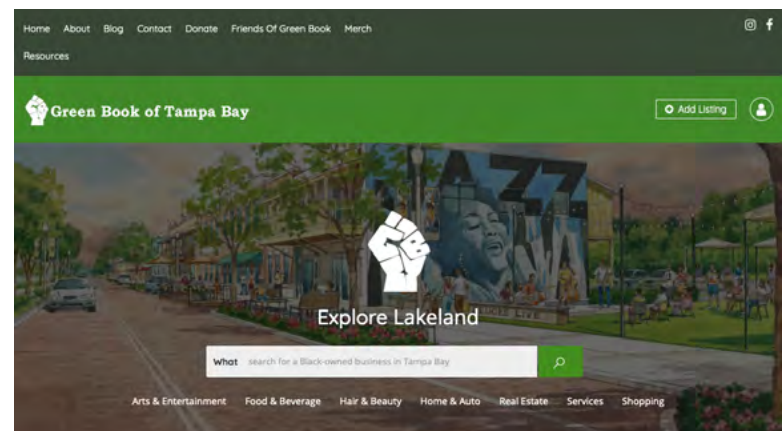
During her master's program, Van Dyke's fascination with studying equity in schools grew and inspired her to pursue an unanticipated career direction — academic research and the creation of a not-for-profit organization that supports Black-owned businesses in the Tampa Bay community.

In 2017, when Pinellas County Schools created the "Bridging the Gap" plan, an initiative centered on reducing educational disparities between Black students and their peers, Van Dyke advanced into a position in the district's office as senior professional development coordinator for equity.

Not long after assuming her role, Van Dyke was inspired to pursue a PhD in Curriculum and Instruction with a concentration in Social Science Education at USF, a decision she says will enable her to help aspiring educators gain a thorough understanding of racism and its historical aspects before entering the classroom.

"I had a lot of interest in pursuing my doctorate because my end goal is to be a professor," Van Dyke said. "In this job, I've found that the number one thing that's had the biggest impact on teachers is realizing how much history they don't understand. I want to make an impact around getting teachers to be equity-minded before they start teaching."

Van Dyke's coursework has included a plethora of interesting learning opportunities that she attributes to the courses she took with Dr. Michael J. Berson, a professor in the Department of Curriculum, Instruction and Learning at USF.



A homepage image of the Green Book of Tampa Bay site.



Hillary Van Dyke pictured with Green Book of Tampa Bay co-founder and school social worker, Joshua Bean.

Throughout her doctoral studies, Van Dyke has had the chance to rewrite a learning module with a classmate for third-grade students in Pinellas County Public Schools and to volunteer with Junior Achievement Tampa Bay, a nonprofit organization that educates elementary school students on real-world concepts surrounding career readiness, entrepreneurship and financial literacy. She also had the honor of contributing to the United States Holocaust Memorial Museum's citizen historian project, History Unfolded, a crowd-source database that contains a collection of newspapers that published Holocaust-related events while it was happening.

All of these learning experiences impacted Van Dyke when launching the Green Book of Tampa Bay, a not-for-profit organization that hosts a directory of more than 500 Black businesses in the area.

Inspired by an episode from "Trigger Warning with Killer Mike," a Netflix series which depicts the story of a man who tries to spend three days spending his money only on Black-owned establishments, products and transportation, Van Dyke says she and co-founder Joshua Bean launched Green Book to motivate every individual to invest their dollars

in the Black community. The team has seen exponential growth on the organization's social media channels since last summer, after the death of George Floyd ignited nationwide protests and increased awareness of ways to support Black communities.

"We want people to use this as a resource and to purposely step outside their comfort zones," Van Dyke said. "Black people have always spent their money in white establishments, so (the Green Book of Tampa Bay) just gives other people the opportunity to return the favor."

This semester, Van Dyke teaches undergraduate students in USF's Elementary Social Studies course while developing websites for new Black-owned businesses included in Green Book's online directory. She also promotes products and services from these businesses on the organization's social media channels.

When asked about Van Dyke's achievements, Dr. Berson said her work reflects what USF stands for — ensuring that everyone in our community has the opportunity to succeed.

"(Van Dyke's) co-development and launch of Green Book of Tampa Bay embodies the power of community-based engagement," Dr. Berson said. "In the Social Science Education doctoral program, (Van Dyke) continues to challenge educational narrative and practices with the focused goal of improving the lives of all students and teachers."

With plans to complete her PhD in 2022, Van Dyke says she aspires to continue making an

impact in schools, join the professoriate community and expand her not-for-profit's directory to include businesses across the state of Florida. Her advice to students who are on a similar path as hers is to educate themselves so that they can educate others.

“Start doing your research and don't be afraid to have difficult conversations. Be open to always learning and recognizing that you'll never arrive at being this enlightened, awakened human. I, (for example), have work to do just like everybody else.”

HILLARY VAN DYKE

STUDENT SPOTLIGHT

SARA LEIKIN

Ed.D. Program

Dedicated to her role as director of a STEM schools project in Cairo, Egypt, USF graduate student Sara Leikin had no intention of pursuing a doctoral degree. When she learned about USF's Doctor of Education (EdD) in Educational Program Development, she felt confident in her ability to continue her studies from a distance.



Before taking on a role as a French tutor while in college, Sara Leikin hadn't envisioned a future as an educator, much less a principal or a director of STEM initiatives.

After graduating from Mount Holyoke College with a degree in International Relations and a minor in French, Leikin's goal to work for the U.S. embassy quickly changed when she realized how motivated she was to improve her students' tutoring experiences.

"I learned that I loved spending time with those kids," Leikin said. "I loved thinking about how I was going to get them to understand a concept... So, I ended up getting a master's in education and that began my 10 years of teaching in the classroom."

While an educator at two high schools in Ohio and Georgia, Leikin grew in her practice and began developing professional development workshops for her colleagues, an experience that led her to expand her impact in places like the International High School of New Orleans, a school she helped open in 2009 following the devastation caused by Hurricane Katrina.

In her position as founding head, Leikin learned how to effectively lead a turnaround program. Navigating challenges in a recovering school district wasn't easy, Leikin shared, but there's one key element that drove her success with students, teachers and the overall school community.

"When you come to a place where there's been trauma, you have to have an asset-based approach," Leikin said. "There's always benefit, community and powerful things happening if you go with the mindset that you're there as a guest, as someone who wants to learn and support."

Following her time at New Orleans, which she deems as the "hardest, most rewarding work" she's done, in 2014 Leikin traveled across the world to support teachers' development as director of The Franklin Institute's Egypt STEM Schools Project in Cairo, Egypt.

It was after arriving in Egypt that she learned about USF's EdD in Educational Program Development and decided that furthering her academic path now made sense.



Sara Leikin with a biology class at Alexandria STEM school in New Borg El Arab, Egypt.

"I never wanted a doctorate because I couldn't find a program that met what I was looking for," Leikin said. "But I got to thinking about it in Egypt and when I began researching, I happened to pull up USF's EdD program and I was impressed. I felt that I would truly have an opportunity to research the areas of education innovation that appealed to me."

Eager to enroll, Leikin reached out to program coordinator Howard Johnston, PhD, a USF Emeritus Professor of Teaching and Learning who advised her to join the program a month before the first cohort began.

After being accepted into the program, Leikin boarded a

13-hour flight towards Tampa and attended her first class at USF. For two years, she was able to continue her studies overseas while remaining immersed in her coursework.

“I was really grateful for the flexibility that USF afforded me,” Leikin said. “They let me ‘Zoom’ into classes before everyone was ‘zooming’ into classes. They gave me the ability to still feel engaged with cohort members and professors while I traveled.”

Throughout her journey in the College of Education, Leikin has not only gained a mindset focused on theory, but the classes she’s taken have also enabled her to better understand her grant-funded work in Egypt.

Opening 11 schools and training more than 200 educators and leaders has created experiences that Leikin pieced together for her dissertation.

When she reflects on her time in the EdD program, Leikin says she can’t imagine doing anything differently. Working with a group of individuals from a diversity of backgrounds helped her gain multiple perspectives.

“In our cohort, there’s folks who are classroom teachers, school leaders, people in a government space and people in the private sector,” Leikin said. “So, I think it was really interesting to have access to those different kinds of thinking and yet, still be singularly focused on innovation in education.”

Today, Leikin works as a director of business development and partnerships for the National Math and Science Initiative in Dallas, Texas and plans to defend her dissertation proposal this spring. Her advice to individuals who aspire to impact children through leadership roles is to always put students and teachers first.

“A lot of times you see the leadership pyramid and the leaders are at the top, but one mentor principal told me, ‘You have to flip that upside-down,’” Leikin shared. “The principal is at the bottom and everyone else is above because that’s who you’re supporting... That’s the only way it’ll work.”



Sara Leikin with a group of students in Alexandria STEM School’s Fab Lab.

ENROLLMENT MANAGEMENT

STUDENT RETENTION THROUGH THE RISE PROGRAM

Amidst unprecedented events taking place during the last year, Student Academic Services onboarded a new cohort of first time in college (FTIC) students to the College of Education—the largest cohort to join the College of Education in the last seven years!

Every FTIC student participated in a specially designed first year experience program known as RISE, Retaining through Increased Student Engagement. As part of the program, students were paired with an academic advisor who proactively engaged and monitored the needs of their students each month throughout their first year.

Each interaction between students and advisors was based on persistence data obtained from Inspire for Advisors and made with key student success benchmarks in mind. Advisors facilitated student’s use of resources such as tutoring career services, health and wellness coaching, academic planning, and General Knowledge Test preparation.

Additionally, all FTIC students were encouraged to enroll in “Educators Rising,” the College of Education’s first year student transition course. Through Educators Rising, our students work safely in small groups, receive face-to-face interaction with the instructor, and form a supportive network of peers that is critical to their success.

We are proud to report that to date, more than 92 percent of our summer and fall FTIC student cohort are in good academic standing at USF, and they remain interested in pursuing a degree in education and intend to return for their second year of study.

VIRTUAL INFORMATION SESSIONS FOR GRADUATE STUDENT RECRUITMENT

Along with current and former students, our faculty best convey the nature and quality of our programs. Spurred by the pandemic induced need for remote communication, this year the College of Education hosted a series of virtual open houses to share information about our graduate programs and provide prospective students the opportunity to interact with faculty and students representing various areas of study.

In addition to a multi program event, we also hosted several sessions featuring individual programs including School Psychology, College Student Affairs, STEM Education, Learning Design and Technology, and Educational Program Development.



SHAPE THE FUTURE.

 **GO TEACH**

SPOTLIGHT

USF PARTNERS WITH COLLEGE FOOTBALL PLAYOFF FOUNDATION TO INSPIRE STUDENT-ATHLETES TO 'GO TEACH'

TAMPA, Fla. (Sept. 17, 2020) — The University of South Florida (USF) College of Education and USF Athletics are proud to announce the launch of a new partnership with the College Football Playoff Foundation to motivate college student-athletes to enter teaching careers after graduation.

The Go Teach project, hosted by the College Football Playoff Foundation, aims to give athletic and academic departments a platform and the tools needed to assist with the recruitment of qualified student-athletes into the teaching profession. The USF College of Education and USF Athletics have joined the national initiative to encourage more USF student-athletes to consider a rewarding career in teaching.

“Teaching is more than providing children with subject knowledge. Teaching involves problem solving, teamwork, developing talents, encouraging initiative, and building self-esteem,” said Judith Ponticell, PhD, professor and interim dean of the USF College of Education. “Through the Go Teach project, student athletes have opportunity to build on skills gained through athletics and learn about using those skills to make an impact on children’s and society’s future as a teacher.”

USF Athletics is a long-time supporter of the CFP Foundation and its programs, including Extra Yard for Teachers Week, an annual salute to teachers supported by the Foundation and its partners. Through the Go Teach project, the USF College of Education and USF Athletics will collaborate to provide student-athletes with information and resources about how to become a certified teacher after graduation, while also providing advising, mentorship and networking opportunities with current educators in the Tampa Bay area.

“Teachers play such a valuable and impactful role in our society in shaping and encouraging our future leaders, thinkers and engaged citizens,” said USF Vice President of Athletics Michael Kelly. “We are excited to partner with the USF College of Education to expose our student-athletes to the tremendous impact a career in teaching can have and to encourage our best and brightest to consider using their talents and experience to shape the next generation.”

With teacher shortages in many different subject areas and communities across the country, students in college athletic programs offer a diverse pool of individuals who reflect the desired characteristics and skills to become great candidates for careers in education. The long-term goal for the project is to place 10,000 student-athletes into teaching careers over the next 10 years.

“We are delighted to add the University of South Florida to our list of schools participating in the Go Teach Project,” said Britton Banowsky, College Football Playoff Foundation Executive Director. “This commitment from the athletic department and college of education to assist their student athletes in achieving education degrees or teaching certificates, will ensure that we begin to fulfill the need for strong diverse leaders in our classrooms.”



SPOTLIGHT

USF ADOPTS CALL ME MISTER PROGRAM TO BOOST THE NUMBER OF MALE TEACHERS OF COLOR

The USF College of Education is launching a new initiative aimed at increasing the number of male teachers of color in local elementary schools, particularly in high poverty schools.

The program is called “Call Me MISTER,” which stands for Mentors Instructing Students Toward Effective Role Models. Founded and based at Clemson University, the innovative program has spread to more than 25 colleges and universities nationwide.

“All children, as well as all school personnel, need to be exposed to and benefit from voices of men of color in our schools,” said Brenda Walker, PhD, JD, Associate Campus Dean for Education at USF’s St. Petersburg campus, where the Call Me MISTER program will initially be housed. “This program will offer new opportunities to young male students of color while helping us build an important pipeline for our local elementary schools.”

While each university is encouraged to tailor the program to meet specific needs, most Call Me MISTER initiatives include:

- Tuition assistance for admitted students pursuing approved programs of study in teacher education
- An academic support system to help assure success
- A cohort system of social and cultural support
- Assistance with job placement
- The opportunity to attend a national summer conference with all Call Me MISTER participants

In exchange, graduates agree to teach in urban or low-income elementary school classrooms – at least one year for every year in which they received assistance from the program.

USF is partnering with Pinellas County Schools, who will help identify prospective applicants. Walker said her goal is to launch the program in Fall 2021 with five students. Eventually, she hopes to grow that number to 10 and expand it to the USF campuses in Tampa and Sarasota-Manatee.

Call Me MISTER is very similar to an initiative Walker created in 1995 called Project PILOT. It was the first of several initiatives that prepared African American men for urban special education teaching careers. As a result of that initiative, 31 African American men have graduated and are teaching children with special needs.

According to the National Center for Education Statistics, since 2014, ethnic and racial minorities make up more than half of the student population in U.S. public schools. About 80 percent of teachers are White, and 77 percent are female.

People of color make up about 20 percent of teachers, and just two percent are Black men.

Walker said it's very important that all children –regardless of race or ethnic identity – are exposed to Black male teachers.

“A lot of times we say, ‘African American males need to see African American male teachers,’” Walker said. “Yes they do, but White students need to see African American males in positive teaching settings. A lot of the time, we rely on the images that we see in the media, especially about African American males. And they're not always portrayed positively.”

Sandra Vernon-Jackson, an education instructor on USF's St. Petersburg campus, is developing the curriculum for the program. In addition to their regular coursework, the university will provide some specific programming for the Call Me MISTER participants. They will also be matched with mentors both within the

university and from the community.

“The moment they place their feet on our campus they will be supported and mentored,” Vernon-Jackson said. “Because ultimately we want them to be successful in the profession.”

**ETHNIC AND RACIAL MINORITIES
MAKE UP MORE THAN 1/2 OF THE
STUDENT POPULATION**

80% OF TEACHERS ARE WHITE

77% ARE FEMALE

20% ARE PEOPLE OF COLOR

2% ARE BLACK MEN

*NATIONAL CENTER FOR EDUCATION
STATISTICS, SINCE 2014*

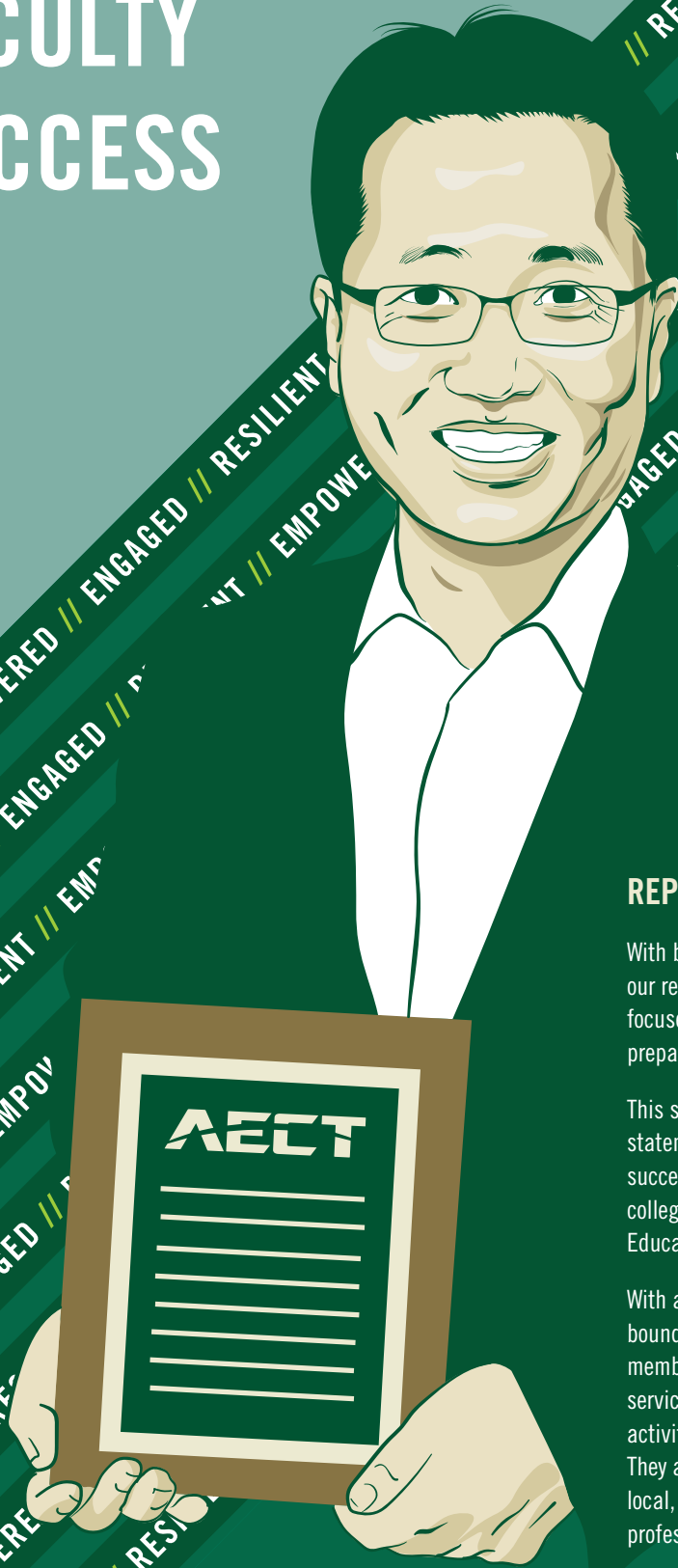
Vernon-Jackson said the program is especially meaningful to her because a male teacher of color inspired her love of mathematics back in her native Jamaica. She hopes the Call Me MISTER participants will spark a similar fire in the students they eventually teach.

“As I start looking at my teachers that I had over the years and realizing I am now on the other end, it's time to start thinking of passing down the baton and helping to develop and cultivate the passion of

educating young minds,” she said. “There have been many shoulders I have stood on. Now it is time to allow someone else to stand on my shoulders.”



FACULTY SUCCESS



REPORT ON FACULTY SUCCESS

With boundless energy and the collective power of our community, our research, degree programs, and local and global partnerships are focused on solving the most complex problems of a diverse society and on preparing practitioners to be agents of change.

This statement is an excerpt from the College of Education's mission statement and even more so this year exemplifies the drive behind the success of our faculty. Despite the many challenges that confronted our college, university, and our society at large, the faculty in the College of Education never stopped.

With a focus on the need to address these challenges head-on, our boundless energy and commitment to excellence empowered our faculty members to pivot to teaching, conducting research, and engaging in service in a virtual world. Our faculty pursued professional development activities that informed their virtual teaching to promote student success. They also engaged in impactful and collaborative research addressing local, national, and global issues, and participated in community and professional service at all levels.

Our faculty contribute to the national reputation of the College of Education and to the strategic goals of the university through our world-class interdisciplinary research that serves to promote our scholarly endeavors and positively impacts student success. Our faculty have earned international and national recognition for our creative and innovative contributions to our professions.

The following sections highlight examples of faculty success in the College of Education during the 2020-21 academic year.

MEET THE NEW FACULTY IN THE COLLEGE OF EDUCATION



OSCAR ALIAGA, PHD
Associate Professor,
**Career and Technical/
Workforce Education**

Oscar Aliaga, PhD, joins the College of Education as an Associate Professor in the Career and Technical/Workforce

Education Program in the Department of Leadership, Policy and Lifelong Learning.

Before joining USF, Dr. Aliaga was a Research Associate and Program Director with the National Research Center for Career and Technical Education, at the University of Minnesota and the University of Louisville, respectively. More recently he was the career pathways coordinator for the Agency of Education in Vermont. His research interests include student participation in career and technical education, and career and technical education student outcomes.



WILLIS JONES, PHD
Associate Professor
**Higher Education and
Student Affairs**

Willis Jones, PhD, joins the College of Education as an associate professor in the Higher Education and Student

Affairs Program in the Department of Leadership, Policy and Lifelong Learning. Before joining USF, Dr. Jones was an associate professor at the University of Kentucky. His research interests include the finance and economics of college athletics, Historically Black Colleges and Universities, community colleges and student retention.

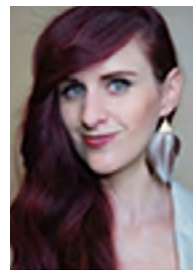


**MICHELLE BOMBAUGH,
PHD**
Instructor
**Higher Education and
Student Affairs**

Michelle Bombaugh joins the College of Education as an Instructor in

the Higher Education and Student Affairs Program in the Department of Leadership, Policy and Lifelong Learning. She has worked at USF since 2005, holding positions in Undergraduate Admissions, Academic Advising and the Office of Academic Advocacy.

Dr. Bombaugh has a bachelor's degree from Florida Southern College in Music Education and Music Performance, and both an M.Ed in College Student Affairs and a PhD in Higher Education Administration from USF. Her work as a practitioner has primarily focused on student success and she has presented on case management, first-year persistence and predictive analytics at various regional, national and international conferences. Her role in the College of Education will include serving as program coordinator for the M.Ed. in Curriculum and Instruction with a concentration in College Student Affairs.



NOÉMI NAGY, PHD
Assistant Professor
**Career and Technical/
Workforce Education**

Noémi Nagy, PhD, joins the College of Education as an Assistant Professor in USF's Career and Technical/Workforce

Education program in the department of Leadership, Policy, and Lifelong Learning. Her research focuses on career development over the lifespan with a special focus on late career development (workers aged 50+), diversity at work, subjective aging, new work, proactivity at the workplace, leadership and leadership development, assessment and personnel selection.

Dr. Nagy received her PhD in Work and Organizational Psychology, her CAS in University Teaching from the University of Bern, Switzerland, and her MSc in Social and Economic Psychology from the University of Zurich, Switzerland.



LINDSAY PERSOHN, PHD

Assistant Professor

Literacy Studies

Lindsay Persohn, PhD, joins the College of Education as an assistant professor in the Literacy Studies Program in the Department of

Language, Literacy, Ed.D., Exceptional Education and Physical Education on the USF Sarasota-Manatee campus.

Prior to entering this role, Dr. Persohn was a visiting faculty member in the Department of Teaching and Learning on USF's Tampa campus. She received her Ph.D. in Curriculum and Instruction with an emphasis in Literacy Studies from USF in 2018. Dr. Persohn's research interests include children's literature, art history and qualitative research methods.



DANA THOMPSON DORSEY, JD, PHD

Associate Professor

Director of the David C. Anchin Center and faculty in the Department of Leadership, Policy, and Lifelong Learning

Dana Thompson Dorsey, JD, PhD, joins the College of Education as the new endowed Chair of Education Innovation and Director of the David C. Anchin Center for the Advancement of Teaching. In this role, Dr. Thompson Dorsey will advance the Anchin Center's mission of collaborating with teachers, school leaders, districts and other educators to improve the quality of education for students and transforming the teaching profession to attract, retain and develop quality, culturally responsive educators.

Dr. Thompson Dorsey's research examines education laws, policies and practices, and how they shape educational equity, access and opportunities for minoritized and underserved populations in various educational contexts. Her research has been cited in the New York Times and featured on several NPR radio shows discussing school segregation, educational access and the U.S. Supreme Court's opinions on race-based admissions policies.

FACULTY PROMOTIONS

The following faculty members were awarded tenure or promotion during the 2020-21 academic year:

- **William Black, PhD** — *Promoted to Full Professor*
- **Paula Cate** — *Promoted to Instructor Level 3*
- **Deirdre Cobb-Roberts, PhD** — *Promoted to Full Professor*
- **James Hatten, PhD** — *Promoted to Instructor Level 2*
- **Victor Hernandez-Gantes, PhD** — *Promoted to Full Professor*
- **Zorka Karanxha, EdD** — *Promoted to Full Professor*
- **Sarah Kiefer, PhD** — *Promoted to Full Professor*
- **Michael Sherry, PhD** — *Promoted to Associate Professor*

USF FACULTY EMERITUS

In the 2020-21 academic year, the College of Education saw three faculty members retire and receive Emeritus status. Emeritus status is presented to individuals who have achieved Associate rank or higher and who have maintained a record of sustained contributions in their assigned duties during their careers at USF.

- **James Duplass** — *Professor, Social Science Education*
- **Nell Faucette** — *Professor, Physical Education*
- **Johanna Lasonen** — *Professor, Career and Workforce Education*

FACULTY AND STAFF AWARDS RECEIVED IN 2020-2021



LISA ADKINS
Academic Specialist

Lisa Adkins, academic program specialist in the Department of Leadership, Policy, and Lifelong Learning, was selected for the Marshall Student Center's inaugural Bull Brag Award. The Bull Brag Award recognizes students, faculty, or staff

across all USF campuses who have gone above and beyond in serving the USF community.

DEANNA BULLARD, PHD
Assistant Director of Academic Advising

Deanna Bullard, PhD, Assistant Director of Academic Advising at the St. Petersburg campus, was honored with the Golden Apple Award in November. The award, presented by the USF St. Petersburg campus Ambassadors, honors employees who demonstrate a commitment to student success and have made a significant impact in a student's life.



MICHAEL J. BERSON, PHD
Professor

Professor Michael J. Berson, PhD, received the Irving Morrisett Award for Outstanding Contribution to Social Science Education at the Social Science Education Consortium's (SSEC) 2020 Annual Meeting in

July. The SSEC, founded in 1963, is a nonprofit educational corporation dedicated to strengthening social science content in social studies education. Since 2003, the SSEC Board of Directors has presented the Irving Morrisett Award to a member who has devoted their career to improving social studies and social science education. Individuals selected for the award have improved the field through significant scholarly publications and a continuing commitment to the field and the SSEC.



MARIE BYRD, EDD
Associate Professor

Associate Professor Marie Byrd, EdD, was the USF Sarasota-Manatee campus's recipient of the USF Foundation's 2021 Women in Leadership and Philanthropy

[Dr. Kathleen Moore Faculty Excellence Award](#). Established in 2007, the WLP Faculty Excellence Award Program provides annual grants to USF faculty whose research and creative efforts focus on women and issues affecting women. Dr. Byrd received the award in recognition of her research topic, the social and emotional learning of Black girls.





DARLENE DEMARIE, PHD
Associate Professor

As USF's faculty Fulbright advisor, Associate Professor Darlene DeMarie helped USF maintain its status as a **top 10 producer of Fulbright scholars** for the 2020-21 academic year. This is the sixth year in a row USF

has received this recognition.

HEATHER DUNCAN, PHD
Interim Assistant Dean and Director of Teacher Education and Clinical Practice

Heather Duncan, PhD, Interim Assistant Dean and Director of Teacher Education and Clinical Practice at the St. Petersburg campus, was honored with the Golden Apple Award in November. The award, presented by the USF St. Petersburg campus Ambassadors, is presented to employees who demonstrate a commitment to student success and have made a significant impact in a student's life.



ROBERT DEDRICK, PHD
Professor

Professor Robert Dedrick received an honorable mention in the 2020 USF Outstanding Graduate Faculty Mentor Award competition. The USF Office of Graduate Studies Outstanding Graduate Faculty Mentor Award

recognizes USF graduate faculty who demonstrate the highest level of quality in the mentoring of graduate students in teaching, research, and service.



SARA FLORY, PHD
Associate Professor

Associate Professor Sara Flory, PhD, was awarded a **Fulbright Scholar** award to Malta. Faculty who receive Fulbright awards are given the opportunity to travel abroad, explore new perspectives, establish new

international collaborations and potentially discover new breakthroughs that can have a global impact. Dr. Flory will leave for her Fulbright program this Fall.



JAMES HATTEN, PHD
Assistant Professor

Assistant Professor James Hatten, PhD, was recognized by the university as a “USF Hero,” an honor presented to USF faculty, staff, and students who went above and beyond in their service to the university during the

coronavirus pandemic. Dr. Hatten was recognized for his work in providing free professional development for K-12 teachers to help prepare them for online teaching and learning during the pandemic.



ALEXANDRA PANOS, PHD
Assistant Professor

Assistant Professor Alexandra Panos, PhD, received the Area 4 Chair Award at the Literacy Research Association’s 70th Annual Conference in recognition of her publication, “A Troublesome Reality in Literacy Research about

Climate Change.” The award was presented to Dr. Panos along with James Damico from Indiana University and USF graduate student Katharine Hull.



VESELINA LAMBREV, PHD
Assistant Professor

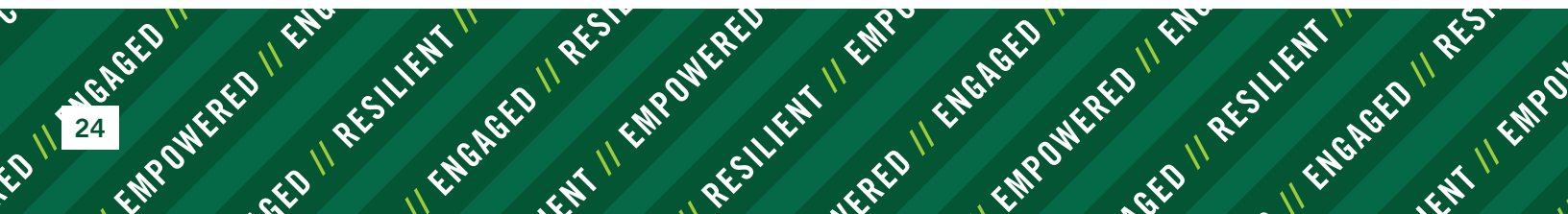
Veselina Lambrev received the **2021 Elizabeth Sherman Swing award from the Comparative International Education Society.**

The Elizabeth Sherman Swing Award was established in 2020 to

recognize an emerging scholar who is conducting research on the policies or practices of multiculturalism and/or multilingualism in Europe. The award was created to honor the distinguished contributions of Elizabeth Sherman Swing who served as the first CIES historian and dedicated her academic and professional career to research on the issues of multiculturalism and multilingualism, broadly defined.

REBECCA OGLETREE
Accreditation Coordinator

Rebecca Ogletree, Accreditation Coordinator at the USF St. Petersburg campus, received an award from the Florida Association for Career and Technical Education (FACTE) in October for outstanding service, leadership to teacher preparation and dedication to the professional organization. Ogletree serves as a member of the FACTE executive board.





RUTHMAE SEARS, PHD
Assistant Professor

Associate Professor Ruthmae Sears, PhD, was selected to join the second cohort of the Aspire Alliance's Institutional Change Network (IChange) IAspire Leadership Academy. The IAspire Leadership

Academy is a National Science Foundation-funded program that is designed to develop and train the next generation of underrepresented leaders in science, technology, engineering and mathematics (STEM) fields in higher education.

ZAFER UNAL
Professor

Professor Zafer Unal, PhD, published a chapter in the book, "Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students." The book was featured at the 2020 Association of Teacher Educators, the American Association of Colleges for Teacher Education and the Council for the Accreditation of Educator Preparation's annual conference. Dr. Unal also published a journal article, titled "Designing an interactive gamified online case study platform for preparing preservice teachers to work with parents" in the Journal of Interactive Learning Research, which was highlighted with the "Distinguished Paper" title.

JENIFER JASINSKI SCHNEIDER, PHD //
LINDSAY PERSOHN, PHD //
AIMEE FRIER, PHD

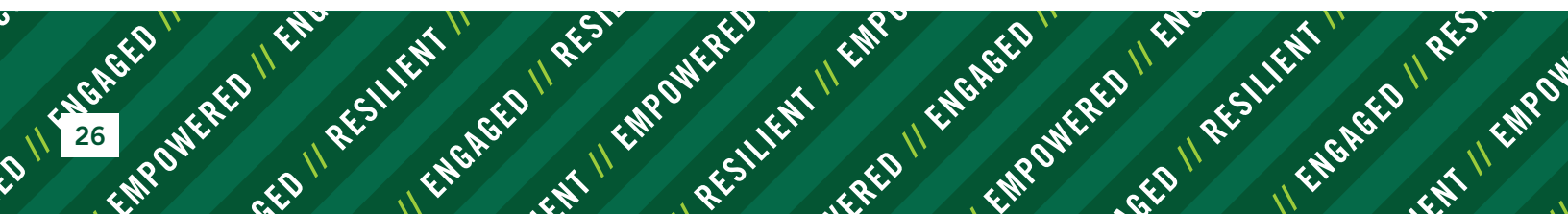
Literacy Studies faculty members Jenifer Jasinski Schneider, PhD, Lindsay Persohn, PhD, and Aimee Frier, PhD, received the Area 9 Chair Award at the Literacy Research Association's 70th Annual Conference in recognition of their publication, "We are in a book! In Defense of Books, Children, and Reading." The award was presented to the research team, which also included USF students and alumni Stephanie Branson, MA '03, Sarah Pennington, MA '10 & PhD '16, Julia Haggie, PhD '16, and Rebecca Powell, MA '07 & PhD '18.



SANGHOON PARK, PHD
Associate Professor

Associate Professor Sanghoon Park, PhD, was appointed to the USF Council of Faculty Champions in the Fall 2020 semester. Faculty members selected for this council were identified as experts in providing guidance and

support to facilitate faculty members' transitions to partial or fully online course instruction. Each faculty member selected for this program joined the USF Faculty Instruction and Learning Excellence Development Team to serve and provide valuable mentoring in faculty instruction.



RESEARCH AND SCHOLARLY PRODUCTIVITY



A continuous goal of faculty in the College of Education is to enhance our research and scholarly productivity. Despite the challenges created by the global pandemic, our faculty participated in events to promote partnerships and to learn about the research interests of colleagues across campuses.

To encourage faculty collaboration in research, the College hosted a virtual research event in October that featured eight presentations given by faculty and graduate students across all three campuses and four departments in the College, including a presentation from the Gus A. Stavros Center for Free Enterprise and Economic Education.

In December 2020, the College hosted a “Thinking Outside the Box” event for faculty to explore ways to be creative and entrepreneurial in the areas of research, scholarly productivity, and professional development, while also learning about strategies for generating unique sources of revenue. Dr. Dirk Libaers from USF’s Center for Entrepreneurship and Dr. David Conrad from USF Technology Transfer/Patents & Licensing served as guest speakers for this virtual event. In addition, two College faculty members shared their entrepreneurial activities including lessons learned and suggestions for success.

Collectively in 2020, faculty in the consolidated College of Education published 423 scholarly works (see figure 1). Despite delays in conducting research and in timeliness of peer reviews due to the pandemic, our faculty productivity was excellent.

REFEREED ARTICLES	326
BOOK CHAPTERS/ SEGMENTS	42
TECHNICAL REPORTS	2
BOOKS	11
NON-REFEREED ARTICLES	5
ABSTRACTS	8
BOOK REVIEWS	1
EDITORIALS	3
OTHER	25
TOTAL PUBLICATIONS	423

INTERNAL (COLLEGE AND UNIVERSITY) FUNDED AWARDS

Four principal investigators (PIs) in the College were selected as recipients of a College of Education Mini-Grant in 2020: Dr. Eric Davis, Dr. Jennifer Jacobs, Dr. Marcus Kilpatrick, and Dr. Glenn Smith. Funded proposals were those that promoted, supported, and enhanced the research, scholarship, and creative endeavors of the College’s faculty, with priority given to those showing the greatest promise for future external funding. Due to the pandemic, these PIs were delayed in beginning their studies, but it is anticipated that they will complete their research during Summer 2021.

USF initiated two new internal grant award programs in 2020 that our faculty participated in. The first new program was in response to the COVID-19 pandemic with proposals submitted through the USF Pandemic Response Research Network. Dr. Allan Feldman (PI) and colleagues were awarded funding for a project entitled “Mathematics and Science Teaching and Learning of COVID-19 Public Health Issues in eLearning Environments.”

Mathematics and Science Teaching and Learning of COVID-19 Public Health Issues in eLearning Environments

Principal Investigator: Allan Feldman, PhD

Co-Principal Investigators: Marissa Levine (USF College of Public Health), David Rosengrant, Sarah Van Ingen, and Eugenia Vomvoridi-Ivanovic

This innovative research and development project has two main components. First, the project team engages middle school math and science teachers in Hillsborough County Public Schools (HCPS) in participatory action research to develop methods and materials to deliver high quality, reform-based instruction through online platforms, and to increase students’ knowledge of public health issues and their ability to serve their communities as COVID-19 public health ambassadors. Second, the team engages in research on the development and implementation of COVID- and culturally-responsive pedagogical methods and curricular materials, and their effects on the students’ understanding of math and science content and of systems approaches to public health.

The second internal award program was initiated in response to the systemic racism that has resulted in inequities and violence in Black communities, with a call for proposals to focus on understanding Blackness and addressing anti-Black racism in our local, national, and international communities.

Three multidisciplinary teams of faculty with a PI from the College of Education were awarded funding through this program:

The BEST Way to Support Black Men/Youth in Medical and Healthcare Fields.

Principal Investigator: Vonzell Agosto, College of Education

Community Partner: BEST (Brain Expansions Scholastic Training) Academy

Despite an overall increase in the number of Black males graduating from college, the representation of Black men in medicine has remained unchanged for nearly 40 years in the United States. In partnership with the BEST Program, 75 participants will be interviewed to examine critical factors that support their retention as Black male students pursuing medical/health academic majors and occupations.

2020-2021 (9.5 MONTHS)

TYPE	NUMBER SUBMITTED	NUMBER FUNDED TO DATE	NUMBER AWAITING DECISION	SUBMITTED BUDGET AMOUNT	FUNDED BUDGET AMOUNT TO DATE
FEDERAL	16	2	12	15,747,756	1,342,800
FEDERAL FLOW THRU	16	3	12	7,257,511	508,102
STATE	8	8	0	7,064,555	7,064,555
PRIVATE	36	8	21	7,872,676	212,998
TOTAL	76	21	45	37,942,498	9,128,455

The Impact of Mentoring on Persistence, Resilience, and Success Outcomes of Black Women Academics.

Principal Investigator: Tanetha Fisher, College of Education

Community Partner: The Florida Education Fund and The McKnight Foundation

Underrepresented in all of academia, the need to foster Black women faculty success has been at a critical point for several years. Not only do Black women have lower salaries at the time of hire as compared to their male counterparts, which can affect career trajectories and upward movement, they also experience tenure and promotion at decreased rates. This research proposal supports an interdisciplinary mixed-method study to explore the experiences of Black women academics who have had successful experiences with programmatic mentoring.

Racism in School Exclusionary Suspensions (RISES).

Principal Investigator: Brenda Walker, College of Education

Community Partners: Allen Temple AME Church, Corporation to Develop Communities of Tampa, Inc., and the Hillsborough County Branch of the NAACP

Racism in School Exclusionary Suspensions (RISES) explores school suspensions and the extent to which perceptions of racism or differential treatment are held by African American adolescents and their families. The project will conduct surveys and virtual focus groups of more than 400 participants.

EXTERNAL FUNDING PROPOSAL SUBMISSIONS AND AWARDS

From July 1, 2020 to April 15, 2021, faculty in the consolidated College of education have submitted a total of 76 external grant proposals for a total proposed budget amount of \$37,942,498. As of mid-April 2021, we are still awaiting funding decisions on 45 of these proposals.

We anticipate a minimum of 11 additional proposals to be submitted from our College prior to June 30, 2021 for another \$17,341,464, giving us an **anticipated grand total of over \$55 million in proposal submissions for the 2020-2021 fiscal year.**

Research Expenditures

As of April 1, 2021 our College of Education total sponsored research expenditures is \$17,986,893. Given that a large majority of research expenditures are posted closer to the end of the fiscal year, it is anticipated that this amount will increase substantially by June 30, 2021.

College of Education Faculty Engage in Interdisciplinary Research Funding at USF

Faculty from the College of Education engage in interdisciplinary research with collaborators across the university.

During the 2020-2021 academic year, faculty from our College served as the co-principal investigator with a principal investigator from another area of USF on 18 federal grant proposal submissions. These other units include the College of the Arts (School of Music), the College of Behavioral and Community Sciences (Child and Family Studies), the College of Engineering (Computer Science & Engineering; Civil & Environmental Engineering), the College of Arts and Sciences (Geosciences), the College of Public Health, the Taneja College of Pharmacy, and the Morsani College of Medicine (Orthopaedics & Sports Medicine).



RESEARCH SPOTLIGHT

USF RESEARCHERS PARTNER WITH NONPROFITS CODEVA, TERC ON NSF-FUNDED PROJECT TO BRING COMPUTER SCIENCE INTO VIRGINIA'S MIDDLE SCHOOL HISTORY CLASSROOMS

Researcher: Michael J. Berson, PhD

University of South Florida (USF) professor Michael J. Berson, PhD, is partnering with Virginia-based nonprofit CodeVA and math-science nonprofit TERC on a multi-year research project to broaden middle school students' participation in meaningful and culturally relevant computer science instruction during their history classes.

The project, "An Interdisciplinary Approach to Supporting Computer Science in Rural Schools," will develop a computer science program for teaching history to underserved middle school students in the state of Virginia. The project is supported by a four-year, \$2.99 million grant funded by the National Science Foundation's (NSF) Discovery Research PreK-12 (DRK-12) program, and was developed as part of a national push to increase computer science K-12 literacy and participation in computer science-related fields and industries among underrepresented and minoritized student populations.

Michael J. Berson, a Professor of Social Science Education, will serve as co-principal investigator for the project. He and Ilene R. Berson, a Professor of Early Childhood Education who will also

contribute to the project, have collaborated on groundbreaking international research in digital citizenship and cybersecurity for students that has informed global policy and practice.

"We have an opportunity to build upon our ongoing research with young children that has informed our instructional approaches to foster transversal competencies with tangible coding technologies," Michael J. Berson said. "A project-based approach to geohistorical teaching and learning can provide a range of opportunities for students to investigate and apply computational thinking and problem-solving skills within the context of projects that are of 'real world' interest."

The research project aims to broaden access to meaningful computer science instruction for students in rural areas across Virginia by using techniques such as modeling and simulation to allow students to explore historical events from multiple lenses and by providing sustainable training and resources on culturally relevant teaching techniques to support history teachers statewide.

The project will be conducted in collaboration with TERC, an independent research-based nonprofit organization focused on science, technology, engineering, and mathematics (STEM) education, and CodeVA, a nonprofit that partners with schools, parents, and communities to bring equitable computer science education to all of Virginia's students. CodeVA's state-funded training programs have served approximately 3500 teachers since 2014 and focus heavily on building schools' capacity to provide basic training to their faculty, enabling them to meet Virginia's computer science education mandate.

"This exciting project supports a more inclusive understanding of history by allowing students to explore and bring to life key concepts using CS and computational tools," said Bryan Wallace, CodeVA's education community manager and principal investigator for the project.

RESEARCH SPOTLIGHT

USF COLLEGE OF EDUCATION ASSISTANT PROFESSOR TO ESTABLISH CARIBBEAN EDUCATIONAL RESEARCH CENTER THROUGH \$3.6 MILLION GRANT

Researcher: Patriann Smith, PhD

Patriann Smith, assistant professor of literacy studies in the USF College of Education, has been awarded a three-year, \$3.6 million grant from the United States Agency for International Development (USAID). The grant is in partnership with the University of the West Indies Cave Hill in Barbados to establish an interdisciplinary educational research center to help support decision making and policy development for educational innovation and expansion in Barbados and the Eastern Caribbean. The grant will also establish a repository for educational research produced in and about the Caribbean. Smith, a native of St. Lucia, will work with a team at the University of the West Indies to conduct research that highlights significant educational issues on the islands, such as challenges with literacy and numeracy teaching methods, and make those insights accessible to researchers across the world.

Smith says research in the Caribbean is generally difficult to locate as the findings are often not submitted to online repositories that are easily accessible in and beyond the Caribbean. In addition to building a database of educational research for USAID, she and her colleagues will share with scientists in the Caribbean how they can better leverage their expertise through publishing in top-tier journals, by participating in high-profile lecture series and other mechanisms that further enhance the research profile of Caribbean scholars. This will allow future research to build upon what's already known and advance efforts to improve educational outcomes in the Caribbean. They'll also be looking at how Eurocentric curriculum has hampered educational growth.



“Working in partnership with Caribbean scholars to implement and design decolonizing research methods and pedagogies in literacy, math, science and other areas of the curriculum will allow USF to extend anti-racism efforts internationally by supporting humanizing efforts for Black communities in the Caribbean,” Smith said.

“Today’s young people are the leaders of tomorrow. Empowering them with tools to succeed impacts our region. What affects one will affect us all, and as neighbors, the American and Caribbean people share similar interests. We are neighbors, we are partners, we are friends,” said Clinton White, USAID Eastern and Southern Caribbean regional representative.

The Caribbean initiative will help inform policy and planning for ministries of education and other stakeholders in education. It will also enhance USF’s commitment to strengthening its international research partnerships and allow for a global exchange of information. By identifying and addressing educational challenges in the Caribbean for predominantly Black student populations, researchers can better assist in efforts to address opportunity gaps in primarily Black communities in the United States and around the world.

Smith moved to the United States in 2009, earning her master’s and doctoral degrees from USF. Prior to that, she was a K-12 teacher in St. Lucia, Trinidad and Tobago. Smith has coordinated and supported partnerships between universities and K-12 schools in Illinois and Texas and brings her prior experience and expertise to the current initiative. She and her colleagues at USF, through the David C. Anchin Center and the Institute for the Study of Latin America and the Caribbean, will spend the next three summers conducting research in partnership with faculty in the Caribbean and will teach courses to research fellows at the University of West Indies Cave Hill. They’ll also be collaborating with Historically Black College and Universities (HBCUs), such as Spelman University in Atlanta, Tennessee State University in Nashville and the University of the Virgin Islands in St. Thomas, to help ensure they identify additional issues that may affect the teaching of certain curriculums.

The grant will initially target 10 Caribbean island countries, seven of which are independent: Antigua, Barbuda, Barbados, Dominica, Grenada, St. Kitts, Nevis, St. Lucia, St. Vincent and the Grenadines. The remaining three countries are the U.S. Virgin Islands, Montserrat and Anguilla. Smith and her team plan to eventually extend their efforts to the wider Caribbean.

RESEARCH SPOTLIGHT

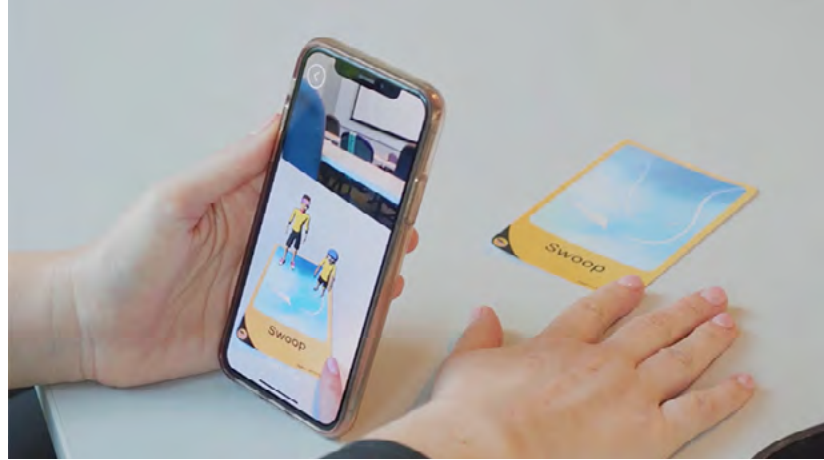
VIRTUAL CHARACTERS CREATED AT USF TO TEACH EMERGENT BILINGUAL STUDENTS ENGLISH

Researcher: Sara Smith, PhD

A new research-based app developed at USF will soon be accessible to K-12 students and teachers in an effort to bolster a more multilingual society.

Sara Smith, assistant professor of ESOL and foreign language in the College of Education, created the patent-pending Multimedia Augmented Reality Vocabulary Learning (MARVL) app. The app is paired with special vocabulary cards by using the camera lens of a smartphone or tablet, which then activate two virtual characters who teach English to Spanish-speaking students. Ivan is a bilingual 13-year-old boy who acts as the app's instructor, and Watson, a sloth, is his assistant. Together, they virtually appear on individual flashcards and provide vocabulary instruction using child-friendly definitions, animated visuals, sound effects and motion, which allow the students to better understand the meaning of a word through movement.

"We have a card for the word 'thought,' and when Ivan explains what it means to have a thought, thought bubbles pop up and float above his head. Children can see different animated thoughts that he's having," Smith said. "Our app uses augmented reality to add that magical element where you feel like you're in an animated movie. Hopefully, we can



capture that excitement that made kids love Pokémon Go and use it for learning. Children will learn a new word better with a definition in their first language, plus we want to support the child continuing to develop their vocabulary in their home language. MARVL is a resource for teachers to provide dual-language vocabulary instruction and support their classroom curriculum."

The app was developed in collaboration with María Carlo, associate professor of child and family studies in the USF College of Behavioral and Community Sciences. Carlo helped create the research-based Spanish-English vocabulary materials. Smith also worked with graphic designers, animators and voice actors. The project is made possible by a \$25,000 grant from the Bull Ring Accelerator Grant Program, a joint venture between the USF Foundation and USF Research Foundation.

Smith is working with RCMA Charter School in Wimauma, Dreamers Academy charter school in Sarasota and is in discussions with a Tampa Bay area school district. She's also recruiting kindergarten teachers to serve as beta testers in their classrooms for spring 2021. According to the National Education Association, English Language Learners (ELLs) are the fastest-growing group of K-12 students. The NEA estimates that by 2025, their presence in public schools will grow to 25 percent.

"What is exciting about MARVL is that the children can work independently and interact physically with the vocabulary cards and these characters that come alive. That is a total innovation that I have not seen in schools," said Geri Chaffee, founder of Dreamers Academy dual language charter school and board member for the Manatee Elementary Community Partnership School. "I also love the fact that we are validating the use of the child's first language to support their English acquisition, which all studies show is a very effective additive model."

Once the version for Spanish speakers is deployed, Smith will then focus on Haitian Creole, the 2nd most commonly spoken home language in Florida. She hopes to eventually build an expansive multilingual repository for MARVL.



RESEARCH CENTERS AND INSTITUTES

CENTER FOR MIGRANT EDUCATION

Premier initiatives offered through the Center for Migrant Education include the federally funded High School Equivalency Program (HEP) for Migrant Youth and the College Assistance Migrant Program (CAMP). Recognized in recent years by the U.S. Department of Education as high performing programs, both HEP and CAMP boast outstanding outcomes for students from migrant farmworker backgrounds.

During the past five years, an average of 97.5% of CAMP participants completed their first year at USF and successfully transitioned to the second year of college. Through generous donations from agribusiness, CAMP participants preparing for careers in education receive full funding for tuition and books to complete their degrees. Graduates go on to work in schools in migrant farmworker communities throughout the state of Florida.



NEW THIS YEAR: A RENOVATED SPACE FOR STUDENTS AND STAFF

This year, the Center for Migrant Education moved its facilities from the HMS building, where it was located for over 30 years, into the College of Education's main building (EDU) on USF's Tampa campus. The renovated space, located on the second floor of the EDU building, includes offices for the Center's employees and two classrooms for use by both the HEP and CAMP programs.

While the coronavirus pandemic minimized the number of in-person activities happening on campus this year, students in our programs were still able to utilize the space during their studies at the university and to connect with their advisors in the program.

STUDENT SPOTLIGHT

GRACIELA CERVANTES

Elementary Education major
and CAMP participant

Graciela Cervantes decided she wanted to become a teacher after working as a tutor in high school.

“I genuinely enjoyed working with my students,” Cervantes said. “The time I spent with them was always enjoyable and it seemed to fly by. I have enjoyed learning more about how to work with kids. Everyone says that teaching is easy but there are so many things that are done behind the scenes, many things that people are not aware teachers do.”

Cervantes, an Elementary Education major in the College of Education, is a senior at USF who plans to graduate this spring. She is a participant in the Center for Migrant Education’s College Assistance Migrant Program, a grant-funded program that assists students from families of migrant and seasonal farmworker backgrounds in completing their first year of college and transitioning to complete their bachelor’s degree.

Drawn to USF because it was not too close or too far from her home in Immokalee, Fla., Cervantes felt confident in her decision to attend USF because of CAMP, which she learned about through her high school’s migrant center. She says the CAMP recruiter helped her throughout the application process, and she has continued to receive the same level of personalized attention and support from the program’s staff while a student at the university.

“CAMP definitely gives you a support system, especially during your freshman year,” Cervantes said. “My CAMP



cohort became my family and I still talk to them. Everyone that works with CAMP wants to see their students do the best possible and they make sure that we are succeeding in college.”

Cervantes has thrived while attending USF. She’s involved in student organizations including the Mexican-American Student Association and the GloBull Ambassadors program. She was also the recipient of numerous scholarship awards, including the USF Alumni Association’s Dr. Martin Luther King Jr. Scholarship, and two College of Education scholarship funds: the Florida Tomato Exchange Scholarship and the Sunripe Migrant Education Scholarship, both of which are awarded to migrant students majoring in education.

Cervantes credits much of her success while attending USF to the support she has received through CAMP and the staff at the Center for Migrant Education.

“CAMP has helped me navigate the college experience at USF by always supporting me,” Cervantes said. “Even though I was in the program my freshman year, I was still able to go in and ask for help on anything during the years after. I remember going in every year to fill out my FAFSA or even to

ask for help with scholarship applications.”

During her coursework at USF, Cervantes completed field experiences at Sessums Elementary and Cannella Elementary. When she graduates from USF in May, she’ll have teaching experience in second, third, and fifth grade classrooms—all of which have prepared her to take on her first full-time teaching role later this year.

When asked what advice she would give to others who hope to pursue a similar path as her

own, Cervantes urged others to not be afraid of leaving home to get the full college experience.

“College is an amazing experience, as long as you make it one,” Cervantes said. “There will be many times where you will be pushed out of your comfort zone, but one day you will look back and realize how much you’ve grown as a person.

“CAMP has helped me navigate the college experience at USF by always supporting me. Even though I was in the program my freshman year, I was still able to go in and ask for help on anything during the years after. I remember going in every year to fill out my FAFSA or even to ask for help with scholarship applications.”

GRACIELA CERVANTES

DAVID C. ANCHIN CENTER FOR THE ADVANCEMENT OF TEACHING

For almost 25 years, the David C. Anchin Center for the Advancement of Teaching has collaborated with teachers, school leaders, districts, and other educators to improve the quality of education for students and to transform the teaching profession to attract, retain, and develop quality educators. The Center's work is driven by three core beliefs:

- All children deserve a high-quality public education, regardless of race, gender, geography, or socio-economic status.
- Stakeholders who possess a wide range of perspectives about education need to engage in courageous conversations with each other, in order to improve education.
- Real change requires collaborative, applied, actionable, and sustained educational innovation and research that targets resolving a problem of practice.

Fall semester professional development opportunities, for example, included two courses in a three-course series on Effective Online Teaching and Learning. The first course provided an introduction, and the second course provided strategies for building teacher-student relationships in a virtual classroom. The third course on advanced strategies will launch in summer 2021.

The Center has long-term partnerships with school districts around leadership development. The Gulf Coast Partnership Resident Program is a partnership with the College of Education's Educational Leadership and Policy Studies Program and Leadership Development Departments of the School Districts in Pasco, Pinellas, Polk, Hernando, and the Heartland Consortium Districts. Through the program, a cohort of assistant principals participates in leadership development training that leads to Florida Level II Principal Certification. The Leadership Collaborative brings school district professional development leaders from the west coast of Florida, including Citrus to Sarasota Counties, Polk County and the Heartland Consortium, focus on issues related to professional development, share best practices, and discuss collective items of concern at the state level.

A virtual conference was hosted on December 3-5, examining the impact of the coronavirus pandemic on education and the challenges presented in addressing the needs of Florida's diverse populations. Nationally recognized experts provided perspectives on the ways in which the pandemic has heightened longstanding inequities in the educational system and the need for policy change: Dr. Pedro Noguera, Dean and Professor, Rossier School of Education, University of Southern California; Dr. Joan Hughes, Associate Professor of Curriculum & Instruction, The University of Texas at Austin; and Dr. Eric Hall, Senior Chancellor for K-12 Education, Florida Department of Education.

In December the Anchin Center welcomed Dr. Thompson-Dorsey as Director of the David C. Anchin Center for the Advancement of Teaching and Endowed Chair in Education Innovation. We also express our deep gratitude to Dr. Connie Hines, Interim Director of the Anchin Center, and Dr. Howard Johnston, Interim Associate Director for Policy, for their service, leadership, and commitment to the core beliefs of the Center and to the mission of the College of Education.

SPOTLIGHT

NEW ONLINE COURSES PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO K-12 EDUCATORS

Online technologies have changed the shape of teaching and learning. Recently, millions of educators were abruptly forced to move courses online where they scrambled to solve the unique challenges of distance learning.

In response to the shift to online instruction and to provide K-12 educators with flexible professional development options, the David C. Anchin Center created a series of online courses available the educators looking to sharpen their skills in a variety of topics.

Learn more about the new online courses below.

Introduction to Effective Online Teaching

This fully online and asynchronous course supports both novice and veteran teachers in cultivating effective teaching practices in online environments. Last summer, the course was offered free-of-charge to educators as a rapid response initiative to help teachers prepare for online teaching during the upcoming school year.

Building Relationships in Online Courses

The importance of cultivating and supporting students' social and emotional learning doesn't disappear in the online classroom. In this course, participants learn ways to continue to build a positive classroom culture online where teacher-student relationships continue to drive and support student academic learning.

Advanced Strategies for Effective Online Teaching

Designed for practicing teachers, this advanced course explores content-specific pedagogies to support online teaching and learning. This course allows participants to build learning experiences for immediate use in online contexts.

Reading K-12 Exam Preparation

A passing score on the Reading K-12 Subject Area Exam is a state-approved pathway to a complete reading endorsement, a legislative requirement for any teacher who provides intensive interventions in reading. Facilitated by a literacy and reading expert, this course reviews best practices in reading instruction and intervention and prepares educators to earn a passing score on the exam.



FLORIDA CENTER FOR INSTRUCTIONAL TECHNOLOGY

The Florida Center for Instructional Technology and its staff continue to deliver high-quality online professional development for K-12 teachers in a variety of areas related to classroom technology integration, including new topics in response to the emerging challenges of remote learning.

Throughout the year, FCIT has hosted a series of monthly webinars for Florida high school cybersecurity teachers and students. Using their experience transitioning offerings from face-to-face to virtual settings, FCIT has begun the task of engaging and guiding colleges around the university to create their own virtual non-credit K-12 experiences.

Looking to the future, FCIT's staff are working to expand USF's service to the community through expansion of non-credit professional development offerings and greater K-12 engagement by working with faculty across the USF system, connecting the disciplinary expertise of the College of Education with the entire university community.

SPOTLIGHT



CYBER CITIZENSHIP PROJECT

Misinformation and disinformation have never posed a greater threat to the health and well-being of our communities. In an increasingly digital world, new skills are needed to effectively navigate complex information landscapes. With access to effective educational resources, students can become stronger cyber citizens, more resistant to exploitation and manipulation through misinformation and disinformation.

“Moving to 100% virtual summer camps was not an easy task, but our team really stepped up to the challenge and had a lot of fun reimagining our K-12 offerings. There were also some wonderful, unexpected benefits of reworking the camps.”

NATHAN WOLKENHAUER

This year, FCIT, in partnership with the New America Foundation, Cyber Florida, the National Association for Media Literacy, and many others embarked on a project to connect educators with high-quality teaching resources. The Cyber Citizenship Project also seeks to build a broad community-based coalition to address these problems going forward.

The Cyber Citizenship project grew out of FCIT's ongoing partnership with Cyber Florida, with the specific

goal of establishing Florida as a national leader in K-12 Cybersecurity education. Cyber Florida and FCIT's Operation K-12 provides educator professional development, direct youth engagement, and K-12 curriculum development.

VIRTUAL SUMMER CAMPS

In response to the changing needs for service to K-12 audiences, FCIT has developed innovative and engaging online experiences for these students. By partnering with school districts, nonprofits, and private businesses, FCIT staff rapidly transitioned their 2020 K-12 summer camps to a variety of virtual formats, taking advantage of the unique pedagogical affordances of digital and blended formats.

FCIT created these experiences for campers that encouraged collaboration, community building, critical thinking, and problem solving. Campers worked directly with industry professionals using collaboration technologies such as Microsoft Teams and Slack. For younger audiences, FCIT staff designed age-appropriate, kinesthetic activities, such as home-built “laser-beam” obstacle courses, to support exploration of content within immersive narrative experiences.

Campers participating in the virtual edition of FCIT’s longstanding collaboration with community partner Tampa Theatre created, edited, and starred in their own films in the virtual Backyard Movie Maker camp. Nate Wolkenhauer, FCIT Assistant Director, says he enjoyed the challenge of adapting the camps to fit a virtual format.

“Moving to 100% virtual summer camps was not an easy task, but our team really stepped up to the challenge and had a lot of fun reimagining our K-12 offerings,” Wolkenhauer said. “There were also some wonderful, unexpected benefits of reworking the camps.”

One of these benefits, Wolkenhauer explained, was that the camps were now able to reach students outside of the Tampa Bay region. Last summer, the virtual summer camps included K-12 children from more than 15 Florida counties, three different states, and two countries. Innovations developed out of necessity in 2020 are being expanded moving forward. This summer, virtual camps will be offered in addition to potential face-to-face experiences made possible by improving public health conditions.



GUS A. STAVROS CENTER FOR FREE ENTERPRISE AND ECONOMIC EDUCATION

The Gus A. Stavros Center for Free Enterprise and Economic Education impacts K-12 school districts, businesses, and communities with a myriad of programs it has developed and implemented throughout its 41-year history.

The Stavros Center's goal is to be the “go-to” source for K-12 educators and business leaders who seek professional development in the areas of economics education, entrepreneurship education, workforce skills and talent development, and financial literacy.

“When I think of my need for economic education support for my teachers, I always think first of the USF Stavros Center,” said Tina Stavrou, senior instructional specialist for social studies K-12 in the Office for Leading and Learning at Pasco County Schools.

For more than 40 years, the Stavros Center has been instrumental in creating a positive relationship between K-12 educators and members of the communities it serves. Since the start of the Stavros Center in 1980, thousands of educators and hundreds of thousands of K-12 students have benefited from the experiences and insights provided by business and community



leaders invited by the Stavros Center to teach educators from the six-county region serviced by USF.

Educators from Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota school districts have attended exemplary professional development programs developed and conducted by the Stavros Center which involve presentations by business and community leaders. In this way, K-12 educators have benefited from the engagement with community leaders from all sectors of the local, state, and national economies.

Using an “integrated approach,” teachers learn to integrate what they learn from business and community leaders with their school curriculum. The USF Stavros Center is proud to say that it has the largest number of K-12 educators who participate in its annual programs among all economic education centers in the state of Florida.

As a result of the Stavros Center's success in impacting both educators and their K-12 students, the business community has responded by providing its time, talent, and treasure in support of the center's mission. Community support allows the Stavros Center to offer K-12 educators research-based, creative and engaging professional development programs. Organizations that have recently supported our mission through generous donations to the Stavros Center include the Coca-Cola Foundation, Coca-Cola Beverages Florida, Truist, State Farm, the Stavros family, and individual donors.



SPOTLIGHT

CORPORATE PARTNERSHIPS HELP BRING PROFESSIONAL DEVELOPMENT TO EDUCATORS ACROSS TAMPA BAY

State Farm gift continues providing financial literacy workshops for K-12 teachers

This year, the Stavros Center received its 11th consecutive annual grant from State Farm in support of the center's financial literacy program for teachers. The gift will allow the Stavros Center to continue its work in equipping educators across the Tampa Bay region with the knowledge and tools needed to teach financial literacy concepts in their classrooms effectively.

"For more than a decade, State Farm has generously provided funds in support of the Stavros Center's financial literacy and economics education program," said Dick J. Puglisi, PhD, professor, and director of the Stavros Center. "Through its long-term support, State Farm has clearly demonstrated its commitment to support teachers in the USF region. We are very proud of our partnership with such a valued community-oriented company."

State Farm began its partnership with the Stavros Center in 2010 to promote financial literacy education within K-12 schools. To date, State Farm has provided more than \$200,000 in financial support to the Stavros Center.

"State Farm is proud to continue supporting the USF Stavros Center's work in creatively educating and empowering K-12 teachers in our community," said Jose Soto, State Farm Corporate Responsibility Analyst. "The professors at the Center do an amazing job in making the virtual workshops exciting and fun for the teachers along with providing practical tools and lesson plans the teachers can easily implement in their classrooms."

Coca-Cola Foundation gift supports 'Sustainability Superheroes' professional development series

In underscoring its confidence in the Stavros Center's ability to provide needed professional development to K-12 teachers, the Coca-Cola Foundation, awarded a gift of \$200,500 in 2019 to the Stavros Center in support of its sustainability program, 'Sustainability Superheroes: Developing Global Citizens for a Sustainability Future.'

More than 1,300 K-12 educators in the Tampa Bay region have participated in the project—a number far exceeding the team's original goal of reaching 720 educators. This year, due to the coronavirus pandemic, the Stavros Center hosted its workshops in a virtual setting that provides a convenient and accessible format to teachers across our partner school districts.

ADVOCACY BOARD MEMBERS SUPPORT STAVROS CENTER'S PROFESSIONAL DEVELOPMENT PROGRAMS

Because the history of the Stavros Center involves the active participation of business and community leaders, an Advocacy Board of business and community supporters was established almost 30 ago. The board meets twice a year, with meetings focused on sharing Stavros Center program updates and on innovative ideas about how community leaders can contribute to the Centers' professional development programs.

This past year, even with the challenges of COVID-19, business leaders played a prominent role in our professional development programs. The following community leaders are but a few of the dedicated individuals who made important contributions to educators understanding of financial literacy, entrepreneurial thinking, and other relevant concepts:

- Ms. Linda Simmons, President and CEO of R.R. Simmons Construction Company
- Dr. Gino Collura, Chief Integration Officer for Finance CAPE
- Ms. Carole Colvin, CEO of Coffee and Tea Company
- Ms. Esther Eugene, President of Administrative Solutions and President of the Pinellas NAACP
- Mr. Peter Sayer, President and CEO of FlexPath Capital Inc.
- Mr. Bob McIntyre, Chairman of Ditek and former President of the Pinellas Education Foundation
- Ms. Keri Gawrych, Executive Vice President of Higher Education Credit at Truist
- Ms. Sherida Ferguson, Supervision, Senior Advisor at Raymond James

As the Stavros Center looks to the future, it remains strongly committed to involving community leaders in supporting our K-12 colleagues as they devote themselves to preparing students for success in the global economy.



THE INSTITUTE FOR SCHOOL REFORM

The Institute for School Reform is a nationally recognized research and training center that provides technical assistance to school districts and other service delivery leaders throughout the United States. Housed in the College of Education at USF's Tampa campus, the Institute's funding is derived from grants from federal and state sources.

Through its work, the Institute envisions that all schools in the state of Florida will have the capacity to provide a safe, effective, and efficient environment to continuously improve the academic, social, and emotional growth of all students and to actively engage families and communities in education.

During the 2020-21 academic year, the Institute received approximately \$11 million in grants from the Florida Department of Education (FDOE) to support the implementation and evaluation of federal and state education policy. Institute staff partnered with the FDOE and school districts across the state of Florida to support students who attend schools in impoverished neighborhoods, to build educator capacity to use assessment data to inform instruction and intervention for all students, to improve access and opportunities for students with disabilities, and to promote school mental health services, among other foci. Our staff also provided training, technical assistance, and support virtually and face-to-face as schools managed the challenge of educating students through both brick-and-mortar and innovative (e.g., virtual) classrooms.

SPOTLIGHT



PROJECT SPOTLIGHT: THE PROBLEM-SOLVING/RESPONSE TO INTERVENTION PROJECT

Florida's Problem Solving/Response to Intervention Project provides training and technical assistance to IDEA discretionary projects, schools and districts, and the Florida Department of Education. The Project also provides several supports to help schools and districts improve their multi-tiered system of supports (MTSS) to promote universal education. The vision for the project is that all Florida educators will utilize an effective and efficient multi-tiered system of supports to ensure the academic, behavioral, and social-emotional growth of all students within one universal education system.

Prior to the 2020-21 academic year, the project facilitates regional Communities of Practice focused on using students' responses to evidence-based interventions to effectively and efficiently identify students with specific learning disabilities. During the 2020-21 academic year, the project's staff created online professional learning modules and brought together its Communities of Practice through virtual learning platforms to continue the work during challenges brought on by the coronavirus pandemic (COVID-19).

The Problem-Solving/Response to Intervention Project is made possible through a \$1,399,795 grant awarded by the Florida Department of Education.

WHAT IS COMMUNITY ENGAGEMENT?

The hallmarks of community engagement are collaboration, partnership, and mutual benefit. Collaboration provides equal opportunity for exchange of knowledge, ideas, and experiences. Through that exchange we learn, we begin to understand, and we come to respect each other's talents and potential contributions to shared interests or efforts. We also identify things that matter to us, and we develop partnerships with various internal and external entities to leverage our resources through cooperation and reciprocal actions that are mutually beneficial and advance our mutual interests and goals.

Community engagement can take many forms. Partnerships with donors and sponsors like Midwest Technology Products, Northrop Grumman, Holmquist Educational Consultants, Inc., VEX Robotics, Fishman Family Foundation, Texas Instruments, and Afinia 3D, for example, enabled the creation of the College of Education Collaboratory for Innovation in Education, a space where faculty and college students, teachers and PK-12 students, can access current and emerging technologies to support the enhancement of interdisciplinary teaching practices in classroom settings. Our annual Education In Action event brings together higher education leadership, faculty and students, university and school district leaders, business and community participants around common issues of interest. The fall 2020 event focused on the theme of "Building Digital Equity in Today's Schools."

Community engagement also includes projects or initiatives designed to enhance curriculum, teaching and learning. Bringing attention to "Positive Psychology in Schools," for example, created opportunity for our school psychology students to engage in a service-learning project where they worked virtually with children grades 3-12 on improving their overall happiness. Virtual summer camps like Backyard Movie Maker leveraged the talents and resources of the Florida Center for Instructional Technology and the Tampa Theatre, a partnership that has empowered creativity for 18 years.

Preparing engaged citizens, strengthening civic responsibility, and raising awareness of critical social issues is also an area where community engagement can occur. The Cyber Citizenship Project, for example, is aimed at helping students become stronger cyber citizens, more resistant to exploitation and manipulation through misinformation and disinformation. For 40 years the Gus A. Stavros Center for Free Enterprise and Economic Education has provided professional development programs to advance the effective teaching and integration of free enterprise, financial literacy, and economic education into the K-20 curricula.

Community engagement also contributes to enhancing the quality of life and contributing to the public good. The Center for Migrant Education has worked with local, state, and national agencies and organizations to improve education and related services for migrant children and their families. The UMatter Program at the St. Petersburg campus provides young people with intellectual disabilities the learning, social skills, and career training to set them up to be competitively employed and live independently.

Throughout our annual report are multiple examples of our community engaged work as a College.



EDUCATION IN ACTION

SPOTLIGHT

EDUCATION IN ACTION VIRTUAL EVENT EXPLORES DIGITAL EQUITY DURING COVID-19

The importance of culturally relevant teaching, the need to humanize the learning experience and the power that lies in technology integration were among the topics discussed at the USF College of Education's 18th annual Education in Action event.

Hosted virtually due to the coronavirus pandemic, this year's event centered on the theme "Building Digital Equity in Today's Schools," and featured keynote speaker Kenneth Shelton, an education technology expert who has advocated for digital access initiatives in various State Departments of Education, Ministries of Education and nonprofit organizations.

Shelton, who has more than 20 years of teaching experience, spoke on three basic needs all individuals have: to be seen, to be heard and to be loved. In his presentation, he shared

how these needs connect to reasons why students often say they don't like school.

"If you were to do an audit of the terminology and the language that's generally used in schools, I would say most of it tends to be deficit-based rather than asset-based," Shelton said. "Most students have told me, 'I was always told I'm not good enough or not capable of.'"

While on this subject, Shelton also mentioned the lack of support that exists in some classrooms when students aren't encouraged to represent their learning in non-traditional ways. In today's learning environment, which consists of learners navigating a digital space through e-learning platforms and virtual instruction, Shelton emphasized just how necessary it is for educators to ask themselves, "How are the children?"

"No matter how pretty and packaged the pedagogy is, the most important thing we can do when we look at learning and our learning environments is to understand the importance of culture," Shelton said.

During his presentation, Shelton presented listeners with three different levels of culture: level one, the mid-level and the deep level. While mid-level culture involves elements like eye contact and how time is socially constructed, deep level culture is more focused on aspects that require a second glance, such as tone of voice, affirmations and how students interact with each other within a learning space.



Keynote speaker Kenneth Shelton

In one example, Shelton shared the problems that exist when having students' complete assignments in groups and then grading each person's work individually by their class rank.

"If I'm going to be ranked against my classmates, why would I want to work with them?"

Shelton mentioned. "So, what we should think about is, how can we ensure that our learning environments are cooperative, not competitive?"

Shelton also spoke about "techequity," which he defined as the "merging of educational technologies with culturally responsive and relevant learning experiences to support students' development of essential skills." He shared various examples of how technology played a huge role in helping him support the needs of students.

Shelton said one time, he served as a virtual co-teacher for several classrooms who never had an African American instructor before. Students from various grade levels completed semester-long projects with Shelton, which led them to not only succeed academically, but to also build strong relationships that progressed as they approached their high school graduations.

"Because of technology and because of access and opportunity, we were able to connect in a way that supported and benefitted the students, but it also supported and benefitted me," Shelton said. "That first class that I worked with, they graduated last spring and (told their teacher), 'We need to take a picture and send it to Ken because he was just as much a part of our learning experience as you were.'"

Following Shelton's presentation, conversations about digital equity continued with a panel of experts including Paul O. Burns, EdD, deputy chancellor for educator quality at the Florida Department of Education; James Welsh, PhD, the director of the Florida Center for Instructional Technology at USF and Ora Tanner, a USF graduate student and co-founder and chief learning officer for the AI Education Project.

When asked about the negative narrative surrounding technology that has existed since the start of the pandemic,

panelists discussed the need for teacher professional development and the change in mindset that needs to occur within educators as they work virtually.

Tanner argued that techequity education should be incorporated in teacher preparation programs and that it's important for individuals to understand what technology is and how it works.

"Technology is an amplifier," Tanner said. "There's this misconception that if I add technology, it's somehow going to make things awesome and students will learn. But actually, if you're not a very good teacher and you get online, it's going to be more apparent."

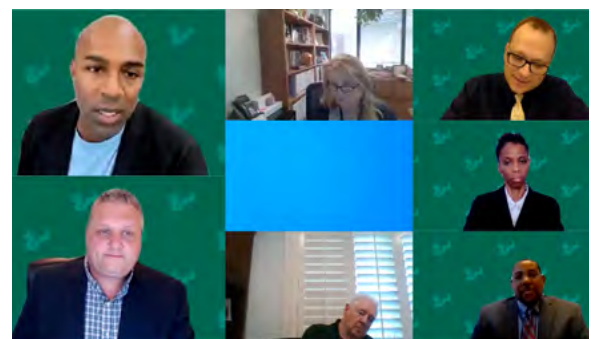
Dr. Welsh dove into the topic by sharing a perspective on technology that he thinks all educators should have.

"Technology integration is a lot more about pedagogy than it is about technology," Dr. Welsh said. "It's about the experiences that you want your kids to have and then figuring out how to use the technology available to best meet those needs."

As panelists discussed how technology and other teaching forms can be used by educators to empower learners, Dr. Burns shared a reminder that student learning should remain the focus.

"(When I was a principal,) I was always hearing my teachers saying they wanted so much more freedom and I always had the motto of, 'yes, but we have to realize that we can't love our kids in the mediocrity,'" Dr. Burns said. "It's really about having those high expectations for our students."

“No matter how pretty and packaged the pedagogy is, the most important thing we can do when we look at learning and our learning environments is to understand the importance of culture.”
SPEAKER KENNETH SHELTON



Shelton and a panel of experts discuss digital equity in schools at the Education in Action Virtual event.

SPOTLIGHT

USF STUDENTS HELP LOCAL YOUTH PRACTICE EVIDENCE-BASED HAPPINESS STRATEGIES THROUGH CLASS PROJECT

This spring, about 100 students in the College of Education are providing school-aged youth with evidence-based tools to improve their overall happiness.

Shannon Suldo, PhD, a professor in the School Psychology program at USF, says the class, “Positive Psychology in Schools,” was created with a two-fold purpose: to share the field of positive psychology with USF students and to serve children in the Tampa Bay community.

“Positive psychology is a newer discipline within psychology that’s preventative, promotive and wellness-enhancing,” Dr. Suldo said. “By having a service-learning component in the course, students are able to apply the strategies they learn and develop professionalism.”

Since its launch in 2014, students in the course have served as counselor trainees to students in seven partner schools in Hillsborough County. Last year, due to the coronavirus pandemic, the project shifted to a virtual model and is now open to any child in grades 3-12 who wants to increase their personal happiness.

USF graduate student Alexis Elvy, a course instructor working alongside Dr. Suldo, says child participants will engage in a 30-minute session with a counselor trainee once a week for 10 weeks.

Sessions will take place on Zoom and activities follow a timeline that focuses on fostering happiness in the past, present and future.

“So, when we talk about promoting happiness in the past, we do activities that are related to gratitude,” Elvy said. “Keeping a gratitude journal and doing a gratitude visit, which involves (having participants) write a letter of gratitude to someone in their life and then delivering it, is how we can start promoting happiness in our present lives.”

In the “present” period of the project, children participate in activities like choosing one day to practice five acts of kindness, taking a survey to identify their strengths and

brainstorming ways to use those strengths more often and creatively.

In the final weeks of the project, participants are guided by their USF student counselor to think about what happiness could look like in the times ahead.

“There’s an optimism session that we often reserve for middle school and high school children, and it’s focused on reframing the way we think about certain events,” Elvy said. “We then do a hope activity where they imagine their best possible self in the future, and we create goals so that they can work to achieve that best possible self.”

The tools past participants received gave them opportunities to appreciate the individuals around them. They also gained a clear understanding of what happiness is and how it’s attained.

For USF students who take the course, their experience in the service-learning project is just as rewarding.

Teaching participant Yamilex Bardales, a senior who’s majoring in Psychology, says the time she spent with her six-year-old student has motivated her to think about the impact she wants to make in her life.

“Though I still have plenty to learn, I feel as though I have a greater sense of what school psychologists do and how they work towards supporting students in an academic setting,” Bardales said. “(The project) has pushed me to consider a career in the field.”

Alexa Petrie, a school psychology graduate student who was a former participant in the project as an undergraduate, said the intervention allowed her to witness her student become more positive and happier each week.

“I think the hands-on experience with students is very important,” Petrie said. “I probably benefitted from it just as much as my child did.”





UMATTER PROGRAM TO PROVIDE YOUNG PEOPLE WITH INTELLECTUAL DISABILITIES THE OPPORTUNITY FOR A COLLEGE EDUCATION AND EXPERIENCE

A new program will provide a population of students who aren't typically represented on college campuses the opportunity to experience higher education and campus life.

A \$900,000 grant is establishing the U Matter program at USF's St. Petersburg campus to provide young people with intellectual disabilities the learning, social skills and career training to set them up to be competitively employed and live independently.

Around 6 to 7 million people living in the United States have intellectual disabilities. Such disabilities can impact learning, reasoning and problem solving and tend to originate in the individual well before the age of 18. People with down syndrome and some on the autism spectrum fit into this classification.

Through support from U Matter professional staff and mentors, these students will navigate the transition from high school to college, acquire skills in socialization and independent living and experience professional training through internships. Scholarship funds up to \$7,000 will be available to eligible students to cover tuition, housing, fees and other expenses.

"It's about providing the same kind of adult life opportunities that any other individual would want in our society," said Lyman Dukes, professor of special education and principal investigator of the program. "There has been this misperception that people with these disabilities do not have the aptitude to learn. But we now know and the data clearly indicate that young people that participate in these types of programs are employed at much greater rates, earn higher salaries, live independently more often and have a better quality of life."

U Matter, which is being led by a team out of the College of Education, will focus on developing greater adaptive behaviors, which are everyday decisions regarding time management and healthy choices. Students can pursue their academic passions and have opportunities to have a true college experience by attending sporting events and being part of student clubs.

"Young adults with these disabilities tend to not have been exposed to high expectations of going to college or pursuing a career," said Danielle Roberts-Dahm, U Matter co-principal investigator and director. "But through training and support provided by U Matter, they will learn time management,

develop appropriate social relationships and know how to ask for help when they need it.”

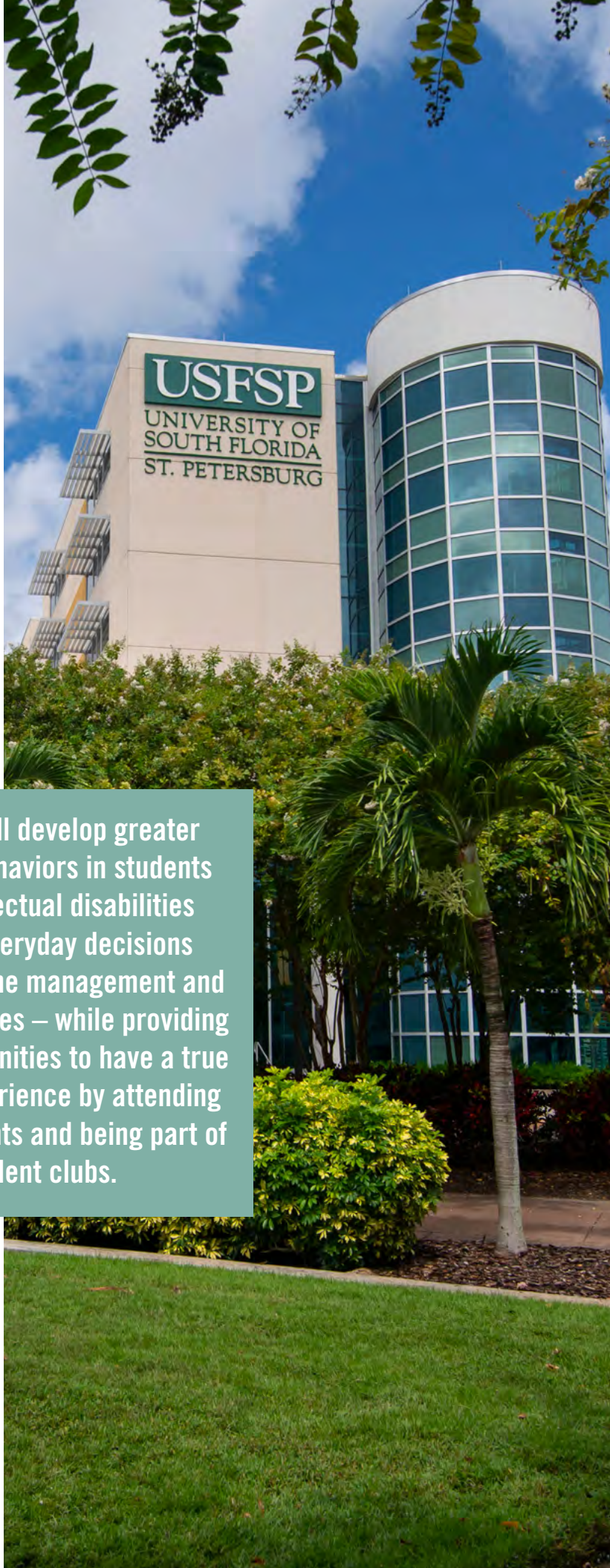
The program plans to start with an inaugural class of between 8-12 students for the spring 2021 semester and then welcome up to 10 students in the following years. Most of the grant funding will go towards hiring trained special education professionals and student mentors. Dukes and Roberts-Dahm plan to engage with local high schools, attend college and agency fairs and create a listing of the program on the national database ThinkCollege to recruit eligible students.

“The target population are people with intellectual disabilities who want to continue their education in a university setting and are committed to taking classes, participating in internships and have a specific career goal,” said Dukes. “These are students who have earned a diploma in high school, but wouldn’t have the support network to be able to engage with a university in the past.”

Florida is an emerging leader in enhancing educational opportunities for those with learning disabilities. In 2016, the Florida Legislature passed the Florida Post-Secondary Comprehensive Transition Program Act, which established the Florida Center for Students with Unique Disability, the funding source for the U Matter program. This center receives funding every year, which then provides start-up and expansion grants to initiatives with the goal to “increase independent living, inclusive and experiential post-secondary education, and employment opportunities for students with intellectual disabilities.”

A similar program called Stages at the USF Tampa campus works with students with intellectual disabilities to experience college life, explore career options and reach their potential as members of the community.

“U Matter will open a lot of opportunities including expanding a person’s circle of support,” said Roberts-Dahm. “It is those relationships they build with their peers that will turn into lifelong friendships and that will help a person to have an independent and fulfilling life.”



U Matter will develop greater adaptive behaviors in students with intellectual disabilities – those everyday decisions regarding time management and healthy choices – while providing them opportunities to have a true college experience by attending sporting events and being part of student clubs.



PRESCHOOL FOR CREATIVE LEARNING RECEIVES \$1.3 MILLION GRANT TO SUPPORT USF STUDENT PARENTS

TAMPA, Fla. (Nov. 9, 2020) — The University of South Florida’s (USF) Preschool for Creative Learning (PCL) received a \$1.3 million grant from the U.S. Department of Education to provide financial assistance and other resources to USF students who are parents of preschool-aged children.

The project, “Childcare Access Means Parents in School” includes funds to provide partial tuition assistance for children enrolled at the PCL whose parent is a USF student and classified as “Pell-eligible” as determined by their financial aid status. Approximately 40% of USF students are eligible for Pell Grants, the highest amount among Florida’s preeminent universities.

The project will empower the PCL to host parent education and community building activities to support USF student parents while they are enrolled at the university. Additionally, the funding will provide needed supplies and equipment to support the school’s staff and daily operations.

“The cost of childcare has increased in recent years to the point that it can be equivalent to college tuition,” said Victoria Damjanovic, PhD, director of the USF PCL. “This cost for quality childcare can be a barrier to completing their college degree, causing student families to choose between childcare and college tuition costs. Having this project at USF eliminates the barrier of cost, allowing student families to continue their education while knowing their children are receiving an exceptional learning experience.”

Located on USF’s Tampa campus, the PCL serves as a site to demonstrate, observe, study and teach exemplary practices

in early childhood education. The award-winning facility is accredited by the National Association for the Education of Young Children, a distinction held by less than 10 percent of all childcare centers, preschools and kindergartens nationally.

More than one in five college students across the U.S. are also parents, according to an analysis from the Institute for Women’s Policy Research (IWPR). This population of students often faces challenges such as higher college debts and difficulty balancing work, home and academic responsibilities. The IWPR reports that despite these obstacles, student parents are often more motivated to earn higher grades than other student groups and are driven by a desire to improve their children’s lives.

USF is a leader in providing an inclusive learning environment that allows students to maximize their potential for lifelong success. Earlier this year, U.S. News and World Report ranked USF no. 12 among U.S. public universities as a top performer in Social Mobility, which assesses an institution’s success enrolling, retaining and graduating students who come from families with lower incomes and receive federal Pell Grants.

“Part of the mission of the College of Education is our commitment to improved outcomes for students and communities, particularly those that have been underserved,” said Judith A. Ponticelli, PhD, interim dean of the USF College of Education. “The partial preschool tuition assistance for USF student-parents who are Pell-eligible and who enroll their child at the PCL may increase the likelihood that these students can complete their degrees. In addition, these students will have access to support through parent education and community building activities hosted by the PCL.”

PHILANTHROPY AND EXTERNAL RELATIONS

PHILANTHROPY REPORT

For many, this past year was a time of turbulence, but it also included a lot of growth and creative problem solving—especially for the College of Education. We have developed growth through challenging, yet productive conversations with our community partners, and growth in our supporters of education and the dedicated work of professional educators. Moreover, we have witnessed tremendous growth and resilience in our students, who have demonstrated that they can do hard things and be successful in their pursuit of a career in education.

We depend on the support of our alumni, donors, and community partners to continue our mission of shaping the future of education. This year, we've had numerous new initiatives launched in part by the generous support of our community.

This past year has allowed the College of Education to become resilient, engaged, and empowered to continue our work in pursuit of our mission and vision. Support from our passionate alumni and donors is more meaningful than ever as we work to support different fundraising initiatives across all three USF campuses.

THANK YOU TO OUR DONORS

The following donors provided at least \$1,000 in support this year to the College of Education Tampa Campus:

ORGANIZATIONS

- MJH Childrens Charities, Inc.
- State Farm
- Florida Council on Economic Education, Inc.
- Florida Educator Insurance, LLC
- Legion Athletics, Inc.
- Northrop Grumman Corporation
- Florida Education Foundation
- Tampa VA Research & Education Foundation

INDIVIDUALS

- Drs. Lou and RoseAnne Bowers
- The Honorable Betty Castor and The Honorable Sam Bell III
- Betsy and Steve Chambers Family Foundation, Inc.
- Dr. Jeff Kromrey
- Dr. and Mrs. Dick Puglisi
- Dr. Kathleen McCarty
- Dr. and Mrs. Thomas E. Miller
- Linda and Randy Simmons
- Dr. Lawrence A. Tritle

PRIVATE GIFT PROVIDES SUPPORT TO CALL ME MISTER INITIATIVE AT USF ST. PETERSBURG CAMPUS

A private gift made to the University of South Florida will support a new College of Education initiative to increase the diversity of teaching candidates entering the profession in local schools.

A couple made an anonymous donation of \$52,000 to support help launch the first cohort of USF's Call Me MiSTER chapter—a program launched in Fall 2021 at the USF St. Petersburg campus. Call Me MiSTER—Mentors Instructing Students Toward Effective Role Models—is designed to increase the number of male teachers of color who serve in local elementary schools, particularly those serving underrepresented populations.

Call Me MiSTER was founded at Clemson University and has expanded to 25 colleges and universities nationwide. USF's chapter of the program is the first hosted in the state of Florida.

The donors, a Unitarian Universalist couple affiliated with the Bellingham Unitarian Fellowship in Washington state, said that they were interested in supporting a program that will make a difference in the lives of others.

Throughout their lifetimes, the couple have seen the impact of systematic racism on the Black community. Now, in a position to effect change, they hope to play a small part in addressing the inequities facing people of color by supporting the Call Me MISTER program.

As proud ambassadors of the program, they are actively introducing the initiative to their local community and others across the country.

“We are so impressed that a couple from Washington state researched, reached out to us, and has made a commitment to support our ‘Misters,’” said Brenda Walker, PhD, JD, associate dean at USF's St. Petersburg campus. “(The donors) really value the work that we are doing at the university and want to play an active role in our Call Me MiSTER program. We are immensely grateful for this ongoing partnership.”

Through their generosity, the couple are helping the Call Me MiSTER program provide scholarships, academic support and career placement opportunities in the St. Petersburg school system to students who join the first cohort of the program. The first cohort is expected to begin in Fall 2021.



TWO FACULTY MEMBERS RECOGNIZED WITH MARGARET BURLINGTON TRITLE EXCELLENCE IN TEACHING FACULTY AWARD

Two College of Education faculty members were selected to receive the 2020–21 Margaret Burlington Tritle Excellence in Teaching Faculty Award, an annual award presented to College of Education faculty members who demonstrate exemplary teaching.



SOPHIA HAN, PHD

Dr. Han is an associate professor of Early Childhood Education and the program coordinator for USF's Early Childhood Education undergraduate program. She joined the College of Education faculty in 2010 and has dedicated herself to student success and the preparation of early childhood educators.

Dr. Han's research centers around the theme of socio-culturally responsive teaching and learning in early childhood. She teaches courses including “Teaching Literature and Writing in Early Childhood” and “Guidance of Young Children.” She says her goal as an educator is “to enable all learners and thinkers to reach their fullest potentials, whether they are young children or college students.”

“I believe relationships and community building are a cornerstone of a positive learning environment for me and my students—and thus, I challenge my students' intellectual development, pushing them to question, reflect and synthesize in ways they have not done before, all within a supportive context,” Dr. Han said.



STEPHEN RUSHTON, PHD

Dr. Rushton is an associate professor who specializes in communication skills, interpersonal relationships and more recently the neurosciences of learning process. He has taught for more than 22 years at USF's Sarasota-Manatee campus, where he supervises student teachers and teaches both undergraduate and graduate courses in creativity, classroom management, the writing process, science and qualitative research.

Before joining the faculty at USF, Dr. Rushton taught in both Canada and the U.S. for 14 years at various grade levels, including junior and senior kindergarten, third and fourth grade, special education and health & physical education.

“I have always considered teaching to be my vocation and the way I can most contribute to the wider society,” Dr. Rushton said. “When I first began teaching (pre-kindergarten), I felt responsible to give our public-school students, and subsequent pre-service teachers here at USF, the tools to help them instruct those down a long chain of learners—both the intellectual knowledge needed to be imparted, but also, the sharing of the heart.”

CORPORATE GIFTS HELP BRING CYBERCAMP PROGRAM TO ELEMENTARY STUDENTS

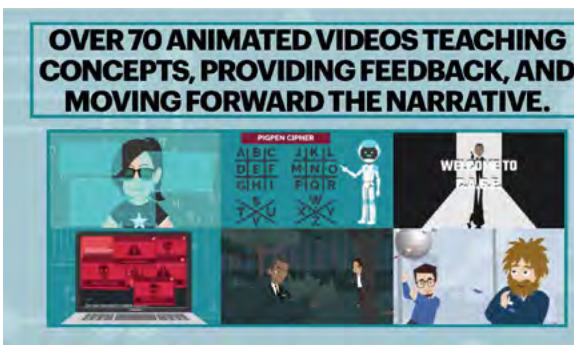
Last July, Northrop Grumman and CyberFlorida provided the support for USF to host the first-ever USF Elementary CyberCamp, a week-long virtual experience that introduces elementary students in grades 3-5 to cybersecurity principles and foundations.

The camp hosted 29 elementary students from both Florida and Georgia in an asynchronous five-day camp that follows the story of C.A.G.E., a fictional cybersecurity agency led by Agent X, who invites campers to help decrypt and recover stolen files, unmask a mole in the agency, build up physical and cyber defenses for headquarters, and collect evidence to bring down the evil adversary, Hexacorp. Campers were given the opportunity to engage in various cybersecurity concepts as they participated as different characters in the organization.

Although hosted in a virtual format, the camp was crafted to ensure participants would be regularly engaged in both mental challenges and physical activity. Throughout the week, campers switch between online and kinesthetic lessons that allowed them to step away from the screen and utilize their skills as an agent in their own homes.

Campers used the materials that sent to them in their “recruitment package” to complete hands-on activities, such as designing a protective laser beam course and building a model of the C.A.G.E. headquarters that was equipped with defense against attackers.

USF Elementary CyberCamp was an educational and engaging experience that introduced young students to the possibilities of entering the cybersecurity field as a potential career path. We are thankful to Northrop Grumman and CyberFlorida for their support in making this opportunity possible.



JSP EDUCATIONAL FOUNDATION SCHOLARSHIP HELPS USF STUDENTS COMPLETE THEIR STUDIES AT SARASOTA-MANATEE CAMPUS



Since its creation in 2013, the JSP Educational Foundation Scholarship has been awarded to six students at the USF Sarasota-Manatee campus to provide financial assistance that helps them complete their studies at the university.

College of Education Associate Professor Stephen Rushton, PhD, created the JSP Educational Foundation Scholarship in 2013 to support Elementary Education majors at USF who are single parents or in need of financial support. The fund was established in honor of his father, a lifelong supporter of education.

Rushton is an Associate Professor at USF's Sarasota-Manatee campus, where he supervises student teachers and teaches both graduate and undergraduate courses in creativity, classroom management, the writing process, science, and qualitative research. As a long-time faculty member, Dr. Rushton knows the importance scholarships can have on a student's success in college.

“I have always considered teaching to be my vocation and the way I can most contribute to the wider society,” Rushton said. “When I first began teaching (pre-kindergarten), I felt responsible to give our public-school students and subsequent pre-service teacher candidates, here at USF the tools to help them instruct those down a long chain of learners (using) both the intellectual knowledge needed to be imparted, but also, the sharing of the heart.”

Scholarships from the JSP Educational Foundation Scholarship fund have been critical for many students in finishing their final initiatives to becoming educational leaders of tomorrow.

“Teaching requires us to engage with the students in an interactive manner in order to enable them to expand in many directions. I try to make my students feel grounded and secure while exploring new areas of knowledge and new realms of experience” Rushton said. “I believe this has led them to trust themselves and find an authentic voice from within. This in turn supports them to learn, teach and inspire their own

SPOTLIGHT

2020-21 DISTINGUISHED ALUMNI AWARD RECIPIENTS

The USF College of Education is proud to announce the recipients of the College's 2021 Distinguished Alumni Awards.

Each year, the College of Education presents our Distinguished Alumni Awards to celebrate the outstanding accomplishments of our graduates. Recipients are selected by a committee of College of Education faculty, staff and administrators from nominations submitted by the USF community.



TROY SADLER, PHD '03

Dean's Lifetime Achievement Alumni Award

The recipient of the Dean's Lifetime Achievement Alumni Award is recognized as a community member who has demonstrated long-term contributions, achievement and

service within education or a related profession—on a local, state, regional, national and/or global level.

Troy Sadler graduated from USF in 2003 with a doctorate degree in curriculum and instruction with an emphasis in science education. Today, Sadler is the Thomas James Distinguished Professor of Experiential Learning at the University of North Carolina (UNC) Chapel Hill's School of Education.

Sadler started his career as a biology researcher and later transitioned into high school teaching. He soon began graduate-level research in science education and has continued this work for more than 20 years. His areas of expertise include experiential learning, socio-scientific issues and issues-based teaching and epistemic practices.

Sadler's research focuses on how students negotiate complex socio-scientific issues and how these issues may be used as contexts for science learning. His work has been funded by national organizations including the National Science Foundation, the Institute of Education Sciences, the US

Department of Education and the Howard Hughes Medical Institute.

In addition to his PhD from USF, Sadler received a bachelor's degree in biology from the University of Miami and a Master of Education in science education from the University of Florida. Prior to his current role at UNC, Sadler served as associate dean of research at the University of North Carolina at Greensboro's School of Education and as a professor of science education and director of the ReSTEM Institute and the MU Science Education Center at the University of Missouri. He also held faculty positions at the University of Florida and Indiana University Bloomington.

While a professor at UNC, Sadler has become a mentor to a new generation of graduate students and his research continues to make an impact on the field of science education. He has received numerous awards throughout his career such as the Early Career Research Award from the National Association for Research in Science Teaching, the Cultural Studies of Science Education Distinguished Paper Award from the academic journal "Cultural Studies of Science Education," and the Journal of Research in Science Teaching Award from the National Association for Research in Science Teaching.



LASHAWN FROST, MED '04

Spirit of Partnership Alumni Award

The Spirit of Partnership Alumni Award is presented to an individual who has gone "above and beyond" in their service to the College of Education, and who the College of Education

expresses deep appreciation for as someone who has created and sustained partnerships within both the community and the College to help achieve its mission.

LaShawn Frost graduated from USF in 2004 with a Master of Education degree in Educational Leadership. Today, she serves as principal of Booker Middle School in Sarasota, Fla., where she has worked since 2011. Before becoming principal, LaShawn served as an assistant principal at both Booker Middle School and Venice High School.

As a collaborative partner of the university and the College of Education, Frost works with the Florida Center for Partnerships in Arts-Integrated Teaching (PAInT) at the USF Sarasota-Manatee campus and coaches USF interns who complete their field experiences at Booker Middle School.

While principal, she has maintained a personal goal of hiring at least one USF intern a year to join the faculty at Booker.

In addition to her master's degree from USF, Frost earned two bachelor's degrees from Florida State University, a master's degree in counseling from Norwich University and a doctorate in counseling and leadership from Cornerstone University.

Frost has received many awards throughout her career. In 2019, she was selected as the 2019 Principal of the Year for Sarasota County Schools. She also received the Freedom Education Award from the NAACP, the Outstanding Educator Award from Alpha Kappa Alpha Sorority, Inc., the Community Leader Award from Rotary Club of Sarasota, the Community Impact Award from The Junior League of Sarasota, the 'She Knows Where She's Going' Award from Girls Inc. of Sarasota County and the 'BIZ 941 Women to Follow' Award from Sarasota Magazine.

Frost is an alumna of the "Art of Leadership" Institute at Harvard University, an immersive educational experience that helped to foster her appreciation for and understanding of the complexities of leading in 21st century schools. She was also the first principal from the school district to serve on the Arts Schools Network board, a nonprofit association that aims to inspire emerging and seasoned leaders in K-16 arts schools by providing quality resources, support, and networking opportunities to elevate their institutions. As a board member, she currently serves as treasurer.



EDNA JONES MILLER,
Communications '06, MA
'08, PhD '12

Young Educators Alumni Award

The Young Educators Alumni Award recognizes a graduate of the university who received their degree

within the past 10 years and who is 35 years of age or younger. The award recognizes the work of a graduate who serves as an exemplary leader in the field of education among their peers and in their community.

A three-time USF graduate, Edna Jones Miller earned a bachelor's degree in communications in 2006, a Master of Science degree in management in 2008 and a doctorate in curriculum and instruction in 2012. Today, Jones Miller is the inaugural dean of students and lead student affairs administrator at Valencia College's downtown campus in Orlando.

Jones Miller has nearly 15 years of administration, teaching, research and writing experience and has dedicated her career to student success. In her role at Valencia College, she helped lead the development and implementation of an innovative partnership with the University of Central Florida Student Affairs team to offer a unique student experience to students at Valencia who will transfer to the university after completing their associate degree. As a result, students at the downtown campus benefit from joint services such as orientation, advising, student engagement and health and wellness activities.

Jones Miller is a published author and scholar-practitioner who has served in numerous teaching and administration roles in the higher education field. She recently ended a three-year term as a member of the Review Board for the "Journal About Women in Higher Education" and began a three-year term as a member of the Editorial Review Board of the "Journal of Student Affairs Research and Practice."

Outside of her work in higher education, Jones Miller is the founder of "Wealth in Wisdom," a personal development blog and coaching service. At the beginning of 2021, she also launched "Edna Jones Miller Enterprises, LLC," a professional editing and consultation service.

FAST FACTS

STUDENT SUCCESS



1,177

UNDERGRADUATE ENROLLMENT



1,464

GRADUATE ENROLLMENT

AVERAGE NUMBER OF YEARS TO COMPLETE



BACHELOR'S
DEGREE



MASTER'S OR
EDUCATIONAL
SPECIALIST DEGREE



DOCTORATE



EXAM PASS RATE

69%

FLORIDA TEACHER CERTIFICATION EXAM (FTCE)
State average 59%

83%

FLORIDA EDUCATIONAL LEADERSHIP EXAM (FELE)
State average 68%



UNDERGRADUATE RETENTION RATE

92%

FIRST YEAR

89%

SECOND YEAR



PROFESSIONAL PK-12 PASS RATE

100%

GUIDANCE AND COUNSELING
State average 82%

100%

SCHOOL PSYCHOLOGIST
State average 73%



STUDENTS WITHOUT EXCESS HOURS

95%

Percent of Undergraduate Students

FAST FACTS

FACULTY SUCCESS



423 PUBLICATIONS



6 FULBRIGHT SCHOLARS
IN THE COLLEGE OF EDUCATION



#37 IN FUNDED RESEARCH
2020

#45 IN DOCTORATES AWARDED
2020

#64 BEST GRADUATE SCHOOLS FOR
EDUCATION
2022

*a climb of 31
points in four
years*



76 GRANT PROPOSALS
SUBMITTED, TOTALING
\$37.9 MILLION

21 FUNDED GRANTS,
TOTALING
\$9.1 MILLION

45 SUBMITTED
PROPOSALS PENDING
DECISIONS



5 COLLEGE OF EDUCATION
RESEARCHERS IN USF TOP 100
USF GRANT AWARDEES
2 in the Top 5

TOP 5 FOR GRANT AWARDS AMONG
USF CENTERS AND INSTITUTES
- THE INSTITUTE FOR SCHOOL
REFORM

18 FEDERAL
GRANT COLLABORATIONS AS
CO-PRINCIPAL INVESTIGATORS
WITH OTHER USF UNITS



\$17,986,893
IN RESEARCH EXPENDITURES IN
2020-2021



97.5% FIRST YEAR RETENTION RATE FOR THE
CENTER FOR MIGRANT EDUCATION
COLLEGE ASSISTANCE PROGRAM



