



COLLEGE OF EDUCATION

# ANNUAL REPORT

2019-2020





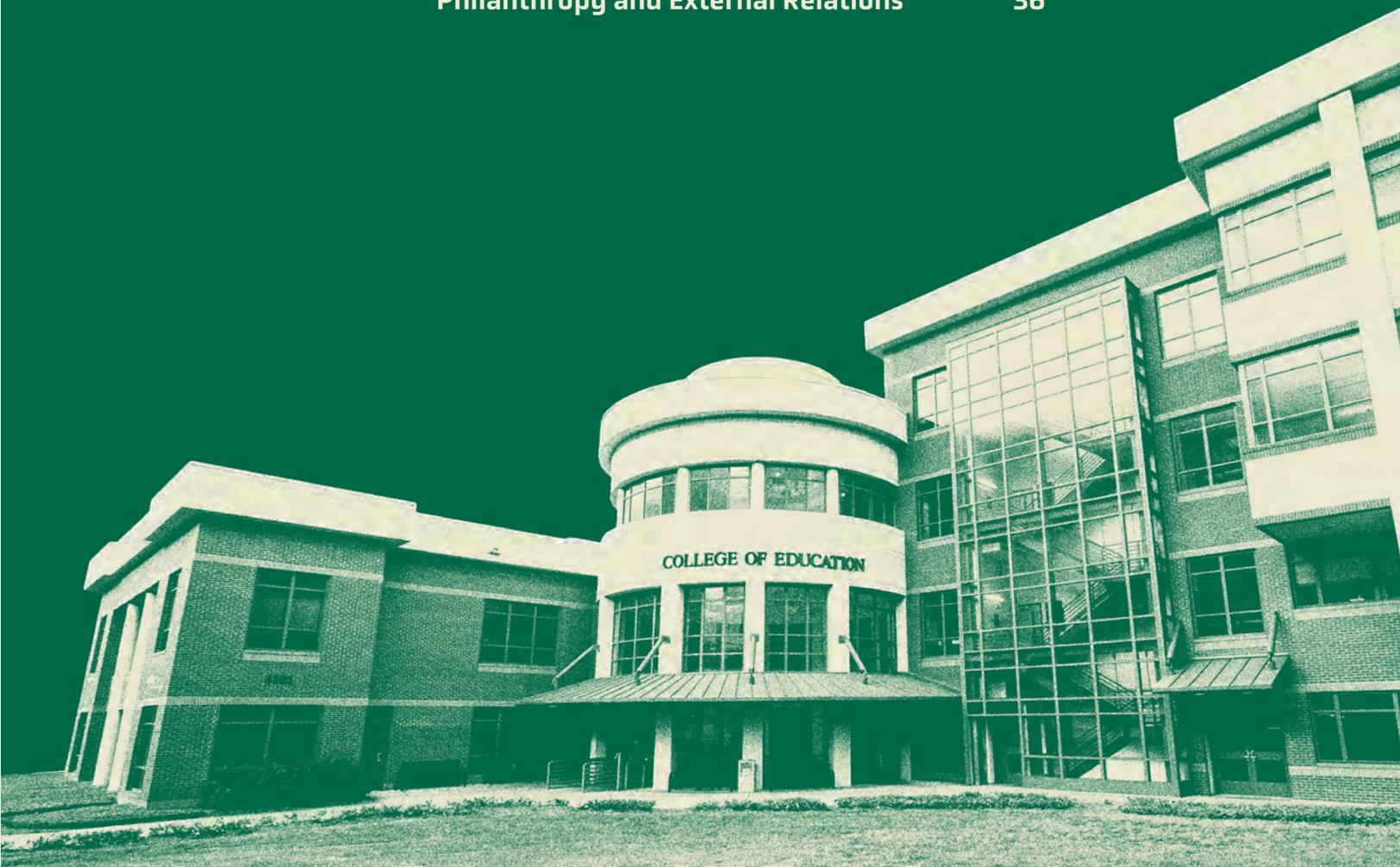
UNIVERSITY of  
**SOUTH FLORIDA**  
College of Education

University of South Florida  
**COLLEGE OF EDUCATION**  
4202 E. Fowler Avenue EDU 105  
Tampa, Florida 33620  
[www.usf.edu/education](http://www.usf.edu/education)



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## A NOTE FROM DEAN ROBERT KNOEPEL

I am thrilled to present the 2019-20 Annual Report for the University of South Florida's College of Education.

Throughout this year, my thinking about our work has been heavily influenced by one guiding question: What is the purpose of a college of education? One could certainly conclude that a college of education is effective based on the number of teacher preparation candidates that are graduated, or by the amount of research produced. Our state, like many others, suffers from a shortage of teachers, so this outcome measure would seem both an appropriate goal as well as an important metric measuring productivity.

We have committed ourselves to the work of addressing the teacher shortage within the state of Florida. In fact, the focus of our keynote speaker's presentation at the annual Education In Action Luncheon was how colleges of education could collaborate with school districts to improve teacher preparation. Our speaker, Dr. Paul Burns, reminded us that great teachers make great schools, and great schools make great communities.

This year, we finalized pathways for admission to the College for aspiring educators from high school, partnered with a local school district to create new chapters of the national organization "Educators Rising" at two high schools, and established the Office of Field and Clinical Education to improve internship and practicum experiences for preservice teachers.

Our impact in training professional educators is not limited to undergraduate education. The biggest growth in enrollment in our college was found in our graduate programs this year. Graduate students comprise more than 50 percent of the student body of the College of Education. Our college is an important contributor to university metrics in awarding graduate degrees in areas of strategic emphasis and we rank as one of the top three colleges at USF for awarding doctoral degrees.

Colleges of education make other contributions to our society

in addition to preparing professionals to work in educational settings. A truly impactful college of education is a community of scholars who contribute knowledge about how we can create an equitable system of education and who are focused on solving some of the most persistent problems of society—whether those issues are associated with learning, leadership, mental health, organizational and social change, workforce development, or physical wellness.

It is the combination of outstanding degree programs and the distribution of high-quality research that informs practice and distinguishes the work of a college of education. The USF College of Education made tremendous strides this year in being recognized among the best colleges of education in America as evidenced by our 12-point rise in the U.S. News and World Report rankings for best colleges of education. Our college is now ranked within the top 75 programs nationally and we hope to continue this upward trend in the future.

### **THIS REPORT HIGHLIGHTS OUR ACCOMPLISHMENTS THIS YEAR AROUND SIX AREAS OF STRATEGIC EMPHASIS:**

- 1. Academic Affairs and Student Success**
- 2. Faculty Success**
- 3. Creating a Digital Ecosystem**
- 4. Enrollment Management**
- 5. Community Engagement**
- 6. Philanthropy and External Relations**

## A New Structure for a Multi-Campus College

We continued our march toward USF's consolidation by reorganizing the College of Education. The multi-campus College of Education will be comprised of four departments with leadership distributed across the system. An Associate Dean will be placed on each regional campus in order to provide local support for academic programs and faculty.



In order to increase communication and collaboration, a new group was established. The Dean's Leadership Council is comprised of leadership from all three campuses, including department chairs, center directors, student success representatives, the Office of Field and Clinical Education, and the Office of External Relations. This committee met throughout the course of the year in advance of consolidation with the goal of learning from one another to support the unique identities of each campus, to maximize research opportunities, and to increase opportunities for community engagement.

## Recognized Expertise

Perhaps the greatest point of pride this year is the recognition of expertise that exists within the College of Education's academic departments and in our research centers and institutes.

This year, the David C. Anchin Center launched a new speaker series that featured faculty members who change highlighted section to "presented their research to educators and parents from the community." The first two presentations in this series explored topics such as teacher wellness and language development and literacy in early childhood education. Each event was highly attended, with standing room only crowds.

The Florida Center for Instructional Technology expanded its partnerships with USF Innovative Education to assist in the delivery of non-credit bearing professional development courses and to grow the Cybersecurity Education program within the College. These partnerships have brought much needed resources to recruit new instructional designers who are working to design online coursework and online summer camps programs for K-12 students.

The expertise of our faculty was also highlighted at outreach events within the Tampa Bay area. In February, the College of

Education was a featured presenter at the Synapse Summit to showcase our innovative research and programs. Our faculty presented research on topics including robotics education, cybersecurity education, play therapy, and augmented and virtual reality. I smiled broadly when I overheard the comment, "I had no idea that this type of research takes place in a College of Education." To me, that demonstrates our leadership in conceptualizing the future of education, how children and adults will learn, and how we train professionals to work in those spaces.

## Resilience During Times of Challenge

We take pride in each of the accomplishments described in this Annual Report, but I would be remiss if I did not mention the incredible resiliency of our students, faculty, and staff as we have confronted the changes wrought by the coronavirus (COVID-19) pandemic.

Our response to the coronavirus pandemic was immediate and focused on maintaining the delivery of our academic programs, supporting our students, supporting our faculty, and serving as a resource to the community in the areas of online teaching, teaching your children at home, and ensuring physical and mental health. Because of the expertise housed in the College with online instruction, our faculty transitioned well to delivering courses remotely.



Supported by the staff in the Florida Center for Instructional Technology, our faculty actively sought strategies to deliver online instruction consistent with their desired learning outcomes. Our team in Student Academic Services created online group spaces for our students to interact and to focus on wellness. While implementing a rapid response to ensure the success of our faculty and students in online learning environments, we also developed a series of resources that connect our faculty's expertise with best practices to help parents and educators navigate virtual educational experiences and maintain a child's mental health during stay-at-home orders.

While schools operate in a fully online environment, the College's Office of Field and Clinical Education created virtual opportunities for our students to continue their service within our partner schools. Our students worked collaboratively with partner

school districts to design online courses for K-12 students and have been involved in online tutoring within Hillsborough County Public Schools' Achievement Schools. Our commitment to the students, faculty and staff in our local schools is unquestioned and we are seen as active partners in meeting the needs of the education community.

A well-kept secret on the USF campus is the Preschool for Creative Learning (PCL), an on-campus preschool located near the Yuengling Center. The PCL serves approximately 75 children aged 2-5 and is staffed by fully credentialed, certified teachers, making it unique in the state of Florida. The students who attend the PCL are the children of USF students, faculty, and staff, so the preschool is truly a resource for our community.

The PCL provides an on-campus site for internships completed by our undergraduate early childhood education majors. Our doctoral students conduct and disseminate research on innovative educational strategies to meet the learning needs of preschool children during their work at the PCL.

Like all schools, the PCL had to suspend in person instruction during the pandemic, but the teachers have maintained contact with their students by driving through the neighborhoods where the children live and disseminating lessons using technology. As plans are revealed about re-opening our state, the PCL will be an important part of that transition back to in person instruction and we look forward to seeing the children back on campus.



Our efforts to strengthen partnerships within the community was not limited to our work with local school districts. We renewed our relationship with the Florida Department of Education throughout the course of the year. This renewed relationship became especially important when opportunities to sit for the Florida Teachers Certification Exam were suspended due to the pandemic. These relationships with the state department provided the platform for us to advocate for our graduating seniors who will be able to earn their degrees on-time and become fully certified teachers for Florida's public schools.

As you read through this Annual Report, I am certain that you will agree this has been an incredible year for the USF College of Education in terms of our efforts to prepare education professionals, to create and disseminate innovative research,

and to serve the education community as engaged partners. I am incredibly proud of the students in our college, especially those who will graduate this Spring and begin their careers. I am equally proud of our faculty and staff who have continued to excel in these challenging times.

Educators are by their nature resilient and focused on serving the community. That spirit of resilience and service is alive and well in the College of Education. Thank you for your continued support.

## Go Bulls!

— Rob

# College of Education **AT A GLANCE**

Total Student  
Headcount  
**2,053**



Undergraduate  
**861**



Graduate  
**1,192**

*as of Fall 2019*



**10** Fully-Online  
Degree Programs

**9** Online Graduate  
Certificates

**12** New Fully-Online  
Courses



Total Number  
of Faculty



New Faculty  
Welcomed in 2019



**54**  
Total  
External  
Grants  
Submitted



**\$10,919,196**  
Research Expenditures  
*(as of April 2020)*



**341**  
Total Faculty  
Publications



## College of Education // YEAR IN REVIEW

### JULY



#### **USF CyberCamp helps high school students explore careers in cybersecurity**

The 2019 USF CyberCamp hosted 27 high school students and over 20 representatives from industry and law enforcement, providing hands-on cybersecurity exercises and networking opportunities over the five-day program. With a broad range of speakers and professionals representing diverse backgrounds and roles, the camp highlighted the diversity within the industry and allowed students from minoritized and underserved groups to consider the possibilities of pursuing a career in the field.

### AUGUST



#### **Students “live, learn, and leave a legacy” during USF Week of Welcome event**

The College of Education’s academic advising team welcomed students back to campus with a celebration of the start of a new semester that explored how aspiring educators can create a legacy by pursuing a teaching career.

### SEPTEMBER



#### **Extra Yard for Teachers Celebration honors educators across the Tampa Bay region**

The College of Education partnered with USF Athletics to honor and recognize educators from throughout the Tampa Bay area who go the "extra yard" for children and young adults. The event was hosted as part of the College Football Playoff Foundation's Extra Yard for Teachers Celebration.



#### **College of Education thanks donors for supporting USF students at Scholarship Recognition Event**

Hosted for the third consecutive year, the Scholarship Recognition Event served as an opportunity for donors to the College of Education's student scholarships funds to meet scholarship recipients to celebrate the impact that giving to the university has on student success.

## OCTOBER



### College of Education welcomes home friends, alumni during USF Homecoming

The College of Education hosted students, faculty, staff and alumni to celebrate the 2019 USF Homecoming festivities during the Running of the Bulls Homecoming Parade. During the parade, students in the SCATTER Program handed out free children's books to families attending the event.



### Faculty, graduate students present research in 6 minutes, 40 seconds during Pecha Kucha event

The Pecha Kucha presentation format consists of 20 slides discussed for 20 seconds each on a given topic of research. At the College of Education's Fall 2019 Pecha Kucha event, USF students and faculty presented research on topics relating to professional, ethical and advanced learning and teaching techniques.

## NOVEMBER



### Education in Action Luncheon sparks conversations about the teaching profession

As part of this year's theme, "Transforming the Teaching Profession," keynote speaker Paul Burns, EdD, and a panel of Tampa Bay area superintendents discussed critical issues facing the teaching profession within the state of Florida.



### Dean Knoepfel visits local K-12 schools during the Great American Teach-In

While visiting local elementary, middle and high schools throughout the day, Dean Knoepfel spoke with students about their future goals and about why they should consider pursuing a career in education.



### David C. Anchin Center hosts presentation on improving teacher well-being

At the Anchin Center's first community event of the year, Associate Professor Nathaniel von der Embse, PhD, presented about his work in supporting teacher emotional health and well-being.

## JANUARY



### David C. Anchin Center presentation explores strategies for supporting oral language development in pre-K classrooms

At the Anchin Center's second community event of the year, Assistant Professor Elizabeth Hadley, PhD, presented about her work in early childhood language and literacy development.



### Ribbon-cutting ceremony announces grand opening of the Collaboratory

The College of Education opened the Collaboratory for Innovation in Education, a new learning space that brings together aspects of design thinking, arts-based inquiry, career and technical education, teaching best practices and creativity. The space is home to immersive learning experiences and professional development opportunities for both USF students and K-12 students and educators in the surrounding community.

## FEBRUARY



### Gloria Ladson-Billings explores teaching 21st century learners during Diversity Committee presentation

In an event hosted by the College of Education’s Diversity Committee, Dr. Gloria Ladson-Billings led an engaging workshop that centered on the theme, “You’re teaching, but are they learning?”



### College of Education showcases educational innovations at Synapse Summit

With the ever-changing dynamics in education, the College of Education is reimagining the classroom through emerging technologies, community engagement and learner-centered strategies. At the Synapse Summit, our faculty showcased their

work in cybersecurity education, augmented reality, interactive interventions, robotics education and developing immersive learning spaces.

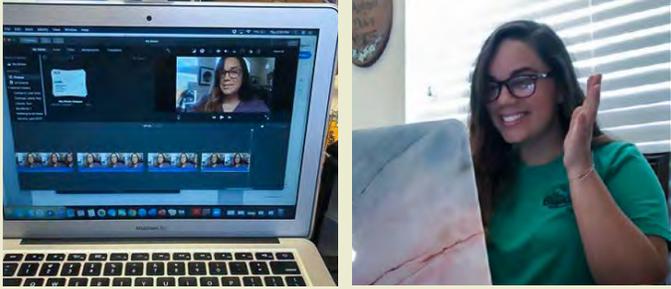
## MARCH



### College of Education transitions to fully-online instruction due to COVID-19

In response to the university’s adoption of fully-online instruction to help prevent the spread of coronavirus, the College of Education began teaching all courses virtually for the remainder of the spring semester. With the support of Innovative Education and the Florida Center for Instructional Technology, the College of Education adapted to new tools and developed strategies for staying connected while isolated at home.

## APRIL



### College of Education teacher candidates adapt to changes in schooling amid COVID-19 pandemic

While teaching K-12 students face-to-face in a classroom was no longer an option, seniors who completed their final internship in one of the College of Education’s teacher preparation programs adapted to a “new normal” by virtually teaching and connecting with their students in creative ways.



Watch our Year in Review on YouTube



## Academic Affairs & Student Success

### REPORT ON UNDERGRADUATE STUDIES

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.

This year, 345 College of Education undergraduate students conducted original research—either alone or in groups—with many of these students presenting their research at professional conferences including the National Association of Professional Development Schools annual meeting in Atlantic City.

The College of Education is home to nine undergraduate degree programs that serve nearly 1,000 students. 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.

Our talented, diverse undergraduate student body is vetted through a competitive admissions process and comprised of students who begin their higher education journeys as freshman at USF, as well as, those who join us following completion of their associate degrees. Notably, this year, our undergraduate teacher education program received reaccreditation from the state of Florida Department of Education.

### THE CREATION OF THE RISE PROGRAM

In fall 2019, Student Academic Services, the centralized advising unit for undergraduate and Master of Arts in Teaching students in the College of Education, piloted a second-year retention program, RISE—Retaining through Increased Student Engagement. The program used a proactive, case management model of advising and thoughtful programming to meet its ambitious goals of:

1. Encouraging students to identify Student Academic Services as their primary academic resource
2. Supporting students in the progression to their second year
3. Inspiring students to share a positive perspective of education as a career.

As of spring 2020, nearly 98 percent of FTIC students who enrolled in full-time coursework in fall 2019 returned in January.

## THE EDUCATION LIVING LEARNING COMMUNITY



Students in the College of Education’s Living Learning Community (LLC) explore career opportunities open to education majors while connecting with administrators, faculty, and local educators who are leaders in their respective fields. Since its inception in 2013, 112 students have been part of the LLC, with this year’s cohort of 19 members currently residing in Cypress Hall.

Students completed “Educators Rising,” a discussion-based introductory seminar designed to facilitate their successful acclimation to the College of Education; development of academic strategies, including preparation for the General Knowledge Test; and exploration of majors and careers within education.

LLC students consistently perform at greater levels when compared to their non-LLC counterparts in regard to GPA, second-year retention, continuation in the College of Education, and passing rates on the state certification exams. In 2020, USF Housing and Residential Education conducted an assessment of all living learning communities, and the Education LLC emerged as one that exemplifies best practices in residential education and living learning programs.



## UNDERGRADUATE RESEARCH

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, schools and communities. This year, 345 College of Education undergraduate students conducted original research—either alone or in groups—with many of these students presenting their research at professional conferences including the National Association of Professional Development Schools annual meeting in Atlantic City.

## USF Enhanced General Education and the Global Citizens Project

College of Education faculty continue to contribute to USF’s initiatives for undergraduate education by creating and certifying innovative, relevant coursework for the Enhanced General Education Curriculum and the Global Citizens Project. Courses in the Enhanced General Education Curriculum offer students a “rigorous academic context to develop intellectual and practical skills, personal and social responsibility, and application of learning through high impact practices.” Courses certified by the Global Citizens Project (GPC) are designed to develop undergraduate students’ global competencies.

### During 2019–20, the following new courses were approved for the General Education Curriculum:

- **EDP 2012** // Learning in the Real World (Creative Thinking)
- **SPM 3012** // Issues in Sport (Information and Data Literacy)
- **EDF 3228** // Human Behavior and Environmental Selection (Ethical Reasoning and Civic Engagement)

### During 2019–2020, the following new courses were approved for the Global Citizen’s Project:

- **LAE 4323** // Methods of Teaching Secondary English Language Arts
- **LAE 4335** // Teaching Writing in Secondary Schools
- **PET 4820** // Sport Skill Proficiency



## USF students gain hands-on experience teaching literacy strategies during Summer Reading Clinics

To provide students with the skills they'll need to effectively teach reading strategies in the classroom, the College of Education hosted Summer Reading Clinics throughout the Tampa Bay area also provided elementary education majors with experience teaching reading through one-on-one and small group settings.

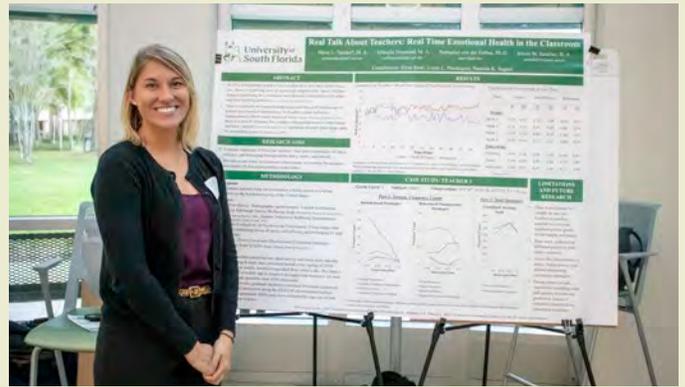
The experience is part of a newly designed reading practicum course that undergraduate students take as part of the requirements for earning a state of Florida Reading Endorsement during their studies at USF. In the course, students get hands-on experience working with children in kindergarten through fifth-grade who have a variety of challenges in reading comprehension and literacy.

While the program provides USF students with teaching experience, it also benefits children in the local community by helping them improve their literacy skills while out of school in the summer.

“This has benefitted me as a student because we’re not alone at the schools,” said elementary education major Zachary Leshnov. “We’re with our college professors. So, if we really struggle or need to pass ideas on to our professors, we’re easily able to. It’s really helpful to have our college professors there so we can run by our lesson plan ideas and see if it’s really effective teaching for our particular students.”



**Watch our students in action on YouTube**



## REPORT ON GRADUATE EDUCATION

With graduate students increasingly becoming the majority of the College of Education’s student population, recruiting diverse and nationally competitive graduate students to high quality, innovative programs and providing the support and resources needed to optimize their success remains a predominant focus. Opportunities afforded by the university’s consolidation that expands the geographical reach of the College’s graduate programs and incorporates regional campus scholars will further boost the stature of the Colleges’ graduate programs, aiding efforts to transform our offerings in light of exponentially evolving educational realities.

Earlier in the year we asked our faculty to reflect on practices affecting graduate student mentoring and wellness and to give us feedback in these areas. This has led to increased attention to expectations for communication and feedback with graduate students and further revisions of student support practices, allowing faculty and staff to focus greater attention on student engagement and success. The College of Education’s Graduate Support Office (GSO) continues its reorganization and digital transformation to maximize responsiveness and eliminate barriers to timely processing of student requests.

Reflection and feedback on student wellness concerns in areas such as time management, life events, anxiety and depression have resulted in a renewed emphasis on student climate and community. Our specially designated lounge, available exclusively to College of Education graduate students, continues to be a center of activity and fellowship fostering collaboration among students and providing a space for study, networking and relaxation.

This year, we worked with leaders of the College of Education Graduate Student Council to provide online

student support resources and to survey graduate students regarding their concerns and to assess the graduate student climate in the College. Further, the Graduate Student Council has held several in-person and virtual events to provide opportunities for both socialization and professional development including recent “Pomodoro Parties,” during which students meet online to help keep one another accountable while working on their writing, research or exam preparation. These very popular sessions have provided support to students who may be feeling isolated and lacking motivation to get work done during the COVID-19 crisis.

## GRADUATE PROGRAM OFFERINGS

**55** Graduate Degree Programs      **19** Graduate Certificates

**30** Different Areas of Study

**626 + 566 = 1,192**

Masters Student Headcount      Doctoral Student Headcount      Total Student Headcount

To provide optimal opportunities for students to focus on their studies and engage more fully in the graduate student experience, numerous scholarships, fellowships and graduate teaching and research assistantships are awarded by the College. Professional development, including mentored opportunities for research to help prepare our students for post-doctoral careers in academia, the public sector, and industry are provided as well as opportunities to disseminate research through local, national, and international forums. The College of Education also provides travel funds for advanced graduate students to present at premier conferences in their fields including the American Educational Research Association’s Annual Meeting, the International Literacy Association (ILA) Conference and the National Association of School Psychologists (NASP) Conference.

## SPOTLIGHT



### Graduate course project shares what people living during the Holocaust knew about the event as it was unfolding

As part of the graduate level course “Teaching the Holocaust,” USF students examined articles published in Florida newspapers during the Holocaust to explore what news media were saying about this critical moment in history.

The assignment is part of a national project called History Unfolded, a project of the United States Holocaust Memorial Museum in Washington, DC that asks students, teachers and history buffs from across the country to explore what news media of the time was reporting about the Holocaust and how Americans responded. Through the discovery and curation of past perspectives, this project offers a dynamic approach to engaging with causes, consequences, characters and key events surrounding the Holocaust.



Graduate student Mathew Ferguson said working on this project will help him personalize his teaching style to the interests of his students and will better immerse them in the subject.

“It really opens up history and it makes it relatable,” Ferguson said. “That’s what’s key to teaching history—is making it relatable to the students.”

“Teaching the Holocaust” is offered each spring semester and taught by Michael J. Berson, a professor in the College of Education’s Social Science Education program. In addition to completing this project, students learn about the history of the Holocaust while also exploring how to effectively teach the subject in K-12 schools.

“It’s important that we try to do our very best in training the next generation of teachers to teach the Holocaust,” Berson said. “It’s an important topic for humankind. Understanding from the past will help us deal with issues of the present and the future.”



**Watch a video about the project on YouTube**

## SPOTLIGHT



### **Academy program provides on-site graduate studies for teachers in Polk County Public Schools**

To provide educators in the Polk County school district access to graduate studies, the College of Education partnered with Polk County Public Schools to create the USF-Polk Academy Program, a collaboration that empowers 70 teachers in the school district to earn a Master of Education (M.Ed.) degree in Educational Leadership or a Master of Arts (MA) degree in Reading Education.

With research-focused courses and training delivered by USF faculty from the College of Education, the curriculum for the program explores everyday scenarios and challenges educators face in the school district. This ensures topics covered in the Academy are relevant to those participating. To keep the Academy affordable, participants receive tuition reimbursement and a stipend from Polk County Public Schools to help offset costs.

“The research is pretty clear—teachers who get advanced degrees tend to stay in their profession and tend to be committed to their profession for many more years,” said William Black, PhD, an associate professor of educational leadership and policy studies at USF. “So it becomes a kind of investment in personnel that, in the long run, reaps dividends to the district.”

The program is a spin-off of a previous collaboration led by USF’s Educational Leadership and Policy Studies program and Polk County Public Schools that offered teachers at Kathleen High School on-site courses as part of a \$4.4 million Schools of Hope Whole School Transformation Program grant. With the success of this model, the program was expanded in 2019 to include two cohorts of USF’s MA in Reading Education and to allow more educators from across the district to participate.

With classes hosted on-site at local schools, students study at one of two locations determined by which degree program they choose, eliminating a barrier many full-time professionals face while pursuing graduate school—the lengthy commute to the university’s campus. Classes take place on Saturdays to allow students to continue balancing their teaching and personal lives during the school week.



“I’m also a mother of three, so I have a lot of activities with my children during the week,” said Melissa Dorman, a teacher in Polk County Schools who is pursuing a M.Ed. degree in Educational Leadership. “By having the class on a Saturday, all day, I’m able to still be a mom, still be a teacher, still attend the events at my high school, but yet still be able to obtain my master’s degree.”



**Watch a video about the program on YouTube**

## SPOTLIGHT



### **Office of Field and Clinical Education serves as a hub for immersive learning experiences, community partnerships**

The Office of Field and Clinical Education is a new addition to the College of Education and is rounding out its first year of operation. The office provides support, guidance, and resources to programs across the College which have field and clinical experiences as part of their preparation and coursework.

In keeping with aims of the College, the primary goal of the Office is to transform the Tampa Bay region and the state of Florida by preparing impactful educators who have demonstrated the knowledge, skills, and dispositions of their profession in immersive and inclusive field and clinical experiences. To that end, additional goals of the Office are to seek high quality placements in collaboration with district partners for educator application and practice, and to sustain community partnerships through reciprocal and mutually beneficial engagement that strengthens all educators and positively impacts all learners. It is the emphasis on immersive, inclusive educator preparation toward positive impact on learners and the community at large that sets the College of Education apart and places great emphasis on the Office of Field and Clinical Education.

The Office ensures prospective educators have opportunity to observe model educators in the field, to obtain knowledge that complements their coursework, and to demonstrate their skills and hone their professional dispositions. Fieldwork may consist of experiences, both physical and virtual, which are general in nature and provide observation and limited practice. Under this new office, field experiences have included expansion to community partners such as Junior Achievement, the Museum of Science and Industry

(MOSI), the Tampa Heights Junior Civic Association, and the Skills Center.

Clinical experiences are designed with intentionality to align content or coursework toward a purpose with a practicing educator mentor and with opportunity for evaluation, feedback, and coaching from a university support person. These opportunities have recently expanded beyond the brick and mortar school to include opportunities to demonstrate skills online through USF's partner school districts.

In the short time it has been operational, the Office of Field and Clinical Education has begun with a focus on initial teacher preparation. The office has updated FERPA agreements with Hillsborough County Public Schools and brought memoranda of understanding up to date with seven school districts. We have further developed our teacher preparation programs through multiple focused trainings on observation, evaluation, and coaching tools in collaboration with district personnel.



Laura Sabella, PhD, the office's director, has established a Clinical Coordinators group across programs with frequent problem-solving opportunities in a community of practice that spans all campuses. The group has shared and explored new models of supervision across teacher preparation programs, and has tackled issues related to partnerships, certification, and policies distinctive to clinical practice. The office has also focused intentionally on supporting and developing local collaborating teachers (CTs) through a summer CT Connect Event, a CT Connect Newsletter, and a CT Canvas course that is complete with resources and support modules. Further, we are expanding our state-approved Clinical Educator Training to help credential more teachers to host our candidates in the field.

Having begun with the College's teacher preparation programs, the Office of Field and Clinical Education is expanding next to support foundation courses, as well

as courses in USF's Counselor Education and School Psychology programs. Curriculum in introductory foundation courses is currently under revision to include exciting immersive field experiences.



More recently, the Office of Field and Clinical Education was also instrumental in helping the College of Education explore online teaching and learning in light of and in response to rapid response that school district has to take in light of the coronavirus pandemic. In March, clinical coordinators moved candidates who were completing their final internships from their brick and mortar locations to online teaching in an effort to support our community partners and teachers. This abrupt change in instructional delivery provided an exceptional opportunity for our candidates to explore teaching online, but more importantly, allowed them to support overwhelmed teachers and provide continuity and stability to P-12 children.

As of April 2020, the Office is proactively advancing partnerships with three local district virtual schools and training faculty and supervisors in online coaching and evaluation. Additionally, the Tutor-a-Bull program, under the Office's purview, has supported local school children through supplementary instruction and mentorship as requested by multiple community partners.



## FACULTY SUCCESS

### REPORT ON FACULTY SUCCESS

Faculty success is defined by the USF College of Education as a shared commitment to excellence in teaching, research, and service, with the goal of reimagining the future of education. This commitment to excellence is exemplified through the College's mission to hire and retain world-class faculty, as well as faculty members' pursuits of professional development activities, engagement in impactful research that informs their teaching, and participation in service at the local, regional, national, and global levels.

Faculty in the College of Education contribute to the preeminence of the university through world-class interdisciplinary research that serves to promote their scholarly endeavors and positively impact student success, and through earning international and national recognition for their creative and innovative contributions to their professions. The sections below highlight examples of our faculty's accomplishments and achievements during the 2019-20 academic year.

in the School Psychology Program at the University of Southern Mississippi. His research interests include behavior assessment, class-wide behavioral interventions, peer management interventions, and the visual analysis of single-case data.



#### MANDIE DUNN

*Assistant Professor // English Education*

Mandie Dunn, PhD, joined the College of Education as an assistant professor in the English Education Program. She received her PhD in Curriculum, Instruction, and Teacher Education from Michigan State University. Her research interests include English teacher identities, teacher education through partnerships with preservice and inservice Secondary English teachers, and the social and emotional learning of English language arts educators.

#### VESELINA LAMBREV

*Assistant Professor // Program Development*



Veselina Lambrev, PhD, joined the College of Education as an assistant professor in the Doctor of Education (EdD) in Program Development. Prior to joining USF, Dr. Lambrev spent eight years teaching and advising at the University of Hawai'i at Manoa in the areas of leadership, research, evaluation and socio-cultural contexts of education. Her research interests include educational leadership, transformational leadership, communities of practice and the education of Romani people in Europe.

### SPOTLIGHT

#### Meet the New Faculty in the College of Education



#### EVAN DART

*Associate Professor // School Psychology*

Evan Dart, PhD, joined the College of Education as an associate professor in the School Psychology Program. Prior to joining USF, Dr. Dart was an associate professor



## **KAHLILA LAWRENCE**

*Instructor // School Psychology*

Kahlila Lawrence, PhD, joined the College of Education as an instructor in the School Psychology Program. She previously served at USF as an adjunct instructor

in the program. Dr. Lawrence has experience coordinating professional learning opportunities for Title 1 Elementary, Middle and High Schools, and she is passionate about supporting students and empowering educators to live well physically, mentally and emotionally.



## **STACY-ANN JANUARY**

*Assistant Professor // School Psychology*

Stacy-Ann January, PhD, joined the College of Education as an assistant professor in the School Psychology Program. After earning her PhD, she completed a two-

year postdoctoral research fellowship at the University of Nebraska—Lincoln. Prior to joining USF, Dr. January served as an assistant professor at the University of South Carolina. Her research interests include prevention within multi-tiered systems of supports and/or problem-solving frameworks, and how to improve data-informed decision making in schools and identify evidence-based interventions that target children’s academic and/or social/behavioral skills.



## **MEGHAN ODSLIV BRATKOVICH**

*Assistant Professor // Foreign Language Education*

Meghan Odsliv Bratkovich, PhD, joined the College of Education as an assistant professor in

the Foreign Language Education Program. She earned her PhD in Teacher Education and Teacher Development from Montclair State University. Dr. Odsliv Bratkovich has teaching experience in various countries, including Indonesia, Romania and the Dominican Republic. Her research interests include preparing mainstream teachers for educating English language learners, second language assessment and formative assessment practices.



## **OSCAR L. OLVERA ASTIVIA**

*Assistant Professor // Measurement and Evaluation*

Olvera Astivia, PhD, joined the College of Education as an assistant professor in the Educational Measurement and

Research Program. He previously served as a postdoctoral research fellow in the School of Population and Public Health at The University of British Columbia in Canada. His areas of expertise include structural equation modelling, linear mixed models, item response theory, Bayesian inference methods and copula distributions.



## **ALEXANDRA PANOS**

*Assistant Professor // Literacy Studies*

Alexandra Panos, PhD, joined the College of Education as an assistant professor in the Literacy Studies Program. Prior to joining USF, she served as an assistant

professor of elementary literacy at the University of Nebraska at Omaha. Dr. Panos’s research interests include media literacy, childrens’ literature, spatial and geographic practices of education and the complex interdependencies of schools and their communities.



## **PATRIANN SMITH**

*Assistant Professor // Literacy Studies*

Patriann Smith, PhD, joined the College of Education as an assistant professor in the Literacy Studies Program. She previously served as an assistant professor

of language, diversity and literacy studies at Texas Tech University. Dr. Smith’s research examines the ways that language and cultural differences function across contexts and cultures to impact literacy teaching and learning. Additionally, her work examines the cross-cultural and cross-linguistic challenges faced by Black Caribbean immigrant adolescents and educators and explores how literacy curriculum can be adapted to support these individuals in U.S. educational systems.

## FACULTY TENURE AND PROMOTIONS

The College of Education is proud of our faculty members who demonstrate excellence in their scholarly and academic achievements. The following faculty members received tenure or promotion during the 2019-20 academic year:

### Department of Teaching and Learning

- **Margaret Krause, PhD //**  
*Promoted to Instructor Level II*
- **Haichun Sun, PhD //**  
*Promoted to Full Professor*
- **Sarah van Ingen, PhD //**  
*Promoted to Associate Professor*

### Department of Educational and Psychological Studies

- **Lauren Braunstein, PhD //**  
*Promoted to Instructor Level II*
- **William Campbell, PhD //**  
*Promoted to Full Professor*
- **Sanghoon Park, PhD //**  
*Promoted to Associate Professor*
- **Nathaniel von der Embse, PhD //**  
*Promoted to Associate Professor*

### Department of Leadership, Counseling, Adult, Career and Higher Education

- **Amber Dumford, PhD //**  
*Granted Tenure*

## RESEARCH AND SCHOLARLY PRODUCTIVITY

One of the goals of the College of Education this year was to enhance faculty research and scholarly productivity, with a focus on identifying high impact publication outlets and relevant faculty awards within professional disciplines. At the College's Faculty Retreat in August, we used Academic Analytics to compare our department level data within the context of similar departments at Association of American Universities (AAU) member institutions and identified goals for the academic year.

Collectively in 2019, faculty in the College of Education published 341 scholarly works. This is an increase of more than 100 publications when compared to the total of 237 publications from our report last year, clearly indicating that we were focused on achieving our goal for increasing our scholarly productivity.

### FACULTY PUBLICATIONS

Refereed Articles	262
Book Chapters/Segments	44
Technical Reports	6
Books	5
Non-Refereed Articles	4
Abstracts	2
Book Reviews	2
Editorial	1
Other	15
<b>Total Publications</b>	<b>341</b>



### Pecha Kucha Research Presentations

To encourage collaboration both within the College of Education and across colleges, we hosted a "Pecha Kucha" Research Event in Fall 2019 with faculty and graduate students presenting their research in a brief, fast-paced presentation style. A total of seven faculty and six graduate students presented and attendees included faculty, students, and staff from within our College and across the campus.

## UPDATE ON COLLEGE OF EDUCATION MINI-GRANT PROJECTS

Three faculty members in the College were selected as recipients of the “College of Education Mini-Grant” in 2019. Proposals awarded funding 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.

The Mini-Grant awardees from 2018-19 completed their research studies in Fall 2019. The following outcomes were reported by the Principal Investigators regarding the Return on Investment (ROI) of this funding:

### NSF I-Corps Acceptance and Patent Pending

- NSF I-Corps Program at USF (\$3,000; accepted for Fall 2019, deferred to Spring 2020).
- Patent application filed (March 2019) and assigned U.S. Patent Application No.; pending

### Publications

*Journal articles from Mini-Grant projects were published in the following journals in 2019:*

- Early Childhood Education Journal
- Journal of Psychoeducational Assessment
- Youth & Society
- British Medical Journal Open

### Presentations

- One international presentation
  - 14th International Congress of Mathematics Education
- Two national presentations at the following conferences:
  - National Association of School Psychologists
  - National Strength and Conditioning Association
- Two state presentations at the following conferences:
  - Florida Association of School Psychologists
  - Florida Educational Research Association
- Six presentations at the College of Education’s Pecha Kucha research event

### Grants

- Grant awarded by the International Scientific Research Foundation for Fitness and Nutrition
- Spencer Foundation proposal
- IES Goal proposal
- NSF grant proposal



## COLLEGE OF EDUCATION SHARES INNOVATIVE RESEARCH AT SYNAPSE SUMMIT

The College of Education participated for the first time in the 2020 Synapse Summit, Florida’s premier innovation summit, held at the Amalie Arena in February. With the ever-changing dynamics in education, our goal at this summit was to rebrand the College of Education as reimagining the classroom, using emerging technologies, community engagement and learner-centered strategies.

Through both immersive experiences and exhibits, six entrepreneurial faculty members from our College demonstrated their creative and innovative research and discussed the potential impact of their research in promoting student educational success.

## EXTERNAL GRANT PROPOSALS IN 2019-2020 (9.5 MONTHS)

Type	Number Submitted	Number Funded to Date	Number Awaiting Decision	Submitted Budget Amount	Funded Budget Amount to Date
<b>Federal</b>	15	2	4	19,066,535	4,535,013
<b>State</b>	6	6	0	7,751,400	7,751,400
<b>Private</b>	18	6	11	2,578,379	66,381
<b>Other</b>	15	4	8	2,387,323	372,348
<b>Total</b>	<b>54</b>	<b>18</b>	<b>23</b>	<b>31,783,637</b>	<b>12,725,142</b>
<b>Success Rate to Date</b>	<b>33%</b>			<b>40%</b>	

## EXTERNAL FUNDING PROPOSAL SUBMISSIONS AND AWARDS

From July 2019 through April 15, 2020, faculty in the College of Education submitted a total of 54 external grant proposals for a total proposed budget amount of \$31,783,647. This is an increase of 11 external grant proposals submitted when compared to the same time frame last year.

As of mid-April 2020, we are still waiting funding decisions on 23 of these proposals. We anticipate a minimum of four additional proposals to be submitted from our College prior to June 30, 2020 for another \$7,341,281, giving us an anticipated grand total of over \$39 million in proposal submissions for the 2019-20 fiscal year.

### Research Expenditures

As of April 14, 2020 the College of Education's total sponsored research expenditures is \$10,919,196. 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 the end of the fiscal year (June 30, 2020).

### Faculty Engage in Interdisciplinary Research Funding at USF

Faculty from the College of Education engage in interdisciplinary research with collaborators from across the university. To date, during the 2019-20 academic year, faculty from our College served as the Co-Principal Investigator with a Principal Investigator from another unit within USF on seven 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 (Electrical Engineering), the College of Arts and Sciences (Chemistry), and the College of Public Health (Community and Family Health).

## FACULTY AWARDS AND HONORS

*Below are some of the many awards and recognitions College of Education faculty received throughout the 2019–20 academic year.*



Assistant Professor **Alisha Braun, PhD**, was recognized in November at USF World's 2019 **Global Achievement Awards program**. The Global Achievement Awards recognize the remarkable work of faculty, staff, administrators and university organizations who raise USF's global reputation.

**Rebecca Burns, PhD**, was selected to receive the **Kosove Distinguished Graduate Teaching & Service Award**. The award is presented to tenure-earning faculty members with at least five years of service at USF and who demonstrate teaching, service and leadership activities that effect positive change in the community as stated in the "Kosove Society Goals." The Kosove Society was established at the University of South Florida in 1983 by A. Harrison and Ruth Kosove to support and encourage young people to develop strong academic credentials, leadership abilities and a commitment to the betterment of society.



**Leia Cain, PhD**, was selected as a **40 Under Forty Leadership Award** recipient by her alma mater, East Carolina University. Recipients of this recognition are selected based on their ability to apply their education at the university in the following

categories; Research and Education, Health and Wellness, Public Service, Arts and Humanities, and Business.



Professor **Bill Campbell, PhD**, was recognized as the 16th recipient of the 2019 **Nutritional Research Achievement Award** by the National Strength and Conditioning Association (NSCA). Dr. Campbell received the award in celebration of his scholarship in sports nutrition research at the 42nd Annual NSCA National Conference in Washington, DC. Founded in 1978, the NSCA is an international nonprofit professional association dedicated to supporting strength and conditioning professionals in the advancement of their careers. This award is the highest honor for a sports nutrition researcher in the profession.



Professor and Associate Dean **Ann Cranston-Gingras, PhD**, received this year's **USF Status of Latinos (SOL) Faculty Award** to recognize her dedication and accomplishments. The award was presented at the USF Hispanic Heritage Celebration Awards Breakfast. Dr. Cranston-Gingras is the director of the Center for Migrant Education, which focuses on improving educational access and outcomes for students from migrant and seasonal farmworker backgrounds.

Associate Professor **Evan Dart, PhD**, was awarded the prestigious **Lightner Witmer Award** by the American Psychological Association's Division of School Psychology for his significant early career contributions to the field of School Psychology. Each year, the Division of School

Psychology presents the Lightner Witmer Award to a young professional or academic school psychologist who demonstrates scholarship that merits special recognition.

Associate Professor **Amber Dumford, PhD**, was awarded the **Charles F. Elton Best Paper Award** from the Association for Institutional Research (AIR), a global association that empowers higher education professionals at all levels to utilize data, analytics, information and evidence to make decisions and take actions that benefit students and institutions and improve higher education. The Charles F. Elton Best Paper Award celebrates scholarly papers presented at the AIR annual conference that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the field of institutional research.

**Mandie B. Dunn, PhD**, was selected as a recipient of the **Research Initiative Grant** for her winning project, "Teaching Literary Texts While Grieving a Death." This grant was one of only two awarded nationally for the 2019-20 academic year by English Language Arts Teacher Educators (ELATE), an affiliate organization within the National Council of Teachers of English (NCTE). Dr. Dunn's project was recognized at the ELATE luncheon and ELATE business meeting during the upcoming national convention in Baltimore in November. She was invited to present her research at the 2020 NCTE national convention in Denver, CO as part of a special session for research award projects.



Assistant Professor **Tanetha Jamay Grosland, PhD**, was awarded a **McKnight Junior Faculty Development Fellowship** for the spring and fall semesters of 2020. The fellowship program will allow Dr. Grosland to continue her research chronicling the lived experiences of urban educators and the impact of emotional conditions on social issues they deem important.

Assistant Professor **Veselina Lambrev, PhD**, was awarded the **2020 Paper Award** by the American Educational Research Association's (AERA) International Studies Special Interest Group (SIG). Dr. Lambrev's submitted research paper titled, "Targeted Policies, Missed Possibilities: Roma and Non-Roma Stakeholders' Views on

Bulgaria's Early Childhood Education Reforms," addresses anti-Romaism as a particular form of racism that militates against the inclusion of Roma in modern European society and pathologizes minority students in spite of recent policy reforms.



Professor **Johanna Lasonen, PhD**, was awarded the **Lifetime Achievement Award** by the American Educational Research Association's (AERA) International Studies Special Interest Group (SIG). The award is presented to individuals who have consistently demonstrated outstanding participation with AERA's International Studies and to acknowledge the SIG's gratitude for the recipient's years of dedication.



Assistant Professor **Sanghoon Park, PhD**, received two awards from the Association for Educational Communications and Technology (AECT): the **Immersive Learning Linear Award** from AECT's Division of Emerging Learning Technologies and the **2019 Best Practice Award** from AECT's Division of Distance Learning.



Professor **Steve Permuth, PhD**, was awarded a **2019 Distinguished Alumni Award** by the College of Education and Human Development at the University of Minnesota. The Distinguished Alumni Award was created in 2010 to honor alumni who have distinguished themselves in their careers and communities. Out of the college's 70,000 alumni, 25 alumni are selected each year to be recognized with this award. Dr. Permuth will be recognized at an induction dinner hosted at the University of Minnesota in November.

Professor **Shannon Suldo, PhD**, was awarded the prestigious **2019 Thomas Oakland Mid-Career Scholar Award** by the American Psychological Association's Division of School Psychology. Each year,

the Division of School Psychology presents the Mid-Career Scholarship Award to professional and academic school psychologists, from 7 to 20 years post-graduation, who have demonstrated scholarship that merits special recognition.



**Nathaniel von der Embse, PhD**, received the **Faculty Outstanding Research Achievement Award** from USF Research and Innovation. The award recognizes USF faculty members whose research has garnered national and international acclaim.

## RETIRED FACULTY AND EMERITUS STATUS

In the 2019-20 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.

- **Joan Kaywell, PhD //**  
*Professor of English Education*
- **James King, EdD //**  
*Professor of Literacy Studies*
- **Jeannie Kleinhammer-Tramill, PhD //**  
*Professor of Special Education*

## SPOTLIGHT

# FULBRIGHT

## FACULTY LEAVE GLOBAL FOOTPRINT THROUGH FULBRIGHT U.S. PROGRAM

*The College of Education had two faculty members represent the university as part of the Fulbright U.S. Program. Learn more about their accomplishments below.*



**Darlene DeMarie, PhD**, was awarded a Fulbright Scholar Award to Budapest, Hungary for the Fall 2019 semester. While in Hungary, Dr. DeMarie taught psychology and early childhood education courses at Eötvös Loránd University. She also led a group of faculty and students at the university to translate a publication of the American Psychological Association (APA), the **“Top 20 Principles from Psychology for pre K-12 Teaching and Learning.”** The publication, originally co-authored by DeMarie in 2015, has been translated in 12 languages and will be utilized by educators in the country once the latest translation to Hungarian is complete.



**Bárbara Cruz, Ed.D**, was awarded a Fulbright Award to Alicante, Spain in the Spring 2020 semester to teach and conduct research at the Universidad de Alicante. Her research project, “The Art of Teaching: Innovations in Social Studies Teacher Preparation,” included teaching at the university, presenting workshops for practicing teachers, developing a social studies-art curriculum, and investigating teachers’ use of contemporary art in their teaching.

## SPOTLIGHT



### **Research team trains middle school educators in identifying, improving student mental health problems**

To address the growing mental health needs of middle school students, USF researchers partnered with Pasco County Schools to train teachers in how to identify and improve student mental health problems.

The project, titled “Improving Access to Mental Health Services through Teacher Training and Universal Screening,” is led by USF College of Education faculty members Nathaniel von der Embse, PhD, and Shannon Suldo, PhD. Over the duration of the project, the research team will train approximately 600 teachers in Pasco County Schools on how to identify the warning signs of mental health risk in their students.

“Not only should a child feel physically safe at a school, but they should feel emotionally safe as well,” von der Embse said. “This program goes a long way towards meeting that goal.”

The research team is training school leadership in “Youth Mental Health First Aid,” an evidence-based program that reviews child development and helps identify common mental health challenges. The Youth Mental Health First Aid program will be rolled out in schools across the state of Florida over the next five years, von der Embse said, and this program through USF is one of the first in the state to provide research-backed strategies and year-round support for participants.

“We ask so much more of educators than we did 10, 15 or 20 years ago,” von der Embse said. “Educators now are an educator, a parent and a psychologist all wrapped up in one in their classrooms. We know that kids have a lot of mental and behavioral health challenges... and we’re really trying to support teachers in these new roles and capacities that we ask of them.”

Upwards of 20 percent of children will have a significant mental or behavioral health problem, von der Embse said, but in an average school, only 20 percent of those students who show symptoms are identified and provided with services by a mental health professional.

During the school year, training and resources provided by the USF research team will empower teachers to improve student access to school and community-based mental health services through training in data-based decision-making, verbal de-escalation strategies and how to coordinate treatment amongst mental health professionals.

The project is supported by a \$375,000 grant from the Substance Abuse and Mental Health Services Administration and will continue through the 2021-22 school year.



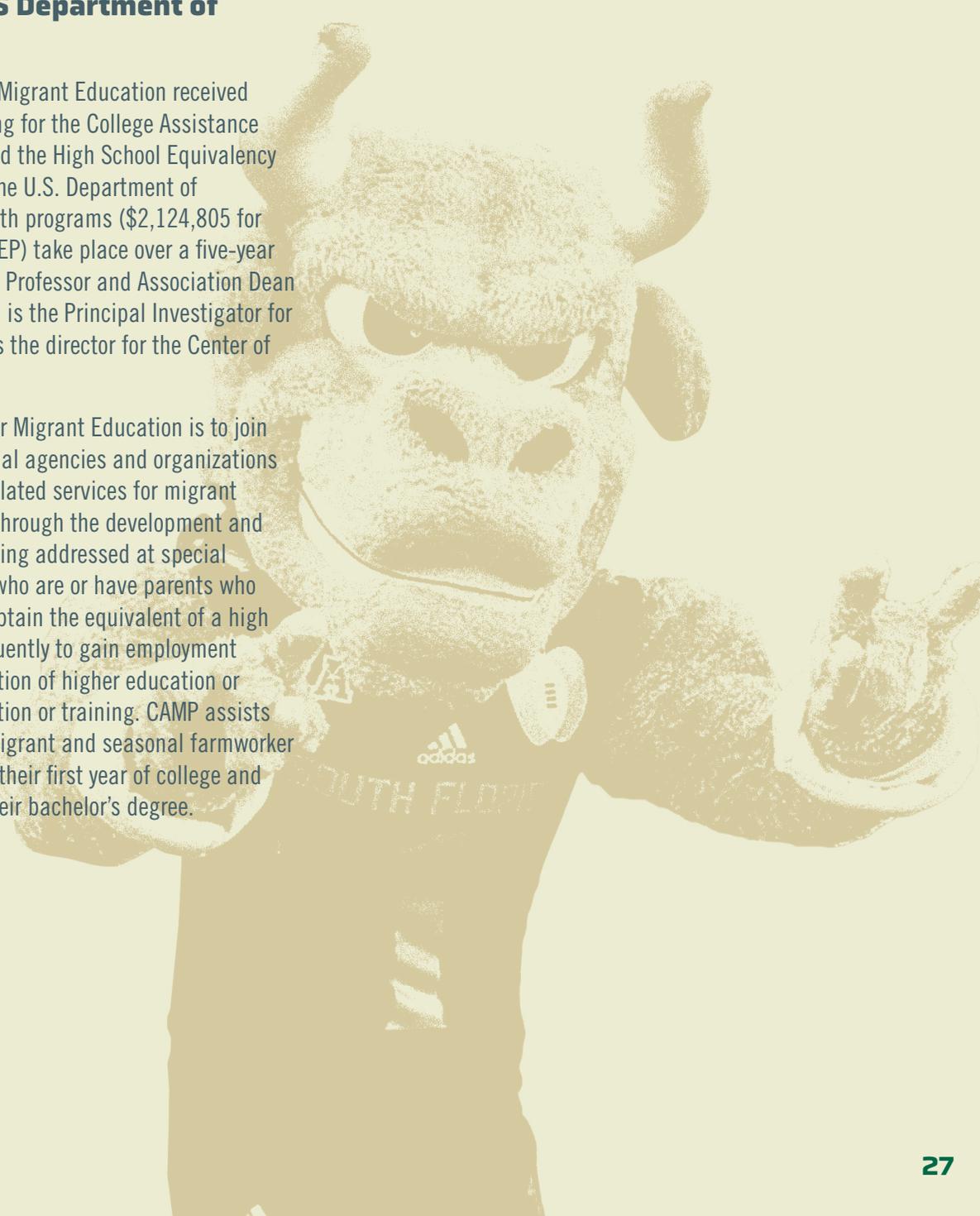
**Watch a video about the project on YouTube**



## Center for Migrant Education receives two grants from US Department of Education

In 2019, the USF Center for Migrant Education received two grants to provide funding for the College Assistance Migrant Program (CAMP) and the High School Equivalency Program (HEP). Funded by the U.S. Department of Education, the grants for both programs (\$2,124,805 for CAMP and \$2,362,196 for HEP) take place over a five-year period. College of Education Professor and Association Dean Ann Cranston-Gingras, PhD, is the Principal Investigator for these projects and serves as the director for the Center of Migrant Education.

The mission of the Center for Migrant Education is to join with local, state, and national agencies and organizations to improve education and related services for migrant children and their families through the development and study of programs and training addressed at special needs. HEP helps students who are or have parents who are seasonal farmworkers obtain the equivalent of a high school diploma and subsequently to gain employment or be placed in an institution of higher education or other post-secondary education or training. CAMP assists eligible participants from migrant and seasonal farmworker backgrounds in completing their first year of college and transitioning to complete their bachelor's degree.





# CREATING A DIGITAL LEARNING ECOSYSTEM

## ONLINE COURSE DEVELOPMENT

High quality online course development continues to be a priority in the College of Education. This has become particularly important throughout the process of consolidating USF's three campuses, as our wide array of online offerings significantly bolsters our ability to deliver courses and programs across our various instructional sites.

Our investment in converting approximately 100 courses to online delivery in recent years has proven especially beneficial this spring as we have been able to more smoothly transition to fully remote learning brought on by the coronavirus (COVID-19) pandemic in the Spring semester.

Below is a list of courses the College of Education developed for online delivery in the 2019-20 academic year:

- Advanced Psychological Assessment of Exceptional Students (EEX 6222)
- Applied Exercise Science (PET 4380)
- Digital Identity (EME 4390)
- Distance Learning (EME 6457)
- ESOL 3 (TSL 4251)
- ESOL Strategies for Content Area Teachers (TSL 5325)
- Foundations of Resistance & Protest in Education (EDF 7931)
- Global Studies in Research Design (EDF 4490)
- Issues in Sport (SPM 3012)

- Positive Behavior Support for Students with ASD (EEX 6619)
- Science for All (SCE 4313)
- Teaching the Classics (LAE 6861)

## SPOTLIGHT



### **FCIT launches free online courses to support K-12 teachers through virtual instruction**

To help teachers navigate the challenges faced while moving to a fully online instructional model during the COVID-19 pandemic, the Florida Center for Instructional Technology (FCIT), in partnership with USF Corporate Training and Professional Education, launched a series of fully-online professional development courses to help support K-12 educators in virtual teaching environments.

The first course in the series, **“Using Student Assistants During Online Instruction,”** launched in April and explores techniques teachers can use to effectively leverage the support of student assistants in an online setting. Consisting of short sessions of approximately 30 minutes to one hour, the course is self-paced and can be completed at a time that fits best into teachers’ busy schedules.

Nate Wolkenhauer, assistant director for FCIT, said this course is the first of many free or low cost courses the center will launch to support K-12 teachers and their students. The vision for the project is to help educators better navigate online learning environments and empower them to effectively use strategies that work for themselves and their students.

“Our goal in creating these professional development offerings is to keep teachers in mind at every phase of development,” Wolkenhauer said. “As a teacher, I have sat through so many professional development sessions that are extremely time-consuming and attempt to cram in more information than possible in the time provided. Our courses are meant to make teachers experts in one specific skill as opposed to providing a little bit of information on a bunch of different, loosely connected strategies.”

Housed in the USF College of Education, the **Florida Center for Instructional Technology** provides professional learning, digital content, and technology integration evaluation services to schools and districts worldwide. The Center’s free resource websites average over two million hits per school day from nearly 200 countries and territories. FCIT hosts a variety of resources such as **iTeach Professional Learning** courses, the **TIM Tools** suite of technology integration evaluation tools and the College of Education’s **iTeach Lounge**.

## SPOTLIGHT



### College of Education opens Collaboratory for Innovation in Education

We live in an increasingly complex world with problems that require creativity, collaboration, problem-solving, and innovative, transdisciplinary approaches. To help educators—both future and current—teach hands-on concepts in a highly adaptable space, the College of Education opened the Collaboratory for Innovation in Education in January, a space that brings together aspects of design thinking, arts-based inquiry, career and technical education, teaching best practices, and creativity. This space was made possible through the generosity of many donors who share our vision of imagining the classrooms of tomorrow.



The Collaboratory provides teachers, PK-12 students and USF students access to current and emerging technologies, supporting the enhancement of interdisciplinary teaching practices in classroom settings. The Collaboratory is a community space that supports creative problem-solving, maker-centered learning, the development of cutting-edge teacher education, research projects, programs, and experiences within the College of Education.



In its first semester, the Collaboratory served as a space for faculty, students, and community stakeholders to collaborate on the latest educational research and practice.

The Collaboratory was also used as the host location for professional development opportunities sponsored by Arts4All Florida, the Florida Center for Instructional Technology and our partner school districts.

By design, the technology available within the Collaboratory will develop and change over time. Currently housed in the space are 3D printers, robotics, laptops and Raspberry Pi mini-computers. In addition to serving the needs of the College of Education in preparing the next generation of world-class educators, the Collaboratory also supports programs and activities for our partner school districts and the Tampa Bay area as a whole, such as professional development workshops, summer camps, and after-school clubs and programs. This flexible space is a home for creativity and collaboration that will enable the College of Education to continue its work in shaping the schools of tomorrow.



**Watch the Collaboratory  
in action on YouTube**



# ENROLLMENT MANAGEMENT

The recruitment and retention of a quality student body is a continuing goal in the College of Education. The teacher shortage in Florida coupled with the nationwide decline in enrollment in colleges of education makes this goal a priority.

Our college has seen a decline in enrollment in undergraduate programs despite an increase in applications submitted to our programs. That disappointing news is tempered by the fact that we continue to see upward trends in retention rates for FTIC students as well as graduation rates for FTIC students. Perhaps the greatest celebration is the elimination of the gap in the 4-year graduation rate for Pell eligible and non-Pell eligible students.

## STUDENT RETENTION AND GRADUATION RATES

Advising for undergraduate students takes place in the office of Student Academic Services (SAS). Upon admission to the university, each student participated in a college orientation and advising session, offered by SAS, followed by a collaborative session between advisor and student to create an educational plan. Throughout each term students received targeted outreach related to scholarships and aid, key academic resources, and professional development opportunities aimed at facilitating their progression and timely graduation. Student support personnel in SAS engaged in the systematic identification, transcript analysis, tracking, and advising of student in the Finish in Four initiative in order to improve the graduation rate of FTIC students.

*The table below reports FTIC 4-year graduation rates and transfer 2-year graduation rates for the 2019–20 academic year:*



## Supporting the Successful Completion of the Florida Teacher Certification Exam

Because students need to pass the FTCE General Knowledge Test to graduate from a college of education in the state of Florida and become fully certified as professional educators, Student Academic Services offered General Knowledge Test (GKT) Boot Camps each semester to all USF students needing test preparation for the state exam. We are proud to report that there were more than 296 participants in these sessions from the period of March 2019 to March 2020. Students who participated in the GKT Boot camp achieved pass rates higher than the average state pass rate.



## Closing the Gap in Graduation Rates for Pell Eligible Students

Meeting the needs of all students is a disposition that is embedded in all programs in the College of Education. That same point of emphasis is found in the advising and support that we provide to our students. Nearly 75 percent of students in the latest four-year cohort of students were eligible for Pell grants. The four year graduation rate of Pell eligible students increased nine percentage points this year while the gap between Pell eligible and non-Pell eligible students was reduced to one point.

### SPOTLIGHT



## USF partners with HCPS to motivate local students to pursue teaching careers

In fall 2019, the Office of Field and Clinical Education in partnership with the Hillsborough County Public Schools (HCPS), explored the potential for mutually-beneficial and joint teacher recruitment through membership with Educators Rising, a national organization for aspiring educators.

To begin this project, we vetted four Achievement Schools in HCPS for their willingness and capacity to host a new club aimed at inspiring and mentoring prospective teachers while still in high school. HCPS's Achievement Schools were specifically targeted for two reasons. First, they were sought due to the diverse and minority populations present at each school and intentional aims within the district to mentor and recruit more varied applicants into the teaching profession. Secondly, Achievement Schools often host dual enrollment courses and have the potential for some classes to be aimed at introductory teaching coursework.

Initial conversations took place at each high school throughout the year, and resources and materials were provided to the four principals and their school counselors to gauge interest. All four schools expressed a high degree of interest, stating that the club would be relevant to the populations and programs in their schools and that they would like to pursue a membership in the organization.

To pilot the program, LLeto High School was selected to pilot the program at the beginning of the Spring 2020 semester. Leto is uniquely situated within a highly diverse community and with a large, very active, and community-oriented group of students of Hispanic heritage. Additionally, a dedicated and resourceful lead teacher, Mr. Scott Hazlett, expressed keen interest in the club and a willingness to recruit students. Through his efforts, faculty from USF and HR supervisors from HCPS set up an informational table at school lunches to attract and communicate directly with high school students.

From that event and other activities initiated by Mr. Hazlett, dozens of students expressed interest in Education as a career choice, and nearly 40 students attended the first Educators Rising club meeting in January. All in attendance participated in highly engaging activities, discussion, and feedback about the profession. Mr. Hazlett and school administrators also rolled out a plan to allow club participants an opportunity to mentor and tutor peers during school lunch periods, which allowed members to explore fostering relationships—a key component of teaching—through relaxed instruction and volunteer hours.

Though only a handful of club meetings took place due to the coronavirus pandemic, energy and excitement remain high, and communication is ongoing to expand the program at Leto. USF is continuing to support the school's efforts through faculty guest speaker roles, informational sessions, and professional development provided in collaboration with HCPS.

We expect the Educators Rising Club at Leto to grow next year. A second Achievement School will be selected to begin in the Fall 2020 semester, potentially at a southern geographic location within the district. Conversations with a third high school in the northern part of Hillsborough County are ongoing. There are also plans to bring high school students to the USF campus to learn about majors offered by the College of Education, to explore campus life, and to hear from Student Academic Services about admissions opportunities and supports.



# COMMUNITY ENGAGEMENT

Community engagement is defined as the collaboration between universities and the community in the mutually beneficial exchange of knowledge and resources to enrich scholarship, research and creative activity; to enhance curriculum; to address critical societal issues; and to contribute to the public good.

Establishing partnerships throughout the Tampa Bay region and the state of Florida with school districts, schools, the Department of Education, and other community agencies has been a focus of the work in the USF College of Education for many years. These critical partnerships ensure meaningful placements for our students to complete their field experiences, to enable us to conduct field embedded research for the improvement of the communities that we serve, and to create opportunities for funded research.

The partnerships that we have strengthened with our partner school districts are an important contributor to the fact that we are able to place 100 percent of our teacher education candidates in jobs upon completion of their programs of study. This highlights contained in this section showcase some of our achievements throughout the 2019-20 academic year.



## SPOTLIGHT

### SCATTER students collect children's books to give out during USF Homecoming Parade

To promote literacy and a love for reading, USF students in the SCATTER Program collected children's books throughout the Fall semester to pass out to children along the parade route at USF's Homecoming Parade.

The tradition began a few years ago as a way for SCATTER members to give back to the local community during a time of celebration at USF. The books are collected through donations from local schools, USF students, and alumni from the SCATTER Program.

Jessie Peck, current President of SCATTER, said the project is important because instead of passing out candy or beads along the parade route, the SCATTER Program is giving children something they may not easily have access to at home—age appropriate books that will help them stay on grade level in reading comprehension.

“(This project) helps promote reading and foster that love for reading that we try to instill in all of our students,” Peck said.



Watch a video about the project on YouTube



## SPOTLIGHT

### **USF students volunteer in local classrooms with Junior Achievement of Tampa Bay**

As part of a “JA in a Day” event at Miles Elementary, USF students volunteered with Junior Achievement of Tampa Bay in the Fall and Spring semesters to teach third through fifth-grade students lessons that align with the organization’s curriculum of financial literacy, work readiness, and entrepreneurship programs.

While the program provides an age-appropriate curriculum in financial literacy to the students at Miles Elementary, is also serves as a valuable learning experience for the USF students serving as volunteers. For many of the students participating in the program, this is often one of their first experiences teaching in a local classroom.

“I think elementary students gain a lot (from this program),” said Claire McDonald, an elementary education major at USF. “I think they’re able to work with older students and get a mentor perspective about money and financial wellness and things like that.”



**Watch a video about the program on YouTube**

## SPOTLIGHT



### **Forty Years of Community Engagement at the Gus A. Stavros Center**

The work of the Gus A. Stavros Center for Free Enterprise and Economic Education focuses on providing exemplary professional development programs to K-12 educators about issues related to capitalism, business operation, the global economy, global literacies, financial literacy, entrepreneurial thinking and other related concepts.

Throughout its 40-year history, the Stavros Center has relied on business and professional leaders from six communities in the USF region to provide authentic learning, insights and experiences relevant to the Center’s mission. Hundreds of community leaders, in partnership with the Stavros Center team, have had a direct influence in enhancing K-12 educators’ understanding of our mission.

*Below are some of the highlights from the Stavros Center’s work in the 2019–20 academic year:*

### **Providing Quality Workshops to Quality Educators**

This year, the Stavros Center conducted 105 professional development professional development workshops, hosting approximately 2,320 K-12 educators from six school districts through the Tampa Bay region (Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota). Attendance at the Stavros Center’s programs throughout the year makes it the state’s leader in providing economics and free enterprise education to schools across the state of Florida.

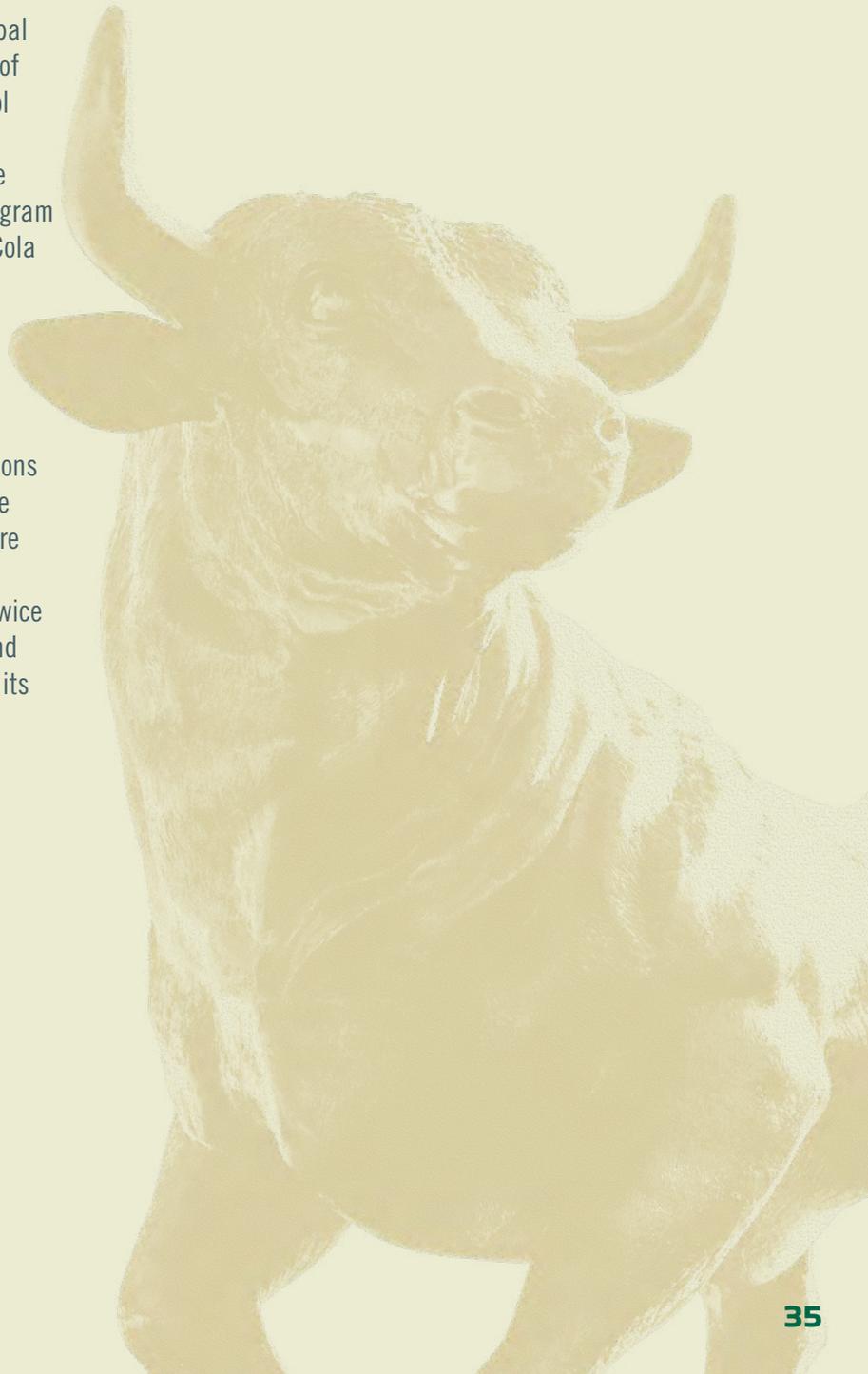


## **Creating a Generation of ‘Superheroes’ in Sustainability**

Launched in 2019, one of the Stavros Center’s newest programs, Sustainability Superheroes: Developing Global Citizens for a Sustainable Future, has a two year goal of impacting 720 K-12 teachers throughout the six school districts surrounding USF’s Tampa campus. After just one year, 1,142 K-12 educators had participated in the project’s professional development programs. This program is funded by a \$200,500 grant provided by The Coca-Cola Foundation.

## **Expanding Community Partnerships**

The Stavros Center’s Advocacy Board of community leaders from business, education and various professions added four new members to its list of supporters of the Stavros Center’s mission and vision. Currently, there are approximately 50 community members on the Stavros Center’s Advocacy Board. The Advocacy Board meets twice a year to learn about the work of the Stavros Center and to provide feedback on how the Center can implement its programs to better serve the needs to the community.





# PHILANTHROPY & EXTERNAL RELATIONS

## PHILANTHROPY & GIVING

Fundraising efforts continue in the College of Education. As of April 1, 2020, the College has raised approximately \$500,000 to support our students and the programs and faculty in the College.

*Examples of some of these efforts include:*



Dick Puglisi, PhD, with former student and daughter of Gus A. Stavros, Ellen Stavros '72, MA '76

### **\$50,000 gift celebrates Dick Puglisi's 50 years of service to USF**

To recognize Dominic “Dick” Puglisi’s 50th year as an educator at USF, the College of Education invited his closest friends, family and colleagues to honor him during a surprise celebration in September.

While the event’s program included remarks from many of the people Dr. Puglisi has impacted throughout his years at the university, the group also had an announcement to make—they rallied together to raise \$50,000 to endow the Dominic “Dick” and Janet Puglisi Endowed Stavros

Center Fund, a fund that will support the work of the Gus A. Stavros Center for Free Enterprise and Economic Education where Dr. Puglisi serves as director and endowed chair.

“Dr. Puglisi’s impact on the College of Education is immeasurable,” said College of Education Dean Robert Knoeppel. “He has served as a faculty member and as an assistant dean but he’s best known for his leadership as chair and director of the Stavros Center. Under Puglisi’s leadership, the Stavros Center at USF is recognized as the premier center for economic education in the state of Florida.”



### **Scholarship Recognition Event celebrates the spirit of giving**

In September, the College of Education brought together more than 80 scholarship recipients with approximately 20 scholarship donors to celebrate our scholarship recipients, and to acknowledge the spirit of giving that has empowered our students to pursue their academic dreams.

Each year, the College of Education is proud to award more than \$400,000 in private scholarships to support

our students through the financial costs associated with pursuing a degree in education. We thank all of our donors for the positive impact they make, not only for our students, but also for the community surrounding USF. Our students are in local schools working with students, which means the support our donors provide is impacting more students than those who currently attend the university.

Pursuing an education degree leads to a gratifying career path, and preparing the next generation of education professionals is a responsibility that we embrace with enthusiasm. The work of the College of Education's students makes a difference—and the gifts donors make to support our students helps them achieve their educational goals and pursue life changing careers.



### **Teacher Leader Academy expands to Pasco County School District**

The USF Teacher Leader Academy (TLA) is an innovative way of rethinking teacher professional learning and advanced coursework at the university. The TLA brings together faculty expertise and school district expertise and unites them to transform how teachers learn and how to develop as teacher leaders by bringing USF's graduate certificate in Teacher Leadership for Student Learning on-site to teachers in local schools.

The TLA was originally launched at Mort Elementary in 2013 and is made possible through the generosity of private donations. This year, the TLA expanded to serve numerous schools within the Pasco County school district with teachers from across elementary, middle and high schools in the district participating.



### **Tutor-a-Bull program celebrates 12 years of service**

The Tutor-A-Bull program celebrated its 12th year of supporting struggling students in Hillsborough County Public Schools through free-of-charge, one-on-one tutoring.

The program, envisioned by the late Olin Mott, a local businessman, philanthropist and community leader, is a partnership between the USF College of Education, Hillsborough County Public Schools and MJH Children's Charities that provides one-on-one and small group tutoring and academic support to middle and high school students at high-needs schools throughout Hillsborough County. The program was first piloted at the Joshua House and later expanded to include under-served local middle schools across Hillsborough County Public Schools.

While supporting the education of students in local middle schools, the program also provides teaching and coaching experience to the USF student tutors who learn what it takes to effectively motivate and engage with young learners.

Through the program, USF student tutors are making a difference in 15 middle and high schools across the Tampa Bay area. This year, there were 24 USF student tutors in the Fall semester and 14 tutors in the Spring semester. Collectively, the tutors helped meet the individual learning needs of more than 500 students from across the Hillsborough County School District.

Tutor-a-Bull is supported by private donations from individuals and organizations, many of which have supported the program since its inception.

*Supporters in the 2019–20 academic year include:*

- MJH Children’s Charities
- Dr. and Mrs. Stephen Chambers
- Crystal Springs Preserve, Inc.
- Dorothy Thomas Foundation, Inc.
- Florida RV Trade Association
- Hillsborough County Sheriff’s Office
- The Mosaic Company
- Rick and Judy Mott



### **In-kind gifts support innovative projects in the College of Education**

In January, the College of Education celebrated the grand opening of the Collaboratory for Innovation in Education (see page 30). The creation of this space would not be possible if it were not for the generosity of organizations and individuals who support the College’s desire to move the classrooms of the 21st century forward by providing financial support as well as equipment, and materials to fill the space.

*Donors whose support made the Collaboratory possible include:*

- Afinia 3D
- Fishman Family Foundation
- Holmquist Educational Consultants, Inc.
- Midwest Technology Products
- Northrop Grumman
- Texas Instruments
- VEX Robotics



### **Robotics Summer Camp empowers K-12 students to explore STEM subjects and creative problem solving**

With the support of VEX Robotics, the College of Education launched a new summer program in 2019 that provides students in grades 2-8 with the opportunity to explore coding, teamwork and creative problem solving. As part of one of many initiatives the College is developing in innovation and experiential learning, the camp participants completed various projects throughout the week that used their creativity and problem-solving abilities.

By participating in activities such as a spaceship rescue mission and a pizza delivery model, students quickly learned how degree measurements affect the path of their Roamer, a robot that can be programmed to move and turn in different directions. This camp serves as an opportunity for showing young learners how intimidating subjects—like math and science—can be fun.



### **Volunteers inspire future cybersecurity professionals at USF CyberCamp**

To encourage more high school students to pursue careers in the rapidly growing cybersecurity industry, the College of Education hosted a week-long cybersecurity camp in July at The Undercroft in Ybor City.

The camp's mission is to engage students in hands-on learning, networking and interactive competitions, experiences that teach students about the field in a way that goes beyond sitting in a classroom and listening to a lecture or presentation. In addition giving campers a quality week-long experience, the CyberCamp program also creates an opportunity for students to network and build connections with cybersecurity professional in the Tampa-area cybersecurity community, who serve as volunteers throughout the duration of the camp.

This year, we had 27 volunteers who gave their time and talent to the USF CyberCamp. This program would not be possible without their countless hours of support, and we are greatly appreciative of all that they do to advance the College of Education's work in encouraging K-12 students to explore career paths in the field.

*Thank you to the following companies and organizations for your support of USF CyberCamp 2019:*

- Members of Infragard Tampa
- Members of WITI Tampa Bay
- Blackhorse Solutions
- Citi
- Data Corps Technology Solutions, Inc.
- FireEye
- Forescout Technologies Inc.
- Hillsborough County Sherriff's Office
- Jacobs Engineering Group, Inc.
- Nielsen Corporation
- No Limit Technology, Inc.
- Northrop Grumman Corporation
- Pozytek LLC
- Sharp Decisions
- TECO Energy Inc.
- The Undercroft
- The Walt Disney Company

## ALUMNI RELATIONS

This year, the College of Education hosted multiple opportunities that allowed for our alumni to reconnect with the College and show their school spirit.



### College of Education recognizes teachers who go the “Extra Yard” at USF football game

To thank local teachers for all they do to educate children and young adults in the Tampa Bay community, the College of Education partnered with USF Athletics to celebrate Extra Yard for Teachers Week, an annual salute to teachers supported by the College Football Playoff Foundation and its partners.

The Extra Yard for Teachers platform is successful in supporting and uplifting teachers by focusing on four major areas: recognition, resources, professional development, and recruitment and retention. This is the second year in a row that the College of Education and USF Athletics have partnered to bring Extra Yard for Teachers Week to USF.

Hosted during the USF Football v. South Carolina State game in September, the festivities included a pre-game tailgate, discounted tickets for educators and multiple in-game recognitions of teachers and school administrators on the field at Raymond James Stadium.



**Watch a recap video of the event on YouTube**

## SPOTLIGHT

### Meet the 2020 Distinguished Alumni Awards Recipients

Each year, the College of Education is proud to present 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.



**MOHINDER "MONA" JAIN, MD, PHD**  
*Dean's Lifetime Achievement Alumni Award*  
PhD '84

Dr. Mohinder "Mona" Jain has dedicated her career to the field

of education and to serving as a fearless advocate for her students. An immigrant from India, Jain has served as both a teacher and administrator for American, British and Indian educational systems since 1961. She earned a PhD in Interdisciplinary Education and with a cognate in Educational Leadership from the College of Education in 1984.

Jain served on the Florida Governor's Commission on Education, as past chair and on the executive board of the Florida Commission on the Status of Women and was president of the American Association of University Women. She was as an educator at middle and high schools in Sarasota and Manatee counties and was director of family health services for Manatee County's Head Start program. From 1990-2006, she was an administrator and adjunct faculty member at Bethune-Cookman University's Bradenton campus and at Nova Southeastern University.

A Fulbright scholar and previous winner of USF's Distinguished Alumna Award and USF Sarasota-Manatee's Distinguished Professional Achievement Award, Dr. Jain has earned numerous degrees throughout her career. In addition to her PhD from USF, she received her MD from Spartan Health Sciences University School of Medicine and an EdS in Administration and Supervision from Nova Southeastern University. She also holds an MS in Science Education from Florida State University, and two degrees from Delhi University, a BEd in Biological and Health Sciences and a

BSc in Biology, Chemistry and History of Sciences.

In recognition of Jain's long-standing career in education and years of dedication to supporting schools in the Manatee County School District, the Dr. Mona Jain Middle School was opened and named in her honor in 2019.



**SARA-KAY BONTI**  
*Spirit of Partnership Alumni Award*  
'88 & MEd '07

A two-time graduate of the College of Education, Sara-Kay Bonti still spends her time making frequent commutes to the USF campus. Instead of attending classes as a student, she now works in close collaboration with the College of Education to help students transition from aspiring teachers to professional educators.

Bonti serves as the HR Supervisor for Recruitment for Hillsborough County Public Schools. In this role, she works in close collaboration with the College of Education's Office of Field and Clinical Education to secure field placements for students in USF's teacher preparation programs. This year alone, she has assisted USF with placing approximately 150 students in schools across the Hillsborough County school district.

Bonti received her bachelor's degree in English Education in 1988. During her studies at USF, she was a distinguished member of the College and participated in the SCATTER Program, an educational honors program housed in the College of Education. She later returned to USF to pursue her master's degree in educational leadership.

Today, in addition to helping USF students get the hands-on experience needed to be successful educators, Bonti partners with the university by hosting professional development trainings and leading conversations to strengthen partnerships between USF and Hillsborough Schools, with the goal of creating alignment between the district's needs and the training USF provides its students. She has proven herself to be an outstanding partner and supporter of the mission and vision of the College of Education.



**FRANCESCA  
PERRONE-BRITT**  
*Young Educators Alumni  
Award*  
`10 & MA `12

Francesca Perrone-Britt is a two-time graduate of USF's College of Education, having received her bachelor's degree in Elementary Education in 2010 and her master's degree in Reading Education in 2012. While at USF, she was a member of the SCATTER Program, Kappa Delta Pi and the Golden Key National Honor Society. She currently serves as a fifth-grade teacher at Mort Elementary School, a community partnership school, in Tampa.

Since graduating from USF, Perrone-Britt has had many accomplishments. She has received awards such as the 2017 USF College of Education's Outstanding Practitioner Research Award and the 2017 Claudia A. Balach Teacher Research Award from the American Education Research Association's Professional Development Schools Research Special Interest Group. Perrone-Britt was selected as Teacher of the Year at Mort in 2015-16 and as Hillsborough Schools' Elementary Reading Teacher of the Year in 2016.

In 2013, Perrone-Britt participated in the inaugural class of the Mort Teacher Leader Academy, a customized program that allows teachers at Mort to work toward a Teacher Leadership for Student Learning graduate certificate or an advanced credential from USF's elementary education program while still on-site in their classrooms. Since completing the Academy, Perrone-Britt has put what she's learned to practice, serving for three years as the lead team facilitator of English/Language Arts instruction for the school. She is continuing her leadership work by serving as her grade level's team facilitator and as a collaborating teacher for residents in USF's Urban Teacher Residency Partnership Program.

Perrone-Britt continued her studies by pursuing an educational specialist degree from USF and will graduate from the program this spring.



UNIVERSITY of  
**SOUTH FLORIDA**  
College of Education

University of South Florida  
**COLLEGE OF EDUCATION**  
4202 E. Fowler Avenue EDU 105  
Tampa, Florida 33620  
[www.usf.edu/education](http://www.usf.edu/education)

