

SCATTER CHATTER

SCATTER

JULY 2016

SCATTER reaches 35 years & still going strong! Poster displayed outside of office.



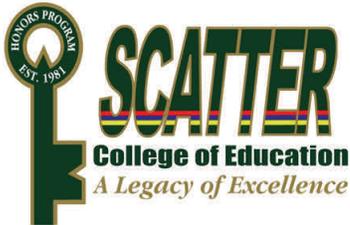
HIGHLIGHTS IN THIS ISSUE:

- WORLD LITERATURE FOR TEACHERS
- THE IMPORTANCE OF STUDYING ABROAD
- SCATTERS STUDY ABROAD IN COSTA RICA
- SCATTERS GIVE BACK: ALTRUSA CARES OUTREACH PROGRAM
- MEET THE NEW LEADERS OF SCATTER
- A SCATTER FIELDTRIP: CRYSTAL SPRINGS PRESERVE & WATERVENTURES



UNIVERSITY OF SOUTH FLORIDA

COLLEGE OF EDUCATION

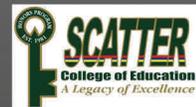


SunCoast Area Teacher Training and Educational Research (SCATTER) Honors Program
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A Thirty-Five Year Legacy of Excellence



SunCoast Area Teacher Training and Education Research



SCATTER Directors through the Years



Dean William Katzenmeyer
 The SunCoast Area Teacher Training
 SCATTER Honors Program was created by
 the Florida Legislature in 1981.



Dr. Marcia Mann
 SCATTER Director
 1981-1988



Dr. Joyce Burick Swarzman
 SCATTER Director
 1988-1998



Dr. Hilda Rosselli
 SCATTER Director
 1998-1999



Dr. Jean Linder
 SCATTER Director
 1999-2002



Dr. Roger Brindley
 SCATTER Director
 2002-2007



Lori Delk Estabrook
 SCATTER Director
 2007-2013



Dr. Joan F. Kaywell
 SCATTER Director
 2013-Present

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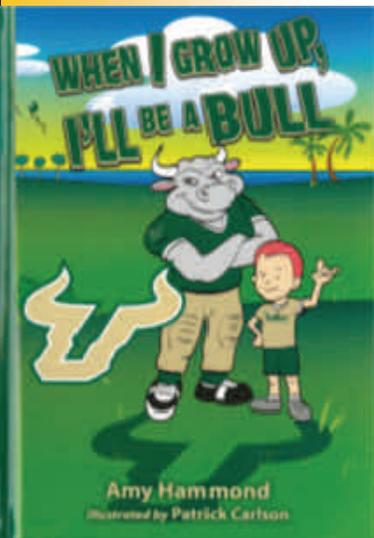
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ATTENTION:

Go to the SCATTER Store and place your order for [When I Grow Up, I'll Be a Bull!](#) \$12.00 if you come by the office to pick it up; \$15.00 if you want us to mail it to you.



July 2016

Newsletter Contributors:

Omar Cosme, Caylee Fredette, Nadia Matijasevic, Lindsay Moser, UndreCia Pedraza, Vibha Rajan, & SCATTER Leadership Team

The purpose of the *SCATTER Chatter Newsletter* is to inform, enhance and educate the members of the SCATTER organization as they seek and contribute to SCATTER's Legacy of Excellence.



SCATTER
College of Education
A Legacy of Excellence

Would you like to be a permanent reporter for the *SCATTER Chatter Newsletter*? Would you like to write an article for service hours? Do you have an idea for an article that you would like to share with a reporter?

Please contact [Omar Cosme](#) for more information.

A MESSAGE FROM DR. KAYWELL

Like you, I am struggling with our nation's flag flying at half mast so often. From the Pulse nightclub shooting in Orlando last June and the Nice, France attack a couple of weeks ago to the shooting of innocent people in Dallas and Baton Rouge, it is hard to make sense of so much tragedy. My "World Literature for Teachers" class meets on Mondays, so several of us were unable to attend the vigil held on the evening of July 11th in the Amphitheatre outside the Marshall Student Center organized by the USF Black Student Union. But we were there in spirit, joining the USF community in unity and peace. I began class by reading President Genshaft's letter to my class, which follows:

Dear University of South Florida System community:

Like you, I am grappling to cope with the seemingly endless string of violence that has erupted around our country the past month. At times, it seems that the ties of progress and opportunity that have bound us together as Americans have been replaced by fear and grief.

In this state of unease, it becomes too easy to see our differences, and far, far too easy to be divided.

Let us embrace one another through those values we share: respect, freedom and intellectual curiosity.

I am proud that our institution has stood as an example of these values and as a forum for the free exchange of diverse perspectives. As Nelson Mandela once said, "Education is the most powerful

weapon which you can use to change the world."

As a university, we can come together as a catalyst for change. Through our rejection of hate and close-mindedness, we can become part of the solution. We can show the rest of the world what it means to be good stewards of the values upon which this university was founded.

Violence is a choice. Hatred is a choice.

So is hope. So is love.

With regards,
Judy Genshaft, President
University of South Florida System



how we respond to life's events. The Compassion Exercise, like the power of forgiveness, is actually more about creating inner peace than it is about creating peace in the world.

Many of you have received an e-mail from me and might have noticed that my signature line says, "Create peace." By adding a verb in front of "peace," it suggests that each of us can do something to make peace a reality. I believe strongly that education is the best way to create peace, and I have been very fortunate to be able to teach a course that helps students develop their multicultural perspectives by appreciating the common experiences we share and valuing the unique differences present in the world. The world really is a beautiful place filled with remarkable people. Choose hope. Choose love. Choose peace.▪

Compassion Exercise

Honesty with one's self leads to compassion for others.

Objective: Increase the amount of compassion in the world.

Expected Results: A personal sense of peace.

Instructions: This exercise can be done anywhere that people congregate (airports, malls, parks, beaches, etc.). It should be done on strangers, unobtrusively, from some distance. Try to do all five steps on the same person.

Step 1 With attention on the person, repeat to yourself:
"Just like me, this person is seeking some happiness for his/her life."

Step 2 With attention on the person, repeat to yourself:
"Just like me, this person is trying to avoid suffering in his/her life."

Step 3 With attention on the person, repeat to yourself:
"Just like me, this person has known sadness, loneliness and despair."

Step 4 With attention on the person, repeat to yourself:
"Just like me, this person is seeking to fulfill his/her needs."

Step 5 With attention on the person, repeat to yourself:
"Just like me, this person is learning about life."

Variations:

1. To be done by couples and family members to increase understanding of each other.
2. To be done on old enemies and antagonists still present in your memories.
3. To be done on other life forms.

This is one of thirty exercises that can be found in *ReSurfacing: Techniques for Exploring Consciousness* by Harry Palmer. Excerpted with permission. ©1994, 2008

After reading her letter, I distributed the "Compassion Exercise" (above) to my class in an attempt to ease everyone's struggle. Chris Crutcher, an author friend of mine taught me that we cannot control what happens to us and to others, but we can always control

"Education is the most powerful weapon which you can use to change the world."

-Nelson Mandela

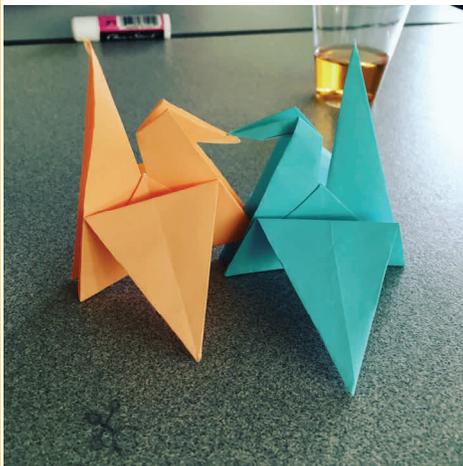
SCATTERS VISIT DR. KAYWELL'S “WORLD LITERATURE FOR TEACHERS” CLASS ON 7/11/16

Students from my class shared poster sessions on various cultures around the world: Japan, Pakistan, and Romania.

Nadia Matijasevic Writes Her Reflection about Japan.

Elizabeth Bossom educated attendees of this workshop on Japanese historical and current culture. Attendees learned about the four main islands—Hokkaido, Honshu, Shikoku, and Kyushu—and unique characteristics about popular events, geographic features, and historical aspects that make up the culture on the islands.

Attendees also learned about three popular arts within Japanese culture including anime, pop music, and origami. The presentation incorporated a hands-on activity of creating an origami crane; see the ones I made below. Elizabeth did a wonderful job teaching us how to do make them while showcasing her own talent at creating them



Above: Nadia Matijasevic's two cranes with 998 more to go. A Japanese legend promises that anyone who folds a thousand cranes will be granted a wish.

herself, ultimately proving just how much discipline goes into this specific art. Overall, attendees learned that Japan is country with many interesting cultural aspects, all of which should be celebrated, understood, and respected.

UndreCia Pedraza Writes Her Reflection about Pakistan.

Savannah Fancher shared many interesting facts about Pakistan. A predominantly Muslim country, Pakistan is situated with India to the East, Afghanistan to the West, and China to the North. It was once under British rule, but in August 1947, Pakistan gained its independence. When Pakistan gained its independence, Ali Jinnah created the flag. The white represents peace and the dark green represents prosperity. The crescent moon and star are significant symbols within Islam, and they symbolize progress (moon), light, knowledge, and guidance (star). Kashmir, a region in the northern part of Pakistan, is still being fought over with its Indian neighbors. The currency in Pakistan is called the Rupee and it typically equals 104.82 for every one American dollar.



Above: The food in Pakistan is heavily spiced with cinnamon, curry powder, all-spice, coriander, garam masala, cumin, and or ginger. The meats, when added to the dish, are usually marinated in yoghurt and then sautéed with ghee (clarified butter).

Vibha Rajan Writes Her Reflection about Romania.

Fellow SCATTER Aslynn Absher provided us with a variety of information about Romania's history and culture. Romania is the only Eastern European country with a romance language. In 1884, the city Timisoara (below) became the first European city and the second city worldwide to have electricity.

We played a popular game in Romania that is very similar to the game Red Rover played in the U.S. People are assigned to be the shepherd, the wolf, or sheep. The shepherd asks the sheep to come home. The sheep try to run past the wolf standing in-between the shepherd and the sheep to get to the shepherd. The wolf tries to tag a sheep "out." This game, accompanied by traditional food and cultural objects, gave us a good introduction to Romania. ■



HOW IMPORTANT IS IT FOR AMERICAN STUDENTS TO STUDY ABROAD?

By: Allan E. Goodman and Stacie Nevadomski, co-authors of [*A STUDENT GUIDE TO STUDY ABROAD*](#)

Globalization is here to stay, and students who want to work in our interconnected global world should study abroad.

Despite the inevitable increasing global competition for jobs, American graduates lack the international experience, language capabilities and cross-cultural communication skills necessary to succeed in the global economy. With only about [10 percent of students](#) studying abroad at some point in their academic career, we have a long way to go.

“Learning how to interact with people from other countries and cultures equips future leaders in all sectors to address urgent issues shared across borders.”

Making study abroad a part of their education is the most effective and accessible means for students to develop needed skills because it pushes a student to get out of her comfort zone to experience another culture, language, environment and education system. It teaches students to appreciate difference and diversity firsthand, and enables them to recognize — and then dismiss — stereotypes they may have held about people they had never met.

Learning how to interact with people from other countries and cultures equips future leaders in all sectors to address urgent issues — from curing diseases and finding energy solutions, to fighting terrorism and hunger — shared across borders.

But study abroad has to be done correctly. It shouldn't be a separate or tangential part of education, but rather an integrated part of the curriculum, incorporating proper cross-cultural preparation and supportive reintegration to help students understand and internalize what they learn.

With more flexible and accessible options, the barriers posed by financial need, disabilities, race and ethnicity and sexual orientation are crumbling. Excellent programs and inspiring role models exist for every type of student. Every parent, teacher, professor, adviser and employer should support making international experience an essential and affordable component of a well-rounded education. (*New York Times*, May 12, 2014)

Students who study abroad become “more effective, respectful of other cultures and political and economic systems, and willing to take a stand for the world's welfare, not just what benefits a specific country.”

— [Dr. Mary M. Dwyer](#)



PLAY for PEACE

[Play for Peace](#) trains and supports young leaders who inspire #CompassionInAction and friendships across di-

vides. They lead peace education programs for children and community service projects in their neighborhoods, creating hope and positive connections where once there was division and violence.



SCATTERS STUDY ABROAD IN COSTA RICA FOR THE SECOND YEAR

By: **Lindsay Moser**

When traveling to a new country, it is easy to forget that, despite the differences, there are aspects of society that are universal. These universals (i.e. emotions, gestures, and expressions) provide a reference point for connecting with others who differ from us. Sometimes it's just the little differences that make us miss home. This is how my study abroad experience in Costa Rica went – the subtle differences threw me for a loop, particularly in my experience volunteering at *Colegio Monterrey* with students and teachers.

Colegio Monterrey did not seem too different at first, until I stayed there awhile and began to notice the small differences; the most notable difference was the amount of



Above: Crystal Bonet & Elizabet Rivera interacting and posing with elementary students in Costa Rica.

independence afforded to the students, and its effect on their classroom behavior.

The students at *Colegio Monterrey* are given multiple periods of recess, in varying lengths of time, and at all grade levels. Unlike American schools, the students (no matter the grade level) are dismissed by the bell and free to run and play about the school with little to no teacher supervision. That alone was a shock to me, regardless of the fact that the school is fenced in and significantly secured.

Overall, this autonomy develops the students' sense of responsibility since it is their own responsibility to get to class on time. The teachers will not chase students into class; it is up to every student to chase themselves into the learning environment. Even within the classroom, this independence and autonomy are reflected through the student-centered teaching methods. While the teacher may be giving lessons on English consistently throughout the day, a lot of their work is based on research and cooperative learning strategies.

As mentioned previously, this independence provides a foundation for their classroom behavior in both positive, and, in my opinion, negative behaviors. It was interesting to simply take a step back, and watch the interaction between students and teachers. You can see that students hold a genuine respect for their teachers, and the relationship leans towards a casual front. The

students rarely, if ever, address teachers by their name—first or last—and students often speak out of turn. Thus, the classroom is very loud. If you aren't used to that type of environment, you may become extremely confused. On the other hand, it is nice to see the amount of cooperation going on among and between the students. One can physically hear the learning taking place as they discuss the meaning and terms of a given lesson. Essentially, the thought process is being spoken aloud for the teacher to use as a guide to the lesson.



Above: Costa Rican students work together very well.

Ultimately, there were many subtle differences that I noted the longer we stayed in Costa Rica and volunteered at *Colegio Monterrey*. I quickly realized that it was not one or two loud classrooms I was entering, but this collaborative learning is at the core of Costa Rican education. Meanwhile, we could continue on for quite some time about the differences I began to notice, but one thing remained the

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same and I believe is true for any culture, when it comes down to it, kids will be kids. The little ones in primary school raced in the hallways, played with their toys, and had a hard time sitting still; while the older students in secondary, fell asleep during class, made disruptive jokes, gossiped, and used their phones behind their books. No matter where in the world one travels, you can always count on kids to behave similarly and remind you of home. ■



Above: On her birthday, Amanda Silebi helped teach a class of students while studying abroad in Costa Rica. “This provided me with a great opportunity to experience the education system outside of the United States. Although the classroom curriculum and environment were different, it was very clear that all students are children who need love and support equally.”



Above: Autumn Handin enjoyed helping students while studying abroad in Costa Rica.



Above: These four SCATTERS—Lindsey Moser, Vibha Rajan, Grace Gardner, and Matthew Green—loved their teaching experience in Costa Rica.



Above: (L) Elizabet Rivera, Amanda Silebi, Cait Snider, Grace Gardner, Autumn Handin, and Jordan Blevins. (R) Lindsey Moser, Dr. Jenn Jacobs, Vibha Rajan, Crystal Bonet, Matthew Greene enjoyed authentic Costa Rican food in beautiful surroundings.

Left: USF students saw a red-eyed leaf frog; Costa Rica has 133 species of frogs in their tropical climate.

Right: Autumn Handin bonds with her group.



Pura Vida

SCATTERS GIVE BACK: ALTRUSA CARES OUTREACH PROGRAM

By: Caylee Fredette

Recently, I have been working with the service organization, [Altrusa International of Tampa Bay](http://www.altrusa.org), to develop a similar outreach program aimed at helping soldier deployed overseas. In this project, called Altrusa Cares, I have partnered with Liberty Christian Elementary School and The Forgotten Soldiers Outreach. Our goal is to continually encourage the men and women who are abroad, fighting for our great nation. Our hope is to inspire hope, strength, and courage while they are separated from loved ones, families, and their own children. We wish to send them a piece of home, even while they are miles away.

Our partnership is focused on sending “We Care” packages to the troops through Forgotten Soldiers Outreach. In these care packages, we supply snacks, hygiene products, and comfort items to registered individuals, squadrons, battalions, and hospitals. Our partner school has implemented “Freedom Fridays” in which the students, ranging in ages from 3 to 11, create letters of encouragement to accompany the supplies in the care packages.

In the care packages, we provide a cover letter with a picture of the class and some contact information. Two other SCATTER members, Amanda Silebi and Andreany Arce, have recently joined the program and help facilitate care package drop off. We gather up the care package supplies, student letters/artwork, and the cover letters for delivery to West Palm Beach. From West Palm Beach, the packages are mailed to troops overseas.

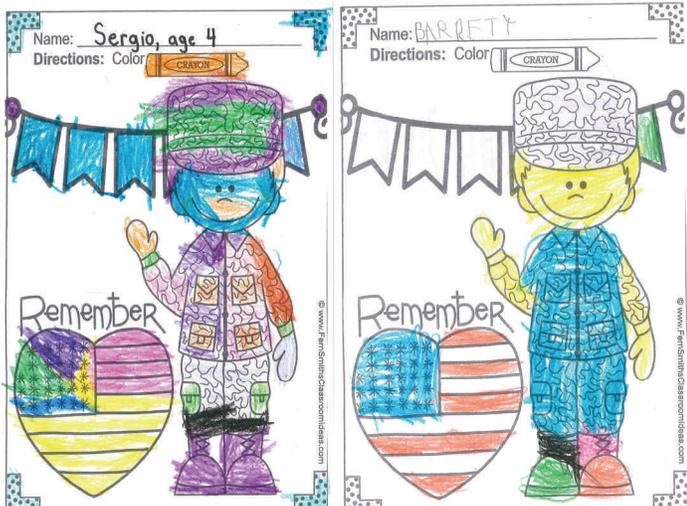
The benefits of this service project impact the children who participate as much as it does our men and women in the military. The students who attend Liberty Christian School come from challenging socio-economic communities. This partnership with Altrusa International and Forgotten Soldiers Outreach allows them to make a lasting impact on society that they may not have been able to do otherwise. The students understand how truly important their letters are to our soldiers.

We have recently received correspondence back from two care-package recipients. The students were beyond excited about getting a response back for all of their hard work. Carleigh, a six-year-old at Liberty Christian School, said “They emailed us back? That’s so cool. I didn’t know if anyone cared about our cards. My heart feels so happy!” What follows are three responses I was able to share with my students:

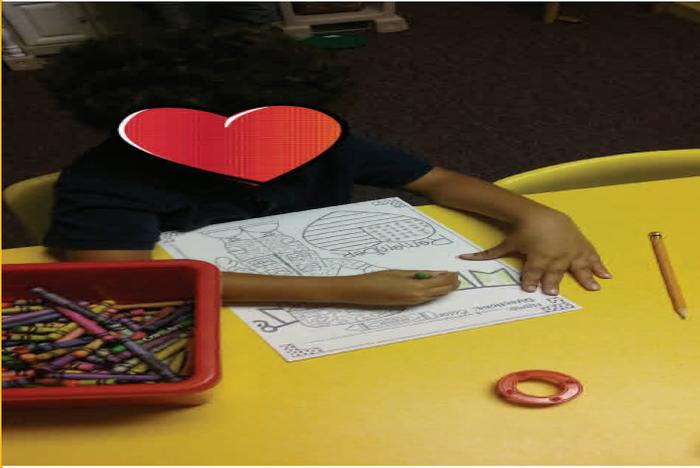


Above: A student in Caylee’s class working on creating a cards to be sent to a soldier overseas.

Below: Two examples of completed cards created by the students ranging in age from 3-11.



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Above: A student works to decorate the cards later to be sent to troops overseas.

Response 1: Sergeant Veronica Drane

Hello, my name is Sergeant Veronica Drane, I am currently deployed with my unit in Afghanistan. Over our past eight months in country our team has received your letter. I want to send my upmost gratitude to you for taking the time to write us your kind words. Your thoughtfulness lifted the spirits of my team and reminded them why they left home to serve.

Thank you again with love,
SGT Drane C/1-265 ADA FLNG

Response 2: Art (Dept. of Defense)

Dear Teacher Fredette and Students,

It is with much appreciation and happiness in my heart that I write to you and all the wonderful children who took the time to draw some of the most beautiful pictures that I have ever received. The knowledge your teacher shared as to why Memorial Day is celebrated in our great country gives me hope that this important day/tradition will be carried on long after veterans like myself have gone to an even better place. I myself can remember many years ago while serving in Vietnam as an Air Force member, a high school classmate—who also became a teacher—had his students send me Christmas cards. The joy and happiness it brought to me in such a lonely place and time in my life will always be held close to my heart. I still have those cards and I promise to keep these with me as well. I have also served in Desert Storm many years ago and now serve my country as a Department of Defense employee working with the

US Army Corps of Engineers in Afghanistan for the fifth time. We are trying to help assist the Afghanistan people and children to live safer and happier lives by building schools so they can learn new things every day. We as Americans are free — free to dream, free to speak, free to travel, free to choose the way we want to live and most importantly free to worship in the manner that we choose. Many men and women have sacrificed for these freedoms that most countries in this world do not have like we have in America. We must also learn that Freedom is NOT FREE in this world we live in today, and with No Veterans, No Democracy and with No Democracy, No America! I want to share two important lessons that I learned and I try to practice every day in my life and work: 1) Not all of us can do great things, but we can do small things with Great Love; and 2) Kindness is the language that the deaf can hear and the blind can see. In closing I want to thank all of you once again for these beautiful drawings.

May Our Lord continue to Bless and Keep you safe always and God Bless America!

Respectfully,
Art

Response 3: Senior Chief Andy Woods

Ms.Fredette,

Thank you for the kind words and your appreciation for our service.

To summarize who I am and what I do: I am Warrant Officer Andy Woods, originally from the small town of Broadus, Texas. Last month I reached 20 years of active duty service, 17 of which I spent enlisted and reached the rank of Senior Chief. I am currently stationed in Yokosuka, Japan on the Aegis Destroyer USS JOHN S MCCAIN. The ship was named after Senator McCain's father and grandfather, who were both great Naval officers. I have lived here in Japan for 5 1/2 years with my wife and three children. I also have two adorable dogs. I have been to 52 different countries since joining and have enjoyed the never-ending adventure of serving in the military.

My job title on "Big Bad John" is System Test Officer. The crew members onboard call me "STO" (pronounced stow) or Warrant instead of my

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ALTRUSA CARES OUTREACH PROGRAM RESPONSES

By: Caylee Fredette

name, which is typical for officers to be referred to by title or position. I am responsible to the Commanding Officer for the weapons systems onboard. We have technicians that maintain the equipment. I just have the pleasure of overseeing that process and ensuring that, if necessary, the personnel and systems are ready to be employed as designed. Our "specialty" on this ship is Ballistic Missile Defense, meaning that even though we are thousands of miles away from your classroom, we can still provide you a nice blanket of protection from anyone that would try to do harm from afar.

Japan is a wonderful place to be stationed. My family and I really do love being here and we take advantage of the opportunities as often as my schedule allows. My wife Apryl works as the Program Director for Youth Sports on base. My son Alex is 14 and is about to go into high school. He plays soccer and football and is a Boy Scout. Jordan is 13 and is an amazing artist and musician; she plays softball and is a Girl Scout. Jakob is 10 and is a rowdy and spirited young man that is finishing his last year of Cub Scouts and is about to start 5th grade.

parcs, which are about two hours from our home. We go camping about a dozen times a year, and we all love to sing karaoke.

The picture I attached is of our crew and the bottom of our ship as we finished a long maintenance period where the ship was in dry-dock. I am more than happy to answer any questions you or your class have about the ship, my career, or living abroad. Thank you again for the letter and picture.

Very Respectfully,
CWO2 Andy Woods
System Test Officer
USS John S McCain DDG56.▪

Former SCATTER Colonel R. Jay Popejoy, class of 1986, sent kudos for the SCATTER Chatter May issue. He said, "Simply fantastic publication, appreciate the time and effort."



Above: Senior Chief Andy Woods and his crew currently stationed in Yokosuka, Japan.

We love to travel around Japan and see the sights and participate in local culture. The food is amazing, the scenery is beautiful and two years ago we even climbed Mt. Fuji! I think the family favorite has to be going to Tokyo Disney and Disney Sea theme



MEET THE NEW LEADERS OF SCATTER



Caylee Fredette, President

Caylee is currently a senior pursuing her Bachelors in Elementary Education. She works at both the SCATTER office and a small private school in Plant City as the afterschool teacher. She is currently serving as the secretary of the service organization, Altrusa International of Tampa Bay and as the historian on the executive board for the Hillsborough chapter of NAEYC. She plans to create new ideas in which SCATTER and Leaders for Education could benefit. Areas that she would like to improve upon are recruitment of new members, communication to current members, and an increased social media presence. Caylee is very excited to serve as President of Leaders for Education, the student advisory group for SCATTER.



**Lindsey M. Moser,
President Pro-Tempore**

While in high school, Lindsey held the position of secretary for both her community service organization (Key Club), and for the National Honors Society chapter at Crystal River High School. Upon entering the University of South Florida, she undertook a course in leadership, attended multiple seminars/workshops on leadership, and is currently working on attaining a certification through the Certified Student Leader (CSL) program.



**Amanda Salebi,
Vice President**

Amanda Salebi is the new Vice President on the SCATTER Leaders for Education advisory board. She is currently pursuing her Bachelor's degree in Elementary Education. Because her father was in the Navy, she has been all over the United States, and had the opportunity to see a lot of diversity while growing up.

By: Omar Cosme

Amanda currently works as the lead cashier at PetSmart and has been employed there for many years. Through this experience, she has acquired leadership skills and plans to put these skills to work to fulfill her duties as Vice President. Amanda joined SCATTER in the fall of 2015 and has been active in volunteering and helping with workshops. As Vice President, she will work to expand our recruitment process and increase member involvement. "I know that project RAAS is a big part of the Vice President position. I am skilled at communicating with peers in-lieu of the Presidents absence. If elected, I plan to improve Project RAAS by increasing our reach to include more schools and increase SCATTER involvement in this program," says Amanda.



**Henry Leng,
Vice President Pro-Tempore**

Henry is a Secondary Science Education major and this will be his second year as VP Pro Tempore on the Leadership Team. "My past year as VP Pro Tempore has allowed me to increase my knowledge in effectively executing the duties of the VP office. I hope to continue working with Project RAAS and increasing our impact in the Tampa Bay Community," says Henry.



**Andreany Arce,
Secretary/ Historian**

SCATTER strives to maintain a legacy of excellence, which Andreany plans to contribute to. "I am currently obtaining a Bachelor's degree in Elementary Education from the University of South Florida's College of Education. At my previous college, I earned an Associate degree in Education. While at Miami Dade College, I was an active member of the Florida Future Educators of America Association and had the responsibility of recording club correspondence with precision and accuracy."

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**Heather Palmer,
Secretary/ Historian Pro-
Tempore**

While an Elementary Education major, Heather Palmer was employed through Tutor – a – Bull (TAB) and assigned to Joshua House. Most of the students there are middle school and high school aged. Through her employment at Joshua House, she has learned the value of working with students beyond her discipline focus. “As I work with students there, I am able to foresee the challenges my elementary students will have in the future. This is applicable to my service on the leadership team in that I believe my well rounded view as a pre-service teacher will aid in any decision making the leadership team encounters,” says Heather. Heather plans to put her experience to work for SCATTER.



**Amy Duderewicz,
Treasurer**

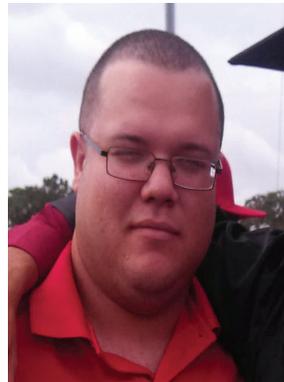
Amy is an out-of-state student from New Hampshire, majoring in Social Science Education. She will be entering her senior year in the fall. This past year, Amy served as Treasure-Pro-Tempore and has experience serving as the treasurer for another organization. “I was recently elected as a Student Government Senator for the College of Education. I am excited to be representing SCATTER and making sure the voices of students in the College of Education are heard in Student Government,” says Amy.



**Sarah Lucker,
Treasurer Pro-Tempore**

Sarah was recently elected to represent the College of Education in the Student Government Senate. Sarah has experience in managing finances through working as the treasurer of her high school's Chemistry Honors Society and as the assistant treasurer of Chi Omega Women's Fraternity. “I love working in a team with

other teachers and future teachers. Here at USF, I have been able to meet many other students through working for Tutor-A-Bull (TAB), volunteering at Lewis Elementary, and participating in the Social Science Educator's Club. I hope to use these connections to serve SCATTER in the best possible way. These experiences have helped me become both a leader and a cooperative team member. I feel honored to have the opportunity to do all that I can to work with the other officers and manage SCATTER's finances,” says Sarah.



**Omar Cosme, SCATTER
Chatter Editor-in-Chief**

As an English education major, Omar has a keen eye for compelling writing and effective revision. He also has some experience with publishing software.



**Marly Difruscio, SCATTER
Chatter Co-Editor**

“I will be able to put my skills as a Creative Writing English major to use!” says Marly. She has completed all of her degree requirements for Creative Writing and loves to write all types of pieces. She has also taken an expository writing class at USF, and has a great deal of experience working with critical analysis essays, blogs, news pieces, etc. Marly has extensive experience using Microsoft Word, Excel, and Publisher on many occasions and has also worked with different editing software for written work. “As college students we are expected to work, live, and thrive on deadlines and I am no different. I have experience working in journalism in high school and was the Features Editor for my school newspaper. I am also a published writer for Florida Virtual School and in Pasco County.”

Effective Leaders



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Be Confident



Be Decisive



Be Supportive



Be Distinguished

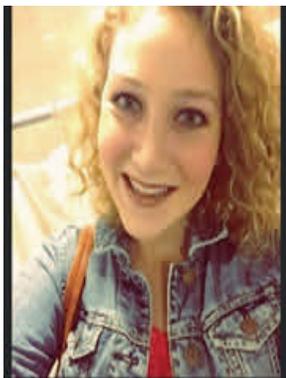
Continued on page 13



**Grace Gardner,
Events Coordinator**

"I am very excited to have been elected to serve on the Leadership Team alongside these amazing peers! I am a Junior, majoring in Sec-

ondary Mathematics Education with minors in Mathematics and Interdisciplinary Classical Civilizations. This upcoming year will be my third in SCATTER, and I have previously served as the Events Coordinator, Pro-Tempore. I believe that this experience will help me to serve this team to my fullest potential. I cannot wait to help plan SCATTER's participation in this fall's homecoming, Bulls for Kids Dance Marathon in March, USF's Relay for Life event in April, and USF's Miles for Moffitt event in May! I am sure that I have the organization and knowledge to really boost our visibility around campus and within the College of Education," says Grace. Be on the lookout for information to join SCATTER's Team B.E.L.I.E.V.E. (Editor's Note: Dorina Sackman, SCATTER's keynote speaker and National Teacher of the Year First Runner up in 2014, coined the name; see poster at right.)



**Haley Gaeser
Events Coordinator Pro-Temp**

Haley has been involved in planning a lot of events for various things. In high school, she was the Regional Vice-President of Membership for the B'nai B'rith Youth Organization (BBYO) youth group. At USF, she is on her sorority's executive recruitment committee, which means she helps to plan all the days of fall recruitment with the rest of the people on the committee. ■

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A SCATTER FIELDTRIP: CRYSTAL SPRINGS & WATERVENTURES LEARNING LAB 4/16/16

By: Caylee Fredette

In Part One of this two-part SCATTER Workshop, a group of us went in the morning to Crystal Springs Preserve, a 525-acre sanctuary devoted to environmental education and dedicated to the preservation of Florida's natural environment. Without realizing it, almost all of us have helped Crystal Springs Preserve in some way or another. If you look on the back of a Zephyrhills water bottle it, for example, it will say "Bottled at Crystal Springs Preserve." Their partnership with Nestle, the owner of Zephyrhills, is what pays for them to provide their educational services at little to no cost to educators.

This program is a free resource for teachers and students to use as a field-trip location after a one time \$25.00 registration fee. The staff that work at the preserve are dedicated to meeting the needs of each classroom that visits them and the site provides them the opportunity to differentiate the learning focus for classrooms from pre-school to high school.

The first stop of our field trip was the reptile room. We were able to interact and handle baby alligators, snakes, and a skink. In the room we were also able to observe alligator jaw bones, deer antlers, and many different kinds of animal pelts.

From there we moved to the actual spring (where water from the aquifer escapes to the surface). Crystal Springs is the largest magnitude 2



Above: SCATTER Caylee Fredette handles a scarlet king snake, a harmless copycat of the venomous coral snake, while Amanda Silebi watches skeptically.

spring in South Central Florida. We were given a tour of the spring, which was beautiful and serene. While touring the spring, we were able to gain an understanding of the science behind what we were seeing due to the knowledge of Sonya Rose, our tour guide. I was able to dig my fingers into the bottom of a small spring that was pushing water to the surface and was able to touch the top of the Florida aquifer!



Above: SCATTERs waded into the water to determine the biodiversity of the river!

The best was saved for last. We were asked to wade into the Hills-

borough River to collect and identify native wildlife species, ranging from fish to insects, in order to measure the level of biodiversity in the river. A healthy river is said to have seven to nine different species, and my group found 12 different species.



Above: Sarah Lucker, Brian Waksman and other SCATTERs enjoying the hands-on activities!

Crystal Springs is an amazing resource for all teachers in all content areas and grade levels to be aware of. It was made clear how this location can connect to content from a third grade classroom classifying animals to a high school marine biology classroom that is working on ecosystems. Their [website](#) provides curriculum connection lesson plans to make your experience at Crystal Springs meaningful for your students, including pre- and post-materials to tie learning from the field trip back into the classroom.

Continued on page 15



Above: Crystal Springs Preserve

Below: SCATTERs gather by the spring for a picture. (L to R) Katelyn Marine, Brian Waksman, Bailey Brown, Rossana Marquez, Henry Leng, Elizabet Rivera, Danielle Day, Caylee Fredette, Amanda Silebi, Justin Gomez, Courtney Heatwole, Wanda Santiago, Bibor Hivatal, Rosalia Chavez, Andreany Arce and their guide Sonya Rose.



Below: Outside of the WaterVentures semi-trailer, SCATTERs work together to build a city that positively impacts the watershed.

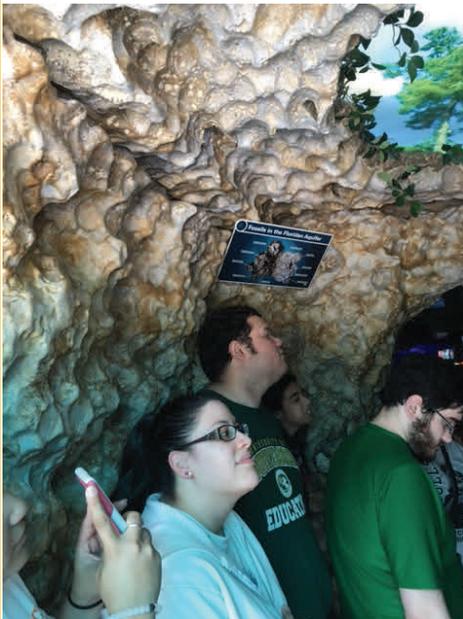


In Part Two of this two-part SCATTER Workshop, the WaterVentures Florida Learning Lab came to the USF campus and parked outside of the TECO entrance of the College of Education. The lab is actually a traveling science center, geared heavily towards fourth and fifth grade classrooms.

This amazing vehicle is actually a 53-foot semi-trailer which has been customized to provide a plat-

Continued on page 16

form for educational outreach programs. Inside the semi-trailer we were able to explore museum quality, directed learning activities. The exhibits focus on water education and increasing awareness of how water moves through our lives. The stations to interact with include, but are not limited to, watershed tables, a relief map of Florida's water features, recycling exhibits, product distribution bins, and a demonstration table.



Above: SCATTERs explore the inside of the WaterVentures semi decorated to model the features of an aquifer.

The inside of the trailer was decorated beautifully, and you really felt as if you were truly in an aquifer. There were several stations to visit that allowed students to interact with concepts such as the following:

“What are Florida’s water features?”

In this station students are able to learn about Florida’s different water features like the Hillsborough River and Lake Okeechobee via an interactive map that lights up ac-

ording to the water feature selected.

“Water Trivia”

In this station students are presented with water trivia questions, such as “Where is the biggest lake located?” and have to press a button to reveal the answer that is hidden elsewhere on the trailer.

“What’s an aquifer?”

This station allows students to explore the structural design of an aquifer by exploring a life-like model which contains real pieces of coral throughout.

“What is the path of a raindrop?”

In this station students are asked a series of second-person questions that allow you to determine the path of your raindrop. For example, “You just landed on a leaf. What happens next? Do you (a) get swal-

Below: SCATTERs receive instruction while inside of the WaterVentures at one of the many stations available for the perusal of students.



lowed by an insect or (b) get absorbed by the plant?”

“What is better for the environment?”

In this station students interact with a trivia game in the format of “This or That” in which the object is to determine which option was the better conservation of water. For example, “Which is better? Washing the dishes by hand or using the dishwasher?”

“What can you recycle?”

In this station students play with a touch screen and sorted items into the correct recycling categories as they fell from the top of the screen.▪



WHAT SCATTER GRADUATES SAY THEY VALUED ABOUT THE PROGRAM

By: Joan F. Kaywell

Beginning with the *SCATTER Chatter Newsletter* (September 2014), I included all of the responses given to me by former SCATTERs to three questions: 1. What year did they graduate and what are they doing now; 2. What was their favorite SCATTER memory; and 3. What did SCATT(er) teach them that has served them well? Of the SCATTERs who have responded thus far, what follows are the compilation of their responses to these three questions.

What are SCATTERs doing now?

An overwhelming majority are still involved in the field of education:

- 139 Teachers
- 9 Assistant Principals
- 7 Principals
- 7 Program Directors/Coordinators
- 5 Professors
- 5 Specialized Department Coaches
- 4 Involved in school administration
- 3 District Administrators
- 2 Student Support Specialists
- 2 Media Specialists
- 1 Library Director
- 1 Bureau Chief for ESE
- 1 ESE Specialist
- 1 Assistant Academics Coordinator
- 1 Department Chair
- 1 Resource Teacher
- 1 Service Learning Instructor
- 1 Intern Supervisor
- 1 Training Specialist
- 1 Has an education consulting firm

Other occupations now held by SCATTER graduates are as follows: antique dealer, corporate CEO, financial advisor, real estate agent, and sales manager.

What was your favorite SCATTER memory?

Most SCATTERs valued the Senior Seminar, now called Success Summit, as well as the workshops they attended. There were many other favorite memories associated with their experience in the SCATTER Honors Program:

- 65 Senior Seminar
- 51 Workshops
- 20 Camaraderie
- 13 Networking
- 11 Honors Celebration
- 10 Volunteering
- 9 The Director
- 7 Leadership Opportunities
- 3 Working at Children's Festival
- 2 Odyssey of the Mind Competition

Others mentioned attending professional conferences, the job opportunity program, their SCATT CT, and their time in Tutor-a-Bull (TAB).

What did SCATT(er) teach you that has served you well?

The top two responses are the strategies learned during Senior Seminar: classroom management skills/teacher toolbox, and the communication skills.

- 34 Classroom management skills/teacher toolbox (senior seminar)
- 22 How to be an effective communicator/Questioning techniques (senior seminar)
- 25 Learning the DWIT mentality
- 21 The importance of professional development/Staying current in the profession/Lifelong learning/Research/Keeping your passion for the field of education
- 18 Feeling of professional competence
- 16 Job readiness skills
- 8 Networking/Teamwork/Collaboration
- 7 Leadership skills
- 7 How to connect with students
- 6 Respecting diversity in the classroom
- 5 Positive mind set and self-esteem
- 4 Willingness to share knowledge
- 3 High expectations for all students
- 2 Reflective practice
- 2 Flexibility

Others said they learned how to encourage students, how to get involved, how to integrate technology, and how to meet the needs of students through their experience being a SCATTER.

What follows are the names of all of the people who responded and provided the information to compile the data. If you know of SCATTER graduates *not on this list*, please ask them to contact me at kaywell@usf.edu or send me their contact information. Thanks much.

1981 - 1990 Director, Dr. Marcia Mann & Assistant Director, Dr. Joyce Swarzman

Class of 1981

Celeste D. Nelson

Class of 1983

Lori Delk Hartwig
Brett Taylor

Class of 1984

Vicki Guercia Caruana
Teresa Joslyn
Sophia Manoulian Kugeares
Jeanne Petronio
Dr. Yvette Powell Robitaille

Class of 1985

Bruce Burnham
Dr. Rebecca "Becky" Kaskeski
Dr. Susan Wegmann

Class of 1986

COL Jay R. Popejoy
Karen Getty Stewart

Candace Cannon, Class of 1986

I am presently teaching EELP at Wilson Elementary in Plant City. My favorite memories are from the children's festivals when we all volunteered. We had such a great time working together to make our booths fun for the children. I think the communication skills that we practiced during senior seminar help me to this day - nearly 30 years later. I've worked with some very challenging students - and families - and everything I learned about verbal skills way back then

continues to help me stay calm and truly put the children and their families at ease. I feel like it has helped me build relationships that I will always cherish.

“I think the communication skills that we practiced during senior seminar help me to this day - nearly 30 years later.”

**Candace Cannon,
Class of 1986**

Class of 1987

Dr. Gloria Howard Armstrong
Dawn Coffin
Constance J. Biggs Doughton
Melissa Sawyer Hill
Lois McKee
Jill S. Middleton
Anne Newsome
Virginia “Ginny” Pake,

Class of 1988

Robb Bingham
Dr. Jeany McCarthy (Gonzales)
Dorothy Taylor

Class of 1989

Dianne Azzarelli
Stefano Biancardi
Rose Bland
Jodie Hackett
Hennie Moss
Jan Pritchett Ottinger
Dr. Jenifer Schneider

1990 - 1996 Director, Dr. Joyce Swarzman

Class of 1990

Michele Fisher
Ben Johnston
Terri Mossgrove
Raegan Rodriguez

Class of 1991

Sherry Chappell
Cindie Donahue
Dr. Wendy Drexler
Vicki (Kusler) Horton
Diane Leikam
Dr. Jennifer Morrow
Darlene Wagner

Class of 1992

Joy Baldree
Linda Peterson
Tammy Quinn
Dr. Monica Verra-Tirado
J. Michael Woods

Class of 1993

Dr. Paula Clark
Krysten Benenati Douglas
Kimberlee Fowler
Dr. Julia Fuller
Stephanie Georgiades
Irma Lucy Lancheros
Pamela Rimby
Dr. Cara A. Walsh

Class of 1994

Paula Cimillo
Karen Fullam
Kelly McMillan
Seth Hoffman
Dr. Jeanine Romano
Andrea Weaver (Tracy)

Class of 1995

Alberto Danny Camacho
Tracy Graves
Angela Helm
Kimberly D. Jones
Kathy Ogilby Langdon

1996 - 1998 Director, Dr. Hilda Rosselli

Class of 1996

Mike Hill
Shirley A. Rutter (Gabbard)
Carol L. LaVallee (Hitchcock)
Kristy Jones
Michele C. Martinez
Karen Sochor (Mynes)
Stacy Pedrick
Jennifer Hale (Stickler)

Class of 1997

Elizabeth Bolstridge
Susanna Deck Condon
Susie M. Hardee
Kimberly Koparan
Roy Moral
Christie Ray

1998 - 2005 Director, Dr. Jean Linder

Class of 1998

Crista Banks
Alicia Burgos
Dr. Christi Hildebrand
Diana Jorgenson
Joe Kelly
Rhonda Mau
Amber Norris
Deborah Pettingill
Heather Vanderveen
Dalila Lumpkin (Vasquez)

Class of 1999

Joseph Bockus
Wes Holtey
Tammie Keyes
Shaun Kunz

Class of 2000

Mechel Albano
Jennifer Campbell
Mary Freitas
Tara Tahmosh-Newell

Class of 2001

David Richtberg
Pam Widlak

Class of 2002

Cynthia Bauman
Jennifer Conrad
Jenna Moore
Kacie Nadeau
Stephanie (Jay) O'Rourke
Rebecca Wilson

Class of 2003

Nancy Erickson
Jessica Iredale
Nadia Helton (King)
Audra Kondash

Class of 2004

Rachel Ann Foster
Amy Butler (Givens)

2005 - 2006 Director, Dr. Roger Brindley

Class of 2005

Jennifer Heinze
Renee Bowser (Prianos)
Tracy Tilotta
Nicole Brandt (Weingart)

Continued on page 19

2006 - 2007 Director, Dr. Roger Brindley & Assistant Director, Lori Yusko (Delk)

Class of 2006

Keith Fedor
Brandi Grafer
Rachel Pepper (Kirby)
Kimberly Riesenberger
Tanya Stanley

2007 - 2013 Director, Lori Yusko (Delk)

Class of 2007

Kathleen "Kat" DiLorenzo
Magalie Frederic
Dan Penoff
Kodie Petrangeli (Rogers)
Nichole Styron

Class of 2008

Lakesia Dupree
J. Booker (Preiner)
Jessica Teston-Loadholtes
Lorena Lucas
Jenalisa Zummo

Class of 2009

Robin Bishop
Jonathan Broner
Sherree Brown
Kenny Gil
Debbie Goodwin
Michael Hosea
Dawn Hudak-Puckhaber
Trudy Hutchinson
Heidi Johnson
Yesenia Mejia
Greg Morgan
Andrea M. O'Sullivan
Holly Crum (Pfriem)
Jael Noda Vera
Stacey Conrad (Wallace)

Class of 2010

Ashley Arnold
Kelly Budnick
Jaclyn Lockhart (Dubois)
Jennifer Larson
Tara Rowe

Class of 2011

Jennifer Austin
Dylan Barnes
Alex Dashner
Catherine Davis
Jacob Dunn
Jamie Karnetsky
Breanna McBride

Emma Powers
Cari Sadler
Valerie Rey (Wozniak)

Class of 2012

Alexia Taylor (Baldwin)
Megan Bender
Shannon Fleming (Bock)
Alexis Cranendonk
Sara Destree
Blanka Fuzvolgyi
Kelsey Harrell
Zac Lewis
Kaitlin Vaccarello (Riesenberger)
Meghan Masciarelli
Kristen Tavolaro
Sarah Turner

2013 - 2014 Director, Dr. Joan F. Kaywell

Class of 2013

Megan Ackerman
Milissa Francis
Lexi Gaber
Jessica Hagood

Kira Mark
Erica Martin
Mariam Razak
Heather Stocks (Rice)
Chelsea Swann
Melissa Whitcher

2014 - 2015 Director, Dr. Joan F. Kaywell & Assistant Director, Andrea Thompson

Class of 2014

Janeli Acosta
Jessica Feth
Alea Frazier
Ashley Gondek
Julie Johnson
Rachel Kline
Kelly Koch
Meghan Krstyen
Elizabeth Kubiak
Stacy Mairs
Tammy Mangrum
Geornesia Moses
Erica Nelson
Theresa Novak
Jessica Pickett
Eloah Ramalho
Amber Rodgers
Alexia Ruiz
Nathalie Sainval

Scott Sandoval
Susannah Spear
Trista Willard

Class of 2015

Rachel Albrecht
Chasity Anderson
K. Brandy (Browning) Yopp
Patricia Gillezeau
Allison Heflin
Paola Lopez
Karla Molina
Kathleen Sheridan
Veronica Uzar

If you know of SCATTER graduates *not on this list*, please ask them to contact me at kaywell@usf.edu or send me their contact information.

**PLEASE READ:
IMPORTANT
MESSAGE**

If you are graduating this fall 2016 or spring 2017 and are a current SCATTER member, you must attend the Success Summit: Part One (formerly known as the SCATTER Senior Seminar) this August 1-5, 2016, from 8:30 a.m. - 4:30 p.m. An RSVP is required since materials are involved. Contact [Andrea Thompson](mailto:Andrea.Thompson@usf.edu) 813-974-6391 immediately!!!!!!

*FALL 2016 NATIONAL CONFERENCES

Special Education (Elementary - Secondary): September 26-28, 2016, [National Association of Special Education Teachers \(NASSET\)](#) NSSE Annual Conference

Middle (across disciplines): October 9-12, 2016, [Association for Middle Level Education \(AMLE\)](#) 43rd Annual Conference for Middle Level – Austin, TX

Science (Elementary - Secondary): October 27-29, 2016, [National Science Teachers Association \(NSTA\)](#) Annual Conference – Minneapolis

Early Childhood: November 2-5, 2016, [National Association for the Education of Young Children \(NAEYC\)](#) Annual Conference and Expo – Los Angeles

Gifted (Elementary - Secondary): November 3-6, 2016, [National Association for Gifted Children \(NAGC\)](#) 63rd Annual Conference – Orlando

(THE STATE IS PARTNERING WITH NATIONAL CONFERENCE THIS YEAR)

Science (Elementary - Secondary): November 10-12, 2016, [National Science Teachers Association \(NSTA\)](#) Annual Conference – Portland, OR

Foreign Language Education (Elementary - Secondary): November 18-20, 2016, [American Council on the Teaching of Foreign Languages \(ACTFL\)](#) Annual Conference – Boston

English (Elementary - Secondary): November 17-20, 2016, [National Council of Teachers of English \(NCTE\)](#) 106th Annual Convention – Atlanta

English (Middle & Secondary): November 21-22, 2016, [Assembly on Literature for Adolescents of the NCTE \(ALAN\)](#) 43rd Workshop – Atlanta

Literacy (Elementary - Secondary): November 30 – December 3, 2016, [Literacy Research Association \(LRA\)](#) 66th Annual Conference – Nashville

Social Studies (Elementary - Secondary): December 2-4, 2016, [National Council of Social Studies \(NCSS\)](#) 96th Annual Conference – Washington, D.C.

Technology (Elementary - Secondary): January 24-27, 2017, [Future of Education Technology Conference \(FETC\)](#) Annual Conference – Orange County Convention Center, Orlando.

*** SUBMIT YOUR PROPOSALS NOW. IF YOU GET ACCEPTED, CHANCES ARE GOOD YOU WILL RECEIVE FUNDING TO ATTEND!**

Early Childhood: September 22-25, 2016, [Florida Association for the Education of Young Children \(FLAEYC\)](#) 59th Annual Conference – Orlando

FALL 2016 STATE CONFERENCES

English (Middle & Secondary): October 13-15, 2016, [Florida Council of Teachers of English \(FCTE\)](#) Annual State Professional Development Institute: “Do Good & Do Well” - Cocoa Beach (International Palms Resort)

Foreign Language Education (Elementary - Secondary): October 20-22, 2016, [Florida Foreign Language Association \(FFLA\)](#) Annual State Conference – Kissimmee

Mathematics (Elementary - Secondary): October 20-22, 2016, [Florida Council of Teachers of Mathematics \(FCTM\)](#) 64th Annual State Conference – Orlando

Science (Elementary - Secondary): October 20-22, 2016, [Florida Association of Science Teachers \(FAST\)](#) Annual State Conference – Orlando (Doubletree)

Literacy (Elementary - Secondary): October 21-23, 2016, [Florida Reading Association \(FRA\)](#) 54th Annual State Conference - Florida Hotel (attached to the Florida Mall), Orlando.

Continued on page 21

Special Education October 23-25, 2016, [Florida Council for Exceptional Children \(FCEC\)](#) 70th Annual State Conference, Sarasota (Lido Beach Resort)

Social Science (Middle & Secondary): October 28, 2016, [Florida Council of the Social Studies \(FCSS\)](#) 59th Annual State Conference – Kissimmee

Physical Education (Elementary - Secondary): November 3-5, 2016, [SHAPE Florida](#) Annual State Conference – Kissimmee

Research (Elementary - Secondary): November 16-18, 2016, [Florida Educational Research Association \(FERA\)](#) 61st Annual State Conference – Lakeland

IMPORTANT: Conferences are NOT SCATTER-sponsored events, but you earn workshop credit for attending and can obtain VITAL for presenting as long as other requirements are met; a separate registration is required! During orientation, sign up sheets will be available in hopes that we can help pay part of your fees so you can attend.

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The SunCoast Area Teacher Training and Education Research (SCATTER) Honors Program is continuing the “Legacy of Excellence” that was started with its “Mission of Excellence” in 1981. In the words of the 1986 SCATT Graduates (**to the tune of WE ARE THE WORLD**):

“They are the world. We are the **TEACHERS**.
They need the **BEST** that we can give, so let’s keep giving.
There’s a goal we’re seeking, a vision in our minds,
A mission in excellence for you and me.
A mission in excellence for you and me.”

Erica Escobedo
Spring 2015 D.W.I.T.
Mathematics Education
V.I.T.A.L. SCATTER

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Erica Escobedo
Spring 2015 D.W.I.T.
Mathematics Education
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* Do Whatever It Takes

**Your name will be listed in the Honors’ Celebration Program the semester following your gift, upon request.

If you have questions about the SCATTER Honors Program, please contact the Director of SCATTER [Dr. Joan F. Kaywell](#) at (813) 974-3516.