

# SCATTER CHATTER

SCATTER

MAY 2016

HIGHLIGHTS IN THIS ISSUE:

- CELEBRATING THE SPRING 2016 SCATTER GRADUATING CLASS
- SCATTER CELEBRATES 35 YEARS!
- POPULATION EDUCATION
- TEACHING ESE STUDENTS
- READ ACROSS AMERICA
- SCATTERS PRESENT THEIR RESEARCH AT LOCAL AND NATIONAL CONFERENCES
- MOST LIKELY TO SUCCEED
- WHERE HAVE ALL THE SCATTERS GONE? STAY IN TOUCH

**Spring 2016 Graduates**  
SCATTER 35th Anniversary

SCATTER Strivers through life.

USF UNIVERSITY OF SOUTH FLORIDA

SCATTER COLLEGE OF EDUCATION

Above: Congratulations SCATTER Spring 2016 Graduates.  
Below: SCATTER Anne Pucciarelli is honored during commencement for being a King O'Neal Scholar; she is pictured next to President Judy Genshaft.



UNIVERSITY OF SOUTH FLORIDA  
COLLEGE OF EDUCATION

SCATTER  
College of Education  
A Legacy of Excellence

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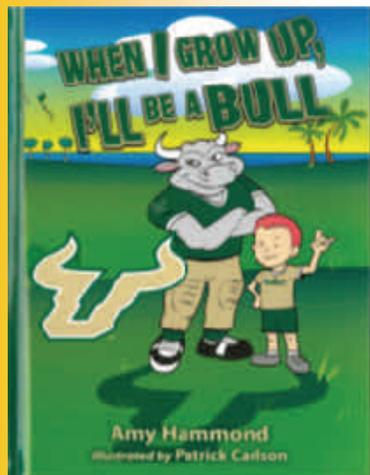
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**ATTENTION:**

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.

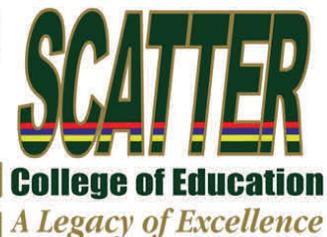


**May 2016**

**Newsletter Contributors:**

**Caylee Fredette, Alice Horton,  
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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.



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



## SCATTERS LEGACY FOR 35 YEARS!



**Dean William Katzenmeyer**  
The SunCoast Area Teacher Training (SCATT) Honors Program was created by the Florida Legislature in 1981.



**Dr. Marcia Mann**  
SCATTER Director  
1981-1990



**Dr. Joyce Burick Swarzman**  
SCATTER Director  
1990-1996



**Dr. Hilda Rosselli**  
SCATTER Director  
1996-1998



**Dr. Jean Linder**  
SCATTER Director  
1998-2005



**Dr. Roger Brindley**  
SCATTER Director  
2005-2007



**Lori Delk Estabrook**  
SCATTER Director  
2007-2013



**Dr. Joan E. Kaywell**  
SCATTER Director  
2013-Present

This graduating class had several special surprises during their Honors Celebration because their celebration coincided with SCATTER's 35th Anniversary. After Dean Vasti Torres' welcome, I began the celebration began with a brief history. I was able to contact every former SCATTER Director, and each one provided a short message that I was able to deliver to the SCATTERs.

**Dr. Bill Katzenmeyer** was Dean of the College of Education when SCATT was established by the Florida Legislature in 1981. He had intended to be at the anniversary celebration but had to leave sudden-

ly to travel up north for his wife's brother's emergency surgery. Always a big supporter of SCATTER, he sent his best wishes and congratulations to the graduates.

**Dr. Marcia Mann**, SCATTER Director from 1981-1990, was also out of town but wished the graduates the best of luck in their teaching careers. She said, "The communication skills you learned during your senior seminar will serve you well in whatever endeavors you choose to undertake."

**Dr. Joyce Burick Swarzman**, Assistant SCATTER Director to Marcia Mann from 1981-1990

and SCATTER Director from 1990-1996, came to celebrate with us even though it just so happened to be Joyce's birthday. I had her come on stage and we were able to sing happy birthday to her and finish with SCATTER's traditional applause.

Below: During Dr. Swarzman's tenure as SCATTER Director, SCATT received a national award from the American Association of State Colleges and Universities.



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**Dr. Hilda Roselli**, SCATTER Director from 1996 – 1998 is now the Educator Advancement Director of the College and Career Readiness Chief Education Office in Oregon. She sent the following message: “The longer I am in this education profession, the more I can appreciate the value of many of the features of the SCATT Program that help new educators start off strong, connect with other exemplary educators, and advance/give back to the profession. Congratulations to SCATTERs everywhere who have been part of the 35 year history!”

**Dr. Jean Linder**, SCATTER Director from 1998 – 2005, attended the celebration. She and her husband Dr. Ron Linder were instrumental in establishing the Children’s Festival that was held for almost more than two decades here on campus.

Below: Dr. Jean Linder waves to the SCATTER graduates.



**Dr. Roger Brindley**, SCATTER Director from 2005-2007, currently serves as Vice Provost and USF System Vice President. He was unable to attend because his daughter’s graduation from American University in Washington, D.C. took precedence. He sent this note:

“Dear SCATTERS,

Congratulations on your graduation! Arriving at this milestone is a significant achievement and I warmly applaud each of you.

By coming through SCATT, I know you have invested in your education and that you have been well prepared. Education is the foundation of a society and the rock upon which the United States builds its values of freedom and democracy. Now more than ever, we need to address what it means to prepare our citizenry. We need committed teachers who will put the intellectual and emotional needs of their students above the misplaced politics of schooling. You can do this! You have the skills to make a difference and you have been empowered.

You may not have the experience of some teachers around you, but you do know how to be leaders. Help your new colleagues find solutions, advocate and coach your students to success, and on the tough days remember why you wanted to be a teacher – because you WILL make a difference!

Congratulations and never forget that USF is your home away from home!”

**Lori Delk Estabrook**, SCATTER Director from 2007 – 2013, had this important event on her calendar for six months and then learned that her stepdaughter’s graduation from nursing college was scheduled on this exact day in Georgia. She was initially planning to drive the five hour trip back to Tampa and make both, but her stepdaughter was also the recipient of a special award at an evening pinning ceremony for the nurses. She sent along the following message:

“It breaks my heart to miss the SCATT event this evening. As a Fall 1983 SCATT Graduate my-

self, the 1988 USF and SCATT Public School Teacher of the Year, a SCATT Spring 1989 SCATT Clinical Teacher, and later the 2006 - 2013 SCATT Director, I would like to **thank all** my mentors - all the directors - of this honors program who have positively impacted me more than they will ever realize. A big thank you also to my SCATT peers and to all my SCATT student graduates who stole my heart and inspired me from the fall of 2006 to spring 2013. SCATT instilled in me the expectation of EXCELLENCE in everything I do - in communication, instruction, working with and caring for students - in every aspect of this art we call teaching. What started as a mission of excellence is now a legacy. SCATTER graduates, I encourage you to keep that legacy going.”

We had several special guests who attended the anniversary celebration. Among them were Dr. Stephanie Holmquist, a USF Foundation Board Member; Dr. Dick Puglisi, Director of the Gus A. Stavros Center; Susan Houser, the President-elect of the National Council Teachers of English; several faculty from the College of Education; and many former SCATTER graduates.

Below: Pictures of some former SCATT/ SCATTER graduates.

Former SCATTER Graduates



As mentioned before, there were several surprises during the evening, and one of them was a guest appearance by [Taylor Mali](#).

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Taylor Mali is a four-time National Poetry Slam champion, the author of four books, and the former voice of all Burger King commercials. He beamed in from Brooklyn, New York, and performed his classic poem, "[What Teachers Make: In Praise of the Greatest Job in the World.](#)"



Above: Taylor Mali gave a special performance for the SCATTERS. Be sure to click on the link above to see it, especially since it's the first performance Taylor has ever done with his son Aaron.

Indeed, Taylor's performance was a hard act to follow, but our keynote speaker [Sharon Draper](#) managed to hold her own and pulled off a wonderful speech.



Above: Sharon Draper had just returned from Egypt before coming to Tampa.

Not only is Sharon Draper a professional educator, but she is also an accomplished writer. She was the 1997 National Teacher of the Year, has been honored at the White House six times, is a five-time winner of the Coretta Scott King Literary Awards, and is a *New York Times* bestselling author with [Out of](#)

[My Mind](#) staying on the list for almost two years. She was selected as Ohio's Outstanding High School Language Arts Educator, Ohio's Teacher of the Year, and is a Milken Family Foundation National Educator Award winner. Recently, she was named Ohio Pioneer in Education by the Ohio State Department of Education, and in 2008 she received the Beacon of Light Humanitarian award. In 2011, she received the Lifetime Achievement Award for contributions to the field of adolescent literature by The Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN); in 2015, she was honored by the American Library Association (ALA) as the recipient of the Margaret A. Edwards Award for lifetime literary achievement; and was chosen as one of only four authors in the country to speak at the National Book Festival Gala in Washington, D.C. and to represent the United States in Moscow at their Book Festival. Needless to say, her address was phenomenal.



Above: SCATTERS hung on Sharon Draper's every word of wisdom.

About teaching . . .

**"If you want an elephant to grow, you must feed it - not weigh or measure it to death."**

~Sharon Draper

Not only was this a celebration of SCATTER's 35 year Legacy of Excellence, but it was about celebrating the achievements of the Spring 2016 SCATTER graduating class. As another surprise, I made up a video recapping their [Senior Seminar](#) experience. Each SCATTER was then recognized by name and had their picture taken with Sharon Draper in hopes they will become award-winning teachers in their own rite.



Above: Andrea Thompson received the SCATTER Partner in Excellence Award.



This class had 39 graduates with 16 graduating as Very Inspirational Teachers Accelerating Learning (V.I.T.A.L.) SCATTERS and seven graduating with High Honors; SCATTER Anne Pucciarelli received the [King O'Neal Scholar](#) Award for completing all of her USF coursework with a 4.0 GPA.

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2016 Spring Graduating Class

- 1) \*Jason Acevedo
- 2) Christina Allen
- 3) Moria Benham
- 4) **Amanda Benson**
- 5) **Laura Booher**
- 6) Deanna Butler
- 7) **Krystal Castro**
- 8) Rosalia Chavez
- 9) Maria Cisneros
- 10) Emily Crookshanks
- 11) Yaditza Cruz Castro
- 12) Jordan Gaudette
- 13) Rachel Gordon
- 14) Megan Harbison
- 15) \*Donna Heath
- 16) \*Jena Howard
- 17) \*Jewel Jolly
- 18) \*Jilianne King
- 19) Emily Kurial
- 20) \*Beth Landy
- 21) Ashley Ligon
- 22) \*Katie Mayers
- 23) **Maxwell McElligott**
- 24) Sarah Middleton
- 25) Ashley Morris
- 26) \*Brittany Nestor
- 27) \*Rebecca Nguyen
- 28) \*DeAnna Persaud
- 29) \***Anne Pucciarelli**
- 30) **Cory Puppa**
- 31) David Rice
- 32) \***Akshita Sathe**
- 33) Chelsea Singleton
- 34) **Hayley Stepp**
- 35) \*Andrea Stevenson
- 36) \*Susan Tellefsen
- 37) \*Angelica Thomas
- 38) **Brooke Warrington**
- 39) \***Katie Zambito**

King O'Neal Scholar

**Graduates of Distinction**

\*Very Inspirational Teachers  
Accelerating Learning  
(V.I.T.A.L.) SCATTERS

**High Honors**



Above - Anne Pucciarelli (Secondary Mathematics Education) V.I.T.A.L. SCATTER: A King O'Neal Scholar, received the Don & Betty Lichtenberg Grant in order to attend the Florida Council of Teachers of Mathematics (FCTM) Conference, and nominated for the USF College of Education Graduate with Distinction Award.



Above: Anne Pucciarelli with President Genshaft.

This class also had two students - Akshita Sathe and Katie Zambito - who graduated with distinction. The designation of **Graduation with Distinction** is awarded to students who are meritorious and demonstrate excellence in the areas of: Academic Excellence, Professional Development, Service, and Inquiry/Scholarship/ Research.



Above - Akshita Sathe (Elementary Education) V.I.T.A.L. SCATTER: Received the USF College of Education (COEDU) Graduate with Distinction Award; Served as Secretary of Leaders for Education, SCATTER's Student-Led Advisory Committee; and served as *SCATTER Chatter's* Editor-in-Chief.



Above - Katie Zambito (Elementary Education) V.I.T.A.L. SCATTER: Received the USF COEDU Graduate with Distinction Award; Arranged a Skype visit with award-winning author Kimberly Dana for her 5<sup>th</sup> graders; Received a travel grant to attend National Science Teachers Association (NSTA) National Conference in Nashville; and maintained a 4.0 GPA for her last two years.

The highest level of SCATTER is one who graduates as V.I.T.A.L. These students must graduate with a minimum 3.5 GPA, must have attended eight (8) workshops in one semester, performed 40 service hours in one semester, & completed "something extraordinary" in their programs.

The next level is High Honors and these students must graduate with a minimum of a 3.5 GPA, must have attended seven (7) workshops, & performed 20 service hours in one semester. All SCATTERs must graduate with a minimum of a 3.5 GPA, attend minimally five (5) workshops each semester, perform ten (10) service hours; and all must attend SCATTER Senior Seminars, now called Success Summits, Parts One and Two.▪

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Above - Jason Acevedo (Secondary English Education) V.I.T.A.L. SCATTER: Studied abroad in Costa Rica.



Above - Donna Heath (Masters in Secondary English Education) V.I.T.A.L. SCATTER: Received the 2015 Florida Council of Teachers of English (FCTE) Beginning Teacher of the Year Award; Presented "Life after Bullying: Young Adult Novels Lead Teens on the Road to Recovery" at the FCTE Professional Development Institute (PDI) in October 2015 in Cocoa Beach; Co-Presented with Dr. Joan Kaywell "What's New & What's Hot in Young Adult Literature for 2014" at the FCTE PDI in October 2014 in Lake Mary; Wrote and received three grants - one to acquire novels for a multi-cultural literature unit, a Title I grant for six teachers to attend FCTE PDI, and an Arts Integration Grant for tickets and transportation for 173 6th grade Title I students to attend a live stage performance.



Above - Brittany Nestor (Elementary Education) V.I.T.A.L. SCATTER: Presented "The Road to Independent Thinking" at the National Association for Professional Development Schools (NAPDS) Conference in Washington D.C., March 2016; nominated for the USF College of Education Graduate with Distinction Award; Studied abroad in Costa Rica; and graduating with a 4.0 GPA for her last two years of study.



Above - Jena Howard (Elementary Education) V.I.T.A.L. SCATTER: Served as SCATTER Chatter's Co-Editor-in-Chief and as a USF Senator representing the College of Education.



Above - Jilianne King (Secondary Social Science Education) V.I.T.A.L. SCATTER: Presented "America's Forgotten History: The Zoot Suit Riots of 1943" at the Florida Council of Social Studies (FCSS) Conference in October 2015, and presented it again at the National Council of Social Studies (NCSS) Conference in New Orleans in November 2015.



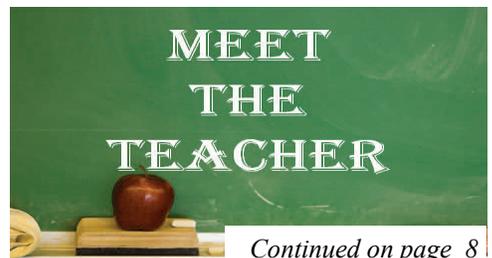
Above - Angelica Thomas (Early Childhood Education) V.I.T.A.L. SCATTER: Presented "Ameliorating Writing Center" at the USF Undergraduate Research and Arts Colloquium, spring 2016.



Above - Jewel Jolly (Elementary Education) V.I.T.A.L. SCATTER: Wrote and received two grants, one for nine portable CD players so students can listen to books on tapes and another to get a box set of books for her students.



Above - Beth Landy (Elementary Education) V.I.T.A.L. SCATTER: Served as President of Leaders for Education, SCATTER's Student-Led Advisory Committee, and as a USF Senator representing the College of Education as the Vice-Chair of the Senate Committee on Rules; Co-presented "Teamwork Makes the Dreamwork: A Closer Look at Parent Involvement" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C. March 2016; and presented it again at the USF Undergraduate Research and Arts Colloquium.





Above - Jewel Jolly (Elementary Education) V.I.T.A.L. SCATTER: Presented "Engaging Students in Mathematics through the Use of Multi-Modal Strategies" at the National Association for Professional Development Schools (NAPDS) Conference in Washington D.C., March 2016; and studied abroad in Cambridge, England.



Above - Rebecca Nguyen (Secondary Mathematics Education) V.I.T.A.L. SCATTER: Served as Treasurer of Leaders for Education, SCATTER's Student-Led Advisory Committee; and received the Don and Betty Lichtenberg Grant in order to attend the Florida Council of Teachers of Mathematics Conference in fall 2014.



Above - DeAnna Persaud (Elementary Education) V.I.T.A.L. SCATTER: Co-presented "Preservice Teachers Engaged in a Learning Community about Practitioner Inquiry" at the National Association for Professional Development Schools (NAPDS) Conference in Washington D.C., March 2016.



Above - Andrea Stevenson (Secondary Mathematics Education) V.I.T.A.L. SCATTER: Co-presented "Expanding the Triad: A Case of Two Collaborating Teachers in a Middle School Partnership" at the National Association for Professional Development Schools (NAPDS) Conference in Washington D.C., March 2016 and again at the USF Practitioner Research Conference on April 25<sup>th</sup>.



Above - Susan Tellefson (Elementary Education) V.I.T.A.L. SCATTER: Arranged a field trip for her Title I students to visit USF last year which is now planned to be a yearly field trip; and graduating with a 4.0 GPA for her last two years.

You did it!  
**Congratulations**

SCATTER HONORS CELEBRATION

Welcome and Introductions

Beth Landy, SCATTER Leaders in Education President  
 Dr. Vasti Torres, Dean of the College of Education

Recognition of Special Guests with a Surprise Performance

Dr. Joan F. Kaywell, Director of SCATTER

Keynote Address

Sharon Draper, Award-Winning Author & 1997 National Teacher of the Year

<A Special 35th Anniversary Surprise>

Recognition of Spring 2016 SCATTER Graduates

Andrea Thompson, Assistant to the Director of SCATTER

Reception to follow for family and friends of the graduates

ROTC Building Lobby



**SCATTER**  
 College of Education

SunCoast Area Teacher Training and Education Research

*A Legacy of Excellence*

**MAKING A DIFFERENCE**  
*In Education*



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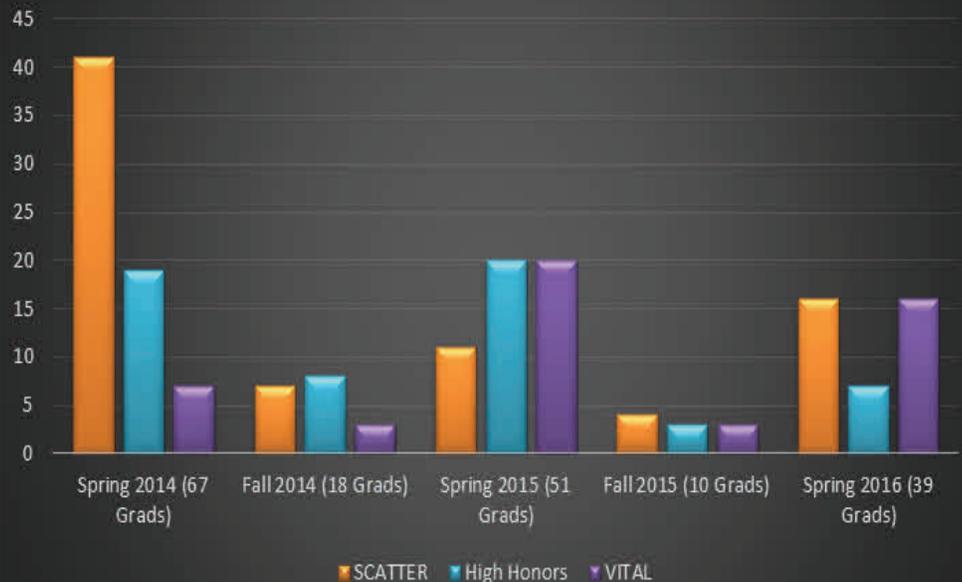
## 2016 SPRING SCATTER GRADUATES



Above (L to R): Dr. Joan F. Kaywell, Akshita Sathe, Beth Landy, Ashley Ligon, Laura Booher, Amanda Morris, Jason Acevedo, Megan Harbison, Brittany Nestor, Katie Zambito, Sarah Middleton, Amanda Benson, Rosalia Chavez, Sharon Draper, Andrea Thompson, Angelica Thomas, Jewel Jolly, Jena Howard, Katie Mayers, Deanna Butler, Anne Pucciarelli, Rebecca Ngyuen, David Rice, Andrea Stevenson, Susan Tellefson, Jilianne King, Brooke Warrington, Max McElligott, Donna Heath, Cory Puppa, Christina Allen, Rachel Gordon, DeAnna Persaud, Chelsea Singleton, Emily Kurial, Crystal Castro, and Emily Crookshanks.

I FACILITATE THINKING.  
 I ENGAGE MINDS.  
 I LISTEN TO QUESTIONS.  
 I ENCOURAGE RISK.  
 I SUPPORT STRUGGLE.  
 I CULTIVATE DREAMS.  
 I LEARN EVERYDAY.  
**I TEACH.**

### SCATTER Graduates



# POPULATION EDUCATION WORKSHOP 2-26-16

By: Vibha Rajan



Above: Laura Boucher came from Washington, D.C. to teach SCATTERs about population, using hands-on strategies that cross disciplines and grade levels.

Lauren Boucher, the In-service Coordinator of Population Education, came all the way from Washington, D.C. to present this workshop SCATTERs. Population Education is a division of Population Connection, a grassroots organization dedicated to population organization and stabilization. Population Education works to help educators incorporate issues surrounding global human populations into their curricula. This workshop provided examples of activities that can be incorporated in the classroom at various grade levels to help our students understand the population crisis our world is currently facing.

The workshop opened with a pop quiz to gauge the audience’s overall knowledge of basic population facts. Some questions follow, and answers can be found upside down in the middle column:

- 1) What was the world’s population in 2014?
- 2) What was the population of the United States in 2014?
- 3) Which of these countries - Australia, Japan, Morocco,

- United States, Italy - has the highest teen pregnancy rate?
- 4) The U.S., which makes up less than 5% of the world’s population, consumes approximately how much of the world’s energy?

We began our understanding of how population has grown across the planet from the beginning of time with a video called [World Population](#). This 5:46 minute video showed us locations and rates of population growth over the course of history. It was a strong visual to see the rapid increase in growth rate in recent times. After growing very slowly for most of human history,

for discussion. To find out where you fit into this story of human life, [click here](#) and fill in your date of birth to find out.

An eye-opening activity for many participants in the workshop was the “Unfair Race.” Each student represented a country. We were each given a card with a list of social indicators for our country. Indicators included access to drinking water, access to health care, overall economic status, level of education, etc. We lined up in a horizontal line. The moderator called out instructions to take a certain number of steps forwards and/or backwards based on each

Elapsed Year / Date	Human Population
3,000,000 10,000 B.C. (Ag. Rev.)	5-10 Million
10,000 1 A.D.	170 Million
1,800 1800 (Ind. Rev.)	1 Billion
130 1930	2 Billion
30 1960	3 Billion
15 1975	4 Billion
12 1987	5 Billion
12 1999	6 Billion
12 2011	7 Billion

Answers: 1) 7.2 billion, 2) 317 million, 3) United States, 4) 20%.

the number of people on Earth has more than doubled in the last 50 years. We clearly saw how the population explosion of modern history is undeniable with the world's population increasing by a billion people every 12 years. This video would have the same effect when used in a classroom. It can be used as a springboard/lesson opener

social indicator. At the end, we looked around and saw just how far ahead or behind certain countries were based on that country’s level of development. Japan and the United States were leading the race as highly developed nations. Less developed African countries were far behind. The “Unfair Race” showed us just how much we have to our advantage as residents of the United States and how

*Continued on page 11*

“unfair” life can be for people born in other countries. Depending on the implementation of this activity in a classroom, it can be modified to reflect zip codes in a region to have a discussion with students about inequality within their own municipalities.



**Above:** SCATTERs learn that education is a want and not a need for many in the world. Many can only afford food, shelter, clothing and soap.

“Global Cents” was a hands-on activity where we had to budget for the needs and wants of an American Family vs. a family in Malawi that is living on less than \$1 per day. (Malawi is a country in Africa, one of the poorest countries in the world.) We had to decide if food, education, clothes, shoes, water, healthcare, Internet, transportation, etc. were all needs or wants. Ultimately, many of us found that items such as education, electricity, and transportation became wants for the Malawi family, simply because they were just too expensive to fit in the family budget. The budget only allowed for extreme basics such as housing, food, clothing, and soap. As an education major, the fact that education is a want and not a need for so many people is an unbearable reality.

The last activity I would like to highlight was called “Something for Everyone.” It provided a clear look at the tragedy surrounding our

overuse of natural resources. We sat in a circle with 50 poker chips in the center. We had one minute to try to individually collect as many poker chips as possible. The moderator agreed to double the number of poker chips left in the center of the circle up to a total of 50 chips, the number of chips that we started with. For every five chips a person collected, s/he was given a Starburst candy. Of course, in the first round, a few people collected almost all the chips. Most people were left with few or no chips at all. When the moderator doubled what was left in the circle, there were very few chips left during the second round for people to collect. We had just experienced the current methods of consumption of natural resources.



**Above:** Using chips to represent natural resources, SCATTERs discovered that with planning and buy-in, everyone can have a fair share of resources.

The moderator let us restart the game. This time, we took turns. Each person took five chips. Every round the chips doubled back to fifty. We kept going around the circle, with five people taking five chips each during each round. With this strategy, we were able to keep the center pile constantly full. This game showed us how we, as a society, need to approach our use of renewable resources. We must implement short-term consumption strategies to maintain long-term ac-

cess to our natural resources and education is the only way to create population buy in.



**Above:** By “mining out” the chocolate from chocolate chip cookies, SCATTERs learned the impact of mining operations on the environment.

**Below:** “The Stork and the Grim Reaper” demonstrated how populations grow when the birth rate exceeds the death rate.



I highlighted only three out of ten activities that were conducted during the workshop. We were each given a CD with many more possible activities and soft copies of all the necessary instructions and materials.

I enjoyed this workshop because it made it clear that population education in classrooms is vital to creating a generation aware of the issues we face as a society. By planting the seed about these issues at an early age, we can help our students become global citizens, aware and willing to proactively participate in the necessary activities to help shape a healthy future for all citizens of the world. I will certainly implement population education into my future classroom!▪

# THE ADVENTURES OF TEACHING ESE STUDENTS 3-5-16

By: Ashley Morris

This workshop was given by Michelle Handin, a first grade ESE teacher at Jupiter Farms Elementary School in Palm Beach County. Her passion on the subject prompted her to drive a long way to present this information to SCATTERs. Her passion developed when she realized in kindergarten that she was different from the other kids when she dumped the glue bottle all over her table and rubbed her hands all in it in art class. Because she got in trouble for doing something that was so natural to her, she knew right then that she wanted to become a teacher.

Because she struggled so much in school, she was finally tested in her junior year for [Attention-Deficit/Hyperactivity Disorder](#) (ADHD). Because school officials thought she was faking it, she received no help. In college, she was finally diagnosed with [Dyslexia and Dysgraphia](#) and received the assistance she needed. After that, she earned straight A's in her masters program.

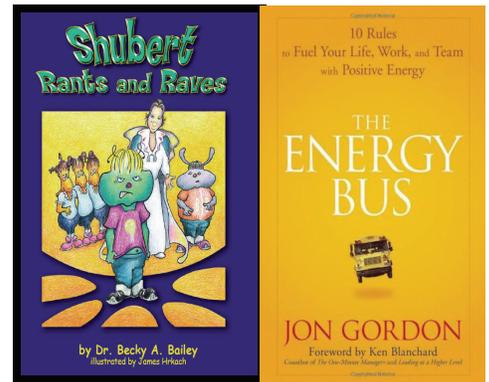
Mrs. Handlin opened up with this personal insight to show her experience with exceptionalities and her

journey. This entire workshop offered accommodations and insightful information to what each of these exceptionalities requires. There were multiple exceptionalities discussed: ADHD, ADD, health impairments, learning disabilities, Dyslexia, Dysgraphia, Dyscalculia, Auditory Processing Disorder, Gifted, Autism, Speech and Language impairments, Intellectual disabilities, Deafness, Orthopedically and Visually impaired, Emotionally Behavioral Disabled, and all of the ways to teach and deal with these.



She recommended the books of [Dr. Becky Bailey](#), a recognized expert in childhood education and developmental psychology, to help students with developmental issues. *Shubert Rants and Raves*, for example, addresses temper tantrums. Another book she recom-

mended to us as teachers was Jon Gordon's [The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy](#). A useful [discussion](#) guide is available. Besides multiple websites, she introduced us to [CPALMS](#), which is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.



This workshop was very helpful and insightful for this pre-service teacher. With several pages of descriptions and characteristics coupled by full lists of accommodations, any educator will be able to recognize signs in their children of their future classes and have a resource for ways to help them. ■

## ADHD

### What Does It Look Like with Hyperactivity

- Unable to sit still
- Unorganized, loses things
- Blurts out, talks nonstop
- Interrupts
- Sensitive to sounds
- Easily frustrated

### What Does It Look Like without Hyperactivity

- Inattentive
- Easily distracted
- Often forgetful
- Makes careless mistakes
- Avoids tasks requiring sustained mental effort

## ACCOMODATIONS

- Have fidget toys
- Ignore mild behaviors unless bothering others
- Seat student away from windows and doors
- Use hand signals
- Have them use book-marks or hand sliders

# READ ACROSS AMERICA DAY 3-10-16

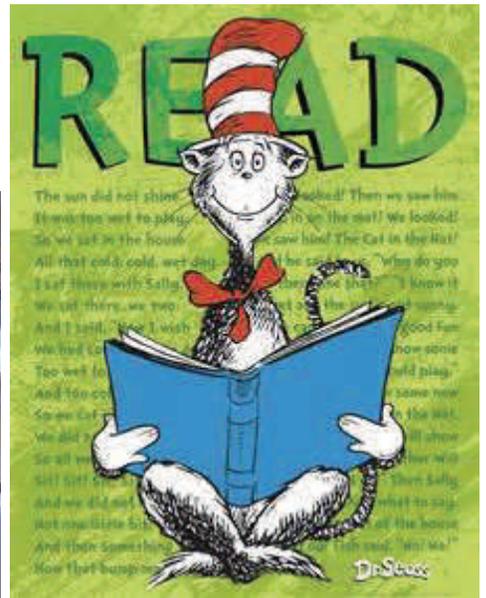
By: Caylee Fredette

On March 10<sup>th</sup> a group of SCATTERs were able to assist [Seffner Elementary School](#) teachers and help facilitate their [Read across America Day](#). The SCATTERs—Bailey Brown, Caylee Fredette, and Katelyn Marine spent the day in the school library guiding first and second grade students through eight different Dr. Seuss themed centers.

themselves to race to put the cards in alphabetical order; first done rang the bell.

The third center was “Whoville Names.” In this center students were provided with a white mailing label with a Dr. Seuss sticker on it. Students had to create their very own Who-name, coming up with adjectives that had the same

The seventh center, which was very popular as well, was “Dr. Seuss Tattoos.” In this center students were able to put on a washable tattoo that said “Read” with a picture of a Dr. Seuss character.



Above: SCATTERs Katelyn Marine (second from left), Caylee Fredette (third from left), and Bailey Brown (fifth from left) assist with Read across America Day.

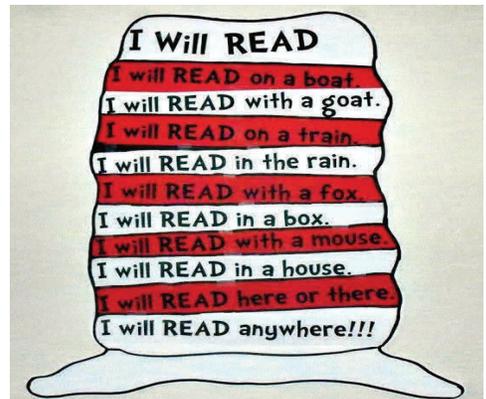
The first center was “Yertle the Turtle Towers.” In this center students worked together or independently to create a tower of cups as high as they could. This center resembled this year’s [Kindergarten STEAM Challenge](#) and was one of the most popular centers of the day. One group of students built a tower that was so high even the SCATTER’s couldn’t help build it any higher!

The second center was “ABC Races.” In this center there were two tables set up, each with a set of ABC flashcards and a bell. Students would work together in teams or by

first letter of their name. Some of the highlights (from the SCATTERs) were Bubbly-Bailey-Bou-Who, Crazy-Caylee-Lou-Whou, and Kind-Katelyn-Kay-Who.

The fourth center was “Oobleck” from the very popular Dr. Seuss book, [“Bartholomew and the Oobleck.”](#) In this center students were able to experiment with different forms of “oobleck.” The “oobleck” had a consistency of a liquid but acted like a solid. Students had a blast being able to get into this hands on activity! Visit the [Dr. Seuss Science Experiment site](#) and make your own.

The last and final center was “Dr. Seuss Trivia.” Students were seated at a table with an [Eggspert buzzer](#) in front of them. A SCATTER would ask a group of students a trivia question such as, “Whose heart is almost two sizes too small?” The students would then hit the buzzer in front of them to answer the question. Whoever rang in first had 20 seconds to provide the correct answer. The student with the most amount of correct answers won. ■



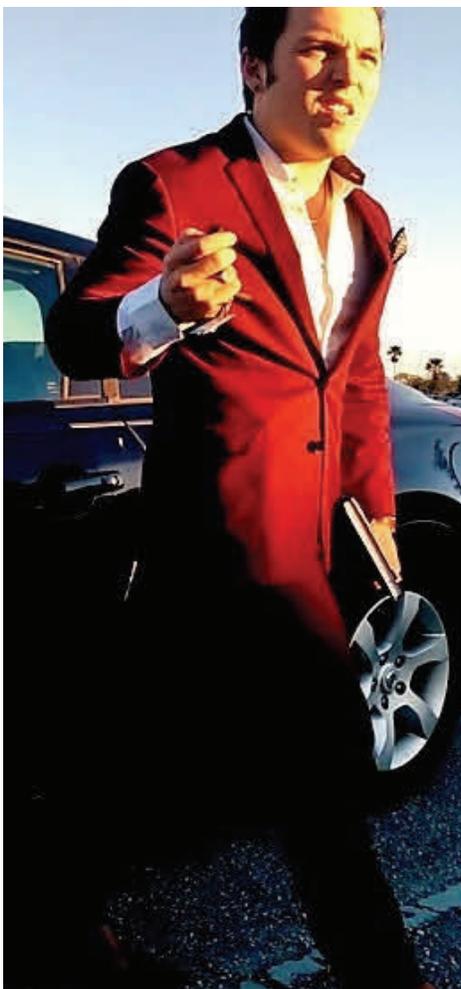
## SCATTER SENDS MEMBER TO SHAPE AMERICA CONFERENCE 4-5-16

When it comes to Physical Education (P.E.), what do most people think of? Probably the old jock teacher who wore short shorts, rolled out the balls for play, and just gave everyone an A for showing up to class. Well that is what I thought when I transferred to USF last August for the Physical Education Teacher Education (PETE) Program. I soon found out that this was not the case. Within the first few weeks of school, the professors had addressed those stereotypes and implemented the new direction of Physical Education.

This new philosophy of Physical Education aims to give the students tools for a lifetime of fitness. Gone are the days of large-sided team sport games, where the most athletic students succeed and those who aren't "fast enough" or "strong enough" become discouraged from physical activity and fitness in general. We in P.E. are striving to reach all of our students' interests and we hope to have 50 million strong, healthy students by 2029! This can only happen by spreading the word of the new P.E., and a great place to start was going to the national P.E. [SHAPE America Conference](#) in Minneapolis, Minnesota on April 5<sup>th</sup>, 2016.

I could not thank SCATTER enough, especially SCATTER treasurer Rebecca Nguyen, for working so hard to receive funding from USF Student Government for this trip. Not only did they gather the funding, but they also booked my flight and hotel. All I had to do was show up to the conference!

Having never attended a national conference, I did not know what to expect.



**Above:** SCATTER Jake Weinger provides P.E. conference goers with a non-example - what not to wear!

When I first arrived, I was clearly mistaken on how it was going to be. First, I may have been a little overdressed given that I showed up in a three-piece suit. I should have figured at a P.E. conference that everyone would be in workout attire! Second, I was shocked at how many people actually attended this conference and was very pleased that so many people were interested in learning how to improve their craft as P.E. teachers.

By: Jake Weinger

During the keynote address, the [President of SHAPE America](#), Jacalyn Lund, gave a phenomenal speech about the initiative - 50 Million Strong by 2029 - and motivated the crowd to be a part of the movement. "This is the first year we are trying this new philosophy, and by 2029 we will have the data to prove if this new way of teaching was correct." The new way of teaching P.E. has teachers creating an enriched learning environment, a challenging but purposeful curriculum, employing appropriate instruction, and obtaining student assessment.



### Healthy and Active!

Empower all children through effective health and physical education programs.

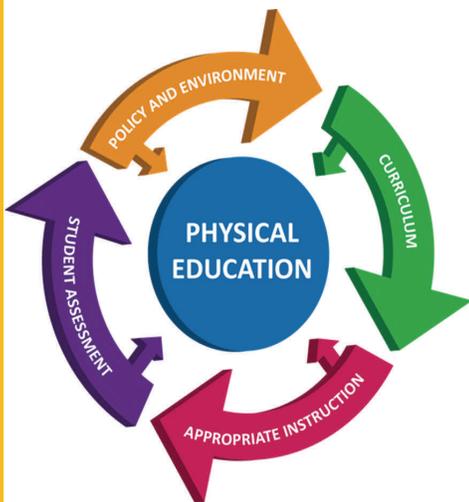
**Above:** SHAPE AMERICA throws out a charge to P.E. teachers: 50 Million Strong by 2029!

In any form of teaching, the first component is the feel of the classroom environment. "We are striving to create a positive and welcoming place for all students of different skill levels to have fun and succeed." There is a big controversy regarding the belief that being too nice to students in physical activities and letting everyone win with no losers discourages competi-

*Continued on page 15*

tion and victory. On the other hand, discouraging students ultimately sets them up for a lifetime of being unhealthy. People who lack fitness awareness is the opposite of what we want in this country.

This leads into the next step of having a curriculum that both challenges and encourages students in a variety of ways. We still have educational games, but a new importance has been placed on educational dance and gymnastics. Not all students enjoy playing basketball; similarly, not all students enjoy creative dance. By having the diverse curriculum and explaining how and why this can improve the components of fitness will lead to healthier students. All of these activities should spark student creativity, promoting their intrinsic motivation.



In order to accomplish these goals, the new P.E. teacher needs to be well prepared in advanced strategies. When I communicate with my peers in the College of Education, many of them do not believe that P.E. teachers write lesson plans, assess students, or even have standards! This is obviously false since we in the COEDU write

lessons upwards to nine pages per grade level, have a whole semester course on measuring and evaluating students in P.E., and have standards known as Curriculum Planning and Learning Management System (CPALMS).

It was nice going to the conference and having all of this information being reinforced from the executives of SHAPE. When the keynote was finished, it was time to break off into workshops and explore the expo hall. The expo hall was huge, filled with sporting equipment, poster sessions, and all the new technology teachers can use with their classes. In all seriousness, I did not learn too much when it came to workshops, as USF has done such a great job staying up to date with this new philosophy, but I did notice many veteran teachers learning and really showing interest in the ideology. I believe that was the main purpose of the workshops: teaching and persuading the masses of already existing PE teachers to make the effort and join the new movement. As for me, my learning was reinforced and validated.



After the conference, I took a peek at the Mall of America. You know, the one from Mighty Ducks 2, the largest mall in America. Then I joined other P.E. teachers at the

[Zumba Dance](#) party at Target Field, where the Minnesota Twins play. I figured I needed to make the most of my trip because I doubt this Florida boy will ever be this far north again. The night ended with the dance party where everyone from the convention got to relax and socialize. This was a great time to meet likeminded teachers and network.



Above: Here's my own challenge to you—get fit and attend a Zumba Dance party yourself!

Before I knew it, my day and half at SHAPE was over and I was on a plane headed back to Tampa. Overall, the experience was great. Dr. Kaywell believes that going to these conferences is crucial for a teacher to stay current, motivated, and develop a vibrant network. All of this came to fruition during this trip, and I feel energized and prepared to inspire my future students for a lifetime of fitness. And who knows? Maybe I'll become a V.I.T.A.L. SCATTER and present at the [SHAPE America Conference and Expo](#) next year in Boston!▪



# SCATTERS PARTICIPATE IN USF'S RESEARCH & ARTS COLLOQUIUM 4-6-16

By: Beth Landy

Every year the [USF Office for Undergraduate Research](#) holds the largest undergraduate research conference in the state of Florida. The [USF Research and Arts Colloquium](#) was held on April 6, 2016 at the Marshall Student Center. This year SCATTER had a few members present their research at the colloquium and three of them shared their experience for this newsletter.

## Beth Landy's Experience

1. Explain what your research project was and what you found.

BL: My research project was on a new type of group conferencing style, called Academic Parent Teacher Teams (APTT) that our school was piloting this year. I worked with other residents at my elementary school and some of the Collaborating Teachers (CTs) in order to find out what ways APTT can increase parent involvement and in turn increase student achievement. We collected data in the form of questions from the parents at the APTT nights, exit slips given to the parents at the close of each meeting to provide us with feedback on what they thought, and artifacts of student achievement. As a result of our inquiry, we did find that student achievement did increase as well as parent involvement in the form of home learning. One special aspect of APTT is that parents are given resources and coached on how to use them with their student at home. This was one of the most benefi-

# ResearchOne

ONE UNIVERSITY : ONE COMMUNITY : ONE VISION



cial aspects of APTT, and we found that this was the reason for the increase in both parent involvement and student achievement.

2. Why did you choose to present at the USF Research Colloquium?

BL: I chose to present alongside the two other residents that worked on the inquiry with me in an oral presentation. I was excited to get to hear from other presenters about their research and see all of the other presenters in both poster and oral presentations. I was also curious to see other research projects outside of the education field and to hear about their projects.

3. Share your experience at the 2016 USF Research Colloquium.

BL: My experience was amazing! It was an easy process since my inquiry had already been completed, and I had practiced presenting the information prior so I did not have to do much preparation for the Colloquium, which was nice. Once arriving at the USF Research Colloquium, there were signs directing us everywhere, and the people volunteering were really friendly when we couldn't find where to sign in for the oral presentations. One of the interesting parts of the oral presentations was that the other presentations in the room were centered on similar subjects, but each research project was so different from the one before. This was by far my favorite part of the

*Continued on page 17*

colloquium because I was able to hear other people's research that didn't always focus on education but still related to children and youth.

4. What advice would you have for SCATTERs wanting to do research in order to attain V.I.T.A.L. status?

BL: My advice for anyone wanting to do research is to find something that you are really interested in and really want to learn more about. The research process can be long and grueling so if it is not something interesting to you and something you truly care about you probably won't stick with it. I would definitely say, though, that anyone interested in doing research should definitely do it because it is such a beneficial experience.

5. Why would you recommend presenting at the USF Research Colloquium?

BL: I would recommend presenting at the USF Research Colloquium because it is important to share your research. The environment at the USF Research Colloquium is perfect for this.



Above: Dr. Richard Pollenz, the Associate Dean of Undergraduate Studies and Director of the Office of Undergraduate Research.

### Akshita Sathe's Experience

1. Explain what your research project was and what you found.

AS: My research project was about The Daily 4, a differentiated structure that I implemented in my CT's Math classroom. I found that while some of the facets could use more structural work, my students enjoyed them overall.

2. Why did you choose to present at the USF Research Colloquium?

AS: I chose to present my inquiry at the Undergraduate Research Colloquium because I wanted to present and hear about other inquiries in my field at USF.

3. Share your experience at the 2016 USF Research Colloquium.

AS: I found it to be a valuable and humbling experience overall. It was nice to also learn about inquiries that my peers were doing in other fields, such as criminology and statistics.

4. What advice would you have for SCATTERs wanting to do research in order to attain V.I.T.A.L. status?

AS: My biggest advice would be to find a good research mentor and make sure that you have an environment that is conducive to doing research. If your research involves students in your field experience, make sure that you have school and parental permission before you begin.

### Heather Palmer's Experience

1. Explain what your research project was and what you found.

HP: The title of my inquiry was

"Homework Effectiveness: A Look at the ELL and non-ELL Experience." One third of my students are classified as ELL, and even more have graduated out of the ELL program but speak Spanish as the primary language in their homes. As my students were given ELA homework, I wanted to study how I could adjust the practice of assigned homework to maximize the effectiveness it had on my learners. I defined effectiveness as exposure (at what rates were my students turning in their homework) and mastery (what scores were my students receiving on their homework). I adjusted my practice in five ways: notes home to parents, homework attitude survey, differentiated reading passages, extensive feedback and praise, and explicit modeling of expectations. I found that detailed feedback was most beneficial for my non-ELL students, which then lead me to model my expectations. This method, in conjunction with highly specific feedback, resulted in an increase for both groups of students in mastery and exposure. More importantly, I was seeing consistency among students and the work they did on their homework.

2. Why did you choose to present at the USF Research Colloquium?

HP: I had completed my inquiry project independently. As a first year student in the Residency Program, inquiry was NOT a requirement. I had the opportunity to share my inquiry results at NAPDS in D.C. in early March. I knew that another op-

*Continued on page 18*



# SCATTERS ATTEND AND PARTICIPATE IN LOCAL, STATE, AND NATIONAL CONFERENCES

SCATTERs are encouraged to attend their professional conferences in order to continue learning and develop a network of “movers and shakers” in their respective fields. This spring we were able to send one SCATTER to the SHAPE America Conference in Minneapolis, Minnesota (see article by Jake Weininger), but many other SCATTERs attended and/or presented at various conferences. What follows are some of these students and some reflections.

## Bailey Brown’s Experience at the 4th Annual COEDU Practitioner Research Conference on April 25, 2016.

I was able to look at and hear about several poster sessions and even attended a round table discussion. What follows are what I learned from the experience.



Above: Katie Mayers presents her data in a poster session.

## Engineering Participation

What a cool name for this inquiry! The intern basically did his inquiry on how to engage students and have them participate more in the classroom. He found that the students in the class participate more in the classroom if the teacher is

more positive with them, they reward them for their work, and have them do things that they enjoy. He focused on a particular student and her reaction and improvement in participation when using these three methods. He found that all of them were at least somewhat successful.

## Differentiation for Comprehension

This intern had a rather creative wondering. How can she implement reading strategies for reading comprehension based on the different students’ skill levels that are in her specific class? I personally believe that differentiation is really hard, so seeing another intern work on such a challenging inquiry was inspiring.

## Hogwarts Inquiry

This project was focused on promoting motivation in a 2<sup>nd</sup> grade classroom. The intern made points about how much she’s learned from this experience, and how important it is to observe students in the classroom. She chose this inquiry because during the 1<sup>st</sup> semester she noticed one student really starting to struggle with motivation in school.

## Improving Reading Comprehension

I like that as a part of their presentation set-up, this intern put out their physical research such as their notebook and action plan for people to look through if they wanted to do so. They wondered how they can differentiate learning in the classroom for help with comprehension. I found it to be interesting because this person found that oral activities, like discussions, were helpful in the classroom

because it allowed students to talk with each other about their thoughts. At first I thought that this should be an obvious claim, but after thinking about it, relevant vocabulary doesn’t always come into the classroom when it should. Lastly, I liked the creativity of this board because it looked like a chalk board.



Above: Katie Zambito’s poster session.

## Brains Engaged

This intern focused on improving engagement in the classroom with attention on three focus students. She incorporated interviews, assessments, and even peer observation into her data collection to make it more sound. She found that her focus students were more engaged when they sat in the front of the room vs. on the side or in the back. Also, starting the lesson with a hook also helped the students stay more engaged. One that I thought was especially interesting was that students, if they have a snack before the lesson, will be more focused during the lesson.

## Final Internship Round Table

I would have had no idea about this option for the final internship inquiry conference if my

*Continued on page 20*

classmate and I had not wandered into the room next to where the board presentations were going on. The atmosphere was a lot less stressful, and everyone was sitting down at the tables. I noticed that many more people stay and listen to presentations done via PowerPoint instead of on a presentation board. Two presenters sat down at tables with at least six people to discuss each presentation. I asked one presenter a few questions at the end of her presentation, and she said she liked this format because she only had to present it once in front of a group instead of over and over again at the poster sessions. Also, she was able to go more in-depth because the observers sat at the table for the entire time listening to her presentation.



Above: Akshita Sathe presents her data in a PowerPoint session.

Below: The activity in the room during the discussion segment.



### Lauren Gonder's experience at the Childhood Anxiety Conference on April 6, 2016.

I was one of ten lucky SCATTERs who was able to at-

tend the Childhood Anxiety Symposium on Wednesday for free, and WOW, it was such a great presentation! Dr. Eric Storch, a nationally recognized leader on anxiety for children and adolescents & USF Professor of Pediatrics, Psychiatry, and Behavioral Neurosciences, was a great presenter. The information he provided was very helpful and I could even relate to it in some ways. I can see me using the knowledge I gained to help my future students who have anxiety problems and will be able to understand them a little more! Thank you SCATTER for this great opportunity. It really benefitted me!



Above: Beth Landy, Autumn Handin and Lauren Gonder received certificates for attending the Childhood Anxiety Conference.

### Brianna Cahoo's experience at the National Association for Professional Development Schools (NAPDS) Conference on March 3-6, 2016 in Washington, D.C.

I had a wonderful time attending and presenting at the 2016 NAPDS conference in Washington D.C. Having the chance to network with students as well as educators from other schools was such a worthwhile experience.

I met a fantastic professor from the University of North Florida during one session. She presented her research to us about the internship program at their university. My col-

league and I learned numerous ways to better the internship program at our own university, and we took these ideas that we learned back home to our supervisors.



Above: Brianna Cahoo presented "Motivating Students for Academic Purposes" at the NAPDS Conference in Washington, D.C.

Another session that I went to was a student poster session in which I learned about incorporating brain breaks into the school day as well as how to effectively incorporate literature from other cultures into the classroom. These concepts were ones that I learned about through my coursework, but were ones that I never had the opportunity to see in the classroom yet.

One of the sessions that I attended was extremely inspiring to me. My own inquiry for the semester was about using running records to improve fluency levels

*Continued on page 21*

but I learned about a different, more effective method of improving fluency levels that day. I heard about using repeated readings, and this gave me the idea of trying my own spin on repeated readings this semester.

Another phenomenal session was the keynote speaker, Mr. Dave Burgess. He definitely showed me a new perspective on teaching. I learned strategies to help my students be more engaged and excited to learn in my classroom. This session helped me realize how I can incorporate my theatre background into my classroom in the future.

Another keynote speaker, Mr. Jim Nolan gave a great deal of information about focusing on three goals: learning how to teach; learning how to think like a teacher; and learning how to learn from the teaching and learning process, the learners, the cultural context, and the community.

One of the roundtable sessions highly interested me. I had the opportunity to delve deeper into the inquiry of my fellow colleagues while also speaking about my own inquiry. It was a fantastic learning experience, and I gained knowledge that has helped me with the rest of my inquiry process this semester.

Another session involved some of the supervisors from USF as well as a principal and two collaborating teachers from elementary schools. It was intriguing to hear about how they have been improving the Elementary Program partnerships by helping collaborating teachers become teacher educators themselves.

One session that was especially powerful was about how preservice teachers can impact the literacy skills of struggling readers. This session included information about how these teacher candidates helped struggling first grade readers, including not only English Language Learners but also children with disabilities.

One of the final sessions that I attended was one in which an educator spoke about the importance of critical friends groups and school culture. This session was especially interesting because the speaker related the topic to the workplace., giving insight into how differences in critical friends groups can affect school culture.▪

One of the final sessions that I attended was one in which an educator spoke about the importance of critical friends groups and school culture. This session was especially interesting because the speaker related the topic to the workplace., giving insight into how differences in critical friends groups can affect school culture.▪



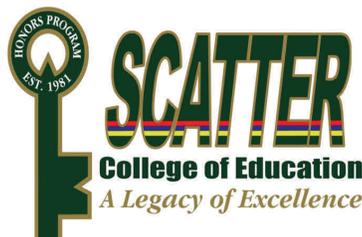
Above: Kelly Hall, Brittany Nestor , Emily Crookshanks, had a chance to explore some of Washington, D.C. while attending the NAPDS Conference.

## Stay in Touch with USF



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## MOVIE NIGHT: MOST LIKELY TO SUCCEED 4-22-16

By: Alice Horton

*Most Likely to Succeed* is a film that not only inspired me, but also opened my eyes to innovative teaching methods that can be implemented schoolwide. This film was about a man whose daughter loved school until the fourth grade when she suddenly stopped wanting to go to school. Her father decided to go to another school, [High Tech High](#), to learn what they were doing differently. High Tech High is a public charter school that seeks to empower their students by teaching them “soft skills” in addition to meaningful curricula. Soft skills, according to the producer, include cooperation, decision making, confidence, etc. The teachers at High Tech High create their own curriculum compiled of what they think is most important for their students to learn, and then collaborate with other teachers to connect what they are learning in all of their classes. Students are assigned to create some sort of product (prototype, skit, etc.) to showcase at an exhibition night for everyone in the community to come see. The product acts as a holistic evaluation of the students’ learning. Some students may not have their project finished by that time, and this allows them to learn that failing is okay. The important lesson for all to learn is that people can persevere and learn what can be done better next time. In that way, students are able to build emotional resilience.

I have never wanted to teach at the secondary level, but simply watching this film and seeing how High

Tech High allowed their teachers to teach what they felt is most important made me want to teach high school students. Students at High Tech High were learning skills and creating projects that I have not yet learned in my school career. A ninth grade humanities teacher in the film said something that really stuck with me: “How can we expect our students to make decisions once they are in the ‘real world’ if we do not allow them to make decisions now?” In the traditional school setting, students are being told what to do and when to do it, so when do they learn how to make decisions for themselves?

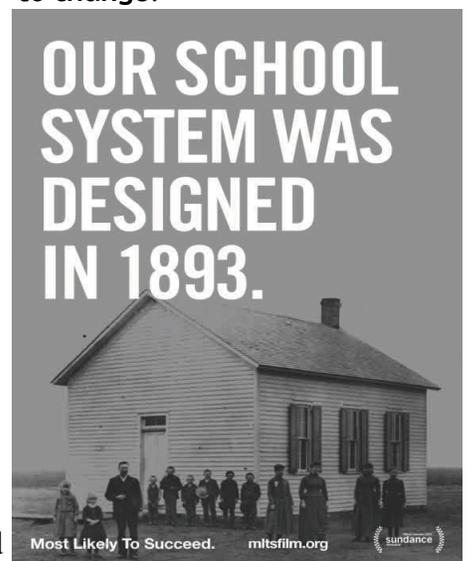
then administered that same test to their students when they came back from summer and the students’ test scores decreased significantly. This research showed that the students were not retaining the information they were being taught. On the other hand, I believe the students at High Tech High who built prototypes to display their theory of why civilizations rise and fall, will retain more of what they learned. There is a significant difference in the way these two different schools taught their students and I genuinely believe that the cross-discipline method of teaching is effective and impacting students in new ways.▪

**“How can we expect our students to make decisions once they are in the ‘real world’ if we do not allow them to make decisions now?”**

As a pre-service teacher, I have seen educators become overwhelmed and stressed to the point where they lose sight of why they became teachers. I think that is partly because of the stress of having to prep students for test taking, so they can move to the next grade. In the film, the director explores a school that gave their students a test at the end of the year and



Below: Isn't it time for our schools to change?



# WHERE HAVE ALL THE SCATTERS GONE?

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? What follows are all of the people who have responded thus far and the responses of those not included in the last newsletters. If you ever want to find out what others in your graduating class are doing, you can look at previous *SCATTER Chatter Newsletters* on the SCATTER Website. If you know of SCATTER graduates *not on this list*, please ask them to contact me at [kaywell@usf.edu](mailto:kaywell@usf.edu) or send me their contact information. Thanks much.

Dr. Rebecca “Becky” Kaskeski  
Dr. Susan Wegmann

**Class of 1986**

COL Jay R. Popejoy  
Karen Getty Stewart

**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  
Jodi Hacket  
Hennie Moss  
Jan Pritchett Ottinger  
Dr. Jenifer Schneider

**Liam Lehn, Class of 1989**

I moved to Pittsburgh, Pennsylvania, and am a Regional Sales Manager for Entrematic USA, Inc. My favorite time in SCATT was the show at the Tampa Bay Performing Arts Center when I was “SCATTERbell” and bestowed gifts on the new fellow graduates and brought down the house with my performance. SCATT taught me about teaching styles and personalities and how to adapt my teaching style based on my students’ learning style - the colors seminar taught us that while we were seniors getting ready to do our student teaching. While I am not in the field of education anymore, I still use what I learned every time I facilitate corporate training seminars for ASSA ABLOY Entrance Systems.

**1990 - 1996 Director, Dr. Joyce Swarzman**

**Class of 1990**

Michele Fisher  
Ben Johnston

By: **Joan F. Kaywell**

Terri Mossgrove  
Raegan Rodriguez

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Vicki (Kusler) Horton  
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Dr. Monica Verra-Tirado  
J. Michael Woods

**“SCATT taught me about teaching styles & personalities and how to adapt my teaching style based on my students’ learning style . . . While I am not in the field of education anymore, I still use what I learned every time I facilitate corporate training seminars”**

**~Liam Lehn,  
Class of 1989**

**Class of 1993**

Dr. Paula Clark  
Krysten Benenati Douglas

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

**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

*Continued on page 24*

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)

**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

*Continued on page 25*

**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

Geornesia Moses  
Erica Nelson  
Theresa Novak  
Jessica Pickett  
Eloah Ramalho  
Amber Rodgers  
Alexia Ruiz  
Nathalie Sainval  
Scott Sandoval  
Susannah Spear  
Trista Willard

**Elizabeth Moran, Class of 2014**

I am a math teacher at Hudson High School. One of my favorite parts of SCATTER was the Tutor-a-Bull program. Working in the schools was not only a great way to gain experience but it was also fun getting to know the students! The week long senior seminar before our internship was a God send! I learned so many strategies to get my students to work together and refer to the binder on a regular basis.

**Class of 2015**

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

**Amina Stevens, Class of 2015**

I now teach 8th grade English/Language Arts & ESOL at Greco Middle School. I am so thankful for SCATTER, as I wouldn't be the educator/person that I am without the SCATTER Program.



The SunCoast Area Teacher Training and Education Research (SCATTER) is the Honors Program within USF's College of Education.

SCATTER is devoted to the professional development of its members through activities and opportunities provided by experts in the field of education.

The mission of the SCATTER Honors Program is to enhance the teaching profession by producing exemplary teachers who exhibit a passion for lifetime learning for themselves and for the students whose lives they touch. Our objective is to help you achieve your goals and fulfill your dreams of becoming and remaining an exceptional teacher through professional development, service, and research.



**“The week long senior seminar before our internship was a God send! I learned so many strategies to get my students to work together and refer to the binder on a regular basis.”**

**~Elizabeth Moran,  
Class of 2014**

**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

**“I am so thankful for SCATTER, as I wouldn't be the educator/person that I am without the SCATTER Program.**

**~Amina Stevens,  
Class of 2015**

Dear SCATTERs,

The start of the fall semester will be upon us before we know it, and you know that I want you all to be VITAL teachers. It is time to start planning to attend or present at a state and/or national conference. Attending early on in your career, not only earns you workshop credit, but it will give you the confidence and know-how to submit a proposal to present your research at subsequent conferences to become V.I.T.A.L. Most professional organizations or learned societies charge preservice teachers half price to become members. Many provide scholarships, grants, or awards to offset the expense of attending a conference for the first time. With some effort, you can expand your professional network immensely. In my field of English Education, I regularly go to FCTE, NCTE, and ALAN. Ask your favorite professor in you're your major, to recommend what conference would be good for you. Who knows? Perhaps you will present with that professor at a conference one day.

## SUMMER 2016 NATIONAL CONFERENCES

### National Conferences - (NOT SCATTER-sponsored events)

**TESOL (Elementary – Secondary):** May 12-14, 2016, ([SSTESOL](#)) 38th Annual Conference – West Palm Beach

**Early Childhood:** [NAEYC's 2016 National Institute for Early Childhood Professional Development](#), June 5-8, 2016 - Baltimore

**Middle (across disciplines):** June 17-18, 2016, [The Florida League of Middle Schools \(FLMS\) 45th Conference - Hyatt Regency in Sarasota](#) **USF PROFESSOR EMERITUS DR. HOWARD JOHNSTON IS THE KEYNOTE SPEAKER!**

**Technology (Elementary – Secondary):** June 26-29, 2016, [International Society for Technology in Education \(ISTE\) 37<sup>th</sup> Annual Event – Denver](#)

**K-12 (across disciplines):** July 9-11, 2016 [International Literacy Association \(ILA\) Annual Conference – Boston](#)

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

**\$100.00 SPONSORS  
A SCATTER**

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

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.”

**Leave a legacy and buy a personalized brick: - 4 Lines (21 characters each line) for \$100.00.** Click [here](#) for an order form. Your \$100.00 donation supports the SCATTER Program— materials, scholarships, and events for SCATTER students, especially for those in need. **Please help us by contributing \$100.00 or give what you can.** \*\*Please make your check payable to USF Foundation, and mail it to the SCATTER Office, USF College of Education, STOP 105, Tampa, FL 33620-5650 or pay by credit card on line [HERE](#) by scrolling down and clicking on 210040 SCATT-SunCoast Area Teacher Training Fund.