

# SCATTER CHATTER

MAY 2017

Congratulations SCATTER Spring 2017 Graduates!

SCATTER



## Spring 2017 Graduates



### HIGHLIGHTS IN THIS ISSUE:

- THE SCATTER SPRING 2017 GRADUATING CLASS
- HEALTHY ROUTINES & STRESS MANAGEMENT
- AWARD-WINNING TEACHERS SHARE INSIGHTS
- SCATTERS TAKE FIELD-TRIP TO BUSCH GARDENS
- PRINCIPALS OFFER ADVICE ABOUT TEACHING
- SCATTERS ATTEND NATIONAL CONFERENCES
- SCATTERS ENGAGE IN SERVICE



Above: In the Spring 2017 SCATTER Graduating Class of 34 students, there were 20 V.I.T.A.L., five high honors, and nine honors graduates.

Below: Before the Commencement Ceremony began, several students left their respective seats and came forward for a final group photo on May 6th in the USF Sun Dome.



UNIVERSITY OF SOUTH FLORIDA  
COLLEGE OF EDUCATION

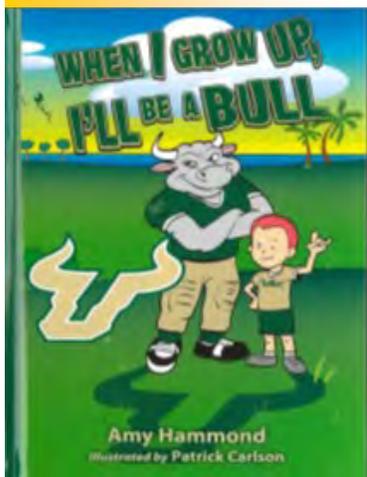


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Go to the SCATTER Store to order for [When I Grow Up, I'll Be a Bull!](#)



**May 2017**

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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.

# A MESSAGE FROM DR. KAYWELL

My sincerest congratulations to the 2017 SCATTER spring graduating class. After Assistant Dean David Allsopp’s welcome, the celebration began with a surprise for me. President Caylee Fredette had the leadership team present me with flowers, a gift card, and a tree made up with their fingerprints and names for the leaves. It took everything in my power not to lose it right then and there because I was next up to give my address to the graduates. It is said that “paybacks are - - -” and I had a couple of surprises up my sleeve for this wonderful group.



Photo Credit: Elizabeth Engasser



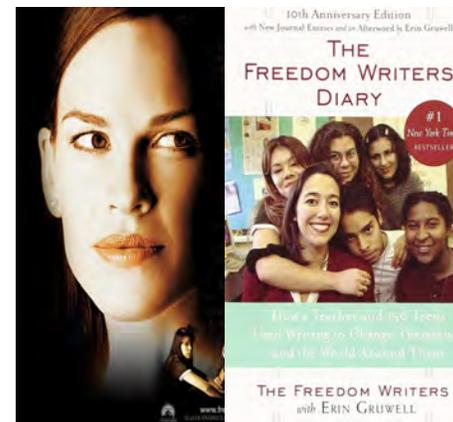
Above (L-R): I was genuinely surprised by Grace Gardner (outgoing Events Coordinator), Elisabet Rivera-Ayoroa (outgoing Secretary), Caylee Fredette (outgoing President), Heather Palmer (outgoing Secretary Pro-tempore), Lindsey Moser (incoming President), Amy Bolick (incoming Events Coordinator), and LaMicah Lindsey (incoming Treasurer) at the beginning of the Honors Celebration.

During my PowerPoint presentation when I offer some final words of wisdom and review the year, I played a *SCATTER Song* that was written by award-winning author and singer/songwriter [Adrian Fogelin](#). She and her music partner Craig Reeder wrote this original song and played it along with pictures I had sent them of these students at various events.

For my final surprise, however, I wowed them with a video made by [Erin Gruwell](#) to welcome them into the profession. As a first-year teacher, Erin showed how writing instead of violence transformed the lives of her students. She wrote *The Freedom Writers Diary* that was made into a [movie](#), starring Hillary Swank, and created the [Freedom Writers Foundation](#) to educate others about the power of the written word. I dare say that I saw at least two students with tears in their eyes and there were many with their jaws dropped. Click [here](#) to hear what Erin had to say. ■



Pictured left: Adrian Fogelin and Craig Reeder play contemporary acoustic music as [Hot Tamale](#), primarily in the Tallahassee area. Click [here](#) to see and hear the song they wrote for the 2017 Spring SCATTER graduates.



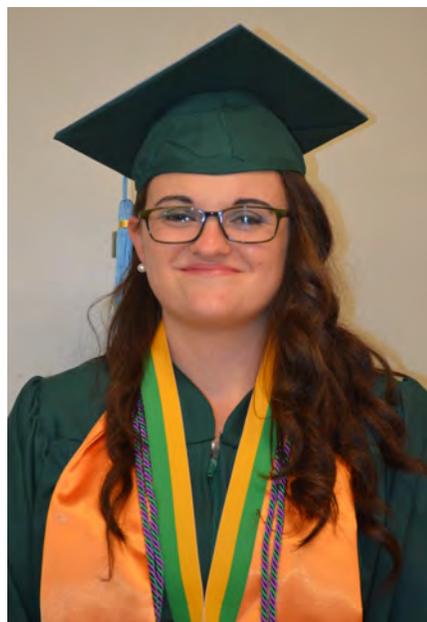
Continued on page 4

2017 Spring Graduating Class

- 1) \*Stephanie Branco
- 2) \*Bailey Brown
- 3) \*Brianna Cahoo
- 4) Cody Chernoff
- 5) \*Mekayla Cook
- 6) Omar Cosme
- 7) Amy Duderwicz
- 8) \*Savannah Fancher
- 9) \*Caylee Fredette
- 10) Grace Gardner
- 11) \*Lauren Gomez
- 12) Matthew Greene
- 13) \*Autumn Handin
- 14) \*Danielle Hange
- 15) Courtney Heatwole
- 16) Kacey Kelly
- 17) \*Christy Langsdale
- 18) \*Stephanie Maione
- 19) Katelyn Marine
- 20) \*Magaly Mendez
- 21) Arthur Narrow
- 22) Heather Palmer
- 23) \*UndreCia Pedraza
- 24) Kali Pruitt
- 25) \*Vibha Rajan
- 26) Meaghen Randolph
- 27) \*Elisabet Rivera
- 28) Wanda Santiago
- 29) \*Amanda Silebi
- 30) \*Kory Wallace
- 31) Jake Weininger
- 32) \*Jacqueline Wotasek
- 33) \*Kaitlynn Zitnar



Above: Graduate of Distinction  
Caylee Fredette  
Below: Graduate of Distinction  
Christy Langsdale



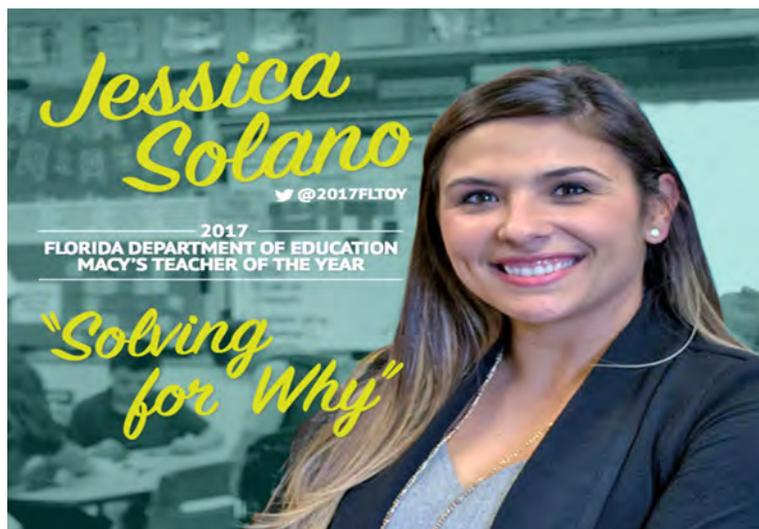
Above: Interim Dean Roger Brindley and former SCATT Director (2005-2007) was awarded the 2017 Spirit of Partnership Award for being a DWIT. He encouraged all graduates to stay in touch and regard the College of Education as their 2nd home.

All SCATTER graduates must have a minimum G.P.A. of 3.5, attend 5 workshops, success summits, and complete 40 hours of service.

**Graduates of Distinction** - demonstrated excellence in the areas of Academic Excellence, Professional Development, Service, and Inquiry/Scholarship/ Research.

**\*Very Inspirational Teachers Accelerating Learning (V.I.T.A.L.)** - completed 40 hours of service & attended 8 workshops during one semester, and completed something extraordinary in their programs.

**High Honors** - completed 20 hours of service & attended 7 workshops during one semester.



Left: 2017 Florida Teacher of the Year Jessica Solano gave the Keynote Address. Her key words were WHY (get students to ask questions), WILLING (ensure their willingness to try), HEART (love your students), and YET (they will learn).

# THE SCATTER V.I.T.A.L GRADUATES



Above - V.I.T.A.L. SCATTER **Stephanie Branco** (English Education): Presented "Impact on Student Learning Analysis: Claim, Evidence, and Rhetorical Appeals" at the Office of Undergraduate Research Colloquium on April 6th, 2017, and again at the COEDU Practitioner Conference April 24th, 2017; attended ALAN in Atlanta, November 2016; presented with Joanelle Morales "What's New & What's Hot in Young Adult Literature for 2016" at the Florida Council of Teachers of English (FCTE) Professional Development Institute (PDI) in Cocoa Beach, October 2016; and studied abroad in Costa Rica, summer 2015.



Above - V.I.T.A.L. SCATTER **Bailey Brown** (Elementary Education): Studied abroad in the Cambridge School's Experience Program in England, summer 2016.



Above - V. I .T. A. L. SCATTER **Brianna Cahoo** (Elementary Education): Presented "Individualized Intrinsic Motivation: How Can It Influence Student Behavior?" at the NAPDS Conference in Washington, D.C., March 2017; presented a poster session "Motivating Students for Academic Purposes" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C., March 2016; and is graduating summa cum laude with a 4.0 GPA for her last two years of study.



Above - V.I.T.A.L. SCATTER **Savannah Fancher** (English Education): Presented with Joanelle Morales "What's New & What's Hot in Young Adult Literature for 2016" at the Florida Council for Teachers of English (FCTE) Professional Development Institute (PDI) in Cocoa Beach, October 2016; and attended NCTE and ALAN in Atlanta, November 2016.



Above - V.I.T.A.L. SCATTER **Mekayla Cook** (Elementary Education): Presented a poster session "Effective Inclusion in Intermediate Elementary" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C., March 2017; and is graduating summa cum laude with a 4.0 GPA for her last two years of study.



Above - V. I. T. A. L. SCATTER **Caylee Fredette** (Elementary Education): Served as President and SCATTER Chatter Co-Editor in Chief of Leaders for Education, SCATTER's Student-Led Advisory Group; presented "Obsessive Compulsive Disorder in the Classroom" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C., March 2017; attended NCTE in Atlanta, November 2016; volunteered over 250 service hours; attended 24 workshops during her time as a SCATTER member; served on the COEDU's Dean's Website Workgroup; sent care packages and letters to troops overseas in collaboration with Seffner Elementary School; and is a USF College of Education Graduate with Distinction Award winner for spring 2017.



Above - V.I.T.A.L. SCATTER **Lauren Gomez** (Elementary Education): Presented a poster session, "Fostering Parental Involvement through the Use of Classroom Websites" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C., March 2017.



Above - V.I.T.A.L. SCATTER **Rachel Gregory** (M.Ed. TESOL): Studied abroad in Costa Rica, summer 2017.





Above - V.I.T.A.L. SCATTER Autumn Handin (Elementary Education): Presented "Teaching Social Studies in 15 Minutes" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C., March 2017; studied abroad in Costa Rica, summer 2016; volunteered over 800 hours in schools; and is graduating summa cum laude with a 4.0 GPA for her last two years of study.



Above - V.I.T.A.L. SCATTER Danielle Hange (Middle Grades Science Education): Co-presented with UndreCia Pedraza "Obstacles and Opportunities: Creating and Keeping a Clinically-Rich STEM Middle Level Residency Program" and "Pre-Service and In-Service Teachers Speak Out: The Importance of Clinically-Rich STEM Middle Level Teacher Preparation Programs" at the Association for Middle Level Educators (AMLE) Symposium on Middle Level Teacher Education in Austin, Texas, October 2016; and is graduating with a 4.0 G.P.A for her last two years of study.



Above - V. I. T. A. L. SCATTER Christy Langsdale (Middle Grades Science Education): Graduating with a 4.0 GPA for her last two years of study; and is a USF College of Education Graduate with Distinction Award winner for spring 2017.



Above - V.I.T.A.L. SCATTER Stephanie Maione (Middle Grades Science Education): Graduating with a 4.0 GPA for her last two years of study.



Above - V.I.T.A.L. SCATTER UndreCia Pedraza (Middle Grades Science Education): Co-presented with Danielle Hange "Obstacles and Opportunities: Creating and Keeping a Clinically-Rich STEM Middle Level Residency Program" and "Pre-Service and In-Service Teachers Speak Out: The Importance of Clinically-Rich STEM Middle Level Teacher Preparation Programs" at the Association for Middle Level Educators (AMLE) Symposium on Middle Level Teacher Education in Austin, Texas, October 2016.



Above - V.I.T.A.L. SCATTER Magaly Mendez (MAT English Education): Presented "Incorporating Additional World Literature into the 10th Grade Curriculum" at the Florida Council of Teachers of English (FCTE) Professional Development Institute (PDI) in Cocoa Beach, October 2015; recipient of the Alice V. and Thomas C. Kraemer Scholar Endowment, 2015; and volunteered over 250 service hours.

Above - V. I. T. A. L. SCATTER Magaly Mendez (MAT English Education): Presented "Incorporating Additional World Literature into the 10th Grade Curriculum" at the Florida Council of Teachers of English (FCTE) Professional Development Institute (PDI) in Cocoa Beach, October 2015; recipient of the Alice V. and Thomas C. Kraemer Scholar Endowment, 2015; and volunteered over 250 service hours.



Lower Left - V.I.T.A.L. SCATTER Elisabet Rivera (Elementary Education): Served as Secretary of Leaders for Education, SCATTER's student-led advisory group; presented on a panel at the American Association of Colleges for Teacher Education (AACTE) Conference, March 2017; studied abroad in Costa Rica, summer 2016; attended 24 SCATTER workshops; served as Intern Fellow for her cohort; and is graduating summa cum laude with a 4.0 GPA for her last two years of study.



Above - V.I.T.A.L. SCATTER Kaitlynn Zitnyar (Exceptional Student Education): Presented "Improving Student and Teacher Self-Efficacy through Culturally Responsive Teaching" at the USF Undergraduate Research and Arts Colloquium, April 2017; and is graduating with a 4.0 G.P.A for her last two years of study.



Above - V.I.T.A.L. SCATTER **Amanda Silebi** (Elementary Education): Served as Vice President of Leaders for Education, SCATTER's student-led advisory group; presented a poster session "Let's Talk about It" at the National Association for Professional Development Schools (NAPDS) Conference in Washington, D.C., March 2017; studied abroad in Costa Rica, summer 2016; attended NCTE in Atlanta, November 2016; volunteered over 145 service hours; attended 29 SCATTER workshops; and is graduating summa cum laude with a 4.0 GPA for her last two years of study.



Above - V.I.T.A.L. SCATTER **Kory Wallace** (Elementary Education): Graduating summa cum laude with a 4.0 GPA for her last two years of study.



Above - V. I. T. A. L. SCATTER **Jacqueline Wotasek** (English Education): Presented "Impacting Vocabulary: Impact on Student Learning Analysis" at the Office of Undergraduate Research Colloquium on April 6th, 2017, and again at the COEDU Practitioner Conference on April 24th, 2017; attended NCTE and ALAN in Atlanta, November 2016; and presented with Joanelle Morales "What's New & What's Hot in Young Adult Literature for 2016" at the Florida Council of Teachers of English (FCTE) Professional Development Institute (PDI) in Cocoa Beach, October 2016.



## THE SCATTER HIGH HONORS GRADUATES



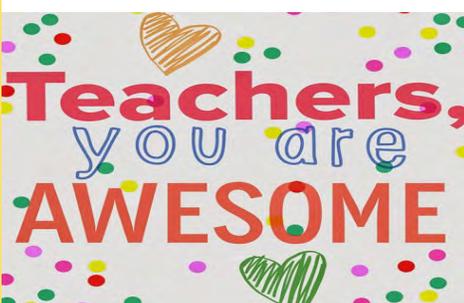
Above - High Honors SCATTER **Omar Cosme** (English Education): Served as SCATTER Chatter Co-Editor-In-Chief of Leaders for Education, SCATTER's student-led advisory group; and presented with Joanelle Morales "What's New & What's Hot in Young Adult Literature for 2016" at the Florida Council of Teachers of English (FCTE) Professional Development Institute (PDI) in Cocoa Beach, October 2016.



Above - High Honors SCATTER **Amy Duderwicz** (Social Science Education): Served as Treasurer of Leaders for Education, SCATTER's student-led advisory group.



Above - High Honors SCATTER **Arthur Narrow** (Elementary Education).



Above - High Honors SCATTER **Heather Palmer** (Elementary Education): Served as Secretary Pro-tempore of Leaders for Education, SCATTER's student-led advisory group.



Above - High Honors SCATTER **Jake Weininger** (Elementary Physical Education): The first SCATTER to get Student Government travel funding to attend the SHAPE America Conference in Minneapolis, April 2016.

# THE SCATTER GRADUATES



Above - SCATTER Cody Chernoff (Secondary Physical Education).



Above - SCATTER Matthew Greene (Social Studies Education): Studied abroad in Costa Rica, summer 2015.



Above - SCATTER Kali Pruitt (English Education).



Above - (not pictured) SCATTER Courtney Heatwole (Elementary Education).



Above - SCATTER Kacey Kelly (MAT Elementary Education).



Above - SCATTER Meaghen Randolph (Elementary Education).



Above - SCATTER Grace Gardner (Math-ematics Education): Served as Events Coordinator of Leaders for Education, SCATTER's Student-Led Advisory Group.



Above - SCATTER Katelyn Marine (Elementary Education): Attended NCTE in Atlanta, November 2016.



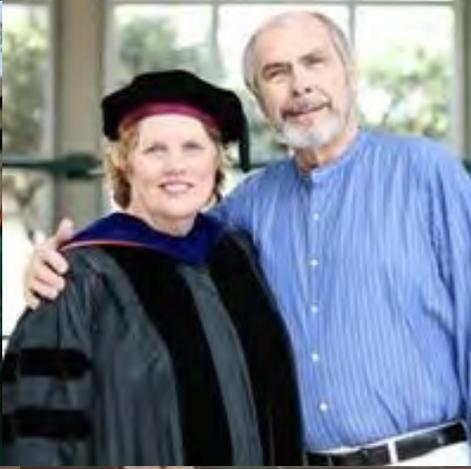
Above - (not pictured) SCATTER Wanda Santiago (Elementary Education).

# THE SCATTER MORTAR BOARDS



# A COLLAGE OF CELEBRATION





## HEALTHY ROUTINES AND STRESS MANAGEMENT FOR EDUCATORS (3/3/17)

By: Amy Whitehurst

As prospective teachers, current teachers, or simply human beings, stress is a part of life and learning how to deal with stress in a healthy way is beneficial for all. Sakina Kudrati and Elizabeth Seymour from USF's [Responsible Education and Action for Campus Health](#) (REACH) shared their knowledge about stress management and healthy routines with SCATTERs during this workshop.

This workshop was offered during mid-term week – just when we needed it – and the first section dealt with stress. There are two types of stress: eustress and distress. Eustress is a positive or productive stress; whereas, distress is negative and harmful to the body. SCATTERs participated in a “Snowball Effect” activity in which everyone was asked to write down his or her personal stressors. Examples written down included the following: exams, not enough time to do everything, and life in general. Once a stressor was written down, it was immediately crumbled up and thrown across the room to a specific area. The action provided relief, yet symbolized that if you continue to let stress pile up, it can get out of hand. Three main tips to handle stress were provided by the REACH team:

- Learn to recognize stressors.
- If you need more help, ask for it.
- Avoid negative coping mechanisms; use positive ones instead.

Time management is an essential component when discussing

stress. The REACH team advised us to

- Make a plan,
- Attend all classes,
- Determine if you are a morning or night person and adjust accordingly,
- Learn to focus,
- Say “no” when you need to,
- Write “To Do” lists,
- Post syllabi in obvious places, and
- Keep an agenda or academic organizer.

**“The amount of stress one has parallels with the amount of sleep one is getting, meaning that if you are sacrificing sleep while stressed, you are more likely to remain stressed.”**

~REACH Team

The amount of stress one has parallels with the amount of sleep one is getting, meaning that if you are sacrificing sleep while stressed, you are more likely to remain stressed. Only 20% of adults report that their sleep is “good” or “excellent” and 37% of adults report stress-related fatigue or sleepiness. Sakina Kudrati phrased it well by stating, “Stress combined with lack of sleep is a vicious cycle.” To combat this cycle, it is recommended we get 7-9 hours of sleep per night.

Another method to alleviate stress is simple: laugh! Laughter has numerous health benefits including: stimulating organs, improving mood, relieving pain, improving the immune system, and activating/relieving stress responses in the body. Watching comedies as a way to relax will help alleviate stress. Additionally, meditation can help ease stress. There are many forms of meditation: mantra, yoga, Tai Chi, and mindfulness meditation. Guided meditation videos can also be found on YouTube. In this workshop, we watched a YouTube video titled, “[Five-minute calming meditation \(with guided voice\).](#)” Meditation allows you to focus attention to eliminate stress, and it has many emotional benefits.



Above: Sakina Kudrati, a member of the REACH Team, gave us healthy habits to live by that will decrease stress.

The second part of this workshop focused on healthy routines. One of the first steps of being healthy is one that is often overlooked: eating breakfast. Having a balanced and healthy breakfast provides the body with nutrients throughout the day, helps maintain body weight through metabolism, and creates more strength and endurance to engage in physical activity. Some tips for creating a healthy breakfast are

*Continued on page 12*

to include 2-3 food groups, prepare meals advance, buy portable foods, and replace coffee with orange juice or milk. Another recommended way to monitor food intake and exercise is with the app called “[My Fitness Pal](#).” This app allows you to monitor what you eat and drink as well as how much you eat and drink. It is also important to “rethink your drink” and drink water on a regular basis. Sodas and other drinks contain so much more sugar than the body needs, and water hydrates the body and leaves one feeling refreshed while most sodas can leave one feeling sluggish once the caffeine wears off. If you prefer flavor, add it to your water by using lemon or lime; these additions have the added benefit of detoxing the body.

“LIFE  
IS BETTER  
WHEN  
YOU’RE  
LAUGHING



What is something we all know we need to do but often find excuses to avoid doing? If you said “exercise” then you are correct! Physical activity is essential to maintaining a healthy lifestyle. It is recommended to do 150 minutes per week of moderate-intensity activities or 60 minutes per week of vigorous-intensity activities. Muscle strengthening



Above: Elizabeth Seymour, a member of the REACH Team, gave us ways to exercise conveniently at home and suggested we watch how [Terry Crews](#) does it for a good laugh.

activities such as squats, bench presses, and pull-ups should occur two or more days per week that work all major muscle groups. The [USF Recreation Center](#) also provides many group fitness classes that meet these requirements. Other USF resources include [Riverfront Park](#), Intramural and Club sports teams, and the [Share-A-Bull Bikes](#) Program.

Tips provided from the REACH team on achieving/maintaining a healthy weight are as follows:

- Eat at least 3 times per day.
- Eat slowly; this gives time for the brain to tell the body it is full.
- Pick lean meats and low fat foods.
- Make fruits and veggies part of each meal.

Additionally, the [USF Center for Student Well-Being](#) has Wellness Center with a registered dietician that is willing to work with you individually to set up a plan to achieve your personal goals of losing or maintaining weight.

The REACH team reported that 75% of USF Bulls drink 0-4 drinks per week. It is important to drink responsibly and this means understanding the standard drink size and [blood alcohol content](#) (BAC). Blood alcohol content is based on biological sex, weight, number of drinks consumed, and number of hours spent drinking based on a [standard drink](#) (one 12 oz. beer or 5 oz. of wine). The Wellness Center will provide you with a free BAC card if you want one. Additionally, there is an app called “[Watch Your BAC](#)” that can help you set goals, tell you when to stop drinking, and will even order a ride for you if you should not drive. Maintaining a BAC of 0.05 or below is encouraged for the most enjoyable effects. Dr. Kaywell also mentioned the ethics involved in the teaching profession regarding drinking. You should not order drinks at restaurants where students attend or work, and you should always be responsible in public and on social media. As a teacher, you are held to a higher standard and should always be cognizant of that fact.▪

## AWARD-WINNING TEACHERS SHARE INSIGHTS ON BECOMING AND STAYING SUCCESSFUL EDUCATORS (3/11/17)

By: Katherine Reinecke



Above (L to R): *Diane McKee*, 2016 Florida Department of Education Macy's Teacher of the Year, Williams Middle Magnet, Hillsborough County; *Christie Bassett*, 2015 Florida Department of Education Macy's Teacher of the Year, Highlands Grove Elementary, Polk County; *Joanna Hapner*, 2014 International River of Words Teacher of the Year, Booker Middle School English teacher, Sarasota County; *Paula Berry*, 2013 Pasco Teacher of the Year, Wiregrass Ranch High School English teacher; *Christopher Pauling*, 2012 FCTE Beginning Teacher of the Year Award Winner, Booker Middle School English teacher; and *Kathy Wasserman* (standing), 2014 Ida S. Baker Educator of the Year Finalist, Franklin Boys Preparatory Academy ESE Teacher.

The Saturday before Spring Break, a panel of amazing educators convened at USF to offer words of wisdom to all of us SCATTERs. A variety of similar themes were woven among the individual presentations as well as the question and answer session that followed. Read on and see if you can pick them up the themes for yourself as you continue.

### **Kathy Wasserman's Insights:**

- You have to connect with the students and their families. Greet every student every day and add connection comments (i.e., "How was your soccer game?"). Search for the good to make deposits into their emotional bank accounts and give positive referrals; this helps tremendously when you need to make a withdrawal and give negative notices to the parents/

caregivers. Remember, the kids that need you the most are often the most difficult ones.

- Surround yourself with positive people and positive experiences.
- Movement in the classroom is really important. Don't have the students sitting ALL day.
- Allow students to have a bottle of water at their desk.
- Structure is vital. Have a procedure for everything and practice those procedures (school-wide as well as in the classroom).

### **Christopher Pauling's Insights:**

- Don't ever be at your desk; in fact, get rid of your desk!
- Build a foundation with students that is based on respect. Have students complete an interest inventory to find out their hobbies, strengths, and weaknesses. Open-ended questions are best. Call students by name. Attend

various events that your students are involved in (sporting, theater, etc.). Offer second chances but know when to draw the line.

- In the classroom teach to your strengths, interests, passions, and supplement; don't rely solely on the textbook. Allow students to respectfully debate and ask questions. Only assign meaningful homework, grade it promptly, and provide meaningful feedback. Ask permission, not forgiveness. Make your expectations clear.
- Integrate the art and creative writing (meme contests, readers theater, improv, photography, book trailers, sketch notes, etc.). Offer choices as much as possible.
- Family and community involvement is a requirement on your part. Get families involved, invite them into your classroom. Make

*Continued on page 14*

and break traditions. Have a minimum of one fieldtrip per year. Update your website frequently; daily is good. Use a message system such as [re-mind.com](http://re-mind.com).

- Make cool stuff happen over and over again. Don't just teach content, teach life lessons, too.
- On your off time, relax but be aware of opportunities to integrate (take notes and photos). Professional development is a must! Avoid negativity. Be professional. Work hard, play hard, and make a difference.



Above: Paula Berry emphasizes that she cherishes the crown her students gave her more than any award she's ever won.

### Paula Berry's Insights

- Part of being an award winner is being able to talk with future teachers. I'm not here to teach you what to do to be successful, but to help you identify your goals, which, in turn, helps you identify success. What does success mean to you?
- Stay positive with stakeholders – families, students, self, and coworkers – even when things aren't going well. Remember why you came into this profession in the first place. Write a letter to yourself, before you graduate, to read in the future as a reminder when you are having a rough time.

- Staying successful is gained through experience. Balance is important. Define what is important to you. Being named teacher of the year was great; however, the award I won because my students took the time to nominate me because I had a "profound and inspiring impact on their lives" — that's what means the world to me.



Above: Joanna Fox implemented and gave testimony that the "Kaywell 5 for Becoming and Staying a Happy and Successful Teacher" has worked for her.

### Joanna Fox's Insights

- It begins at the door. Make it inviting and non-conforming. I have a welcome mat and plants. Students know right away that they are coming into a unique place.
- You are all the ages you have ever been; that 12-year-old is still inside you. The kids they are (your students) and the kid you were can connect.
- I love this quote given to me by a former student, "Everything is something, but it is nothing until it is said."
- Incorporate philosophy whenever you can, but don't let them know it. For example, ask them, "How can you define 'time' in 5 words?"
- Art integration gets to the core of instruction. Postcards and paint cards are a good source of inspiration. Create a "story bag" – a bag with miscellaneous

items where the student has to create a story that incorporates the items.

- Implement Kaywell's 5 Truths: Join professional organizations, read professional publications (keep current), attend conferences, gather with like-minded people to dialogue about education, and take time for yourself.
- Find a way to make your class and the curriculum your own.
- You never know when an opportunity becomes a moment of a lifetime.

### Christie Bassett's Insights

- Build a network of positive friends: Network within the school – that's who you go to when you have a bad day – and friends outside of school who value education. Be nice to the "not nice."
- Enjoy your time away from work: When you are at work, be devoted. When outside of work, give yourself permission to allow your mind to be elsewhere.
- Read! It's hard to encourage your students to read if you don't read. Read for pleasure. Read educational books and journals; it's the easiest way to continue your education.
- Always find a reason to laugh: Laugh with your students and at yourself.
- Remember, even sane people are "crazy" about their children: Don't take it personally when a parent "goes off." Stay calm and understanding.
- Seek out professional development opportunities: Professional development opportunities are everywhere – inside the school, district, professional organizations. Look for opportunities. Strongly consider finding something that isn't in your subject

area; it helps with cross-curricular integration.

- **Change it up!** If you don't appreciate change, you're in the wrong profession! Reinvent yourself occasionally – change your grade level, subject area, school.
- **Get involved with charitable and civic organizations:** Professional organizations are great; however, volunteering with service organizations is also important. It allows the community to know its teachers, especially if they don't have kids. Through conversation you can help them understand what teachers do, what the standards mean, etc.
- **Work hard each day. You will be tired, but you will be fulfilled:** If you don't go home exhausted, you may not be putting in much effort. With that said, your students should be putting in more effort in the classroom than you!
- **Teachers are the Golden Thread that bind a love of learning, sculpt a future of intellect, and tie students to hope of a better future:** You really are a beacon of light in a job that really isn't very glamorous; but it is the best profession there really is!

### Diane McKee's Insights

- What is success? How do you measure it? Why do you want to be a teacher? It is easy for negativity to have a bandwagon effect. You have to remember your WHY– why are you doing lessons at 4 a.m.? You need to find a way to walk away from the minutia.
- Ms. McKee approached and recorded other educators, asking for their advice and words of wisdom for future educators.



Above: Diane McKee shares what Secretary of Education Dr. John B. King, Jr. told her on May 5, 2016, "During that chaotic and frightening time in my life, school was my refuge and teachers were my saviors."

Here's what they told her to tell us: Interact with the kid and be a part of their lives; be resilient and learn to adapt; when you know your purpose, work is easy; helping even one student is rewarding and is more than a paycheck; it's the human connections that make teaching worthwhile so make them wonderful.

- The worst kids are never absent. For them, school is their refuge and teachers are their saviors.
- You have to love what you do – for the kids.

**“The worst kids are never absent. For them, school is their refuge and teachers are their saviors.”**

~Diane McKee

- I live by two mottos: 1) I am a lifelong learner. My student's change yearly, and I need to change, too. 2) I need to surround myself with intelligent people who are way smarter than I am.
- Why do YOU teach? Don't let anyone tell you what success is.

### Six Questions Were Asked and Many Answers Were Given

*How can you integrate the arts into a core content such as chemistry?*

CB: Most middle and high schools have a kiln. Consider pottery and teach them about changes in matter and chemical changes.

JF: Chemistry between people exists; look at personalities. Make learning at a human level.

CP: Have students create a meme about a summary paragraph. Make a periodic table using examples of the elements, such as a penny for copper. Allow students to “doodle” during a lesson if the doodles are focused on the content.

*How do you find a school that's a good fit?*

KW: Research the school: visit their website, twitter, and ask around – teachers know teachers who know teachers...Any of you are welcome to visit Franklin and spend a day with me.

JF: Create a space for positive people to come to you. The classroom isn't just for your students.

CB: Don't be afraid to move if it isn't a good fit, and use it as a learning experience. A school that lets you be yourself is usually a good fit.

DM: Don't let others tell you what you need or what is a good fit. It starts with administration; they set the school culture. If you are considering a school, ask to shadow a teacher for a few days. Be careful and don't necessarily take the first job that you are offered unless you are sure.

PB: There is a lot to be gained from negative experiences but move on.

*What is one piece of critical advice you would give a new teacher?*

CP: It is important to reflect on the lessons. Ask yourself, "What worked and what didn't?" Be flexible and ask for help.

**“Reflection is a tool, not just a buzzword. Reflect after each lesson (if possible) and at the end of the day.”**

~Paula Berry

PB: Reflection is a tool, not just a buzzword. Reflect after each lesson (if possible) and at the end of the day.

KW: Make a positive connection with students and their families. Ask parents, "Tell me something you wish I knew about your child." Start a conference with something positive. Parents are giving you their best even though it might not be what you would consider best. Use the phone whenever possible; written communication can be misinterpreted.

DM: The first two weeks are the most critical. Be intentional and be prepared. Procedures for everything are important. Greet every child at the door by name every day.

CP: Smile from the very first day.

JF: Be over prepared and have extra lessons as well as a backup plan. Always keep a book handy for a read-aloud.

KW: Technology will inevitably malfunction and usually will happen during an observation. Have a backup plan.

*How often do you interact on social media with students and families?*

CP: Daily! But you do have to be careful.

PB: If administration seems reluctant to allow teachers to have a social media presence, invite them to join the group. Give them login information.

Dr. K: Be purposeful in how you use it.

*What do you do the first week? How do you build a classroom environment?*

JF: Have a pile of quotes in the middle of the table. Have students

find one they connect with and justify why.

PB: Greet each student, shake their hand and on Friday, fist-bump. On day one, teach policies and procedures. Have students complete an open-ended questionnaire about themselves. On day two, establish classroom rules and expectations. Require that students learn each other's names by the end of the first week; this all builds community.

CP: Have students complete an interest inventory and do team-building exercises. Pass around a calendar and have students annotate significant/important dates to them; remember to acknowledge those dates when they happen

Dr. K: Have a "class book" & assign a moderator who is responsible for recording all content for the day & leading a 5-minute review the following day. This is very handy when absent students return to class.

*What do you consider best practices for working with ELL students?*

DK: Visual, visual, visual! Students need to see the words to make connections to them. Label everything in the room. Honor the silent period for them to respond.

KW: For ESE/504 students, color-code the class roster and note accommodations. Know who they are because you are responsible for meeting their IEP goals.

CP: Ensure others on the team also know what works & what doesn't work with each student. Provide a detailed account and offer feedback of the students needs (i.e., student uses the restroom daily for seven minutes at 10 a.m.).

PB: Be an advocate and be the voice they can't be. These are the students (ELL/ESE/504) that often need us the most. ■

# FIELDTRIP: EDUCATORS AFTER DARK SPEEPOVER AT BUSCH GARDENS (3/11/17)

## An Overview by Haleigh Dykes

Before spring break, we had the honor of being able to attend “Educators After Dark: Zookeeper for a Night” with fellow SCATTERs. We began our adventure by doing a quick overview of the evening and then headed to the elephant interaction area. We learned how they train their elephants and saw some of the behaviors in action. All of the animals at Busch Gardens are on a choice-based system, meaning the trainers never force the animals to do something they don’t want to do. The animals know their trainers and even have favorites.



Above: This elephant loves to have her tongue rubbed.

Our next stop was dinner of pizza, salad, fruit, and assorted beverages. After dinner, we got to make a snack for the primates. This was a really fun activity with a lot of laughter, especially Dr. Kaywell’s team who had difficulty securing the banana leaf. This activity would be good for children who are learning mathematical skills because we had to weigh the food and calculate the calories to make sure that we did not overfeed them.



Above (L to R) Standing: Alexandra Shelton, Ennis Cruz Gonzales, Henry Leng, Lindsey Moser, Jonathan Richman, Stephanie Branco, Andrea Thompson, and Durand Brandt.  
Sitting (L to R): Wei Ling Kuo, Magaly Mendez, Dr. Kaywell, and Haleigh Dykes.



Above: SCATTERs receive instruction about preparing enrichment snacks for the gorillas.  
Below: Dr. Kaywell’s team’s finished snack.



Above: Kaywell’s team - Wei Ling Kuo, Alexandra Shelton and (not pictured) Ennis Cruz Gonzales.

They had us do an activity where we role-played as animals and trainers. We were not allowed to speak and had to use nonverbal cues to get the “animal” to perform the activity that we wanted.

Eye movement, hand gestures, and facial expressions were all useful, and the point was made that we could do the same for classroom management in school.

To wrap up our evening, we got to walk through the tiger exhibit, since the area where we slept overlooked the tigers. It was interesting to learn more about how the white tiger was created. The only way they are produced is by inbreeding, which is why they typically have health issues. Other tigers can live up to 26 years, and they are cats who actually enjoy swimming.



Above: In the morning, we saw the primates eating the snacks we made them.

All in all, it was a wonderful experience, and I definitely think it is something all teachers should do as well as something I would like to do again in the future. Other animals we interacted with and learned about include a baby alligator, an echidna, lesser bush babies, and a pixie frog. There are many BG [learning opportunities](#).

### The Echidna by Lindsey Moser

While at Busch Garden's, we held the "Weirdest Animal Contest" with the trainers. They presented us with many different species; however, I have the honor of informing you about our winner – the [echidna](#). This animal is commonly found in Australia

and New Guinea. Being so small, the echidna has many natural predators. Their body has adapted and created a safe-zone for them. The quills we see on the echidna are actually modified fur. They have a shorter, softer layer that keeps them warm but the longer, harder quills are made of keratin to ward off predators. If an echidna is under attack, it can simply burrow into the ground thereby exposing only its tough quills and hiding its soft underbelly. You will also notice that the echidna has a beak appearance to its snout. They use it to scrounge up their favorite prey like ants, termites, grubs, larvae, and worms. Their nickname, spiny anteater, is fitting. Their snout literally receives electrical signals from their prey, enabling them to find and lick up their meal.



Above: An echidna, or spiny anteater, was the weirdest animal we learned about.

None of this may be so far off the grid of normality for you, but wait until you hear about the mating behaviors of the echidna. This is where the echidna really earns the weirdest animal title! The echidna is one of the few mammals that lay eggs rather than giving live birth. It is very simple to know when mating season begins for the echidnas

by watching the males. At the start of the season, the males will create a train (nose to tail) behind a female until she is ready to mate. Once the female has decided that it's time, the males will create trenches and battle it out. The last one in the trench is the winner and can mate with the female. After becoming pregnant, the female will lay her egg into a flap of skin that creates a sort of pouch for the egg. After 10 long days, the baby will break out of the egg and be known as a puggle! However, the strangest thing about mating season is not the train or the laying of eggs. Again, it's all about the males. Echidna males are the only known animal to have a four-headed penis. While this shocked all of us, it is actually for a good reason – competition. The echidna males want to send as much of their biological genes into the world as they can.

### The Pixie Frog by Ennis Cruz Gonzalez

Described as a "green circle with eyes" by the Busch Garden's nutritionist, the [pixie frog](#) was a creature that struck everyone's interest so much that the staff had to show us the frog before we left the park. The frog's scientific name is *pyxicephalus*, thus being dubbed the pixie frog. Do not let its name fool you; this type of frog is the second largest in the world! Actually, the scientific word *pyxis* is Latin for "round box" while *cephalus* means "head." This is a fitting name since the creature is quite literally a "green circle with eyes." It is also known as the African bullfrog.

The Pixie Frog has a stationary life. The frog burrows itself into muddy ground with its mouth

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wide-open, waiting for any form of sustenance to fall into its jaws. As a result, its eating cycle is very difficult to follow. The nutritionist explained that since this frog rarely moves and its eating is erratic – food might appear three days in a row every other day – it can be difficult to determine when to feed the animal. Additionally, since it’s round and soft, there is not an exact way to determine if the frog is eating too much or too little while being housed in a controlled environment like Busch Gardens. For that reason, having a skilled nutritionist is important to the park and zoo nutritionists are very hard to find.



Above: Though the pixie frog literally waits for food to drop into its mouth, it is big and round.

Below: There are only 18 zoo nutritionists in the United States, and Busch Gardens is fortunate to have one of them.



**Gorillas** by Stephanie Branco

On the night we visited the kitchen where the food for the animals is prepared and stored, we were given a worksheet which explained how to calculate how much enrichment the gorillas

needed and how many calories they could eat. We were given ingredients and were left to figure out the math. We used banana leaves to make gorilla burritos and stuffed them with peanut butter, seeds, greens, and fruits. The next morning, we watched as the gorillas enjoyed their treats while learning a bit more about them.



We learned that, like humans, gorillas grow slowly until roughly 16 years. Also like humans, babies cannot walk when they are born; they have to learn. Infants nurse up to three years. Infant gorillas, like the one pictured above, have a white spot on their backs. This shows adult gorillas that they are still young and are allowed to make mistakes. Once gorillas grow up, they lose their spot and begin the transition into adulthood.



Above: Never kiss a lesser bushbaby. Read the article to find out why.

**The Lesser Bushbaby** by Jonathan Richman

During the tour of the Animal Care Center, the zoo veterinarian

an told us about her next procedure with a group of [lesser bushbabies](#). The lesser bushbabies are small primates from Africa, residing in trees from jungles to the savannah. These cute little guys unfortunately suffer from chronic gingivitis, a disease that all animals can suffer from. The veterinarian revealed to us that most of the bushbabies in zoos suffer from this disease and the cause of this is unknown. The Busch Garden’s veterinarian learned how to remove the diseased areas from the lesser bushbabies from a human dentist.



Above: The Busch Gardens’ veterinarian holds a very large anesthesia tube.



Above: Just ask Alexandra Shelton, Ennis Cruz Gonzalez, Wei Ling Kuo, Lindsey Moser, and Jonathan Richman if it is worth the time and energy to go.

Finally, we have one question for our readers. Do you know of an animal more weird than the echidna? We would love to know. ■

## PRINCIPALS' PANEL: WHAT EVERY TEACHER NEEDS TO KNOW ABOUT BEING A SUCCESSFUL EDUCATOR (3/22/17)

By: Sasha Powell



Above (L to R): *Kris Bennett*, Principal at Brooks DeBartolo Collegiate High School; *Heath Beauregard*, Principal at Adams Middle School; *A. Danny Camacho*, Former Assistant Principal at Seminole Heights Charter School, Current Academic Assistant Dean of Associate in Arts at HCC, & 1995 SCATTER graduate; *Dr. Paula Clark*, Former Assistant Principal of Winding Waters Elementary K-8, Supervisor of Federal Programs and Professional Development, & 1993 SCATTER Graduate; and *AnnMarie Courtney*, Former Principal of Aparicio-Levy Technical Center, now Supervisor, Career & Technical and Adult Education & 1989 SCATTER Graduate.

After working all day, these five administrators left their respective schools to share their words of wisdom with us SCATTERS. They said so much that I thought it is best if I share their insights in note form rather than in paragraphs.

### **AnnMarie Courtney's Insights:**

- Never Say Never – I never dreamed I'd become an administrator and look at me now.
- Always be growing professionally – your views and focus will change, especially as your life changes. Don't become stagnant; always develop your skills.
- Focus on what your students need to be successful. Recognize that not every kid is going to college. Technical Career Education should be an option.
- Every child can learn, and it's your job to meet every student's

needs in the classroom. Planning is not about the curriculum guide. It's knowing where your students are and raising them up! Remember the 2 C's – keep it child-centered and care – and make learning equitable for all students. Every part of the day needs to be planned.

- Advocate for the profession. We have become passive in our reaction to legislation so know your legislators and representatives, especially now.

**“I can teach you how to be a good teacher, but I cannot teach you how to be a good learner.”**

~Dr. Paula Clarke

### **Dr. Paula Clarke's Insights**

- Being happy in education is about you being happy as a person. If you are a happy person and not happy at one school doesn't mean you can't be happy at another; it's about being in the right school for you.
- Education provides connections so you need to build relationships with colleagues and students.
- Be mindful of your attitude when challenged. Accept it and have a growth mindset ([Carol Dweck](#)), not a fixed one. Choose to continue to work out problems, knowing you just can't do it – yet. Be positive, persevere, use your relationships and connections to help problem solve. “I can teach you how to be a good teacher, but I cannot teach you how to be a good learner.”
- Understand the power of your words; they impact children for

*Continued on page 21*

better or for worse. Have the mindset to go in and make a positive difference in students' lives; there's not a child who can't learn and who can't grow.

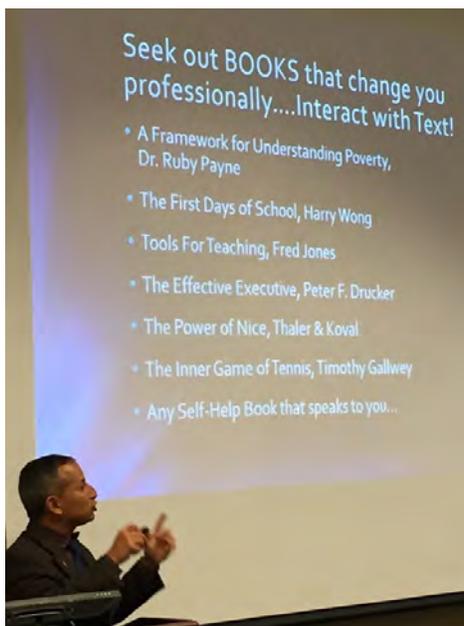
### A. Danny Camacho' Insights

- Every job prepares you for the next thing you will do in this career choice. Always remember why YOU chose to enter the profession.
- The profession will change you; it's changing you now. You will learn things about yourself; reflect on it. You will learn things about others; reflect on it. You will see things about your students that hurt; don't be afraid.
- You will meet "scary" kids; be "tough" or learn how to fake it.
- Seek out books that will change you professionally. Interact with your text, have simple goals, find data and use data but make sure it's good information.
- Longevity = stamina + resilience + perseverance.
- Don't let negativity bring you down; keep your sense of humor and tell them "move out of my way I have a life to change." You have to have a work/life balance.

**"Longevity =  
stamina + resilience +  
perseverance."  
~A. Danny Camacho**

### Heath Beaugard's Insights

- Know your standards. The paradigm has shifted from teaching curriculum to teaching standards. It's okay to let the curriculum go. If you teach the curriculum, sometimes you lose



Above: A. Danny Camacho shared some books that have impacted his career and encourages all of us to keep reading and learning even after we graduate.

the standards. Go through your plans and highlight where you hit the standards. Collaborate – it's okay to not do it all on your own.

- [Charlotte Danielson](#) lists four domains in her framework of teaching in this order: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, but I believe Professional Responsibilities and behavior is the most important of all of them; the rest then naturally follow.
  - Be a professional.
  - Dress professionally.
  - Act like a professional.
- Planning and Preparation comes next.
  - Reteach if needed.
  - Differentiate instruction.
  - Know your kids and know your data.
- Environment is third.
  - Create a safe environment conducive to learning.
  - Have a behavior management plan
- Instruction is important but is

the least important in this list.

- Use higher-order thinking and higher-order questioning.
- You must be reflective in your practice. For example, "Maybe it was my fault if everyone fails an assessment."
- Perfectionism doesn't work in teaching. The dumbest question is the one you don't ask.
- Read the book, [Never Work Harder than Your Students](#).
- Don't take things personally. It's never about you, it's about the kids. Look at constructive criticism as a growth opportunity.
- My advice when you get your first job: know that you don't need to know everything, be humble and know you are not entitled to anything (let your performance dictate what you are entitled to), say yes to opportunities but know your limits, and be a team player.
- "Tears happen your first year and it's okay. Chances are if there are no tears, then you aren't doing it right."

**"Tears happen your  
first year and it's  
okay. Chances are if  
there are no tears,  
then you aren't  
doing it right."  
~Heath Beaugard**

### Chris Bennett's Insights or 25 Things that Successful Teachers Do

1. Have clear objectives – know your destination.
2. Have a sense of purpose – passion means willing to suffer to make something happen.

3. Have the ability to live without constant feedback.
4. Know when to listen to students and when to ignore them.
5. Have a positive attitude and be resilient.
6. Expect success.
7. Have a sense of humor.
8. Use praise smartly – it needs to be authentic.
9. Take risks (positioning of desks, strategies you use).
10. Be consistent.
11. Be reflective; it needs to be ongoing.
12. Seek out mentors.
13. Communicate with parents – they’re sending you their best.
14. Find joy in what you do; successful teachers enjoy their work.
15. Adapt to students’ needs.
16. Welcome change in the classroom.
17. Explore new tools and share.
18. Give students emotional support.
19. Be comfortable with the unknown.
20. Don’t be threatened by parent advocacy or confrontation, but always have someone else with you.
21. Bring fun into the room – spend 10 minutes a week on classroom community news.
22. Be holistic about students.
23. Never stop learning – [restorative justice practices](#) is what I am learning about right now.
24. Break out of the box and don’t get stuck in a rut.
25. Be masters of your content area. Good resources are [teachers-teachers.com](#) and [cpalms.org](#). ■



Above: Kristine Bennett offered 25 tips to being a successful educator.

Below: SCATTERs took copious notes while administrators shared their wisdom.



**“We invest time, energy, and money in new teachers; we want you to stay, but you must do your part.”**

# SCATTERS TAKE ADVANTAGE OF FREE FREE PROFESSIONAL DEVELOPMENT OFFERED ON CAMPUS

## DEVELOPING AN EFFECTIVE RESEARCH POSTER

By: **Jaelyn Cosh, Emily Gahafer & Emily Lehman**

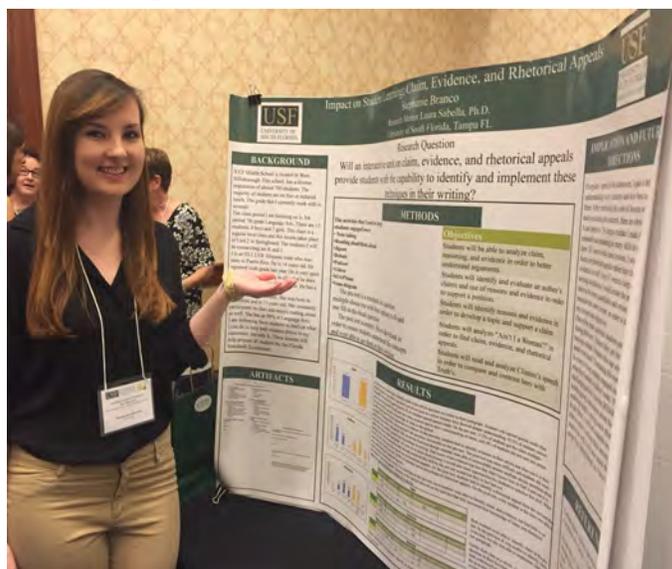
On March 23, 2017, Dr. Cross from the [Office of Undergraduate Research](#) taught us how to prepare effective research posters. For anyone who intends to present their research at the College of Education's Inquiry Conference next year, these tips are for you. Just so you know, all Elementary Education majors are required to present, and all majors are encouraged to present.

We were given quite a few tips on how to make our boards as well as present our research. Creativity is encouraged. Use visuals such as charts, graphs, and pictures with just enough words to tell the story of your inquiry. There should be an appropriate balance of visuals and text, and text should be visible from five feet away and no smaller than 22 point. It is ill-advised to make your audience have to squint to read it. This is where a handout could come in handy rather than make your board text heavy. A handout allows interested people to follow along during your presentation and have it to look back on later. Make sure to have the most important information on your boards. Posters should not be distracting, and visuals should flow timely and logically.

Posters can be printed at [ProCopy](#) or at the [USF Print Shop](#), but ProCopy has a deal that is cheaper for USF students. Poster content should be uploaded electronically and must fit in the maximum of 4 x 6. Some programs to use to create the poster content include PowerPoint, Google slides, or Apple keynote. PowerPoint is recommended because it is user friendly.

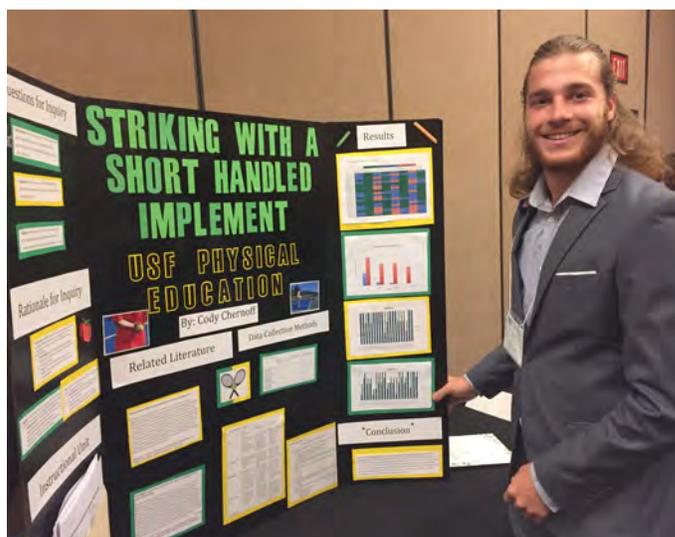
When presenting your poster, start by introducing yourself and talk for a maximum of five minutes. Three of those minutes should be an explanation, and the final two should be mutual discussion. Make sure to use a direct and active voice, keep a smile, and engage your audience. Consider doing a short activity with your listeners if it directly relates to your research. This could help them experience your findings for themselves. It is good to have a handout if it

fits with your inquiry and the data you are providing. Jargon should be avoided at all times during the discussion. Be open to hearing what your audience has to say. If a question is presented and you do not know the answer, say that you have not thought about that yet and ask the person what they think about that question. One of the most useful aspects of presenting your research is receiving constructive feedback. Close in a compelling manner! Practicing beforehand is recommended to get your timing down.▪



Above: Stephanie Branco with her poster that she presented at the College of Education's annual Practitioner Research Conference.

Below: Cody Chernoff stands by his poster that he presented on April 24, 2017, at the Embassy Suites.



## PANEL OF EDUCATORS

By: Emily Gahafer & Emily Lehman

On March 27, 2017, five teachers from all levels – elementary, middle and high school – came to answer our questions.

### *How do you avoid favoritism?*

Adam Sherman: When you start to realize you are always calling on one student or gravitating to the students answering questions, you are ignoring the rest of your class. He gave an example of a time when he was showing favoritism and had to self-check himself. He talked about how you will have those students who are always the first to volunteer, first to raise their hand to share an answer, or first to ask a question. You will also have those other students who stay in the back and keep to themselves. It is common to find yourself gravitating towards those students who are continuing the conversation with you; however, he mentioned that you also know those are the students who will always do the work. Utilize the students who keep answering to help others. Your focus should be on those students who are not sharing. If you continue to focus on those who are, you are showing the other students that you don't really care about them. Most of the time, they are the ones who need the most help. They just may not show it publicly in front of the class. Reflect on your teaching practices. Your proximity is important too. When asking questions, place yourself across the room from the student answering aloud so that the rest of the class is engaged. In that way, it is not just a conversation going back and forth between you and the one student who is sharing.



Freda Abercrombie: Always keep yourself in check when grading papers, especially when you have a negative mindset towards a child. Cover names when grading to keep it fair.

James Gibbs: When a student asks me if s/he is my favorite student, I always say, "Yes. You are my favorite" because in that moment he or she is my favorite student. This shows everyone else that you do not show favoritism to certain students.

### *What do you recommend to those of us wanting to become administrators?*

David Parker: Start taking on leadership roles in your school, and make sure you have had good observations of your classroom.

### *How do you avoid labels?*

Freda Abercrombie: No label on a student means the same. It's like blue eyes; no one is identical. Always remember that each student is different.

James Gibbs: Do not get hung up on students' academic level labels. The whole goal is to improve student achievement.

### *Can you offer tips on how to tailor lesson plans to students' learning styles?*

James Gibbs: Look at differentiated instruction across the board throughout your lesson plan. Take in account different modalities, and teach for those different modalities (visual, auditory, kinesthetic, etc.).

## USF SAFE ZONE TRAINING

By: Journey Kennedy

I chose to attend this event because I had very limited knowledge of the LGBTQ+ community and I wanted to learn about it. As a future educator, I believe it is important for me to take every opportunity to learn about as many diversity issues as possible that may play a role in my students' lives. I wasn't sure what to expect prior to attending the training, and I was a little apprehensive about going. However, I participated and challenged myself to learn and grow throughout the experience.

The training began with a Bingo-style activity where we had to try to get a Bingo by finding other people in the room who could answer one of nine questions. I read the questions and was taken aback because there wasn't a single question I knew the answer to. It made me realize just how little I knew about the LGBT community, and I immediately felt

*Continued on page 25*

like I never again wanted to feel so ignorant. After the activity, we took turns introducing ourselves and stating what our preferred pronouns were. I shared my preferred personal pronouns as “she, her, hers” and there wasn’t anyone in attendance who gave pronouns that I wasn’t expecting.

I learned the meaning of a lot of terms that I thought I already knew but didn’t completely understand. For example, I knew the basic differences between gender identity, gender expression, biological sex, and sexual orientation, but I didn’t know that all four have endless possibilities of where individuals may fall. In addition, identities are flexible and can change depending on one’s experiences. I learned that it’s important to understand what someone means when they claim a particular identity, no matter how complex it may be. Biological sex refers to a person’s biological status and is usually categorized as male, female, or intersex. Gender identity refers to who you know yourself to be in your head and includes man and woman. In addition, the terms genderqueer, gender fluid, and gender non-conforming are those that exist outside the binary label and a person may even identify as both. There are also people who identify as not having a gender at all and may refer to this as being agender or genderless. Gender expression refers to the way people externally present their gender which may include masculine or feminine, but the truth is that most people express aspects of masculinity and femininity at the same time. Sexual orientation refers to someone’s sexual and romantic attraction, and this is where the acronym LGBTQPA+ falls. The acronym stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Pansexual, Asexual, and the + is because there are many others so it ensures it’s all inclusive.

We did another activity that dealt with privilege where we were provided with a list of privileges and rights that are afforded to heterosexual individuals but may not be afforded to people of other sexual orientations. Some examples include kissing a partner in public, attending a religious institution without fear, not being bullied or harassed because of one’s identity, claiming one’s partner on taxes and other government forms, adopting a child with a spouse, being identified as child’s legal guardian, etc. Each privilege/right was assigned a point value and we were given a total number of points we could use to choose which ones were the most important to us that we

would want to keep. This exercise was great in getting me to put myself in someone else’s shoes to see many of the privileges I have that aren’t automatically afforded to others simply due to their sexual identity. The big ah-ha moment for me is that I am able to pick and choose which rights are most important to me, and some people aren’t able to choose.



The last part of the training was spent learning what it means to be an ally to the LGBTQ+ community in general and at USF in particular. We were given examples of the power of language and how it affects others. Someone could use a phrase such as “that’s gay” and not mean any harm, but it can be very offensive. Those in the LGBTQ+ community also find it offensive when people use terms like “lifestyle” and “choice” because it’s their identity and not a choice they made. I will admit that until I attended this class, I would freely use the term “lifestyle” when referring to this group and didn’t think about how it could be viewed negatively. I will now make a conscious effort to avoid the term because I would not want to offend anyone. Allies can help stop the use of offensive terms and encourage more inclusive language by leading by example, modeling appropriate language, explaining to others that their language could be offensive, and using gender neutral language. This training wasn’t trying to encourage us to rally or be the word police, but did want us to encourage a “safe zone” in our own areas and try to promote inclusivity. At the end of the training, we were given the opportunity to sign a contract to become an LGBTQ+ ally at USF. Part of the contract stated, “Safe Zone seeks to form a network of USF

students, faculty, and staff committed and trained to provide safe, non-judgmental, and supportive contacts for members of our community who may be dealing with lesbian, gay, bisexual, transgender/trans+ and/or queer/questioning issues or wish to educate themselves.” I chose to sign the contract because I believe in the mission and plan to further educate myself on these issues and be supportive of all individuals.▪

## USF SAFE ZONE TRAINING

By: Evaleigh “Evie” Reece

The purpose of USF’s Safe Zone Training is to offer insight and promote understanding of the struggles homosexuals face every day. Being a teacher means having higher standards, including the acceptance of all people, regardless of their ethnicity, age, cognitive ability, sexual orientation, etc. By this statement alone, this workshop is essential to becoming a more professional educator.

This training began by providing us with a general history of homosexuality. This brought to my attention the discrimination beyond discrimination that homosexuals felt during the Holocaust. Many homosexuals, identified by a pink triangle insignia, were still imprisoned due to their “severe crimes” even after most prisoners were released. Although discrimination is not as radical towards homosexuals as it was in the past, sadly it still exists.



There was also discussion on the topic of intersex individuals. [Intersex](#), formerly known as hermaphroditism, is an individual who has anatomical characteristics of both sexes. This also includes persons whose external genitalia are ambiguous or inappropriate for the normal male or female. Typically, a

child who is born with intersex anatomy has a surgery to conform to either male or female. As the child becomes an adult, sometimes s/he may not feel as their prescribed gender, leading to frustration and confusion.

**FREE 3-Hour Workshops: “Safe Zone Ally Training”** RSVP IS REQUIRED - Access Bullsync. Write up required for credit.

[Monday • June 12 • 2-5pm • MSC 4200](#)

[Thursday • June 29 • 1-4pm • MSC 4200](#)

[Wednesday • July 19 • 10am-1pm • MSC 4200](#)

The star activity had the most impact on me personally. In this activity, everyone was given a colored star: either red, green, blue, or white. On each point of the star, everyone wrote a name of a close family member, a name of a close friend, an organization they belong to (either professional or social), a current or ideal job, and a life goal or aspiration. Then we were given a scenario where we were to be a homosexual who has newly “come out.” It takes courage to “come out” as a homosexual, as they are often met with adversity from close family members and friends. As a red star, I felt rejection from my closest family member, received partial acceptance from my closest friend, lost my current job, got partial acceptance from the organization I belonged to, but had the strength to pursue my life goals. Others were not as lucky as I was. Those with white stars lost everything. They ultimately fell into deep depression and ended their lives. The driving point of this activity was to come to the realization that everyone in this room could potentially be a point on someone’s star.▪

## USF UNDOCUALLY TRAINING

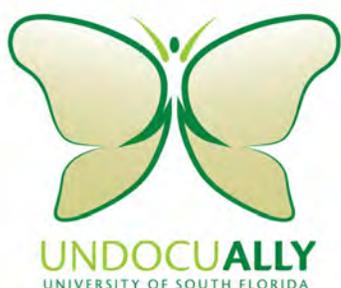
By: Ennis Cruz Gonzalez & Destiny Williams

As teachers, we will be put into delicate and unknowing situations; that’s just part of the job. As caring individuals, we are expected to act in a professional yet sensitive manner to ameliorate burdens that students might be facing so they can best learn. The UndocuALLY workshop is one of the ways that USF is helping educators build understanding towards their students, and we highly recommend it.

Many myths that we thought were true were dispelled. For example, as a government employee, we are not responsible for reporting undocumented students or their parents. It is imperative to understand that undocumented students are not “illegal.” While actions

*Continued on page 27*

can be illegal, individuals cannot be. This term is derogatory, carries a negative stigma, and can often be interpreted as dehumanizing. Undocumented persons are “non-citizens living in the U.S. without authorization in the form of valid immigration status from the federal government.” In most cases, undocumented individuals are persons who obtained lawful immigration status but do not have proof of it or have subsequently lost their status. For example, most undocumented people in the United States came on a work or school visa and have simply overstayed their visa. The Obama Administration deported the most undocumented people and targeted individuals who were known criminals.

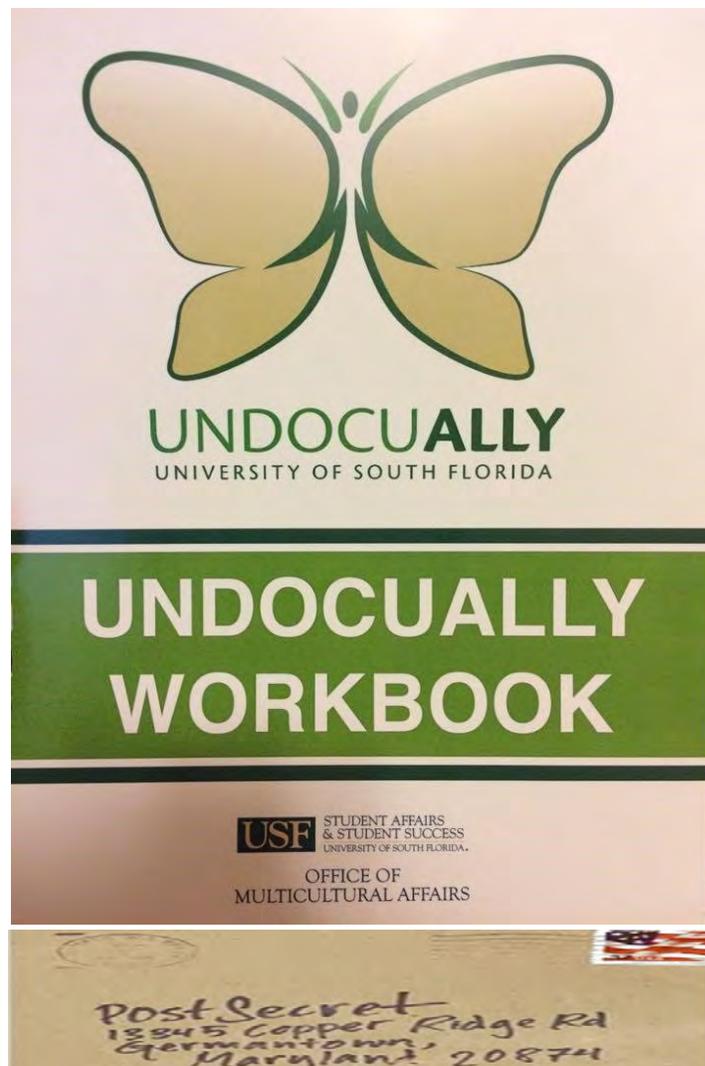


## REGISTER NOW!

**FREE 3-Hour Workshop:** “UndocuALLY” RSVP IS REQUIRED - Go to the USF Office of Multicultural Affairs Webpage! <http://www.usf.edu/student-affairs/multicultural-affairs/programs/undocually.aspx>. **Write up required for credit.**

In the workshop, there was a student panel where an undocumented student explained that she is currently undocumented but living in the U.S. through [Deferred Action for Childhood Arrivals](#) (DACA). This policy labels her as low-priority for immigration enforcement and provides her with temporary protection from deportation; most undocumented students in the U.S. find temporary relief through this policy. We will not be sharing her story to keep her identity a secret, but she told us the best thing we can do as educators is to educate ourselves about the struggles that undocumented students go through and to let students know on the first day of school that we are there for them, no matter how they identify themselves. Click [here](#) to better understand the life of an undocumented student. Each person who attends this training, receives an UndocuALLY Workbook loaded with helpful information, and we are glad we were

given some resources before we step into our own classrooms. ■



[PostSecret](#) is an ongoing community art project where people mail in their secrets anonymously on one side of a postcard. Secrets that people mail in are posted every Sunday, and there are even [books](#) available of them. As a [teaching idea](#), have your students find a book that relates to a secret they have or make up a secret for a character in a book and create a postcard. ■



## SCATTERS ATTEND SEVERAL NATIONAL CONFERENCES

### THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) CONFERENCE IN ATLANTA

By: **Katelyn Marine**

The [National Council of Teachers of English](#) is a professional organization founded in 1911 that is dedicated to “improving the teaching and learning of English and the language arts at all levels of education.” I felt very fortunate to attend it last November in Atlanta, especially since next year it is in St. Louis, Missouri. What follows are highlights from seven sessions I attended.

#### *Teachers’ Literacy Lives as Models for Student Writing*

Cognitive modeling is the demonstration of a skill with explanations of the modeler’s thought process and reasoning. Teachers who use this approach during writing instruction keep it real for themselves and for their students. Being an authentic writer yourself will allow you to teach authentic writing.

#### **Tips for Teacher Writers:**

- Write with students regularly.
- Complete a writing assignment you give.
- Keep a writer’s notebook.
- Share parts of the writing process with your students.
- Discuss what you’ve learned as a writer.
- Celebrate writing successes and describe challenges.
- Set writing goals for yourselves.

Preservice teachers were given a bare book and instructed to write a children’s book to use later on during their internship. Not only could the preservice teachers teach the book and the craft within the book, but they could share their process (including their struggles) as writers with their students.

It is important to model how to ask for and give feedback:

- Ask a partner to listen while you read your piece aloud.
- Ask a partner to make suggestions and ask questions kindly
- Author responds to what partner says kindly.

We were given mini-lesson ideas, using various shapes: [Heart Maps](#) represent what you value as topics to write about; [House Maps](#) represent what you know; and Plane Maps represent new territory – know a little bit but have more to learn.

**“The limits of my language are the limits of my world.”**

~Ludwig Wittgenstein

#### *Vocabulary Matters!*

Ludwig Wittgenstein one said, “The limits of my language are the limits of my world.” Vocabulary is necessary especially in early childhood. Teachers need to develop word curiosity and consciousness in their students and make them joyful word collectors.

Traditional Read Aloud	Improvements
Reteach Vocab	Teach categories of words to build schema
Give definitions while reading	Word Solving Strategies (e.g., word parts, cognates)
Think Aloud	Jot aloud to capture thinking we have
Turn and Talk	Coach to use fresh, new vocab in turn and talk
Prepare students to talk	Provide purpose of growing thinking
Launch conversation	Give talk tips
Facilitate conversation	Make data visible (who, what, how often)

Give students a large number of meaningful exposures to words, talk to them about words, and read environmental print aloud in all content areas. Talk to students about discriminatory language and ask them how can we build a language that’s inclusive of all people? Listen carefully to what kids say, and ask them to think about what their words mean.

#### *Building Inclusive Classroom Communities*

The presenters demonstrated several group activities to build classroom community. The activities were fun and focused on skills like making eye contact, paying attention, and forgiveness. The important point emphasized is to get students to try their best and forgive themselves and others when mistakes are made.

*Continued on page 29*

### *Poetic Structure and Weaving It into the Fabric of Elementary Classrooms*

Poetry should be used in many environments (classroom, office, PE, cafeteria) and have its own poetry time. In morning mini-lessons, teachers can talk about what poets do. Poets write about the familiar in new ways and love, collect, and play with words. Encourage your students to ask questions, notice and look closely at words, read poetry, make [found poems](#) and [wordles](#). Poetry is generative because of its freedom and flexibility.

### *Connecting Inside Literacy to Outside STEM through Picture Books and Writing Lessons*

Exposing students to nature is good for their bodies, mind, families, schools, and the planet. Besides the fact that kids love being outside, it is a multisensory playground where they have full-body engagement. Give them open-ended prompts and notebooks to record their observations. The presenters made a STEAM project where they made poetry bricks (one word per brick) to make a trellis and bridge for their class garden.

### *Reading Illustrations and Creating Art Enhances Writing*

Visuals are a primary means of communication and are especially good for English Language Learners. According to [Dave Snowden](#), “We are not very good at articulating our knowledge. We always know more than we can say, and we will always say more than we can write down.” We were introduced to the SEEK Framework:

- S – What do you see?
- E – Evidence for S
- E – Explain the artists’ decisions
- K – What else do you know?

**“We are not very good at articulating our knowledge. We always know more than we can say, and we will always say more than we can write down.”**

~Dave Snowden

### *Put Those Words to Work: Effective Ways to Teach Vocabulary and Eliminate Word Poverty*

The achievement gap is a vocabulary gap. Think about it. A goal of teachers is to give students independence in acquiring vocabulary and learning

unknown words. Reading supports vocabulary, and knowledge of vocabulary supports reading fluency.

There are ineffective strategies for teaching vocabulary that are still used today: looking up words in the dictionary (because there are multiple definitions), memorizing lists, writing sentences, and telling them to use their context clues because often there is not enough information in the text. More effective strategies include the direct teaching of important, individual words; description and explanation, not definition; teaching independent word-learning strategies; active engagement, variety of encounters and frequent exposures with words; application; and wordplay. Have fun with words and talk about clipped words (e.g., gas = gasoline), linear arrays (opposites), puns, shades of meaning, blended words (e.g., brunch), neologisms (e.g., Photoshop, google), etc.

Try this vocabulary teaching strategy: 15 minutes > next day > one month later > 8-12 weeks later.

On Day One: Introduce and study a word

- Explain - (restate) and pronounce
- Analyze - look at word parts
- Discuss part of speech, synonyms, derivatives
- Write sentences together (and teach grammar/punctuation)

On Day Two: Review and play with the word

- Image link
- Example
- Personification (make the word come alive – what would the word do if it was a person?)

One Month Later: 10 word review

- Use the words
- Make up raps/rhymes
- Create advertisements

8-12 Weeks Later: Individually, use the words in a writing assignment.▪

## **THE ASSOCIATION OF TEACHER EDUCATORS (ATE) CONFERENCE IN ORLANDO**

By: Courtney Lancaster

I had the opportunity to travel to Orlando for the [Association of Teacher Educators \(ATE\)](#) preservice teaching strand on February 13. One of my goals while enrolled at USF is to seek out as many opportunities as possible for professional development. This

*Continued on page 30*

is the second conference I have attended; last semester I went to the Tampa Bay Area Writing Project conference housed in the College of Education.

It was a small group of preservice educators, mostly fellow SCATTERs (Go Bulls!). There was a lot of information I had already heard, but it was rewarding to hear it from other educators from around the country and see the opportunities and avenues education can take us.

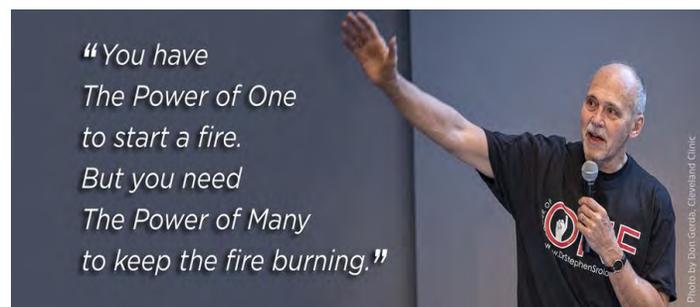
After checking in and watching a welcome presentation, we watched a video from the [National Student Teacher of the Year](#). [McKenna Dunn](#) wasn't able to attend the conference because she was studying abroad in New Zealand, but she created a video encouraging us to take any opportunities that come our way and to consider applying for the [National Student Teacher of the Year](#); this year's deadline is June 16, 2017. We need educators who are willing to go take the extra steps in their studies.

The keynote speaker was [Dr. Ken Zeichner](#) from the University of Washington. He spoke about his findings and the research surrounding the interaction between the community and education. The relationship between community and education is a two-way street; you can't have one without the other. His goal was to "expand the vision of teachers to see that their role involves active involvement and participation in communities." The purpose of communities in education is to advise programs (advisory council), educate the teacher educators, and to educate prospective teachers and teachers.

The next session "The Passion for Teaching" was presented by [Steve Elza](#), a shop teacher who was the 2014 Teacher of the Year in Illinois. In a roundabout way, through a friend, Mr. Elza found himself as a high school shop teacher with minimal experience in the classroom. He talked to us about ways to stay motivated and avoid burnout. The best way, is to talk to your students. "Where your talents and the needs of your students intersect, there lies your calling as a teacher." Mr. Elza encouraged us to identify our students' interests and learn about their family dynamic. He also stressed the importance of finding time to take care of yourself and your family.

The most rewarding session, at least in my opinion), was the presentation by [Stephen Sroka](#) entitled "The Power of One to Reach, Teach, and Protect Our

Whole Students in a Toxic Society." Stephen Sroka is a motivational speaker and has traveled around the world delivering his message "The Power of One." His personality and energy is addictive; I could have listened to him speak for hours. He grew up in "the hood" and had a difficult childhood/education. He was an at-risk student and now travels to encourage educators to reach out to their at-risk students because it starts with us: The Power of One.



The final session was supposed to be about working with high need students. However, due to a family emergency the presenter couldn't attend. Earlier in the day we had discussed resumes and finding a job so instead we revisited that topic and discussed the specifics of what administrators generally are looking for on a resume. We were given a five-point resume checklist:

1. Overall Appearance
2. Heading Information
3. Content
4. Teaching Experiences
5. Language and Learning

Overall, I really enjoyed my day in Orlando at the American Teacher Educators Conference. I look forward to attending more conferences of this nature in the future. I was also reminded of [Kappa Delta Pi](#) (KDP) organization for their close relationship to ATE. Although I'm a member of SCATTER, I'm not a member of [USF's Chapter of KDP](#) yet and plan to apply by contacting [Adrienne Pollard](#) in the advising office.▪

## THE ASSOCIATION OF TEACHER EDUCATORS CONFERENCE IN ORLANDO

By: **Lindsey Moser**

While in Orlando at the ATE Conference, I attended several sessions that were geared for preservice teachers; however, three of the sessions truly stood out to me as valuable life lessons. The keynote speaker [Dr. Ken Zeichner](#) struck me with his research, its relation to our program and the way our Partnership Resource Teachers (PRTs) are designed throughout our studies. Following that session was a wonder-

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fully bright and inspiring session presented by the Illinois Teacher of the Year [Steve Elza](#). Finally, the last moving session for me was presented on “The Power of One” by [Dr. Steve Sroka](#).



Dr. Ken Zeichner provided the basis for a very compelling push to enthusiastically involve preservice teachers as active members of the community in which we desire to teach. There are several ways to get involved: tour the community, volunteer with businesses and other organizations, immerse yourself in your teacher educator program, and simply live in the community where you intend to teach. His overarching theme for the lecture and the ATE conference in general was “Honoring the Past, Inspiring the Future.” Where Dr. Zeichner would like to see us take our future is to recognize the value of engagement with the local community of your school in the reality of teacher preparation. Through maximizing the understanding of the community in preservice teachers we can further include them in truly making sense of their students’ backgrounds and how that will shape teaching in an effective manner. We could make assumptions and judgments all day long about where we *think* our students are coming from, but without that “insider” perspective that we can gain through personal experience, interviews with community members, and the students themselves we will always be looking at an incomplete picture.

Dr. Zeichner offered multiple books and further research to prove his point. The following is a list of materials that Dr. Zeichner highly encouraged everyone to read to have a better understanding of the

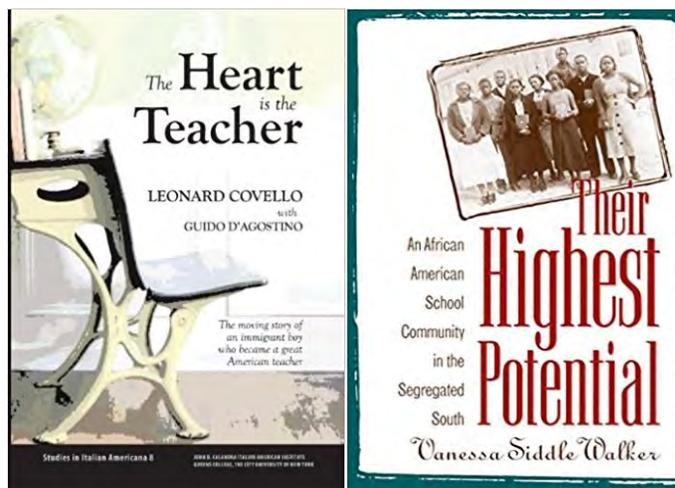
community in teacher preparation:

[The Heart Is the Teacher](#) – Leonard Covello

[Their Highest Potential](#) – Vanessa Siddle Walker

[The Community Teacher](#) – Peter C. Murrell, Jr.

Teacher of the Year Steve Elza’s talk focused on gaining and retaining one’s passion for education. He started off in his early life loathing school and didn’t want anything to do with it. He was a high school dropout who went into an automotive program; but, he didn’t feel like he was complete *yet*. It wasn’t until years later that he ended up going into teaching and he brought together two of his favorite things – he became an automotive shop teacher in high school. Though his presentation wasn’t very long, he was able to impart huge messages in little time. *It is always about the students!* Even other teachers and administrators know not to interrupt his classroom if he is teaching because he is so focused on helping his students become better. He cited his success in connecting to the students and offering them his all came from three places: relationships, motivation, and his belief in them.



Build relationships with your students by advocating for them and learning where they come from. Take time to have conversations with your students and get an idea of their home life, their personalities, and what they love to do. Find the connection between their community, their family, and your classroom. Additionally, Elza encourages us to be advocates for ourselves as well. It is important that we find the best fit for ourselves in schools and then we are better able to help our students see their own potential. Often, we don’t realize what we can live up to until someone reveals it to us. As I mentioned before, another key piece to this trust and respect in the classroom is that

we motivate our students through learning about them and acknowledging them as people. Remember that rough days happen and sometimes we might feel as if we cannot go on, but *every day counts*. Finally, we must take time away to step back and feed the passion and love for our families too. It is easy to get lost in the world of teaching with so much to do and so many students to care for, but we teachers have loved ones, family, and ourselves to consider too. Give yourself at least one night or day each week and dedicate that time to your family.

Dr. Steve Sroka's speech, "The Power of One to Reach, Teach, and Protect Our Whole Students in a Toxic Society" was very powerful. His passion for his work and for his students was evident. He can relate to those who come from a "ghetto" background because life was not very easy for Dr. Sroka while he was growing up. Because of a physical impairment he incurred due to an injury and because he lives with ADHD, he was labeled "a retarded student" when he was in school. He never let those things hold him back from reaching and succeeding, but it took him a long time to break away from those constraining labels and become his own advocate. He has created a mantra he lives by, "My body, my choice. I'm not your toy. I'm the power of one."

**"My body, my choice. I'm not your toy. I'm the power of one."**

**~Dr. Steve Sroka**

Dr. Sroka offered advice on how we can better our students' lives by helping them break free of labels that constrain them. First and foremost, students must feel respected and safe. Students will talk to those they trust, and this will build the relationship with you to help them turn around their situation. Dr. Sroka presented research that has shown a positive correlation by simply knowing a student's name and his or her achievement. Teachers always have the opportunity to improve students' lives, and it doesn't have to be a grand ordeal; it usually presents itself through the small words and little kind deeds we do each day. There is so much behind words that can both positively and negatively affect students. Dr. Sroka believes that words can be far more punishing and harmful to a student than physical action.

**"I will take and encourage others to take any opportunity they can to go to conferences."**

**~Lindsey Moser**

Dr. Sroka spoke about mental illness and the ways society views it versus how, in his opinion, we should actually be treating it. We tend to view the symptoms, not the cause. Negative use of social media can be damaging to our students as well. He discussed the importance of being an "upstander and not a bystander." Tell your students if they see something, they should say or send something. In other words, if something harmful is happening or they suspect it is about to happen, they need to let an adult or the authorities know. Many people are in denial of the ultimate effects that cyberbullying and other trauma have on our students. Just because it is not seen doesn't mean that it doesn't exist. The same holds true with mental illness. We need to teach kids how to cope with and understand their underlying emotions in the face of mental illness. "We need to address Maslow before Bloom. How can students worry about learning if they are worried about surviving?"

While all of this was so vastly important and moving, Dr. Sroka shared one last story about a girl who was going to take her life but decided to go to school one last time. It was the same day that Dr. Sroka spoke to the student body at her school. He motivated her to continue on and keep pushing through each day. After the program she came up to him, told him her story, and said, "You must be the voice for kids, like me, who do not have the strength to cry for help." This was enough to break my heart. How many of our students could be going through a situation similar to hers that we aren't hearing?

Ultimately, the ATE Conference provided me with a new understanding of community and its value in the classroom, pushed me to strive for those connections in my own field experience, and rejuvenated my own motivation to become the best teacher of my students and advocate for their needs. I will take and encourage others to take any opportunity they can to go to conferences. The presenters I heard gave me invaluable insight, told me meaningful stories of personal experience, and supplemented my classroom experience with knowledge that I would probably not gain through my field experience or textbooks. ■

## THE NATIONAL ASSOCIATION OF PROFESSIONAL DEVELOPMENT SCHOOLS (PDS) CONFERENCE IN WASHINGTON, D.C.

By: Lauren Gomez

Going to the National Association of Profession Development Schools (NAPDS) Conference last March was both a memorable and rewarding experience. In this piece, I will share information I gleaned from six poster sessions. It was cool that four of the posters were presented by USF students and two of those were presented by fellow SCATTERs.

### “Moving to the Money” by Hillary Ballard

The focus of this presentation was to share how students, both immigrant and non-immigrant, master social studies economy unit objectives. The professional development school where Mrs. Ballard works has a predominately low SES population consisting of 32% ELLs and is located in an urban community. Mrs. Ballard showed how she worked with her students to incorporate both the mathematics standard of converting units of measure with social studies to create an assembly line to make slime. Her performance assessment showed how the students were able to work together to create a correct solution of slime by converting units of measure, and then were able to express what they learned about how the invention of the assembly line affected the economy.

### “Students with Obsessive Compulsive Disorder” by Caylee Fredette

Caylee works with many students with varying abilities and talents at a Title I school. Both as a learner and teacher diagnosed with Obsessive Compulsive Disorder (OCD), she began her inquiry on how she can best accommodate students with OCD in the general education classroom. To know how to best implement strategies to help children with OCD, educators need to educate themselves on the disorder. “*Obsessions* are unwanted, intrusive thoughts, images or urges that trigger intensely distressing feelings, and *compulsions* are behaviors an individual engages in to attempt to get rid of the obsessions and/or decrease his or her distress.” ([Children’s Mental Health Disorder Fact Sheet for the Classroom](#).) Sufferers of OCD live in a constant state of fight or flight. Some ways educators can help children with OCD are to be aware of triggering events, plan a safe space route

when students begin to obsess, build a safe and warm classroom environment, utilize peer buddies, and allow students to redo assignments or provide extended time. Children with OCD should have a 504 or IEP in place to maximize their achievement in the classroom.



Above: Fellow SCATTERs Caylee Fredette, Amanda Silebi, and Mekayla Cook stand in front of Amanda’s poster at the NAPDS Conference in Washington, D.C.

### “Social Studies in the Classroom: Helping Students Make Sense of Their World” by Lauren Clark

Lauren’s focus is on how she can incorporate social studies instruction on a regular basis while having her students engage in meaningful discussion and activities to help them make sense of their world. Lauren started by giving her students interest surveys and a lesson on what social studies is to find out what her students already knew about social studies. After implementing a hands-on economic social studies lesson where students were not only a part of the lesson but could also relate to the lesson, students were asked to provide feedback in a “My Dreams for our World” sheet in which they expressed their own dreams for the world. Lauren plans on using what she learned in her USF inquiry about literature rich, hands-on, student-engaged social studies lessons and helping students to plan and create their own service project within the school community.

### “Benefits of a Small Group Reading Intervention” by Joe Liptrap

As part of a master’s research project question, his study focused on the perceived benefits of reading intervention on students’ literacy skills. Joe imple-

*Continued on page 34*

ments many different ways to help his kindergarten students in a reading intervention setting. Children were placed in this intervention group based on data that showed that certain students needed help with letter identification, letter phonemes, and writing. Throughout the year, the intervention teacher used data-driven instruction and provided best practices for each intervention group in order to meet the student's individual literacy needs. Some strategies that increased students' letter identification were letter flashcards, recognizing letters in names, magnet letters, and writing letters in sand/shaving cream. As a result of using these strategies, Joe found that students made progress they were not making before being placed into the intervention group. Their progress was a direct result of the screening process and the teacher recognizing which students needed additional literacy support as well as the strategies that aligned with each group of students' areas of need.

### “Increasing Student Engagement: One Strategy at a Time” by Brianna Cahoo

Brianna, a USF SCATTER, wanted to know how she could use specific strategies to increase levels of engagement in her classroom. Brianna used various strategies – turn-and-talk, SMART boards, and whole-brain learning strategies – to inform her inquiry process on what works best for student engagement. Her findings showed that students are more likely to be engaged when they are either conversing with each other about a topic before sharing as a whole class or demonstrating their knowledge of a concept by sharing with the whole class. Brianna also learned that talking with other educators as well as utilizing literature to inform your inquiry about your topic of study can be a very beneficial pieces of data.

### “Inclusion Works: Differentiated Instruction for a Tier 3 Student” by Allison Forsman

Through her inquiry, Allison found many appropriate strategies to differentiate instruction in her kindergarten classroom for students with [Individualized Education Programs](#) (IEPs). After connecting with literature, interviewing fellow educators, and implementing strategies she had learned about at USF, Allison learned ways to optimize working one-on-one with her targeted students as well as incorporating peers. Using specific peer-buddies to help students learn allows the students to take part in the class without being isolated. Asking content-related specific ques-

tions to targeted students and having them self-assess had a positive impact on the students' intrinsic motivation and content knowledge. ■

## SCATTERS WIN AWARD FOR SERVICE



Above: Grace Gardner, the Events Coordinator of Leaders for Education, holds up the prize earned by SCATTERs who participating in the Bulls for Kids Dance Marathon in February.

Below: SCATTERs want to thank 2014 National Teacher of the Year First Runner Up Dorina Sackman for giving us our team name when she delivered her commencement address to the spring 2014 SCATTER students.

Be the  
Educators who  
Live to  
Inspire &  
Empower  
Via  
Excellence!

Team B.E.L.I.E.V.E.



GO BULLS! GO SCATTERS!  
GO TEAM B.E.L.I.E.V.E.!

## SCATTERS ENGAGE IN NUMEROUS SERVICE ACTIVITIES THROUGHOUT THE YEAR

### BULLS SERVICE BREAK: YOUTH AND EDUCATION

By: Henry Leng

The mission of the [University of South Florida's Bulls Service Breaks Program](#) is to raise awareness of social issues and injustices through education and intensive service learning experiences. With the goal of promoting service and cultural exchange on the local, national, and international level, students are immersed in communities that will bring to the forefront social awareness and inspire lifelong action and friendships. Many areas of interests are available, and one such area is "Education and Our Youth."

Brooke Farmer helped to create the itinerary for our trip. She graduated with a double major in Psychology and Spanish and is currently working at the Boys & Girls Club through [AmeriCorps](#). On March 11, 2017, midway through the SCATTER Busch Gardens Field Trip, I went to Asheville, North Carolina with 11 other USF students. We volunteered at multiple sites including the Salvation Army Boys & Girls Club (SABGC) of Buncombe County, Manna Food Bank, and the Black Mountain Home for Children, Youth & Families.

The Salvation Army, an international movement, is an evangelical part of the universal Christian Church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination. The mission of the Boys & Girls Club is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

The SABGC of Buncombe County has three locations: the Buncombe County Club, the Teen Center, and the Johnston Elementary Program. They serve as a safe haven for students after school. Approximately 82% of the members live in foster care, single parent homes, or with their grandparents, and 90% of the students are on free/reduced lunch. Every student at the SABGC receives a scholarship to offset the weekly cost at the club which is \$65.00 per week. They strive to engage students throughout K-12 and the teens at the Teen Center go to Johnston Elementary School every Wednesday for volunteering and maintaining connections between the different sites. On

average, the main campus has 60 students in attendance, the elementary program has 50 students in attendance, and the teen center has 20 students in attendance.



Above: Johnston Elementary School is the poorest school in the West Asheville area.

There is a high ELL population with students represented from 13 different countries of origin at Johnston Elementary School. Students have come to the U.S. as recently as October 2016. Some students' families are migrant farmworkers, and one student had never been to school until he was nine years old. Students live in Habitat for Humanity communities and in public housing, and there is a large immigrant community near the school.

At the main campus, students are divided into four different groups: 5-7 year old boys and girls, 8-12 year old boys, 8-12 year old girls, and preteens. When they come to the main campus, they have an hour for free play. Then, they have "Power Hour" where they receive help with their homework for an hour and receive a snack. Finally, they get another time for play. Other activities are offered including gardening, STEM activities, and Devotions. Students are able to receive Manna Bags which are bags of food for families for the weekend.

On Monday, March 13, we helped clean the SABGC and then monitored students as they played before Power Hour. We then helped students with their homework. We also spoke to high school students about going to college similar to how SCATTER Project Reaching and Achieving Success (R.A.A.S.) presents to K-12 students in the Tampa Bay Community about going to college.

*Continued on page 36*

On Tuesday, we went to the [Black Mountain Home for Children, Youth & Families](#). The facility was originally founded in 1904 by Reverend R. P. Smith as a Presbyterian orphanage. The orphanage used to be a working farm. The facility is no longer an orphanage and serves children in transitional living, residential living, and the foster care system. Their motto is “Glorifying God by Caring for Children & Families.” On average, children may stay at the facility from 6-8 months. They allow children from birth to college age to live on the facility. There are four houses – two houses house teenage boys, one house houses teenage girls, and the last house houses the younger children. The homes promote family style living where children go to school, come home to do chores, cook together, and live together. There are many activities for the children including archery, mountain bike riding, gardening, classes on finances, classes on cooking and possibilities of vacations.



Above: One of the four homes located at the Black Mountain Home for Children, Youth & Families.

The Black Mountain Home for Children, Youth & Families serves 13 counties in North Carolina. They are not a leveled facility so they are unable to accommodate children who are aggressive or have suffered a greater level of trauma. They are funded 40% by the state and 60% is reliant on donations. The facility is located on 180 acres of land with 90 acres for the birth to high school age children and the other 90 acres dedicated for the children who decide to pursue college and wish to stay on the facility. On average, 37 children are on the facility at any given time, and 15-16 college-age children/adults live on the facility as well. The students in college only have to pay \$100 per month for the facility or they may serve 10 hours of community service per month to receive free lodging. A core belief at the facility is in the continued

support of these youth and young adults to pursue college education as only 10% of children in foster care go on to college.

The facility also is a licensed family foster care placing agency. Many of these families foster children from birth to six years old as the facility does not have the capacity to provide the lodging and support for all the children brought in by the state. There is also an emergency home on the facility for emergency foster care placement.

We helped the facility to mulch their evergreen trees, clear brush from the roads, and we also loaded roofing tiles. These services are necessary as there are only eight staff members on all 180 acres. They rely on volunteer services in order to help maintain the facility and to provide further support to the children including after school care and after school tutoring.



We then went to the Johnston Elementary Program and provided aid in tutoring the K-4 grade students. Johnston Elementary promotes diversity in their schools. There are flags around the hallways and there are cases full of artifacts from around the world. On April 21, 1883, [Robert B. Johnston and his wife Leonora](#) donated one acre of their Johnston farmland to the Buncombe County Public School Committee for the purpose of building an elementary school. On this tract of land, the original Johnston Elementary School was established. The mission of the school is to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. They strive to develop each child’s intellectual, social, and emotional well-being for success in a rapidly changing, global community. Their school promotes a safe, orderly, caring, and supportive environment that respects and honors cultural diversity. They believe that student’s learning is best met with a collaboration of parents, teachers, and community members.

*Continued on page 37*

On Wednesday and Thursday, we continued to volunteer with the SABGC at the main campus and the Johnston Elementary Program. Friday morning we went to the [Manna Food Bank](#). We packed beverages and cereals into containers to be shipped across Western North Carolina. Manna Food Bank is an accredited member of [Feeding America](#), the nation's largest domestic hunger relief organization. In 2015, the Manna Food Bank distributed 15.7 million pounds of food in 16 Western North Carolina counties.

**“The USF Bulls Service Breaks Program offers many trips every year, and I encourage all education majors and especially SCATTER members, to take advantage of the opportunity and see the different areas concerning ‘Education and Our Youth’ in supporting their success.**

~Henry Leng

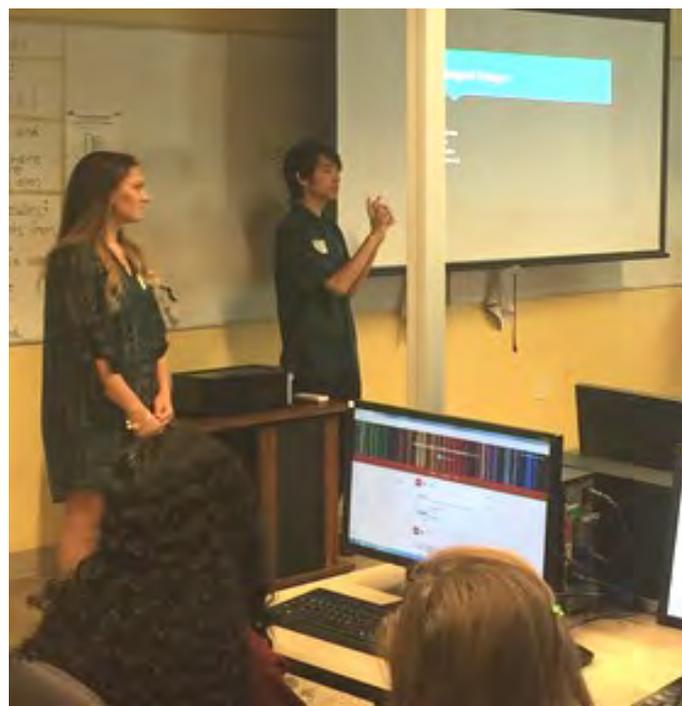
This was a wonderful trip with students from many different majors who were interested and passionate about the issue of education. As a result of this trip, one student changed her major to English Education and I hope that she joins SCATTER soon. The USF Bulls Service Breaks Program offers many trips every year, and I encourage all education majors and especially SCATTER members to take advantage of the opportunity and see the different areas concerning “Education and Our Youth” in supporting their success. Prior to the week of service, we volunteered with the [Urban Scholars Outreach Program](#) (USOP) at USF which offers tutoring for K-12 students at Cooper Hall on Saturday mornings from 10:00 a.m. till noon. We will again volunteer with USOP as a post-service where we can reflect on what we have learned and how we can continue to be a positive influence in our local community.▪

**Did you know that Project Reaching and Achieving Success, better known as Project R.A.A.S., was created by a SCATTER student? Dominique Cribb, a 2015 SCATTER graduate, developed the idea and institutionalized it by presenting it to the Dean of Education with rules and procedures. Contact [Henry Leng](#) if you want to talk to middle and high school students about the college experience & the rewards of becoming a teacher; volunteers are always needed.**



Above: As Vice-President of Leaders for Education, Henry Leng coordinates Project R.A.A.S. activities. He served at the Hillsborough County Education Expo on April, 27, 2017. Project R.A.A.S. is also a regular at the Great American Teach-In.

Below: Lauren Bartoletta and Henry Leng visited Brooks DeBartolo Collegiate High School and shared Project R.A.A.S. with students.



## THE U GOT THIS EVENT AT USF ON APRIL 15, 2017

By: Lindsey Moser

Many SCATTERs participated in the [Extra Yard for Teachers Summit](#) last January (see the March 2017 issue of *SCATTER Chatter*), and USF was given the opportunity to host the *U Got This* Event sponsored by the College Football Playoff National Championship. The College of Education in conjunction with USF Athletics invited high school juniors and seniors to attend the event with their friends and family to learn about the admissions process, financial aid, and experiences of college life. The presentation included a panel of col-

*Continued on page 38*

lege athletes who shared advice they wished they had known when they were looking into college. Representatives from the admissions and financial aid offices were there, and SCATTER students presented a game of “Guess Their Major” and lead the tours following.

**“I want to thank SCATTERs for your assistance, planning, and enthusiasm for Saturday’s [“U Got This Event.”](#) We had nearly 75 guests in attendance from nearby Hillsborough, Pasco, and Pinellas Counties - what a great crowd and excellent opportunity to share about the wonderful things happening at USF and in the College of Education. We could not have done it without you!”**

~Lindsey Williams

Caylee Fredette began by introducing our guests to the SCATTER Honors Program and our involvement as leaders, volunteers, and future teachers. Amanda Silebi and Henry Leng also provided information about Project R.A.A.S. as an outreach program sponsored by SCATTER to encourage students – just like them – to attend college and be inspired by experiences just as the Athletics Panel had shared. Henry also challenged the students to branch out in their interests and not be confined by majors – not everyone majors in what they call their career. This led up to the “Guess Their Major” game led by SCATTER Jonathan Richman. While playing, students could see the spectrum of majors that were either spot-on for a celebrity’s personality or nearly polar opposites. Many students were surprised at how different the array of majors included, and that they don’t always have to commit to a field just because their diploma will say a certain degree.

Finally, each of our SCATTER members was joined by 10-12 students and family members to tour the campus on our way over to the spring football game. With their green and gold pom-poms and excitement, it was an amazing tour. Students were guided through the library, the MLK walkway, the Marshall Student Center, residence halls, and athletics departments.

Our tour guides armed with their love of USF, the experiences they’ve gained, fun facts about campus, and all around Bull Pride made an exciting tour! So many of the students were geared up and ready to go to college – all we had to do was spark the passion!▪



Above: As President Pro Tempore of Leaders for Education, Lindsey Moser spoke to students being inducted into the National Elementary Honor Society at Yates Elementary School.

**“I wanted to thank SCATTER and let you know what a great job Lindsey Moser did on her speech to the children, parents, and staff at our National Elementary Honor Society Induction. She was prepared, passionate and professional!!”**

~Zoie Wikert,  
Yates Elementary

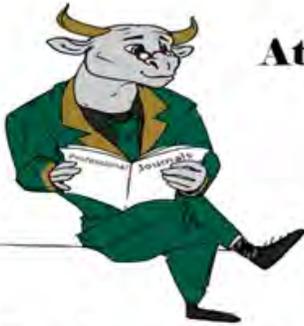


ATTENTION  
USF ALUMNI

Left: *USF*, the official magazine of the USF Alumni Association, will initiate a largely digital distribution format beginning with its spring 2017 edition. Now *USF* readers will be able to read the spring 2017 edition, as well as past editions, at [usf.edu/magazine](http://usf.edu/magazine).



**Attend your professional conferences**



**Read your journals**



**Listen**

# Kaywell 5+1



**Engage in professional dialogue**



**Associate with happy educators**



**Take time to relax**

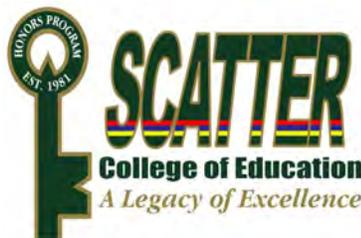
Original Cartoon by Omar Cosme

## Stay in Touch with USF



Above: [Facebook](#) [Twitter](#) [You Tube](#) [LinkedIn](#) [iTunes U](#) [Pinterest](#) [Flickr](#) [Instagram](#) [COEDU Main Page](#)

## Stay in Touch with the SCATTER Honors Program



Search For Student Orgs Here



[www.usf.edu/BullSync](http://www.usf.edu/BullSync)

Above: [SCATTER Facebook](#)

[SCATTER Website](#)

[Leaders for Education](#)

# WHERE HAVE ALL THE SCATTERS GONE?

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? I compiled all of their responses to these aforementioned questions and published them in the *SCATTER Chatter Newsletter* (July 2016). I will continue to publish new names and their responses as I meet former SCATTERs.

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.

**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.**

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

**Class of 1981**  
Celeste D. Nelson

**Class of 1983**  
Florence (Flo) Bailey  
Lori Delk Hartwig  
Brett Taylor

**Class of 1984**  
Vicki Guercia Caruana  
Teresa Joslyn  
Sophia Manoulian Kugeares  
Mark Nash  
Lynn Pabst  
Jeanne Petronio  
Dr. Yvette Powell Robitaille

**Class of 1985**  
Bruce Burnham  
Dr. Rebecca "Becky" Kaskeski

Dr. Susan Wegmann

**Class of 1986**  
Candace Cannon  
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 "Gini" Pake

**Class of 1988**  
Robb Bingham  
Dr. Jeany McCarthy (Gonzales)  
Dorothy Taylor

**Class of 1989**  
Dianne Azzarelli  
Stefano Biancardi  
Rose Bland  
AnnMarie Courtney  
Jodi Hacket  
Liam Lehn  
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  
Tammie Keyes  
Diane Leikam  
Dr. Jennifer Morrow  
Darlene Wagner

**Class of 1992**  
Joy Baldree  
Lorinda Gamsom  
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**  
Shirley A. (Gabbard) Rutter  
Mike Hill  
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  
Erin K. Schult  
Heather Vanderveen  
Dalila Lumpkin (Vasquez)

**Class of 1999**

Joseph Bockus  
Wes Holtey  
Tammie Keyes  
Shaun Kunz  
Zoie Wikert

**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**

Kylie Aliberto  
Nancy Erickson  
Jessica Iredale  
Nadia Helton (King)  
Audra Kondash

**Class of 2004**

Rachel Ann Foster  
Micky Gerding  
Amy Butler (Givens)

**2005 - 2006 Director, Dr. Roger Brindley****Class of 2005**

Jennifer Heinze  
Cassie Hernández  
Renee Bowser (Prianos)  
Allison Rick Taylor  
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  
Jennifer Larson  
Jaclyn Lockhart (Dubois)  
Vincent Natoli  
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  
Meghan Masciarelli  
Kaitlin Vaccarello (Riesenberger)  
Kristen Tavolaro  
Sarah Turner

**2013 - 2014 Director, Dr. Joan F. Kaywell****Class of 2013**

Megan Ackerman  
Milissa Francis  
Lexi Gaber  
Jessica Hagood  
Maranda Holley  
Kira Mark  
Erica Martin  
Alexandra Munzing  
Mariam Razak  
Heather Stocks (Rice)  
Chelsea Swann  
Melissa Whitcher

**Breanna Franzen, Class of 2013**

I am currently teaching kindergarten in a school outside of Atlanta, Georgia. My favorite memory is the workshops that gave us specific strategies to help in the classroom. SCATT(er) taught me that you learn best when you work with fellow teachers.

**“SCATT(er) taught me that you learn best when you work with fellow teachers.”**

**~ Breanna Franzen,  
Class of 2013**

**Kim Pond, Class of 2013**

I am currently teaching 10<sup>th</sup> grade English language arts at Durant High School in Plant City, Florida. Although I have many favorite memories related to SCATTER, I would have to say that the various workshops that I attended made an impression upon me. As a teacher almost four years out, I still enjoy attending professional development workshops with my latest favorite type of workshop being Ed-Camps! Of the many important skills and knowledge that I gained from being a member of SCATTER, I think that the learning from other SCATTERS -- the human-connection component -- was of greatest value. Being surrounded by Bulls of the same mindset, desires, and goals related to education gave me a wonderfully supportive and energizing atmosphere to discuss issues, concerns, and celebrate accomplishments. I am active on Twitter @YodaPond, if anyone wants to connect and am joyful to reconnect with SCATTER!

P.S. I was also in attendance at the "Extra Yard for Teachers Summit" and was fortunate to have a DonorsChoose.org project funded through a partnership with the College Football Foundation, Helios Education Foundation, Extra Yard for Teachers, and Florida C.A.N.

**2014 - 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
- Elizabeth Moran
- Geornesia Moses
- Erica Nelson
- Theresa Novak
- Jessica Pickett
- Eloah Ramalho
- Amber Rodgers
- Alexia Ruiz
- Nathalie Sainval
- Susannah Spear
- Trista Willard

**Amber Rodgers, Class of 2014**

I am currently teaching kindergarten at Potter Elementary School. In SCATTER, I enjoyed being able to build my knowledge with others who were aspiring to be future educators. We were able to learn from one another and keep each other encouraged. The plethora of strategies we learned in trainings, especially at our Senior Seminar (Success Summit), has allowed me to pull many things from my background knowledge to use in the classroom.

**Class of 2015**

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

**Class of 2016**

- Donna Heath

**How to Use #IamaSCATTER**

By: Caylee Fredette

**Instructions Step by Step:**

1. In your post tell us:
  - A. What makes you a SCATTER;
  - B. What is your favorite memory as a SCATTER;
  - C. How has SCATTER helped you; and/or
  - D. What have you learned being a SCATTER.
2. Hold the SHIFT key and press the # Button.
3. Begin typing the phrase "I am a SCATTER" without any spaces or symbols so it will look like this: #IamaSCATTER.
4. Share your post!

**Rules to keep in mind:**

1. Don't put spaces in between any thing.
2. Capitalization doesn't matter.
3. When you use a hashtag your post is no longer considered private and anyone who searches that hashtag will be able to see your post.

**"The plethora of strategies we learned in trainings, especially at our Senior Seminar (Success Summit), has allowed me to pull many things from my background knowledge to use in the classroom."**

**~ Amber Rodgers  
Class of 2014**



#IAMASCATTER









Tell us what makes you a SCATTER!

**SHARE THE HASHTAG ON ANY SOCIAL MEDIA AND LET US KNOW!**

# SUMMER 2017 SCATTER WORKSHOPS

To attend any of the **SCATTER Workshops**, **YOU MUST REGISTER** by going to the [SCATTER Store](#), emailing [EDU-SCATTOPS@USF.EDU](mailto:EDU-SCATTOPS@USF.EDU), or calling the **SCATTER Office** at **813-974-2061**. Please remember to give 48 hours' notice for your RSVP and at least 24 hours' notice to cancel. Failure to cancel within 24 hours negates any credit; credit applies only to SCATTERs.

## FEE SCHEDULE

- COEDU students who are not SCATTER members pay \$15.00 per workshop. No deals. No refunds.
  - USF students who are not COEDU students pay \$20.00 per workshop. No deals. No refunds.
  - Educators who are USF graduates pay \$20.00 per workshop. No deals. No refunds.
  - Educators who are not USF graduates and are not registered as a COEDU student pay \$25.00 per workshop. No deals. No refunds.
- Educators who are USF SCATTER graduates pay \$10.00 per workshop; once a SCATTER, always a SCATTER. No deals. No refunds.



**"Getting Familiar with School-Wide Activities"** 6/20 (T) 6:30 – 9:30 pm in TECO Hall. To register, go to the [SCATTER Store](#).

This workshop will give participants the opportunity to get some background knowledge into designing a school-wide activity. We will delve into the background of them as well as be able to practice making one to use in their schools.

**Brian Behrens**, Egypt Lake Elementary School Science Resource Teacher  
**Tyler Rhodes**, Egypt Lake Elementary School 4th grade ELA teacher



**"Harmony in the Classroom"** 6/26 (M) 11:00 – 2:00 pm in EDU 413. To register, go to the [SCATTER Store](#).

Sanford Harmony is a social-emotional tool designed to “incorporate specialized teaching strategies into classroom activities in an effort to reduce bullying, and help develop the youth of today into tolerant, compassionate, and caring adults for the future.”

**Judge Rick Roach**, former Orange County School Board Member



**"Understanding Differences and Celebrating Commonalities"** 7/10 (M) 5:15 – 8:15 in EDU 413. To register, go to the [SCATTER Store](#).

Come to this workshop where students will share their poster sessions on various cultures around the world: Costa Rica, Czech Republic, Israel, Japan, and Nepal will be featured. Dr. Kaywell will lead a discussion after the poster sessions.

**Ennis Cruz Gonzalez**, **Heather Thomas**, Costa Rica  
**Brianna Ahik**, Czech Republic  
**Josie Faris**, Israel  
**Jake Franzese**, Japan  
**Lindsey McDougal**, Nepal  
**Joan F. Kaywell, Ph.D.**, Professor English Education & SCATTER Director

## FREE PROFESSIONAL DEVELOPMENT ON CAMPUS

1. **FREE 1-Hour Workshop (you may take this one time for credit/remember three 1-hour workshops equal one SCATTER Workshop):** “Global Citizen Award – Starting Your Adventure Workshop” in MSC 1306 (inside the CLCE) To register, go to the USF Global Citizen Project Website or click [here](#).

**NOTE: SCATTERs may attend any one of these for one-hour of workshop credit. A write-up is required of what you learned.**

Thursday, June 1, 9:30 AM – 10:45 AM  
 Monday, June 5, 3:30 PM – 4:45 PM  
 Friday, June 16, 12:30 PM – 1:45 PM  
 Wednesday, June 21, 11:00 AM – 12:15 PM  
 Friday, June 30, 2:00 PM – 3:15 PM  
 Thursday, July 6, 9:30 AM – 10:45 AM  
 Monday, July 10, 11:00 AM – 12:15 PM  
 Tuesday, July 18, 3:30 PM – 4:45 PM  
 Wednesday, July 26, 3:30 PM – 4:45 PM



2. **FREE 1-Hour Workshop UNDERGRADUATES ONLY (you may take this one time for credit/remember three 1-hour workshops equal one SCATTER Workshop):** “Getting Started in Undergraduate Research Workshop” To register, [click here](#) or visit <http://www.lib.usf.edu/undergraduate-research/getting-started-workshops/> and look for GETTING STARTED. **RSVP IS REQUIRED! Write up required for credit.**

Wednesday, June 7, 1:00 – 2:00 LIB 210  
 Thursday, July 27, 12:30 – 1:30 LIB 210  
 Tuesday, August 8, 1:00 – 2:00 LIB 210  
 Thursday, August 17, 12:30 – 1:30 LIB 210

3. **FREE 3-Hour Workshop (you may take this one time for credit):** “Safe Zone Ally Training Session” You must register in advance by accessing Bullsync, searching for the "Office of Multicultural Affairs" page, and completing the Safe Zone registration form.

**NOTE: SCATTERs may attend any one of these for a full workshop credit. A write-up is required of what you learned.**

[Monday • June 12 • 2-5pm • MSC 4200](#)  
[Thursday • June 29 • 1-4pm • MSC 4200](#)  
[Wednesday • July 19 • 10am-1pm • MSC 4200](#)

Safe Zone is USF’s institutionally recognized LGBTQ+ diversity program that educates our campus community about various gender and sexual identities and expressions to establish supportive Allies who promote understanding and support for one another.

4. **FREE 1-Hour Workshop (Remember three 1-hour workshops equal one SCATTER Workshop):** “[AVID Summer Institute’s 2016 General Session](#)” 6/22 (R) 4:00 - 5:00 Tampa Convention Center, Ballroom B – D. To register, go to the [SCATTER Store](#). **A write-up is required of what you learned to receive credit.**

Come and hear AVID students and teachers share their compelling experiences with AVID. If you have not attended one before, it promises to be a captivating session filled with remarkable stories. AVID’s mission is to close the achievement gap by ensuring all students are prepared for college readiness and success in a global society.

## \* 2017 SUMMER CONFERENCES

**Elementary:** June 22 - 24, 2017, [Children’s Literature Association Conference - Tampa, FL](#). For registration information, go to <http://www.childlitassn.org/annual-conference> and visit their Facebook Page at <https://www.facebook.com/chla2017>

**Elementary & Secondary English:** July 15 - 17, 2017, [International Literacy Conference - Orlando, FL](#). For registration information, go to [ilaconference.org](http://ilaconference.org)

**\*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! Student pricing may vary.**



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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.”

**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.

\* 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.