

SCATTER CHATTER

SCATTER

SEPTEMBER 2016

HIGHLIGHTS IN THIS ISSUE:

- #IAMASCATTER
- WEEK OF WELCOME
- INTERVIEW WITH PRESIDENT CAYLEE FREDETTE
- INTERVIEW WITH DR. SARAH KIEFER
- SAFE ZONE WORKSHOP
- LOOKING FOR SCATTERS
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- SPONSOR A SCATTER



#iamaSCATTER

join the conversation

Learn how on page seventeen (17).



Lisa Marie DuBrava reviewed [USF Scatter Honors Program](#) — 5★

September 4 at 7:06pm · 🌐

I am a USF SCATT Honors graduate of 1995!! It was a great program then and glad to see it's still going strong!!! I teach Elementary Education in Lee County Schools now for 22 years. Lee County Math Teacher of the Year 2002 & Golden Apple Teacher of Distinction 2016.

Like Comment Share

Photo



graceegardnerr
Orosi, Cartago, Costa Rica >



👍 🗨️ ➦

graceegardnerr Missing Costa Rica! I talked so much about it today! Not only did I get to teach and gain experience in an overseas school, but I got to bond with my sister and many other colleagues. I never would have come across this opportunity if not for SCATTER, an organization to which I will always owe thanks #iamaSCATTER

🏠 🔍 📷 ❤️ 👤



Elisabet Rivera

Just now · 👤

After a crazy busy first week of class, I just want to go back to paradise. #CostaRica #Summer2016 #iamaSCATTER



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SunCoast Area Teacher Training and Educational Research (SCATTER) Honors Program
Dr. Joan F. Kaywell, Director
E-mail: kaywell@usf.edu
Andrea Thompson, Assistant
E-mail: andreal@usf.edu
Office Phone: (813) 974-2421

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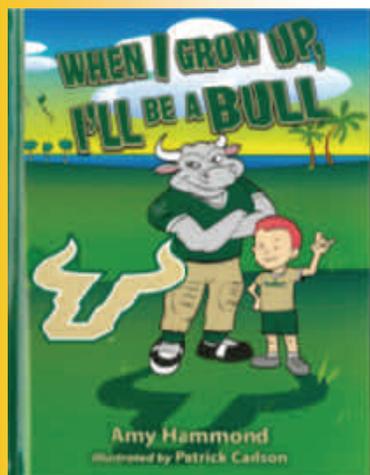
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ATTENTION:

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



**September 2016
Newsletter Contributors:**

**Amy Bolick, Omar Cosme,
Caylee Fredette, and Autumn Handin**

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



Would you like to be a permanent reporter for the *SCATTER Chatter Newsletter*?
Would you like to write an article for service hours? Do you have an idea for an article that you would like to share with a reporter?
Please contact [Omar Cosme](#) for more information.

A MESSAGE FROM DR. KAYWELL

Welcome back to another wonderful year as a student in the College of Education. The mission of the Sun Coast Area Teacher Training & Education Research (SCATTER), the COEDU's Honors Program, is to enhance the teaching profession by producing exemplary teachers who exhibit a passion for lifetime learning for themselves and for the students whose lives they touch.

In 2014, I wrote a chapter called "Exemplary Teachers" that was published in the *Encyclopedia of Classroom Management* (Sage) that seems fitting for me to include here. I encourage students to join SCATTER who want to become and remain happy and successful teachers for a career of a lifetime. The SCATTER Honors Program is modelled on these practices.

Exemplary Teachers: *Professional Dieticians for Minds*

Exemplary teachers cannot be determined by age, years of service, or number of degrees. There are teachers with 30 years of experience who may have done the same year 30 times. There are also teachers, both young and old, with advanced degrees who cannot teach well. What follows is what I absolutely know for sure about the characteristics of exemplary teachers.

First and foremost, they believe that ALL children can learn and realize—as the adult in the room—that the responsibility for each child's learning is a result of what they do with their instructional time. Second, they have been prepared in BOTH content and peda-

gogy. Third, they are PROFESSIONALS, practicing professional behaviors in order to solve forever-changing instructional challenges. The following five professional habits of mind are those one must have to become and remain a happy and exemplary educator:

Great teachers

1. Willingly attend and often present at local, state, and national conferences in their field;
2. Regularly read their professional journals;
3. Engage in meaningful professional dialogue with other exemplary colleagues;
4. Associate with other happy and exemplary teachers in order to have a support system; and
5. Pay attention to what's going on in the world—changing demographics, technological advancements, school reform, etc.—and are not afraid to take risks.

“The mission of the SCATTER is to enhance the teaching profession by producing exemplary teachers who exhibit a passion for lifetime learning for themselves and for the students whose lives they touch.”



Even though exemplary teachers believe that ALL children can learn, they also know that students have different learning styles (Michele Borba, Robert Gagne, Howard Gardner, Daniel Goleman, Anthony Gregorc, David Kolb, etc.), perceive some activities as engaging while others may see the same activities as boring, and come to school with various advantages and disadvantages. Exemplary teachers vary their instructional approaches because they know what all students have in common - - they will excel at tasks that they perceive as fun, meaningful, and enjoyable (Hart & Albarracin, 2009).

Using food as a metaphor, teachers know their students must have a balanced diet of the right types and amounts of foods (dairy, protein, fruit, vegetables, grain) and drink for optimal growth and development. Though the categories of food stay constant, there is an abundant combination of ways to prepare and present each one that is enjoyable.

Continued on page 4

At the same time, exemplary educators know that the amount of time students spend actively working on tasks is key to helping them develop and grow. Teachers familiar with time-on-task research not only know their students well, they also utilize effective classroom management techniques. They've strategically arranged their rooms so student-teacher eye contact is good and movement is easy. Their classrooms have established rules, routines, and procedures (Marzano, 2007). Continuing the food metaphor, students know when it is time to eat, who sits where, and share in the cleanup and sometimes the preparation of the meal. Finally, these teachers have planned everything so well that they can be fully present during the instructional day, or to enjoy the meal as the case may be. The key idea is to get ALL of the students engaged some of the time as often as possible.

“The key idea is to get ALL of the students engaged some of the time as often as possible.”

Obviously, teachers must know the subject(s) they teach, but they also must know how to present the material in ways that are appropriate for the maturity level of their population of students. First postulated by developmental psychologist Jean Piaget in 1973 and extended by others such as Urie Bronfenbrenner, Jerome Bruner, Erik Erikson, Lawrence Kohlberg, among others, exemplary educators know that an individual's stage of development significantly influences his or her ability to learn. Teachers know and continue to

learn their content while continuously finding alternative methods and strategies to present the material to students at their varying stages of development. To illustrate, I will compare eating habit growth to reading advancement:

- **Nursing Babies** – Nursery Rhymes
- **Baby Foods** – Scratch-n-Sniff books, Picture books like “A is for Apple,” “Good Night Moon,” etc.
- **Introduction of Solids** – Early Readers like “Are You My Mother,” “The Very Hungry Caterpillar,” “Go, Dog. Go!” “Love You Forever,” etc.
- **Toddler Fab 4 Fare** (macaroni and cheese, cheesy pizza, grilled cheese, chicken nuggets) -- Early Readers like Dr. Seuss books, Disney books, Berenstain Bear books, etc.
- **Elementary School** - McDonald's, Burger King (**fast food with prizes**) – Children's Literature such as *Beezus and Ramona*, *Charlotte's Web*, and *Charlie and the Chocolate Factory*, written by authors like Beverly Cleary, E.B. White, Roald Dahl, etc.
- **Middle School** – McDonald's, Burger King, Taco Bell, Pizza Hut (**fast food**) – tween literature such as *Goosebumps*, *Sweet Valley High*, *Joey Pigza*, *Weenie* series books, written by authors like R.L. Stine, Francine Pacal, Jack Gantos,

David Lubar, etc.

- **High School** – Chick-fil-A, Boston Market, Chipotle, (**restaurants with friends**) – young adult literature such as *The Outsiders*, *I Know What You Did Last Summer*, *Speak*, and *The Perks of Being a Wallflower*, written by authors like S. E. Hinton, Lois Duncan, Laurie Halse Anderson, Stephen Chbosky, etc.

Like any concerned parent, we want our children to eat a healthy diet, so we make them eat balanced meals much like the way we have our students read certain novels and content area textbooks. Many young adult books are comparable to family dinners, and some warrant more preparation and appreciation due a Thanksgiving dinner and lighter classics such as *Of Mice and Men* and *The Great Gatsby*. Ideally our children will learn to appreciate gourmet food in the form of the more complicated classics like *A Tale of Two Cities*, *Tristram Shandy*, or anything written by Shakespeare. For some, unfortunately, they never get exposed to that level of fine cuisine, but they still can thrive on family dinners. For others, they may find the experience too much for their stomachs to handle and will snub their noses to Lobster Newburg and *The Scarlet Letter* for something a bit lighter. Forcing food on someone who's not developmentally ready, such as giving chili to a baby or escargot to a teenager who prefers meat and potatoes, might make the child sick but the master chef knows all of that. Like master chefs, exemplary teachers know their content (food), know how to effectively plan (prepare) and know their students' individual tastes while understanding the importance of balance and nutritional value for growth.

Continued on page 5

Exemplary teachers do not come to pedagogical content knowledge by accident, a term made popular by Lee S. Shulman in 1986, but rather they develop that knowledge base by reading about, reflecting on, and practicing strategies and techniques as described and refined by many scholars, researchers, theorists, and other practitioners in their particular field. In sum, they regularly practice the five professional habits of mind to stay a happy and exemplary teacher.

Who would you rather see for a medical problem, a doctor who's been practicing medicine for 30 years who does not attend conferences, read journals, associate or consult with other doctors, and is unaware of the latest technology or one who has the same habits of mind that exemplary teachers have? The answer is obvious, but the difference is huge. Doctors bury their mistakes; whereas, society lives with teachers' mistakes forever. Our children deserve exemplary teachers who share this common philosophy, one which encompasses a sense of the importance and the joy of teaching, a passionate belief in students' ability to succeed, a recognition of the teacher's role in helping students succeed, and a passion for lifetime learning for themselves and for the students whose lives they touch; our future depends on it!▪

“Doctors bury their mistakes; whereas, society lives with teachers' mistakes forever.”

Great teachers

1. Go to their conferences;
2. Read their professional journals;
3. Engage in professional dialogue;
4. Associate with other happy and exemplary teachers; and
5. Pay attention to what's going on in the world.

Websites to Visit

Exemplary Teachers

[What Makes a Great Teacher?](#)

[Four Characteristics of Outstanding Teachers](#)

[Nine Characteristics of a Great Teacher](#)

[10 Different Insights into What Makes a Great Teacher](#)

[Student-Identified Exemplary Teachers: Insights from Talented Teachers](#)

Learning Styles

[Michele Borba's Moral Intelligence You Tube \(4:45\)](#)

[Robert Gagné's Five Categories of Learning Outcomes and the Nine Events of Instruction](#)

[Howard Gardner's Multiple Intelligences](#)

[Daniel Goleman's Emotional Intelligence](#)

[Anthony Gregorc's Mind Styles](#)

[David Kolb's Learning Styles](#)

Developmental Psychology

[Bruner's Three Modes of Representation](#)

[Erik Erikson's Psychosocial Stages Summary Chart](#)

[Lawrence Kohlberg's Theory of Moral Development](#)

[Jean Piaget's Stages](#)

Further Reading

Ableser, Judith. (2012). Exemplary teaching practices across educational contexts (P-20+): Unifying principles and an ecological model for Teaching for All to Learn. *Journal of Teaching and Learning*, (6) 2, 65-75.

Lowman, Joseph. (1996). Characteristics of exemplary teachers, *New Directions in Teaching and Learning*, 65, 33-40.

Shulman, Lee S. (1986). Those who understand: knowledge growth in teaching. *Educational Researcher*, (15) 2, 4-14.

LET'S GET CRAFTY: A HCPS ELAS WORKSHOP

By: Autumn Handin

The facilitators of the “[Let's Get Crafty](#)” workshop discussed how to use crafts when teaching writing in grades K-5. I initially went into the workshop not knowing what “crafts” were in terms of writing. There are about six categories, which are broken down into what we will be teaching our students on a lesson planning menu. These topics are not directly stated in the ELA standards we are given. Instead, based on our knowledge, we can look at standards and determine which skills we can teach with them. This resource also lists the text types and purposes and what writers do. They broke it down further for kindergarten and first grade teachers by explaining the process, conventions, understandings, and procedures.

As I was learning what exactly writing crafts are, I was immediately able to apply it to different types of writing. We identified the writing skills in song lyrics, recipes, matching standards, quotes, stories, etc. Beyond the basics, we were able to see how they can be put together into a collective lesson.

The facilitators modeled the teacher and student prompts, with steps of what to do day by day. We took notes as they modeled how they would teach their students with the teacher prompt. During this process, the facilitators often referred back to their stories and articles to demonstrate finding and using text coding and evidence when writing. Then we were given time to be the students and write out our plan and begin writing. Lastly, we were able to analyze students' writing samples to determine strengths and

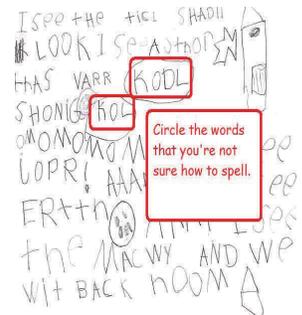
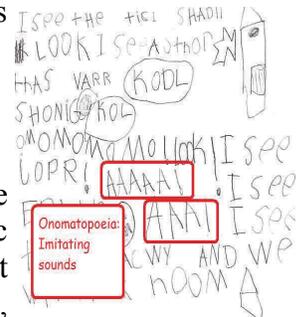
areas of focus for writing conferences. Overall, I have a much better understanding of what writing crafts are and how to incorporate them into my lessons.

Onomatopoeia is a big word that basically means writing the sounds you want to hear. In this story, a student wanted to show excitement, so he wrote, “Aaaaaa!”

It's fun for the kids to use Onomatopoeia because most of them can be put together with a few basic sounds. It's the easiest of the writing crafts to start with. For example, they could use boom, whoosh, and bam.

Spelling Questions: Don't spell words for the children because if you spell one word, you will have to spell every word for the rest of the year. Instead, teach the children to circle each word that they just can't figure out. This gives them an “out”. They know it isn't correct, but they don't dwell on it and they can continue writing.

Sparkle Words: Adjectives and adverbs don't sound exciting to a young child, so call them sparkle [words](#) because they add a spark to stories. To pique your kids' interest have them pick their favorite sparkle word, write it on a sentence strip, and glitter it. Hang their words on a word wall and encourage them to use “their word” in their writing. [Note: examples were respectively taken from the website.]



Above: Autumn Handin (R) and her collaborating teacher was Teacher of the Year last year Claywell Elementary School for the reasons Dr. Kaywell always tells us: She attends her workshops/conferences, reads the resources, is involved in many of the teams at our school (professional dialogue with happy educators), and is very open to new ideas. I am very lucky to have her as my CT.”

SCATTERS PARTICIPATE AT THE WEEK OF WELCOME (W.O.W.) EVENT 8/25/16

By: Omar Cosme

I joined other members of SCATTER in the TECO Hall during Week of Welcome at the W.O.W. Event. The others were already busy fine tuning decorations, table placements, and preparing to engage new students. This was my first week of welcome, and I did not know what to expect.



Above (L to R): Lindsey Moser, President Pro-Tempore of Leaders for Education; Meaghen Randolph; Arthur Narrow; Caylee Fredette, President of Leaders for Education; and Omar Cosme, *SCATTER Chatter* Co-Editor-in-Chief bond at the W.O.W. Event.

Admittedly, I was a bit nervous to watch the stream of new students flowing into the TECO Hall. What would I say? How could I explain SCATTER in my own words and express how much the additional training and workshops have meant to me and my career? How could I convey to new students that the sooner they join, the more enriched their education would be?



Above: Elisabet Rivera, Secretary of Leaders for Education, encourages a new student to be the best teacher she can be!



Above: It was a great way to earn service hours, while promoting the SCATTER Honors Program.

Before I realized it, I was part of the SCATTER team, talking to new students and sharing ideas. The excitement in the Hall was palpable. These new students were asking great questions, sharing ideas and perspectives, and engaging on a level far higher than I expected. The College of Education veterans were all happy to share information and details. The networking going on was incredible, and there was no space for anyone to feel shy or nervous. In fact, I had a lot of fun.

Like any effective teacher, Interim Dean Roger Brindley, who I had not yet had the pleasure of meeting, cut right through the noise and commanded attention. His speech was low and serious as he beckoned a commitment to excellence from all attendees--faculty and students alike. His low voice rose, and became thunderous with electrifying encouragement. "This is our College of Education, and it is up to all of us to become leaders in our field. All of us are a part of it. I encourage students to take every chance to gain experience and knowledge. Your professors will stick with you to the end and expect nothing less from you than your best, and the USF staff supports the team as a whole."

Assistant Dean David Allsopp joined Dr. Brindley and demonstrated the bull chant. "Horns up, shuffle your feet to kick the dust beneath, and charge into the future; **WE ARE THE COLLEGE OF EDUCATION. WE ARE THE BULLS.**"



SCATTER STUDENT FEATURE: AN INTERVIEW WITH CAYLEE FREDETTE

By: Omar Cosme

The SCATTER office, DAC 201, is located on the second floor across from TECO Hall and is unlike any other place on campus I've been to. The Honors Suite, as it is called, is a place any College of Education student can walk into and learn how to get involved by joining a culture of excellence. It is a very busy place, sometimes buzzing with debate and the sharing of ideas. Other times, it might be hushed with planning, contemplation, and study.

Recently, I had the opportunity to discuss SCATTER with one of our College of Education student leaders and a regular face in the office - my good friend Caylee Fredette.



Above: Caylee Fredette serves as this year's President for Education, the student-led advisory group

Hi Caylee. Please tell us a little about yourself: your major, what year you're in, and how long you've been a part of SCATTER.

I am currently in my senior year in the Elementary Education Program, and I have been a member of SCATTER since my freshman year. I was part of the first class of SCATTERs in-Training!

How did you first hear about SCATTER and why did you join?

The first time I heard about SCATTER, I was in high school. I heard about it from one of my friend's parents who was a SCATT graduate and told me that when I got to USF, I needed to join. When I finally got to USF, as a part of Mrs. Paula Cate's Introduction to Education class, I attended the Week of Welcome Event, and I was hooked!

I joined SCATTER for multiple reasons, but the biggest one is that it would provide me with opportunities I wouldn't have access to through my program. I also joined because I knew SCATTER would give me the ability to start building my network with other professionals and would give me access to workshops to increase my understanding of my profession.

Of the SCATTER workshops you've attended, which have been your top three most memorable?

Oh, this is a hard question! My most memorable workshop was probably the field trip we went on for a workshop at Crystal Springs! I would have never been aware of that amazing place otherwise!

My second was probably the 35th Anniversary Honors Celebration



Above Left: At Crystal Springs Preserve, Amanda Silebi and Caylee Fredette take a closer look at their water bottle's label and are shocked.

Above Right: Caylee and a Scarlett King Snake share a moment of togetherness.

last Spring. I had the amazing opportunity to meet and hear from Sharon Draper. Also we had Taylor Mali as a surprise guest. You should have been there to see my face light up; I was so excited!

My third most memorable workshop was probably The Nature and Needs of Gifted Students. At the time, I was doing my internship in a classroom in which 17 out of the 19 students were gifted. I was able to immediately apply what I had learned and that was really incredible!

“Some of the best lessons I've learned while here at USF, I have learned from SCATTER.”

**~ Caylee Fredette,
President**

What are some of your goals this semester as President of Leaders for Education, SCATTER's Advisory Group?

I'm so excited to be serving as President for SCATTER this year! Some of the goals I have for SCATTER are (1) to increase our social media presence, (2) to have increased member participation, (3) to get our name out there at USF and the community at large, (4) and to strengthen our bond as a SCATTER family!

Is SCATTER a good idea for College of Education freshmen? Why or why not?

YES! One hundred percent, YES! USF can be a big and scary place, but as a freshman and a part of SCATTER, it made my life so much better. I was given a mentor to which this day I still call on for advice, even though I'm a senior! It allows you to familiarize yourself with the College of Education and your profession before you even get into your program!

Tell us a little bit about what SCATTER stands for. Not the official stuff, but something more personal and how SCATTER could help us in the future.

SCATTER has helped me in so many ways. I think some of the best lessons I've learned while here at USF, I have learned from SCATTER. SCATTER has taught me how to "Be the Teacher" by increasing my content knowledge, my professionalism, and my network of professionals.



Above: Current SCATTERs and those wishing to become SCATTERs are required to attend an orientation each semester. Assistant Dean David Allsopp (back row center) came by to wish students well.

SCATTER has also given me a community I feel I belong to. I know if I ever have a question, I can ask Dr. Kaywell, Andrea, or the Leadership Team; and if they don't know the answer, they will definitely know what direction to point me in! When I go to workshops, or events, I'm excited to reunite with the friends I have made along the way in this program.

What are your top three tips for students new to the College of Education?

Don't be afraid to ask questions. The professors and advisors are paid to work with you. Even if you feel it's a stupid question, ask it anyway. I recently met with an advisor to look into Masters Programs here at USF. I didn't have any idea going into that meeting what I was doing, but after getting the answers I needed, I feel more prepared for what happens after graduation.

Try things you have never done before. Step outside of your com-

(all sessions will be held in **TECO Hall** in the College of Education Building)

Friday, September 9th, 2:30 - 4:00 pm

Thursday, September 15th, 2:30 - 4:00 pm

Friday, September 16th, 6:30 - 8:00 pm

For more information about the SCATTER Honors Program, please visit bit.ly/USFSCATTER or DAC 201 in the David C. Anchin Center



Above: To join SCATTER, you must attend an orientation.

To join SCATTER is super simple. All you have to do is attend an orientation. We have rescheduled more orientation dates due to the hurricane that closed down campus! Even if you aren't sure if you want to join SCATTER, there is no harm in at least attending to learn more about the program!▪



Help us increase our social media presence & tell us what makes YOU a SCATTER. Let's go viral!

SCATTER FACULTY FEATURE: AN INTERVIEW WITH DR. SARAH KIEFER

By: Omar Cosme

I look back on my first day at USF and remember how confused I felt. My first day literally followed my last day at Hillsborough Community College. I stared at my schedule hard, trying to guess how difficult each class would be or if professors might be mean.

After only a few minutes in my first class, I realized that it would not be easy. The class would definitely be a challenge but would be one that I could meet with the support of a knowledgeable and passionate professor and a room full of like-minded peers. The exhilarating and high speed exchange of information and debate in the classroom was unlike anything I had ever experienced. That day, I was introduced into the College of Education's culture of excellence.

Later, I followed that path into SCATTER and joined. Now in my role as *SCATTER* Chatter Co-Editor-in-Chief, I have the chance to discuss with Dr. Kiefer, my first professor ever at USF, her experiences and thoughts on the SCATTER Honors Program. My interview with her follows:

Thank you for taking the time to speak with me today. Please tell me a little bit about yourself and your experience with SCATTER?

My name is Sarah Kiefer. I am an Associate Professor in Educational Psychology and the program coordinator, which is a

lot of fun. I've been a huge supporter of SCATTER for as long as I can remember. I've mainly been active with SCATTER as a presenter of workshops. I've given two workshops on motivation, a workshop on peer relationships, and one on creativity. I've also worked with SCATTER students in my research lab. I've been engaged in yearlong research projects, and connecting research with practice. I've also worked to support SCATTER through our Ed.-Psych. Program and department.



Above: Dr. Kiefer mentored SCATTERs Brittany Curtain & Alea Frazier and presented their research (3/26/14) on peer relationships to SCATTERs.



Above: Dr. Kiefer presents a workshop (3/23/15) on motivation to SCATTERs.

Below: Dr. Kiefer teaches SCATTERs (1/25/16) how to foster creativity in their students.



Why do you encourage students to join SCATTER?

Great question! The first reason is selfish: it transforms my classroom. If I'm teaching pre-service or in-service educators, and they know about SCATTER, the level of professionalism and conversation in my classroom goes up. And the level of community goes up as well. So for me, it's a huge win. Students have a similar language of the discipline and they're ongoing learners, so for me as an educator, it's big!

I feel that SCATTER does a really good job of supporting our students. I think that becoming an effective educator is something that takes time to develop. I think that SCATTER offers some professional experiences that you can't get in the classroom. SCATTER keeps it real and offers very powerful workshops led by practicing teachers and other professionals in the field.

SCATTER has hosted amazing panels, they've done bullying workshops, and other really cool stuff.

How has SCATTER helped you as a faculty member? Your students?

I think that there is a myth that SCATTER is just for pre-service teachers, but that's not the case. I think it's helped my teaching, but it has also been powerful in my research. For me to have brand new students who are in the field, who are thinking about what it means to support adolescents, and what it means to create developmentally appropriate learning environments, they have a different perspective than I have. In essence, I was

Continued on page 11

never trained to be a teacher. I had to learn a lot of this on the fly. Getting SCATTER students into my research lab and then working with them, sharing with them, has been a win-win for me. I get a lot of perspectives and fresh ideas in my research lab, and without that, I would not have been able to grow as much as I have.

“Getting SCATTER students into my research lab and then working with them, sharing with them, has been a win-win for me.”

**~ Dr. Sarah Kiefer,
Associate Professor,
Ed. Psych.**

What changes have you seen in SCATTER?

I have seen a shift in leadership emphasis with Dr. Kaywell becoming the Director in 2013. Research gained a higher profile in the college, and it was integrated into the whole professional development of teacher. SCATT got the two extra letters, ER for Education Research, changing SCATT to SCATTER. There has been a greater promotion of the research part and that has been wonderful. I think that SCATTER does a great job of encouraging students to gain research skills, and that's critical to becoming an effective decision maker.

I have seen a greater sense of community in SCATTER, large-

ly because there is a higher level of involvement by the students as reflected in *SCATTER Chatter*. The newsletter shows how active everybody is, and it also shows how multi-faceted SCATTER is. The different levels of SCATTER allow for various levels of involvement. I have seen a shift in awareness of SCATTER and the different ways of engagement it provides.

Would you recommend SCATTER to students just entering the College of Education?

I know that Dr. Kaywell has opened the SCATTER Honors Program to undergraduates all the way up to doctoral students. I would say that the sooner a student joins, the better. Because the more exploration you can do, the more you can embed yourself in a community of practice with a community of professionals, the more you will learn about any profession you want to be a part of. Even if a student is Pre-Ed., or Pre-anything, if they're interested in the field of teaching, I would really encourage them to get involved.

I think that it's great for exploration and commitment. For any profession, there are so many things that you need to implicitly learn. SCATTER provides a kind of mentorship where you're not just doing a job, you are becoming part of a community.

In your words, what is Professional Development and why is it important?

What it is not is “a one and done.” Professional Development (PD) is not one workshop, and you cross it off your list and move on. I would say that professional development



Above: Omar Cosme, Ennis Gonzalez Cruz, and Dr. Sarah Kiefer take a selfie in the SCATTER Office.

Below: Dr. Kiefer (far right) serves on an Education Review Team in Dubai. Dubai is located on the Eastern coast of the Arabian Peninsula.



is something that is ongoing, it is embedded, it is relevant, it is real, and it is done within a community of practice.

One of the things that you're doing right now is investing in yourself, right? You're investing in yourself and your career so you can go out into the field and knock everybody's socks off. But then your battery is going to go down. I think PD is important because when you continue to invest in yourself when you're in the field, your battery gets recharged. Professional Development helps you sharpen your skills, and it also helps you build on your community.

Continued on page 12

I like that you mentioned, as a professor engaged in research and at a position where many of us students would like to reach someday, that you still attend professional development conferences. Why?

It is an ongoing thing, Omar. We have the most exciting jobs in the world: we get paid to learn. We are life-long learners and if I'm not learning something, I'm not having fun. I have to learn something, meet someone new, get a new perspective, and that is what it is all about; that's when it is fun.

When do you think students should start thinking about professional development?

As early as possible! It is part of the exploration process, and I think that students should feel comfortable dipping the proverbial toe in as much as they want in the water because that's how they're going to figure out if teaching is right for them. I think a lot of us are asked what we want to be when we grow up, and it is really abstract. If we don't roll up our sleeves and experience it, we aren't going to know if it is a right fit or not. I think that it is a challenge but also an opportunity. Professional Development is one way to find out if the profession is a good fit for who you are with the strengths and the skills that you have.

What are your top three tips for students new to the College of Education?

The first one is to explore; explore options and opportunities. The second would be to connect. Connect to your instructors, connect to your classmates, and connect to SCATTER. And the third tip would be to stay honest and real. Make sure your major is something that you want to do, and that it is something you can be successful doing. But I do have a fourth tip for those who are intrigued by research. Ask professors if you can help them with their research - ask early, ask often, and ask more than one professor. If possible, ask before your junior year because the research process takes a while, and the professor who you want to work with may not be immediately available. As a start, you can search faculty research profiles at http://coedu.rc.usf.edu/research_staff/searchbykeyword.php.

The field of education is something unique in that you see a lot of people coming back to it later in life. Don't get caught up doing something everyone else wanted you to do. I'd say to be honest, and figure out what your "plan A" is. If it's education, we got your back! ■



Go the Extra Mile

Are you an Education major? Join the **USF Scatter Honors Program** to enhance your experience at USF and better prepare you for your future in teaching!

Upcoming Information Sessions

(all sessions will be held in **TECO Hall** in the College of Education Building)

Friday, September 9th, 2:30 - 4:00 pm

Thursday, September 15th, 2:30 - 4:00 pm

Friday, September 16th, 6:30 - 8:00 pm

For more information about the SCATTER Honors Program, please visit bit.ly/USFSCATTER or DAG 201 in the David C. Anchin Center



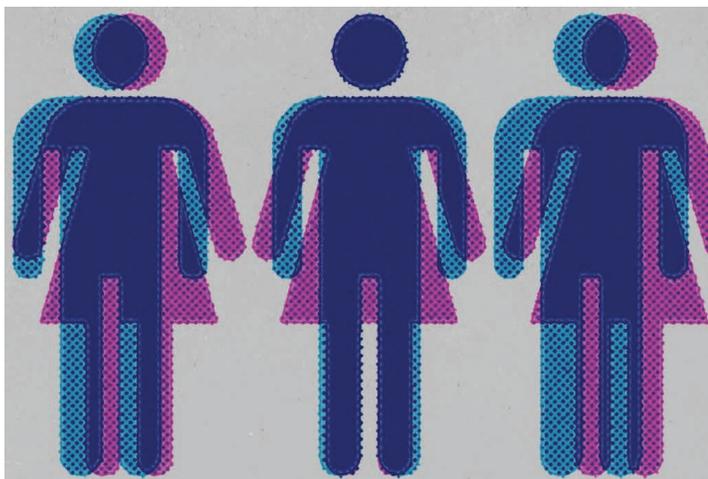
“Enjoy engaging in the research process with others who are passionate about research and making a difference in the lives of today’s youth, and connect it to your interests and passions in education!”

~ Dr. Sarah Kiefer

USF OFFERS SAFE ZONE ALLY TRAINING SESSIONS FREE OF CHARGE

By: Amy Bolick

Safe Zone is USF's institutionally recognized LGBTQ+ diversity training 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. The training is a three-hour interactive certification on Lesbian, Gay, Bisexual, Transgender/Trans*, Queer/Questioning (LGBTQ+) identities, inclusive language, and advocacy.



During the safe zone workshop, I learned about the LGBTQ+ community and how to be an ally to them. One of the most important things I learned is to let people define themselves. It seems that some people are quick to put labels on others without knowing all the facts, or even how the other person may view themselves. In addition, one label can mean different things to different people. By letting people define themselves, you avoid the risk of saying the wrong thing or giving them the wrong label.

Another important concept is to let people tell you the pronouns they identify with. Many use the typical her/hers or he/him, but others prefer gender neutral pronouns like their/them/theirs. Since some view gender as fluid, they may not always identify with a specific gender or it may vary from day to day. This is why it is important to let them tell you which they prefer.

The most eye opening point, at least for me, was how great of an impact “coming out” can be. Coming out may affect a person’s family, personal relationships, and even one’s professional life. I learned that many people have lost their careers for coming out. While many employers mask this discrimination, it is an injustice that many in the LGBTQ+ struggle with. This is why so many people are afraid to “come out” to others for fear of losing relationships or jobs. For these reasons, I have learned the importance of being an ally, and I encourage my fellow SCATTERs to become allies themselves.▪



**PROUD
TO BE AN
ALLY**



“By letting people define themselves, you avoid the risk of saying the wrong thing or giving them the wrong label.

~ Amy Bolick,
Safe Zone Workshop

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 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 or send me their contact information.

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

Class of 1981
Celeste D. Nelson

Class of 1983
Lori Delk Hartwig
Brett Taylor

Florence (Flo) Bailey, Class of 1983
I don't have just one favorite memory but one that stands out is a field trip to Nature's Classroom. I saw teaching and learning beyond the traditional style that took place in a regular Gen. Ed. classroom. I couldn't shake that *deja vu* feeling when about 35 years later, I attended a Project Wild training back at Nature's Classroom as a retired classroom teacher rewired into an environmental educator. There were even a couple of USF

education majors attending. SCATTER taught me to continually strive to seek out the best teaching methods, to be a facilitator of learning, and to make learning fun so the students would become lifelong learners.

“SCATTER taught me to continually strive to seek out the best teaching methods, to be a facilitator of learning, and to make learning fun so the students would become lifelong learners.”

~ Flo Bailey,
Class of 1983

Class of 1984
Vicki Guercia Caruana
Teresa Joslyn
Sophia Manoulian Kugeares
Jeanne Petronio
Dr. Yvette Powell Robitaille

Mark Nash, Class of 1984
I think my favorite memory was our banquet when I graduated. SCATT was much smaller in 1984 and we spent the day driving around in Dr. Joyce Swarzman's convertible buying potted plants and other items that we needed. We decorated the room in the Student Union ourselves. It was bittersweet as we had lost a classmate just a week or two earlier. Laurie Richardson was killed in an auto accident on her way to Joyce's for a planning meeting. I think one of the things that has served me the best is to remember to prepare thoroughly and accept nothing but excellence from yourself and those around you. There's an old sports quote that says, "Failure to prepare is to prepare to fail."

“Failure to prepare is to prepare to fail.”

~ Mark Nash,
Class of 1984

Lynn Pabst, Class of 1984

I became a SCATT clinically trained teacher in 1987 and am currently serving as the principal of New River Elementary School in Pasco County. The learning sessions with Joyce Swarzman are my favorite memory. SCATT taught me to be proud of being a teacher and be a life-long learner; use the strategies/learnings every day to impact students positively.

“SCATT taught me to be proud of being a teacher and be a life-long learner; use the strategies/learnings every day to impact students positively.”

~ Lynn Pabst,
Class of 1984

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 “Ginny” Pake,

Class of 1988
Robb Bingham

Continued on page 15

Dr. Jeany McCarthy (Gonzales)
Dorothy Taylor

Class of 1989

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

AnnMarie Courtney, Class of 1989

I am a former Principal of Aparicio-Levy Technical Center and am currently serving as Principal on Assignment. It has been a while, but I'd have to say my favorite memories are of the workshops; they were the best. I attended one workshop that taught the value of empathy statements. I use them regularly when working with students, staff, and other stakeholders.

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

Lorinda Gamsom, Class of 1992

I currently work for the Early Learning Coalition of Hillsborough County, overseeing School Readiness and VPK programs mostly with child care centers. My favorite SCATT memory is attending SCATT training and being exposed to a variety of concepts beyond what I was exposed to in my regular classes. Joyce Swarzman had such an incredible enthu-

siasm for education and for SCATT that it was contagious. In fact, I think that is also the thing that SCATT taught me that has served me well- when you love something and when something is important, don't be ashamed to share that enthusiasm with others.

“SCATT taught me . . . when you love something and when something is important, don't be ashamed to share that enthusiasm with others.”

**~ Lorinda Gamsom,
Class of 1992**

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. Rutter (Gabbard)
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
Heather Vanderveen
Dalila Lumpkin (Vasquez)

Class of 1999

Joseph Bockus
Wes Holtey
Tammie Keyes
Shaun Kunz

Zoie Wikert, Class of 1999

I am a 5th grade teacher and NEHS Advisor at Yates Elementary School. I recall giving a presentation for my colleagues one afternoon. I was commuting from St. Petersburg-had car problems, was late and flustered when I arrived on the Tampa campus. Dr. Linder was there and encouraged me to relax and to enjoy this time will fellow SCATTERs. It was a time of honest reflection, peer feedback that was helpful (not hurtful), and a confidence builder. I always looked forward to hearing her wise counsel. SCATTER taught me that professionalism is paramount (dress, conduct and conversation) with colleagues, school administration, students and parents/guardians.

Class of 2000

Mechel Albano
Jennifer Campbell
Mary Freitas
Tara Tahmosh-Newell

Class of 2001

David Richtberg
Pam Widlak

Class of 2002

Cynthia Bauman

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

Class of 2003

Nancy Erickson
Jessica Iredale
Nadia Helton (King)
Audra Kondash

Class of 2004

Rachel Ann Foster
Amy Butler (Givens)

Micky Gerding, Class of 2004

I am currently a first grade team leader at Brooker Elementary School. My favorite memory is the end of my internship and being with other SCATTERS. Having all of those inspirational and valuable speakers come to validate why I have become a teacher and how to be the best that I can be. The biggest thing that SCATT taught me was communication with students, parents, and my peers. There was a speaker who came and showed us many different ways of communication with different types of people. I still use his information to this day. Thank you for the opportunity to begin my career with great role models and the tools to be successful!

2005 - 2006 Director, Dr. Roger Brindley

Class of 2005

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

Cassie Hernández, Class of 2005

I am currently a District Resource Teacher for HCPS Office of Teaching and Learning. My favorite memory as a SCATTER was definitely having the privilege of working with K-12 students through the tutoring program giving me the opportunity to implement many of the strategies I learned along the way in the program workshops. I was able to connect with students one on one and tailor the instruction to meet their learning needs and interests. I remember feeling empowered and prepared because of my preparation. This helped me to focus my efforts on the kids instead of my performance. There was a specific professional learning opportunity I participated in which taught us about the

importance of words we choose to use with kids and the great impact those words can have. The power of the lessons learned in that training have continued to inform my professional practice with both students and fellow educators.

“SCATT taught us about the importance of words we choose to use with kids and the great impact those words can have. The power of the lessons learned in that training have continued to inform my professional practice with both students and fellow educators.”

**~ Cassie Hernández,
Class of 2005**

Allison Rick Taylor, Class of 2005

I taught ELA for 10 years and never really intended to leave the classroom, but I got the opportunity to do the Florida Gulf Coast Partnership for Educational Leadership through USF and I felt like I couldn't pass it up. I just finished and graduated in May so I am going on an adventure into administration. I just got my first AP job at Wiregrass at the end of last school year. It's been a while but the SCATT (er) graduation/awards ceremony stands out as a nice memory. There was also a really interesting presentation on teaching gifted learners that stuck with me. There was a professional development on communication skills that stands out as the number one thing I learned through SCATT(er) that I use all the time. It was about phrasing requests and commands to both get things accomplished and to deescalate tense situations. It also addressed volume and tone of voice. It has been useful for classroom management as well as interacting with parents and the community.

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

Class of 2006

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

2007 - 2013 Director, Lori Yusko (Delk)

Class of 2007

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

Class of 2008

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

Class of 2009

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

Class of 2010

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

Class of 2011

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

Continued on page 17

Cari Sadler
Valerie Rey (Wozniak)

Class of 2012

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

2013 - 2014 Director, Dr. Joan F. Kaywell

Class of 2013

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

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

Class of 2014

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

Susannah Spear
Trista Willard

Class of 2015

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

“... communication skills stand out as the #1 thing I learned through SCATT(er) that I use all the time. It was about phrasing requests & commands to get things accomplished & to deescalate tense situations. It also addressed volume & tone of voice. It has been useful for classroom management as well as interacting with parents and the community.”

~ Alison Taylor,
Class of 2005

How to Use #IamaSCATTER

By: Caylee Fredette

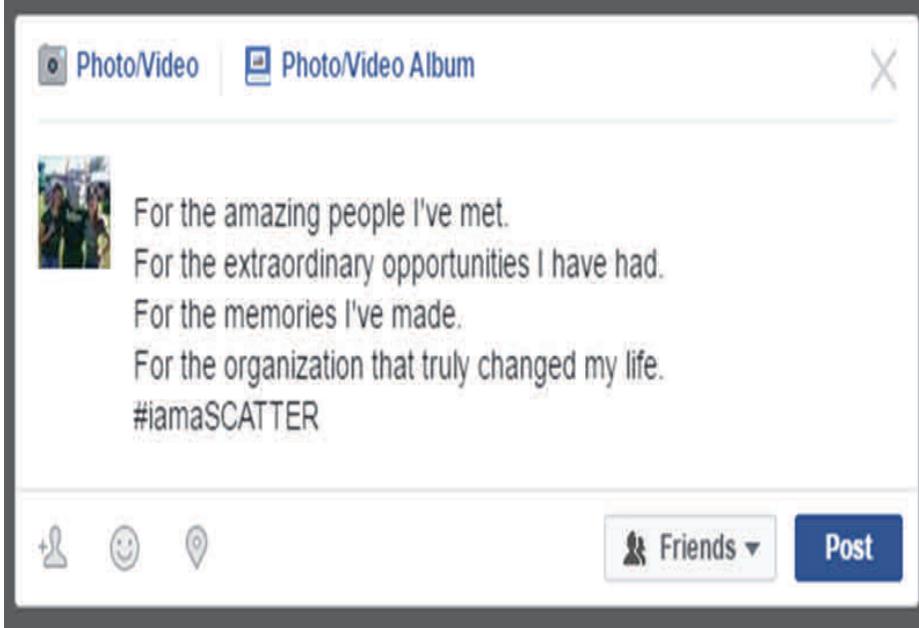
Instructions Step by Step:

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.

See my post below.



FALL 2016 SCATTER WORKSHOPS

To attend any of the **SCATTER Workshops**, **YOU MUST REGISTER** by going to the [SCATTER Store](#), emailing 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.



“CPR for Every Teacher: You Might Literally Save a Life” 9/12 (M) 4:30 – 7:30 USF COEDU’s TECO Hall. To register, go to the [SCATTER Store](#).

Cardiopulmonary resuscitation (CPR) is a lifesaving technique useful in many emergencies in which someone's breathing or heartbeat has stopped. The American Heart Association strongly promotes knowledge and proficiency in Basic Life Support (BLS) and has developed instructional materials for this purpose. After successful completion of this workshop, participants may purchase a CPR card for \$20.00 if desired. **Limited to 30 Participants.**

Melissa Mashaw-Keen - Director of Training, Tampa Bay CPR

<http://www.tampabaycpr.com/>



“Classroom Management: SCATTER Style” 9/14 (W) 5:30 - 8:30 pm USF COEDU’s TECO Hall. To register, go to the [SCATTER Store](#).

Using Kagan Strategies and modeling communication skills learned during Success Summit Part One, Mr. Zickafoose will rev you up and show you how to maximize student learning. (NOTE: SCATTERs in Part 2 of Senior Seminar attend for free).

Steve Zickafoose, 1993 SCATTER Graduate & Assistant Principal of King Middle School



“Taking an Active Role in Leadership and the Rewards of Being Involved” 9/17 (S) 9:00 – 12:00 p.m. USF COEDU’s TECO Hall. To register, go to the [SCATTER Store](#).

Participants will learn how to effectively communicate with administrators, parents, teachers, and students and will learn the benefits of being actively involved with each group.

Brandi Grafer, 2006 SCATTER Graduate & 3rd grade teacher and Teacher Talent Developer at Heritage Elementary School

Continued on page 19



"What Every Teacher Needs to Know about Bullying, Communication, & Self-Understanding" 9/17 (S) 12:30 – 3:30 pm, TECO Hall. To register, go to the [SCATTER Store](#).

In this workshop, participants will explore the looming and complex issue of bullying among youth. Ms. Magnoli will discuss how her protagonist, who uses a wheelchair, helps kids who are being teased for being physically different. KatGirl's perspective encourages people to believe in themselves and work hard at their goals, proving to bullies that they can accomplish anything. KatGirl says, "Stare as I fly away from your judgements and towards my dreams." Dr. Berry will look at bullying as an issue of communication, and thus, will assume that better understanding and responding to the problem in mindful ways takes looking more closely at the power of interaction and relationships, and the ways all people, including young people, negotiate identity, or self-understanding, from within relational communication. Dr. Kaywell will comment on what teachers need to do to keep classrooms safe.

Keith Berry, Ph.D., Associate Professor USF Department of Communication & Author of [Bullied: Tales of Torment, Identity and Youth](#)

Katherine Magnoli, First Runner Up 2016 Ms. Wheelchair Florida Pageant & Author of *The Adventures of KatGirl*

Joan F. Kaywell, Ph.D., Professor of English Education & Director of SCATTER



"What Every Teacher Needs to Know about Grant Writing" 9/27 (T) 4:30 - 7:30 pm USF CO-EDU's TECO Hall. To register, go to the [SCATTER Store](#).

Come see how I, as SCATT(ER) student, wrote and received more grant funding than I thought was possible. If you have never written a grant and the thought scares you, please come to learn how to find money and resources for your classrooms. My hope is that you will find a grant that suits your needs before you leave the workshop. **BYOD!**

Maranda Holley, Adams Middle School Science Teacher & 2013 SCATTER Graduate

FREE Workshop: "Finding Your Power and Speaking Your Truth" Laurie Halse Anderson 10/13 (R) 2:00 - 3:00 USF Tampa Alumni Center

Laurie Halse Anderson, author of *Speak* and *The Impossible Knife of Memory* and winner of the 2016 Joan F. Kaywell's Books Save Lives Award.



"Understanding Your Role as an Educational Leader When Poverty Comes to Class" 10/17 (M) 4:30 – 7:30 pm, TECO Hall. To register, go to the [SCATTER Store](#).

Imagine a teacher who calls out a student for having a dirty book bag and then learns he buries it with the food he receives from school so he can eat over the weekend; otherwise, his drug addict parent would steal it. The mission of the Tampa Bay Network to End Hunger is to end hunger by bringing people together to find solutions that eliminate barriers, increase access, and expand the amount of nutritious food available. In this workshop, participants will explore the looming and complex issue of hunger among youth. Learn what you need to know and be able to do when poverty comes to your classroom.

Woodland Johnson, Principal of Mort Elementary School

Greg Neri, author of *Chess Rumbles*, *Yummy* and *Ghetto Cowboy*

Caitlyn Peacock, Network Manager for [Tampa Bay Network to End Hunger](#)

Continued on page 20

Heidi Petracco, MSW, LCSW, Associate Director of Clinical & Preventions Services at USF Counseling Center
Georgina Rivera-Singletary, Ph.D. Education Specialist for Puerto Rico's Department of Education



"Food, Field Trips, and Sweetwater Organic Farm: Part One" 10/21 (F) 9:00 - 12:00 pm USF COEDU's TECO Hall. To register, go to the [SCATTER Store](#).

This workshop covers a range of information for prospective educators interested in learning outdoors, food system sustainability, and organic urban agriculture. Topics discussed will include, but are not limited to, the following: preparing students for a field trip, instructional methods for teaching about agriculture in an urban setting, methods for growing crops organically on a certified organic farm, botanical identifications, on-the-farm learning, and some agricultural theory.

Jane Applegate, Ph.D. Former Dean of the USF College of Education
Caroline Garber, Education Program Director - Sweetwater Organic Community Farm
www.sweetwater-organic.org

FREE Tampa Bay Network to End Hunger Conference: "Turning Solutions into Action" 10/21 (F) 8:00 – 4:30. USF Patel College of Global Sustainability, 11710 Maple Drive.



"Food, Field Trips, and Sweetwater Organic Farm: Part Two" 10/22 (S) 9:00 - 12:00 pm at Sweetwater Farms. To register, go to the [SCATTER Store](#).

Learn how to put theory into practice by going to Sweetwater Farms at 6942 West Comanche Avenue, Tampa, and eat the fruits of your day on the farm. Please wear clothes appropriate for physical activity (closed toe shoes are a must & a hat is good). Go to <http://sweetwater-organic.org/the-farm/hours-location/> for directions.

Caroline Garber, Education Program Director - Sweetwater Organic Community Farm
www.sweetwater-organic.org



"Principals' Panel: What Every Teacher Needs to Know about Being a Successful Educator" 10/26 (W) 5:30 - 8:30 pm USF COEDU's TECO Hall. To register, go to the [SCATTER Store](#).

In this panel-presentation, administrators will share their insights on what it takes to be a successful educator in today's high-stakes testing and common core world. Bring your questions to this interactive session. (NOTE: SCATTERs in Part 2 of Senior Seminar attend for free).

Heath Beaugard, Principal at Adams Middle School
Dr. Paula Clark, Former Assistant Principal of Winding Waters Elementary K-8, Supervisor of Federal Programs and Professional Development, & 1993 SCATTER Graduate
AnnMarie Courtney, Former Principal of Aparicio-Levy Technical Center, now Principal on Special Assignment & 1989 SCATTER Graduate
Janine Hall, Principal of Knights Elementary & 1990 SCATTER Graduate
Allison Taylor, Assistant Principal of Wiregrass Ranch High & 2005 SCATTER Graduate
Dr. Cara Walsh, Principal of Pinellas Central Elementary & 1993 SCATTER Graduate



“Celebrating Diversity: Understanding and Assisting Students with Selective Mutism and Autism Spectrum Continuum” 11/15 (T) 2:00 - 5:00 TECO Hall. To register, go to the [SCATTER Store](#).

With a push for more inclusive classrooms, do you feel prepared to teach ALL students? In 2000, the Centers for Disease Control and Prevention estimated that one in 150 children were identified on the autistic spectrum. Today, that number is one in 68, with boys at five times higher risk than girls. In this workshop, you will learn how to identify, understand, and be able to help students in your classroom with special needs from experts in the field. Award-winning author and songwriter Joni Klein-Higger will play songs and share two of her books, *Rainbow Friendship* and *I Have a Voice*, which will help you see the special and unique qualities of each of your students.

Ellen Weber, M.Ed., Consultant from the USF Center of Autism and Related Disabilities
Amanda Dohme, Coordinator of USF Disability Services
Flora Zaken-Greenberg, Ph.D., Practicing Child Psychologist and Co-author of *I Have a Voice*
Joni Klein-Higger, Award-winning Author, Songwriter, and Musical Theatre Playwright
Laura Sabella, Ph.D. USF English Education Instructor & Secondary Clinical Experiences



SCATTER Honors Celebration 12/9 (F) 5:30 - 8:30 TECO Hall. To register, go to the [SCATTER Store](#).

Come hear Jessica Solano, a third grade math teacher from Highlands Grove Elementary School in Polk County and the 2017 Florida's Macy Teacher of the Year, give advice to the 2016 fall SCATTER graduates! After her address, SCATTER graduates will participate in a graduation ceremony followed by a reception.

Graduation December 10, 2016 (Saturday) 1:30 p.m. in the Sun Dome

***FALL 2016 NATIONAL CONFERENCES**

Special Education (Elementary - Secondary): September 26-28, 2016, [National Association of Special Education Teachers \(NASET\)](#) NSSE Annual Conference – San Antonio, TX (**\$200 per student**)

Middle (across disciplines): October 9-12, 2016, [Association for Middle Level Education \(AMLE\)](#) 43rd Annual Conference for Middle Level – Austin, TX (**\$225 per student**)

Science (Elementary - Secondary): October 27-29, 2016, [National Science Teachers Association \(NSTA\)](#) Annual Conference – Minneapolis (**\$100 per student**)

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

Gifted (Elementary - Secondary): November 3-6, 2016, [National Association for Gifted Children \(NAGC\)](#) 63rd Annual Conference – Orlando (**\$599 per student**)
(THE STATE IS PARTNERING WITH NATIONAL CONFERENCE THIS YEAR)

Science (Elementary - Secondary): November 10-12, 2016, [National Science Teachers Association \(NSTA\)](#) Annual Conference – Portland, OR (**\$100 per student**)

Foreign Language Education (Elementary - Secondary): November 18-20, 2016, [American Council on the Teaching of Foreign Languages \(ACTFL\)](#) Annual Conference – Boston (**\$155 per student**)

English (Elementary - Secondary): November 17-20, 2016, [National Council of Teachers of English \(NCTE\)](#) 106th Annual Convention – Atlanta (**\$100 per student**)

English (Middle & Secondary): November 21-22, 2016, [Assembly on Literature for Adolescents of the NCTE \(ALAN\)](#) 43rd Workshop – Atlanta (**\$100 per student**)

Literacy (Elementary - Secondary): November 30 – December 3, 2016, [Literacy Research Association \(LRA\)](#) 66th Annual Conference – Nashville (**\$145 per student**)

Social Studies (Elementary - Secondary): December 2-4, 2016, [National Council of Social Studies \(NCSS\)](#) 96th Annual Conference – Washington, D.C. (**\$185 per student**)

Science (Elementary - Secondary): December 3-5, 2015, [National Science Teachers Association \(NSTA\)](#) Annual Conference – Kansas City (**\$100 per student**)

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

***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.**

***FALL 2016 STATE CONFERENCES**

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

English (Middle & Secondary): October 13-15, 2016, [Florida Council of Teachers of English \(FCTE\)](#) Annual State Professional Development Institute: “Do Good & Do Well” - Cocoa Beach (International Palms Resort) (**\$70 per student**)

Foreign Language Education (Elementary - Secondary): October 20-22, 2016, [Florida Foreign Language Association \(FFLA\)](#) Annual State Conference – Kissimmee (**\$90 per student**)

Mathematics (Elementary - Secondary): October 20-22, 2015, [Florida Council of Teachers of Mathematics \(FCTM\)](#) 64th Annual State Conference – Orlando (**\$12.50 per student**)

Science (Elementary - Secondary): October 20-22, 2016, [Florida Association of Science Teachers \(FAST\)](#) Annual State Conference – Orlando (Doubletree) (**\$40 per student**)

Literacy (Elementary - Secondary): October 21-23, 2016, [Florida Reading Association \(FRA\)](#) 54th Annual State Conference - Florida Hotel (attached to the Florida Mall), Orlando. (**\$120 per student**)

Special Education October 23-25, 2016, [Florida Council for Exceptional Children \(FCEC\)](#) 70th Annual State Conference, Sarasota (Lido Beach Resort) (**\$84 per student**)

Social Science (Middle & Secondary): October 28, 2016, [Florida Council of the Social Studies \(FCSS\)](#) 59th Annual State Conference – Kissimmee (**\$42 per undergrad student**)

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

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

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***2017 WINTER/SPRING STATE & NATIONAL CONFERENCES**

BECOME V.I.T.A.L. & SUBMIT YOUR PROPOSALS NOW. IF YOU GET ACCEPTED, CHANCES ARE VERY GOOD YOU WILL RECEIVE FUNDING TO ATTEND!

Elementary & Secondary Physical Education: January 9 - 12, 2017, Society of Health and Physical Educators (SHAPE America) Southern District Convention (Theme: *We Are Family* – Baton Rouge, LA. For registration information, go to <http://www.shapeamerica.org/about/districts/southern/conference.cfm>

All levels, all content areas: March 9-11, 2017, National Association for Professional Development Schools (NAPDS) Conference – DoubleTree-Crystal City, Washington, D.C. For registration information, go to <http://napds.org/conference/>

Elementary & Secondary Physical Education: March 14-18, 2017, Society of Health and Physical Educators (SHAPE America) Convention – Boston, MA. For registration information, go to <http://www.shapeamerica.org/events/convention2016/>

Elementary & Secondary Science: March 30-April 2, 2017, National Science Teachers Association (NSTA) Convention “Sun, Surf & Science” – Los Angeles, CA. For registration information, go to <http://www.nsta.org/conferences/national.aspx>

All levels, all content areas: April 27 – May 1, 2017, American Educational Research Association (AERA) – San Antonio, TX. For registration information, go to <http://www.aera.net/EventsMeetings/AnnualMeeting/tabid/10208/Default.aspx>

All levels, all content areas: May 12-14, 2017, Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL) 38th Annual Conference – West Palm Beach, FL. For registration information, go to <http://sstesol.org/wp-content/uploads/2010/02/conflogoimage.png>

Elementary & Secondary Math: April 5 - 8, 2017, National Council of Teachers of Mathematics (NCTM) Convention - San Antonio, TX. For registration information, go to <http://www.nctm.org/Conferences-and-Professional-Development/Annual-Meeting-and-Exposition/>

***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.**

***2017 SUMMER NATIONAL CONFERENCE**

Elementary & Secondary English: July 15 - 17, 2017, International Literacy Conference - Orlando, FL. For registration information, go to ilaconference.org

***NOT a SCATTER-sponsored event, 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.**

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

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

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

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

Leave a legacy and buy a personalized brick: - 4 Lines (21 characters each line) for \$100.00. Click [here](#) for an order form.

Your \$100.00 donation supports the SCATTER Program— materials, scholarships, and events for SCATTER students, especially for those in need. **Please help us by contributing \$100.00 or give what you can.**

****Please make your check payable to USF Foundation, and mail it to the SCATTER Office, USF College of Education, STOP 105, Tampa, FL 33620-5650 or pay by credit card on line [HERE](#) by scrolling down and clicking on 210040 SCATT-SunCoast Area Teacher Training Fund.**

* 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.