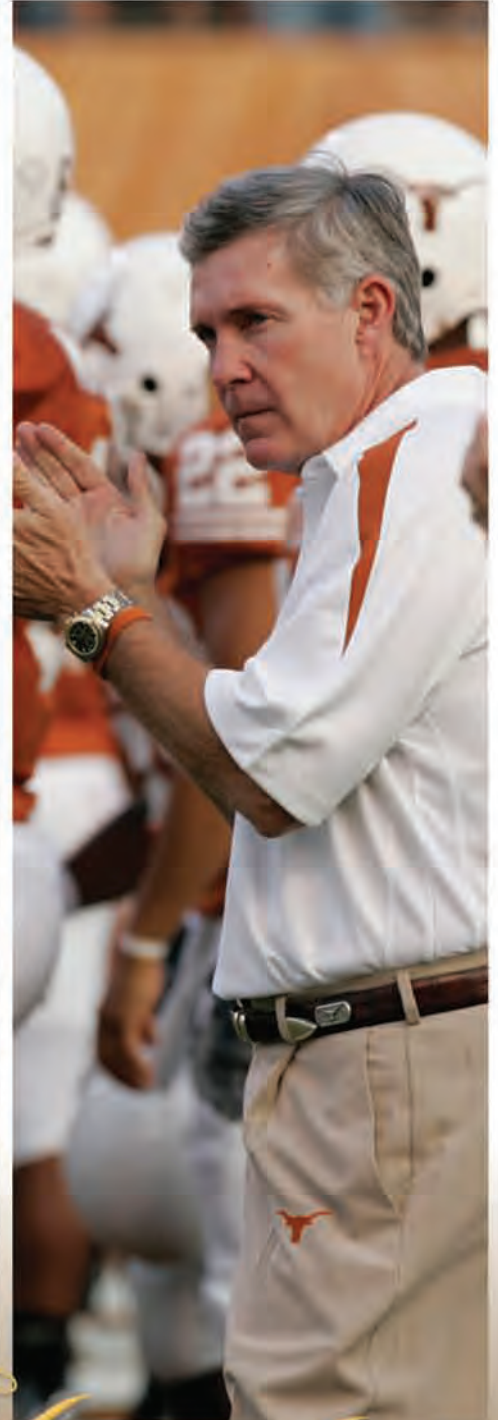


TORCH

magazine

Lighting the Future of Education



Hearts of Educators



A MESSAGE FROM THE DEAN

Welcome to the inaugural issue of *The Torch* magazine – the first of a new format for this publication. I hope that you find it informative and easy to read. While *The Torch* has been the College of Education’s alumni newsletter for quite some time, this new format will allow us to expand the content to include the accomplishments of the College and our faculty, staff and students, while still including favorites such as the alumni update section. Beginning in 2008, this will become an annual publication.



In this first issue – “Hearts of Educators” – you will find stories about some inspirational alumni who are making a difference around the world. Texas head coach Mack Brown talks about his philosophy of education, and you’ll learn about two alumni who discovered the needs of a people while on vacation in Thailand.

We also profile our newest department chair, who is fostering what he calls a “community of scholars” in his department. You will learn about a number of recent grants, ongoing projects and faculty who have been recognized for contributions to their field.

Exciting things are happening in the College. This fall, we broke ground on the addition and renovations to the Stone Building. You’ll learn about plans for the building and see an architectural rendering of the updated building, scheduled for completion in Fall 2008. Our Program in Higher Education celebrated 50 years in 2007 with a ranking in the top 20 in the nation.

I hope you enjoy this issue. Look for the next edition as this publication continues to grow!

*Hearts of
Educators*

Marcy Driscoll, Dean
College of Education

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The purpose of this document is to inform alumni and friends of the activities of the College of Education and to promote development of the College of Education and Florida State University. *The Torch* is available in alternate formats by contacting the College of Education or the University ADA Director at 850-645-1458. For people who are hearing or speech impaired, contact the phone number through the Florida Relay Service at 1-800-935-8770 (voice) or 1-800-955-8771 (TDD). Florida State University encourages applications for admission and employment from qualified persons regardless of gender, culture, race, religion, ethnic background, national origin, age or disability.

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EDUCATING IN

Alumni Volunteers Help Get Education Back on Track in Southeast Asia



THE AFTERMATH:



Photos courtesy of Stacy Hanley and Tracy Cone.

When Stacy Hanley (B.S. & M.S., '03) and Tracy Cone (B.S. & M.S., '03) left their Greenwich, Connecticut, home for a summer vacation in 2006, they were ready to enjoy a two-week adventure across Southeast Asia. It was to be a trip to refresh and recoup from their teaching jobs at Eagle Hill School, a school for students with learning disabilities.

However, on the last night of their stay in the Phi Phi Islands, located in Thailand, Cone and Hanley realized that their much-needed vacation had presented them with an opportunity to make a tremendous difference — and perhaps rejuvenate at a deeper level than they sought with an average vacation.

Hanley & Cone (shown) accepted volunteer positions as English teachers at the local public school.



Their skills and background fit perfectly with the need to restore the local school and bring the people one step closer to a sense of normalcy.

Along with much of Thailand, the islands were devastated by the Indian Ocean tsunami in late December 2004. Although it had been almost two years since the disaster, with 70-80 percent of the villages destroyed and approximately 25 percent of the population killed, the natives of the islands were still working to rebuild. Still very visible was the toll taken on life in this part of paradise.

Although much of the news coverage is over and the return of tourists helps revitalize the economy, recovery efforts continue. When Hanley and Cone arrived on the island, they saw active reconstruction amid piles of debris left behind.

During their last scheduled meal on Phi Phi, Hanley and Cone decided that their experiences with the islands and their culture and people would not end that day, as planned. They added another five days to their trip and spent that time inquiring about teaching jobs and tsunami relief on the islands.

In their extended stay, they found that with each phase of reconstruction came new needs and challenges, but they also saw a relentless determination on the part of the Phi Phi people to restore their shops, homes and lives. An ongoing challenge for the community helped Cone and Hanley find their niche. Their skills and background fit perfectly with the need to restore the local school and bring the people one step closer to a sense of normalcy.

After talking with many on the island — both leaders in the community and those from international organizations committed to the reconstruction efforts —

they were offered volunteer positions to teach English at the local public school. The two eagerly accepted and were connected with the non-profit agency Volunteers On Call, Inc. (VOC), an agency that strives to raise public awareness about the value of volunteering and provides opportunities for short-term domestic and international service.



Cone and Hanley returned to the U.S. and immediately began to make plans for their return trip. They formed the Thailand Teacher Project and were able to raise funds to purchase teaching supplies and to support themselves throughout the school year. They spread the word among family and friends and though most were supportive of their plans, there was some mixed reaction.

“Many questioned, ‘Why?’ but I didn’t seem to have the words to express why I felt this was something I had to do,” Hanley said. “We just stayed focused, things kept falling into place, and eventually we were on our way.”

VOC assisted in the planning process and dealt with travel issues and safety precautions, as well as provided financial support. With the organization’s experience with international volunteer projects, Hanley and Cone’s project took shape quickly and materialized into exactly what they had envisioned.

They returned to Phi Phi in September ready to make a difference in this small community.

The school at which they taught consisted of two cinder-block classroom buildings and one separate



Students perform a skit illustrating of what the tsunami meant to them and the island.

building for staff housing. Each classroom was equipped with the basics — a blackboard or marker board,

wooden desks and chairs, and only a fan and several open windows to keep the room cool in the daily 90-plus-degree heat.

Available school supplies were also very basic — notebooks, pencils, chalk and rulers. Although there always seemed to be a shortage, the school survived on the available items, and the students never complained.

However, shortly after Cone and Hanley began their work, four large boxes of supplies arrived from their home school. Students and teachers were overjoyed to see the items that, though very common to U.S. schools, are non-existent in Phi Phi schools. The shipment included supplies such as construction paper, glue, scissors and clay.

Along with new supplies and knowledge, the two brought to their students — primarily first through fourth graders — and the community hope and possibilities for the future.

“The children of Phi Phi will someday be the shop owners and workers,” Hanley said. “The more pride they have in their education now will help broaden not only their future but the future of the entire island.”

“I think that the rebuilding of the school was a very positive focus for the community following the tsunami,” Cone said. “It was a way for everyone to rally together to re-create something that was going to directly benefit those who live on the island, as opposed to just the tourists.”

“During one of our first few weeks of teaching in September, Stacy and I were leading a lesson to our fourth graders about occupations. We showed pictures of actresses, teachers, construction workers, etc., and also included jobs that were common on Phi Phi such as taxi boat drivers and shop owners.

Although there always seemed to be a shortage, the school survived on the available items, and the students never complained.

“At the end of the lesson, we asked the students what they would like to do when they grow up, and their answers really struck a nerve. Responses varied from taxi boat drivers to teachers to doctors. This really cemented for me my purpose in doing what I was doing. By giving these kids a foundation in English, we were giving them a choice for their future.”

As teachers, Hanley and Cone became members of the community, if only for a brief time. Their work outside the classroom was shown tangibly — in the physical rebuilding with which they helped clean and landscape the school’s exterior — and intangibly, through the relationships they formed.

Hanley recalls a morning that she went for a jog before school. “I could see the students getting ready for the day; some were already on their way to the school. As one of my favorite students, Sadha, walked toward the school, she saw me and started running to me and jumped into my arms. For reasons I don’t fully understand, that single incident brightened my day and the whole experience. I think it showed me that I mean as much to these kids as they mean to me.”

As they grew closer to the community, Cone and Hanley never ceased to be amazed by the resilience and hopefulness that permeated the people of these islands — through every class and demographic, right



down to the children they taught. These characteristics were re-illustrated time and time again.

During their time on Phi Phi, a fire destroyed a cluster of shops and because of the size of the island and proximity of the buildings to each other, word spread quickly as did the fear of the destruction that could ensue. The island came together quickly and worked to contain and extinguish the blaze for ten hours.

While the firefight was a success, the family who owned the lost business was forced to relocate. But in typical fashion, the community came together to help rebuild. The business was up and running again in less than a week.

“Despite the painful memories that still remain and will forever, the people of Phi Phi are unbelievably strong,” Hanley said. “Phi Phi has survived and will continue to rise above the devastation because the people and the

island are loved by so many, and to this day...the true power of the human spirit continues to be illustrated.”

As the two watched the rebuilding of the island, they were reminded frequently of the sensitivity and raw emotion that was still carried by the closely knit community members.

“We were lucky enough to watch some of [the children] who lost one or more parents in the tsunami put on a



Left: Cone & Hanley had fun with their students on Student Appreciation Day. Right: Early morning fog lingers around the school in rainy season.

The bonds that Cone and Hanley made were valuable, and the lessons learned will live with them forever. They taught and were able to see the light in the eyes of their students as they carried on conversations in English. They were also enlightened by the undying spirit of the students and families and by the generosity of the international community.

After seven months in Phi Phi, the two young women returned to the comfort of their home in the U.S. with a hope that they made as much of an impact on their Thai friends as this community made on them.

“As I look back, I am overjoyed with the experience but saddened that I may never see again so many of the people who made my experience what it was,” Hanley said. “I hope that they remember me as I remember them and the impressions echo for a long time. As much as we touched the lives of

play depicting the tragic event,” Cone said. “Many of the performers and audience members were openly emotional as the painful memories from that day were brought back to life.”

I hope that they remember me as I remember them and the impressions echo for a long time.

these children, they reached inside of our hearts and forever left an impression.”

They also returned with a need to impress upon people the difference even small acts of kindness can make to those in need — from a box of crayons to physically volunteering. Cone encourages those who want to help but don’t know how to get involved to contact agencies such as Volunteers on Call to learn about available opportunities.

“As long as there are organizations such as VOC, all types of opportunities to make a difference will be provided,” Cone said.

These two inspiring young women used their own training and skills — which focused on special education techniques — to make a difference. They transformed their careers into

tools to meet the diverse needs of a community reaching to overcome adversity.

“Anything that you can do makes a world of difference for someone!” Cone said. **T**

Helpful websites:

www.coe.fsu.edu/cerds/

www.volunteersoncall.org/thailandteacherproject.htm



WINNING THE GAME:

The Field as a Classroom for Life

Mack Brown. You may know the name, maybe the face. If you know of him, it is probably because of his success as head football coach of the 2005 National Championship University of Texas Longhorns. You may have watched him coach the University of North Carolina Tar Heels to a winning football program, and you may even remember him from Tulane before that. But, you probably don't know the man.

It is rare to gain insight into the personal philosophies of those on the fields that sports fanatics watch every autumn weekend. Games are focused on intensity, talent, wins, losses, polls, sometimes controversy. What all too often is not the focus, and becomes overlooked, is that the heart and passion that plays out in a 60-minute game is the product of a calling, at least with some. This is the case with Brown, a man who has truly found his mission — one in which he goes to work every day to make a difference.

This coach, who has led his teams to victory and through defeat in the spotlight of the public eye, exemplifies some of the best of what humanity has to offer. He doesn't walk into his office, team meetings, or onto the field as the person who will coach the next Longhorns game; he walks as a leader and sees himself as an educator. As he coaches young men at one of life's turning points, he strives to make a positive impact by using his field as just another medium to educate and prepare for the future.

Brown grew up in a small town and was completely immersed in education. His grandfather and father were school superintendents, coaches and teachers, but originally, he did not intend to carry on their legacy. When he left home at 18 to attend Vanderbilt University, he was planning to become an attorney. After two years, he was recruited to FSU by Steve Sloan, offensive coordinator at the time. (Sloan had recruited Brown out of high school, as well.)



Photos courtesy of University of Texas Athletics.

“It was a time in my life when I wasn't particularly happy with all the things that were going on, and I think I wanted to coach and get into education,” Brown said. “I was a history and geology minor at Vandy, and my loves were football and kids. When I transferred to FSU, it was just a great match for me.”

Brown says that his arrival at FSU made him realize that it was perfectly acceptable to become a teacher. Having been heavily influenced by teachers as he was growing up — not just those in his family but also those in the local school system — this was something he knew but had “gotten away from” during his time at Vanderbilt.

“The College of Education was so strong, and I felt really good about who they were, what they were doing, and the impact they were having on the state of Florida,” Brown said. He credits great teachers at FSU for helping him realize that “you can have more positive influence on young kids' lives through education than a lot of the other fields I thought about.”

He received a bachelor's degree in education in 1974 and had an interest in staying at FSU to get his start in coaching. He approached Sloan about becoming his graduate assistant and was given advice that he has carried with him throughout his career.

“Coach Sloan said to me, ‘If it’s about anything other than the betterment of the kids, don’t coach because you won’t make it,’” Brown said. Sloan’s words reinforced the value system that Brown grew up knowing and has now passed on to the next generation. Brown’s son is a high school coach and teacher.

“[My son] will call and say ‘This kid did this today,’ and I can just feel the excitement that he did something to help a child or make a child smile or feel better about him or herself.”

Brown feels that he has a unique opportunity to reach the students who enter his program by demonstrating the tremendous value he places on education. Two professors are with his team at all times as “guest coaches.” While he says that many students don’t really understand the importance of education at an early age, at some point they realize its value. On the field in Austin, Texas, he helps his players develop the life skills that he hopes will influence their work in the classroom and their work ethic far beyond their years as a student.

“We teach four components to our kids: one is *communication*. Once you learn to communicate with someone, you can build an element of *trust*. Without trust, you have nothing. Thirdly, you must *respect* — yourself, your team, your coaches, your school, your parents, the competition. Fourth is *common purpose*.”

Leading by example, Brown applies this system of principles in situations with his players and

feels that they are applicable in almost any environment.

As a coach at a large public institution, Brown has a rare perspective on kids who come from a variety of backgrounds and sees a lack of confidence among



children as a problem. He strongly believes that this is an area where teachers can make a tremendous difference, especially with students who don’t receive the encouragement they need at home. Using those same four principles, teachers can help their students grow up to be confident and productive adults.

With generations of the Brown family being educators, he also has a unique perspective on both consistencies and differences in the challenges that teachers have faced in the classroom across the years and still today. So, what is the same? Lying, cheating, drugs

and alcohol, and the problems that are perpetuated by each. But, he sees some tremendous differences in the values that are instilled in kids today as compared to when he was growing up. He also raises concern about the increased opportunities for kids to make poor decisions.

“I look at the kids who struggle and have problems, and I really feel sorry that they have so much more available to them and therefore so many more problems that they can have, because my life was so much simpler,” Brown says.

He also speaks frequently of being taught the importance of respect and feels that those values have diminished in society over the years. “I think those values are very important, and we’re losing them at a fast rate. I really hope we can get them back sometime,” Brown said.

He holds his players to high standards and says that he frequently hears from former players who didn’t understand his disciplinary tactics at the time but are now grateful for his stringent expectations. They contact him, often when they become fathers, to thank him for his influence. Many times, they tell him how valuable it is to look back and finally appreciate being taught that, what may be considered “cool” to their peers could have a negative impact on their lives.

While he takes a tough line when discipline is required, Brown tries to approach each situation with fairness and consideration to all involved. He frequently uses education as a tool to help the

We teach four components to our kids: one is *communication*. Once you learn to communicate with someone, you can build an element of trust. Without *trust*, you have nothing. Thirdly, you must *respect* – yourself, your team, your coaches, your school, your parents, the competition. Fourth is *common purpose*.

student understand the potential consequences of his actions and, hopefully, to avoid repeating the behavior in the future.

“As a teacher, (you can’t be) shocked, crushed and disappointed every time something comes up. When a child is struggling, you have to stand up and be strong to help him through it,” Brown said. “We don’t think kids are bad kids. Kids make poor decisions. There’s a key to each kid; to try and find out who he is, and go from there — that is the key for all of us.”

Every day he witnesses the impact that positive influences have, and have had, on his players and is concerned about the teacher shortage in schools today. He applauds teacher education programs like those at Florida State and Texas that place students into classrooms early in the academic program.

“What an awful thing for a young person who has just spent four or five years in college to prepare to become a teacher and then find out when they walk into a classroom on the first day, in the first month or first six months that she doesn’t want to do this for the rest of her life. I think it makes so much more sense [to give students practical experience early]. We’ll have a better prepared group of teachers who will stay in the field longer.”

But, Brown reiterates the advice he got from Sloan when talking about those thinking of teaching as a career. “Do it because you’re passionate about helping young people feel better about their lives instead of because you think it’s cool or you get summers off. You’re not going to get paid what you’re worth, but some of your payment is in the success you see in the children you teach.”

And, Brown has certainly been able to see that success in his 23 years of coaching, as he watches his players move into their adult lives. He keeps in contact with many of them, and says that he and wife Sally are constantly receiving photos and visits from former players and their families.

Texas Assistant Athletics Director Bill Little said of Brown, “There are rare individuals who are put in this world to help others, and Coach Brown came to Texas at a time when Texas really needed what he brought to the program. Yet, what you see is what he’s done for people and how he touches their lives.”

As part of his philosophy of education, Brown also tries to teach his players to become leaders and positive examples in every aspect of their lives. Through the *Lonehorn Leaders* program, athletes have opportunities to partner with

the local police department and go into some of the toughest parts of Austin to try and build confidence, trust and respect — those values to which Brown holds steadfastly — in kids, starting at the elementary school age. It has a tremendous impact on the children in those communities and on his players as well.

“The hardest thing to me is when, in our lives, we learn that giving back is better than taking,” Brown said. “As kids, we want to take a gift at Christmas, we want to take more food, we want to take more money. The time comes when you realize that to see a child, who isn’t yours, smile is pretty cool.

“We constantly tell our kids to do something today for somebody that you don’t need to do. If it’s helping a lady cross the street, if it’s opening a door. It may be really simple, but don’t let the day pass that you don’t give something special to someone from your heart. We just hope it grows from there.

“For a guy like me in coaching... I would like for my legacy to say that I did it right. I did it with integrity. I did it with a smile. And, I helped a whole bunch of kids. That’s what I would like for them to say about me.” T

PLEASE PAR

College of Education Kicks Off Construction Project



DON OUR DUST:



An August 17, 2007, groundbreaking ceremony kicked off the College of Education's Stone Building expansion/renovation project. The \$12.5 million dollar project — funded by state appropriated monies — will include a 28,000 square-foot expansion and the renovation of 20,000 square feet of the existing building.

Students will benefit from new facilities equipped with state-of-the-art technology. Seven classrooms will be added to the ground floor, and plans also include a Cyber Lounge — an area complete with laptop access, two new plasma televisions and seating. Other new amenities will include a multimedia lab, and the College will be able to offer graduate students serving in assistantships areas designated as their workspace.



Representatives from Elliott Marshall Innes, P.A., and Childers Construction Company join College administration to break ground for the project. Pictured are (from left to right): architects Bill Douglas and Brad Innes from Elliott Marshall Innes; Daryl Ellison of FSU Facilities and Planning; College of Education Dean Marcy P. Driscoll; Steve Conner, College of Education Building Committee Chair; College of Education Associate Dean David Foulk; and Van Champion (president), Jason Gassett (project manager), and John Jackson (project superintendent) from Childers Construction.

Additionally, students studying disability services will be able to access the Daily Living Lab — built to resemble apartment-style living spaces to help teach those with disabilities to lead more self-sufficient lives.

Existing College facilities will also see major facelifts. The Learning Resource and Curriculum Resource centers (LRC & CRC) will undergo a \$350,000 facelift that will include the relocation of the CRC adjacent to the LRC. Private rooms for small group meetings will offer technological resources. These two areas — already some of the most comprehensive resource areas on campus — recently upgraded technology offerings to include cutting-edge computer equipment.

In addition, the building expansion will allow the College's department of middle and secondary education to relocate to the Stone Building. Currently, it is housed in Milton Carothers Hall, in the heart of FSU's campus. Within its new facilities, the department will have access to a new science teaching laboratory.

Architectural firm Elliott Marshall Innes, P.A. and Childers Construction Company were selected for the project. The addition is scheduled for completion in August 2008, with the existing building's renovations scheduled for completion in December 2008. The architectural sketch on pages 14-15 shows the façade of the new building, which will face the corner of Call and Murphree streets. **T**

DEPARTMENT CHAIR HAS HUMAN SERVICE PHILOSOPHY OF EDUCATION

When Gary Crow joined the College of Education in July 2006, he brought a wealth of experience in educational research. His career has focused on the principalship, primarily how principals learn their jobs and how this relates to school improvement. He has studied this topic in the U.S. and the U.K., and is a leading, sought-after presenter on the subject.

As chair in the department of educational leadership and policy studies, he continues a legacy of leadership in his chosen line of research, but there is no doubt about it – he is a teacher down to the core. Crow was named a 2007 Master Professor by the University Council for Educational Administration (UCEA) at the organization's annual meeting in November. Being named a UCEA

Master Professor is a national honor for distinguished academics whose leadership, critical thinking and advice help guide faculty members. Each year, UCEA recognizes an individual faculty member from peer nominations, based on their distinguished teaching record as attested to by students and faculty peers.

In his more than 20 years as research faculty at the university level, Crow has become well known and celebrated with awards for his research, but his devotion to education extends far beyond his higher education career. A strong encouragement from family to pursue higher education pushed him to become the first in his immediate family to go to college and the first among the extended family to obtain an advanced degree. It was the emphasis placed on education, along with his master's research in early childhood education, that helped him realize the joy and value of education as a career. He received his master's in administration and supervision in 1981 from Bank Street College of Education (in New York City, where he later served as faculty) and a Ph.D. in 1985 from the University of Chicago's Educational Administration Program.

He went on to serve in faculty and administrative positions at Louisiana State University and the University of Utah with a year-long stint in 2001 as a visiting professor at the University of Reading in Berkshire, England. Throughout his career, he has consistently focused on the role of the principal as an educational leader and the impact on the state of schools. This research focus is based in the growing recognition of the importance of school leaders in promoting student learning and teacher retention, and in creating a professional learning community within the school.

Crow came to the COE most recently from the University of Utah, where he served as department chair and professor. He was attracted to FSU for both professional and personal reasons. He moved



to be closer to family, but he also saw an opportunity for professional growth.

“I really had fallen into a comfort zone at Utah,” Crow said. “This department (at FSU) was attractive because it combines a number of fields and interests and encourages my own professional growth. It really is a community of scholars.”

The community environment goes hand in hand with Crow’s two-pronged philosophy of education. First, education is a reciprocal process between everyone involved, not just one person transferring knowledge to another; education is created and expanded in that process. Second, education is a transformational process — it changes lives and shapes perspectives.

He sees his role as department chair as one of enriching the existing culture. “Among our faculty, there is a great sharing and development of ideas. I want to enhance that and encourage the faculty in our department to build the department on those foundations,” Crow said. “I enjoy being a part of this environment and enabling it to grow.”

And, Crow sees a tremendous benefit for the students who work with ELPS faculty members. Students have the opportunity to be a part of concept sharing and development, and instead of listening to professors who had their last great idea 15-20 years ago, they are interacting with those who are developing pioneering ideas for the field. Course sessions and research projects become the outlets for development and groundbreaking change.

He has also found college and university administration very supportive of research, which also serves to strengthen the mission, as does the university’s diversity. Crow feels that one challenge every university faces is to develop academically while also preparing its students for society and social responsibility. He says that FSU’s civic education and service programs succeed in meeting this challenge by helping students veer away from selfishness and see themselves as contributing to the larger society.

That picture includes the impact of education, and these future educators, on the next generation. “We have a responsibility to the next generation to increase educational opportunities,” Crow said.

Often, Crow says, this involves teachers having a sense of social responsibility and understanding how much of a difference they can make. “Be heard as an educator,” he said. And, he encourages more teachers to talk to their legislators to enforce the teacher’s role, not only in the classroom but in society as a whole.

Crow quotes research by Susan Moore Johnson that has found that teachers see their roles as more than a career; they see teaching as a way to make a difference. Through his own research, he has come to conclusions about the ways administrators can help increase retention rates in the profession. “If administrators value teachers as professionals, create working environments as professional learning communities and provide resources and incentives, people will stay in the classroom,” he believes.

To those thinking of entering or furthering a career in education, Crow recommends... research, research, research, of course. There are a number of educational career opportunities out there, from classroom teacher to administrator to policy maker to professor. Faculty can help mentor graduate students to explore opportunities in the greater educational system. Then, prospective educators have a better idea of how to narrow their options based on their needs and personalities, and pursue the necessary degree opportunities. **T**

We have a
responsibility
to the next
generation to
increase
educational
opportunities.

For more information about degree programs offered through the department of educational leadership and policy studies, visit www.fsu.edu/~elps/.

More information about all academic programs, faculty and departments within the College of Education can be found at www.coe.fsu.edu/.

EDUCATION PROFESSOR AWARDED FULBRIGHT



College of Education faculty member Jeffrey Brooks received a Fulbright award to study leadership for social justice in the Philippines. Brooks is an assistant professor in the department of educational leadership and policy studies.

The award covered five months of study — from June to November — in Cagayan de Oro City, Philippines. Brooks was hosted by Capitol University and worked with three schools in the city on a comparative case study investigating how school leaders promote and practice social justice to improve the lives of their students. The work took place in one public school, one Christian school and one Islamic school.

Brooks' research will examine the following three questions:

- ◆ How do school leaders define and enact social justice in public, Christian and Islamic schools in the city?
- ◆ Which social justice attitudes and activities are common among leaders at each of these three schools and which are different?
- ◆ How do leaders at each of these schools create and sustain relationships with other people in the school and with external stakeholders in an effort to provide equity, equality and opportunity for students?

Brooks chose Cagayan de Oro as the setting to conduct the research because it has several public, Christian and Islamic schools, providing a basis for comparison among schools that share characteristics such as age group, geographic locale, laws and social policies, among others. Yet, each school exhibits differences in curriculum content and visions of the purpose of education.

Brooks is well qualified to conduct research of this nature. He has previously used similar case studies in two multi-year projects, one of which produced a series of refereed journal articles and a full-length book (*The Dark Side of School Reform: Teaching in the Space Between Reality and Utopia*). He also has several upcoming publications in this subject area.

Fulbright awards are granted annually by the J. William Fulbright Scholarship Board to “increase mutual understanding between the people of the United States and the people of other countries.” The program was established in 1946 under legislation introduced by Senator J. William Fulbright of Arkansas.

Brooks is the second College of Education faculty member to receive a Fulbright award in as many years. Associate Professor Jeffrey Ayala Milligan, also in the department of educational leadership and policy studies, received a 2006 Fulbright to conduct research in and lecture on the topic of contemporary Islamic educational thought and its tensions with democratic educational theory in Malaysia.

Brooks chose Cagayan de Oro as the setting to conduct the research because it has several public, Christian and Islamic schools.



NEW YORK CITY TO USE PROFESSOR'S SCALES TO IDENTIFY GIFTED STUDENTS

The Gifted Rating Scales (GRS) – developed by College of Education professor Steven I. Pfeiffer – has been

selected by the New York City Department of Education for gifted determination of all NYC students.

According to Pfeiffer, the GRS will replace the Intelligence Quotient (IQ) tests traditionally used throughout New York City schools. Pfeiffer co-authored the scales in 2003 with Tania Jarosewich – then one of his postdoctoral research associates – as a faculty member and executive director of the gifted program at Duke University.

The GRS is a teacher rating scale designed to help identify gifted students and is based on a multi-dimensional model of giftedness.

By design, GRS minimizes observational bias and increases measurement accuracy. There are two forms, the GRS-P (for preschool/kindergarten-level) and the GRS-S (designed specifically for students in grades 1-8).

The GRS measures students' aptitude in six areas: intellectual ability, academic ability, creativity, artistic talent, leadership and motivation. Pfeiffer has a number of research projects surrounding the GRS underway in the U.S. and internationally – including China, Turkey and Korea – to investigate how well versions translate and measure in the native languages of the countries.

Pfeiffer is professor and director of clinical training in the doctoral Program in Counseling and School Psychology, offered by the department of educational psychology and learning systems at FSU.

VISUAL IMPAIRMENT FACULTY RECEIVE TEACHER PREP GRANT

The U.S. Department of Education's Office of Special Education and Rehabilitative Services awarded College of Education faculty a four-year, \$800,000 grant to support teacher education in the field of visual impairment.

Amy McKenzie, assistant professor in the department of childhood education, reading and disability services, is principal investigator of the grant, intended to support both main-campus and Miami satellite-campus programs for training undergraduate and graduate students to become teachers of students with visual impairments. Teacher preparation in this field is in high demand in Florida as well as on a national level. Sandra Lewis, associate professor in the department, is co-principal investigator for the project.

The primary goal of the program is to increase the number of highly qualified, diverse personnel necessary to provide appropriate services to persons with visual disabilities. Research efforts will focus on four initiatives:

- ◆ undergraduate teacher preparation
- ◆ support of interdisciplinary graduate teacher preparation
- ◆ aggressive recruitment efforts
- ◆ mentoring program



McKenzie



Lewis

FSU RESEARCHERS PARTICIPATE IN INDONESIAN PARTNERSHIP



Beach



Luschei



Milligan



Spector

The College of Education and Learning Systems Institute (LSI) are working to improve educational quality in the nation of Indonesia through attention to teacher training and improving the school-learning environment.

FSU received a roughly \$700,000 federal grant as part of a greater multi-million dollar project to conduct research in conjunction with three not-for-profit organizations — the Education Development Center, the Academy for Educational Development and the Research Triangle Institute — as well as two other universities, the University of Massachusetts and the University of Pittsburgh.

The grant is funded by the U.S. Agency for International Development (USAID) and is part of a five-year project through USAID that builds upon successful aspects of several recent educational initiatives in Indonesia. The project seeks to implement a more comprehensive system of teacher development by strengthening the capacity of educators and administrators to initiate, facilitate and promote school improvement at the local level.

Partnerships with seven Indonesian universities in the provinces of Aceh, Banten, North Sumatra and West Java also will assist in the development and improvement of decentralized teacher education. Researchers from the College of Education include principal investigator King Beach and Jeffrey Ayala Milligan of the department of educational leadership and policy studies, and Michael Spector and Thomas Luschei, who hold joint appointments in the College and LSI.

The USAID grant will allow FSU to sponsor four to six Indonesian university fellows for a year of graduate study in the FSU College of Education and a two-week study visit — which took place in August — by 12 to 14 Indonesian education faculty. In addition, the FSU team will be working in four Indonesian provinces, including Aceh, the area hardest hit by the 2004 tsunami.

Partnerships with seven Indonesian universities in the provinces of Aceh, Banten, North Sumatra and West Java also will assist in the development and improvement of decentralized teacher education.



GRANT WILL TRAIN FSU STUDENTS FOR EARLY INTERVENTION IN DIVERSE COMMUNITIES

A team of researchers from the colleges of Education and Communication has been awarded a four-year, \$800,000 grant by the U.S. Department of Education to train doctoral students in providing services to infants and toddlers who have, or are at risk for, disabilities. Emphasis will be placed on children and families from diverse cultural, linguistic and socioeconomic backgrounds.

Education associate professor Mary Frances Hanline of the department of childhood education, reading and disability services and Juliann Woods, a professor in the College of Communication, are co-principal investigators of "Project LIFE: Leadership in Family-Centered Early Intervention," a leadership-personnel preparation program. The program will train graduate students from the two departments to become dynamic, well-rounded leaders in university settings, program administration and research.

Project LIFE consists of a set of research-based coursework and field experiences that target specific competencies, professional activities and leadership qualities. The program's students will

gain broad-based knowledge and skills essential for leadership in early-intervention programs (birth to three years), as well as have the opportunity to specialize in deafness, autism, severe disabilities, emergent literacy and/or bilingual learners.

The students will be trained to generate, implement, evaluate and disseminate early-intervention practices and policy already proven through past research. In addition to specific coursework and field experiences, students engaged in the project will have the opportunity to work with faculty and state- and national-level mentors through an internship and collaborative activities supported through technology, including computer-based, two way-interactive communications and Web-enhanced instructional systems.

They also will build their research and teaching portfolios in the areas of early intervention, research and professional development, and cultural and linguistic diversity. The opportunities that the project provides will prepare to develop early intervention policy, train teachers and early interventionists, and conduct research within their areas of specialization as it relates to infants, toddlers and families.

SCIENCE AND EDUCATION COLLABORATION RESULTS IN NSF GRANT

Science education associate professor Sherry Southerland is named co-principal investigator on a recent five-year, \$2.4 million grant from the National Science Foundation. The grant funds collaborative research with the project's principle investigator, Ellen Granger in biological sciences, and Pat Dixon, a co-principal investigator from the National High Magnetic Field Laboratory (NHMFL).

The grant includes funding to study the effectiveness of research experiences for teachers (RET) programs offered by the College of Arts and Sciences and NHMFL while providing support for the programs themselves. In her research Southerland aims to understand ways in which the RET programs support the professional development of science teachers.

The first three years of the study will identify essential features of RETs and their influence on teachers' conceptions and enactment of classroom inquiry (a central component of reform-based teaching), as well

as the interaction of RETs with personal characteristics of teachers and their settings. Beginning in the fourth year, the study will shift focus from the teachers to the effectiveness of inquiry to support student science learning.

The funding supports a research team to include Southerland, four graduate students and a postdoctoral associate. They will closely examine the programs and long-term changes in the participating teachers. It will also strengthen a collaborative academic effort between the colleges of Education and Arts and Sciences and the NHMFL.

The Program in Science Education is part of the department of middle and secondary education.

COHEN - VOGEL AWARDED SPENCER RESEARCH GRANT

Educational leadership and policy studies faculty member Lora Cohen-Vogel was recently awarded a prestigious research grant by the Spencer Foundation to study school personnel policies. The grant will fund the research study titled Teachers Unions, School Districts and Capacity Building for Teacher Assignment Reform in Elementary Schools.

The purpose of the study is to understand the organizational and institutional factors that contribute to the processes used by superintendents and principals to allocate instructional staff to schools and classrooms. According to Cohen-Vogel, this will be the first study to compare teacher assignment practices in districts where bargaining agreements between school boards and teachers unions limit or promote administrative discretion.

Many school leaders contend that to make the improvements in quality and equity that government provisions demand, they need more flexibility in personnel management, specifically in their decisions about teacher assignment. Previous research suggests that the most significant obstacle to better assignment decisions is collective bargaining, and critics contend that bargaining agreements contribute to inequities and inefficiencies in teacher assignment.

However, recent research conducted by Cohen-Vogel and her colleagues indicates that while staffing rules embedded in the agreements often favor senior teachers, some contracts also grant



administrators substantial discretion over transfers, reductions and reassignments. The end result of her new study could have implications for educational policy and practice.

The Spencer Foundation is a non-profit organization committed to investigating ways in which education can be improved around the world. The organization has granted approximately \$250 million dollars since it began disseminating awards in 1971. More information is available online at www.spencer.org.



BECKER RECEIVES GRANT TO STUDY TEACHER PREPARATION

The National Science Foundation (NSF) recently awarded two grants – totaling more than \$600,000 – to College of Education faculty member Betsy Becker.

Each grant’s respective project will ultimately bring researchers to a better understanding of models for teacher preparation and professional training.

A Linked Meta-Analysis on Teacher Knowledge will examine results from existing research to build a model for the development of teacher knowledge. Conducted with Mary Kennedy of Michigan State University and Fran O’ Reilly of Abt Associates, a research and consulting firm, the project will focus on the relationship between existing elements of professional development, qualifications and knowledge. Linking the findings from previous research will allow the research team to build a model of development that will span across the training continuum – from preservice training to professional development.

Methods for Synthesizing Regression Results – which will examine methods of data analysis in research – is a four-year project that includes Ingram Olkin, a world-renowned statistician at Stanford University. The study will develop new ways for researchers to summarize and analyze research data based on real-world situations – such as many of the studies currently conducted in the areas of teacher knowledge and education – which are often more complicated than situations created in laboratory research. Becker says this research could have a wide-reaching effect in the research community since many important studies have the potential of being omitted because the researchers have difficulty in deciding how to best analyze and represent their results.

Becker is a professor and program coordinator of the Program in Measurement and Statistics in the department of educational psychology and learning systems.

LSI/COE FACULTY MEMBER AWARDED GRANT TO STUDY INVESTMENT PERFORMANCE

The Financial Industry Regulation Authority (FINRA) Investor Education Foundation has awarded \$341,511 to the Center for Expert Performance Research at Florida State University’s Learning Systems Institute (LSI) to study investment related activities associated with high versus low household wealth accumulation. The project began in Fall 2007 and marks the first collaborative effort between LSI, the College of Education, the department of psychology and the department of textile and consumer sciences.

David Eccles, lead research scientist at the Center for Expert Performance Research and assistant professor in the College of Education’s department of educational psychology and learning systems, is principal investigator for the project. Eccles says that the objective of the study is to identify investment related activities associated with high levels of household wealth accumulation. The results could have clear implications for educating individuals about superior investing performance and could potentially increase the number of people investing in the United States.

“This study is of national importance as our society suffers increasingly from diminished retirement savings and uncertainty about the state of Social Security,” Eccles said. “It is vital to the national economy for current and future generations to invest successfully so that they have the means to continue spending beyond their working years.”

Co-principal investigators for this project include Paul Ward from LSI and the department of psychology and Elizabeth Goldsmith from the department of textiles and consumer sciences. In addition, at least four graduate students will aid with the research. The focus of the first year of research is on identifying households to serve as participants.

The FINRA Investor Education Foundation supports innovative research and educational projects that give investors the tools and information they need to better understand the markets and the basic principles of saving and investing.

More information about FINRA is available at www.finrafoundation.org



EDUCATION RESEARCHERS LEAD ADOLESCENT LITERACY INITIATIVE



Carroll

Researchers in FSU's College of Education and Florida Center for Reading Research (FCRR) have received a grant from the Carnegie Corporation to form the FSU Adolescent Literacy Initiative, a program designed to increase the number of adolescents who become proficient readers.

The program will provide preservice teachers with knowledge of literacy training specific to their academic field and the skills to teach their students how to comprehend and create texts in English, mathematics, social sciences and science. Pamela "Sissi" Carroll, professor and department chair in the department of middle and secondary education, is principal investigator of the project. Renowned literacy researcher Barbara Foorman, a professor in the College of Education and director of FCRR, is co-principal investigator, along with Sharilyn Steadman, assistant professor of middle and secondary education.



Foorman

In addition to its primary mission to increase the number of proficient adolescent readers and writers, the Adolescent Literacy Initiative will also develop preservice teachers' roles as researchers, teaching them to use student data to improve instruction and teaching methods, and develop a model of preservice teacher education in the area of literacy that is sustainable within FSU and portable to other universities. Specific coursework will be developed to achieve these goals, and teacher education students will have the opportunity to work with master teachers – current education professionals who will serve as mentors to the students throughout their preservice experience.



Steadman

Through the coursework, the preservice teachers' ability to plan and execute improved literacy training methods in the classroom is expected to directly enhance the students' ability to learn. Throughout the project, both the teachers' progress and that of their students will be monitored to determine the success of the program's components and make any necessary adjustments.

The \$100,000 grant from the Carnegie Corporation of New York will be accompanied by \$25,000 from the College of Education to support course development and project research. College of Education researchers will partner with faculty from specific subject areas in the College of Arts and Sciences to design the coursework used in the study, which is scheduled to continue until December 31, 2008.

According to its website, the Carnegie Corporation of New York was created by Andrew Carnegie – a 19th century businessman and philanthropist – in 1911 to promote the advancement and diffusion of knowledge and understanding. As a grant-making foundation, the corporation seeks to carry out Carnegie's vision of philanthropy, which he said should aim "to do real and permanent good in this world."

The Florida Center for Reading Research is part of FSU's Learning Systems Institute (LSI), an interdisciplinary center serving to improve and advance educational training and methods.

PROFESSOR EMERITUS NAMED LEGEND IN FIELD

JEAN MUNDY, professor emeritus in the department of sport management, recreation management and physical education (SMRMPE), has been named a Legend in the field of parks and recreation by the American Academy for Park and Recreation Administration (AAPRA).

One of the highest honors in the field, the AAPRA's Legends Program honors distinguished administrators and educators who have made outstanding contributions to the field of parks and recreation. Once selected, Legends' short biographies are included in a special collection library, and they have the opportunity to submit a 30-45 minute interview that highlights their personal background, professional insights, advice and philosophical beliefs.

Mundy served on the faculty of the Program in Recreation and Leisure Services Administration at FSU for 30 years.

Mundy served on the faculty of the Program in Recreation and Leisure Services Administration at FSU for 30 years, where she made marked contributions to the field. Throughout her career,

she developed the first assessment instrument in therapeutic recreation for the mentally challenged, trained U.S. Air Force and Navy personnel around the world and became a sought-after speaker on topics related to recreation and leisure services.

"One of the finest tributes an educator in the field of parks and recreation can receive is peer recognition from the AAPRA," said Cheryl Beeler, chair of SMRMPE.

The AAPRA was formed in 1980 to advance knowledge related to the administration of parks and recreation and to encourage scholarly efforts by practitioners and educators. More information about AAPRA and its sponsored programs, including the Legends Series, is available at www.rpts.tamu.edu/AAPRA/.

PROFESSOR EMERITUS HONORED AS SUPERSTAR

BARBARA MANN,

professor emeritus in the department of educational leadership and policy studies, received special recognition as one of the first Superstars to be named by the Southern Association of College Student Affairs (SACSA).

The SACSA Superstar Program honors exemplary student affairs professionals who also have been important to the sustenance and growth of SACSA. Candidates for the honor are nominated by association members and approved by the Foundation Board. The approved recipients are recognized publicly for their outstanding work in the student affairs discipline. Contributions can be made to the SACSA Foundation in their honor.

SACSA is a professional organization that encourages and supports practitioners, educators and students engaged in the student affairs profession.

Mann is the secretary of the SACSA Foundation, which supports the mission and initiatives of the Southern Association for College Student Affairs, including research projects, association studies, institute support, etc. The money raised through the foundation is intended to help the Association accomplish its goals of professional development, research and services to the members.

FACULTY INDUCTED AS AAHPERD FELLOW

Physical education faculty member **SUSAN LYNN** was among 16 candidates recently inducted as Research Consortium Fellows at the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Convention and Exposition in Baltimore, Maryland.

Lynn, an associate professor in the department of sport management, recreation management and physical education, joins approximately 375 fellows in the consortium, a member group of nearly 6,000 research scholars and other members of the AAHPERD who have a strong interest in research.



Attainment of fellow status is one of the most prestigious honors the research consortium can bestow on a member. Fellows are selected based on evidence of scholarship, including research presentations and publications.

AAHPERD is the largest organization of professionals supporting and assisting those involved in physical education, leisure, fitness, dance, health promotion and education and all specialties related to achieving a healthy lifestyle. AAHPERD is an alliance of five national associations, six district associations and a research consortium. It is designed to provide members with a comprehensive and coordinated array of resources, support and programs to help practitioners improve their skills and further the health and well-being of the American public.

The mission of the AAHPERD Research Consortium is to advance, promote and disseminate quality research within and across the disciplines and the professions served by AAHPERD. For more information on the Consortium, visit www.aahperd.org/research/.

CONNOR RECEIVES PRESTIGIOUS EARLY CAREER AWARD

CAROL MCDONALD CONNOR,

assistant professor in the College of Education and the Florida Center for Reading Research, has been honored by the American Psychological Association (APA) with the Richard E. Snow Early Career Award in Educational Psychology for 2007.

The prestigious Snow Award honors an individual who is no more than 10 years past receipt of a doctorate and has made significant research contributions to the field of educational psychology. It is awarded yearly by the Educational Psychology Division of the APA.



Connor teaches graduate-level courses in the science of reading, child language and literacy development, and policy issues surrounding literacy. Her research interests focus on examining links between children's language and literacy development to gain a better understanding of the perplexing difficulties children who are atypical and diverse learners have in developing basic reading skills. Her research has been honored with numerous awards and was recently featured in *Science* magazine.

According to Connor, Richard E. Snow first introduced the concept of aptitude-by-treatment interactions, which are analogous to the child characteristic-by-classroom instruction interactions that her research has found.

LAW AWARD NAMED IN BECKHAM'S HONOR

The Education Law Association's (ELA) Dissertation of the Year Award has been renamed the **JOSEPH C. BECKHAM DISSERTATION OF THE YEAR AWARD**. Beckham is the College of Education's Allan Tucker Professor of Educational Leadership.

The recognition came at the business meeting of the association's 52nd annual conference held in October 2006. As Association President Lois Berlin made the announcement, she commended Beckham's leadership in helping to build a dissertation endowment fund and soliciting support for the endowment among ELA members. The endowment will allow dissertation award recipients to attend and participate in the ELA conference at no expense.



Berlin also emphasized that the Board's decision to rename the award was influenced by Beckham's 30 years of leadership and service to the organization, his prominence as an academic in the field of education law and the success of his graduate students as ELA dissertation award recipients. Five of his former graduate students have received the award — more than any other professor in the history of the association.

More information about ELA can be found online at www.educationlaw.org/.

KENT HONORED, ELECTED PRESIDENT OF NATIONAL ORGANIZATION

AUBREY KENT,

associate professor in the department of sport management, recreation management and physical education, was recently named president-elect of the North American Society for Sport Management (NASSM) and was also inducted as one of the organization's fellows.

NASSM actively supports and assists professionals working in the fields of sport, leisure and recreation. The purpose of the organization is to promote, stimulate and encourage study, research, scholarly writing and professional development in theoretical and applied aspects of sport management.

As NASSM president, Kent will preside over the organization's annual conference, lead executive board meetings and create and enact strategic initiatives. There are only 29 NASSM Fellows worldwide. Their selection is based on their scholarly records — meeting minimum requirements for refereed publications and presentations. The fellow program is designed to recognize a level of distinction within NASSM and the greater academic community, as well as to encourage high standards of research and other forms of scholarship among NASSM's members.

PROJECT KICK RECOGNIZED AS BEST RURAL PROGRAM

THE FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES (DCF) and the Florida Alcohol and Drug Abuse Association (FADAA) honored Project KICK (Kids in Cooperation with Kids) through the Substance Abuse Best Practices Recognition Program for the second consecutive year.

Project KICK, a program administered by the College of Education at Florida State University, was recognized as the 2007 Best Rural Program for its program at the Boys and Girls Club in Monticello, Florida. The program focuses on drug prevention and prevention of involvement with the criminal justice system. The program targets at-risk children between the ages of five and 18 years with a “systems” approach that includes family, home, school and community, as well as the individual child.

Project KICK was also selected as the 2006 Exemplary Program by DCF and FADAA for its programs serving at-risk youth and families in Leon County. The Best Practices Program recognizes providers that exemplify best practices methods in substance abuse prevention, intervention and treatment services, and whose efforts measurably improve service outcomes and the quality of life for Florida residents facing the challenges that result from substance abuse. Recognized programs are selected in a rigorous, competitive process based on research, evidence and practice.

Research associate Roberta Rubin and a team of graduate students from the College of Education address risk and protective factors for the children and families in the area through the Boys and Girls Club. The group administers drug prevention/health promotion peer mentoring programs. The graduate students assist in every aspect of Project KICK — from the implementation of interventions to developing research products for publication and analyzing research data.

Project KICK has served counties in the north Florida area for 17 years and was showcased at the 2007 FADAA Annual Conference, held in late August. Rubin represented the project and its practices to other professionals and organizations fighting drug abuse throughout the state.



Gerrold Austin, Sr. (right), vice mayor of the city of Monticello presents the Key to the City of Monticello to KICK Director Roberta Rubin.

The program targets at-risk children between the ages of five and 18 years with a “systems” approach that includes family, home, school and community, as well as the individual child.

COLLEGE NAMES NEW DISTINGUISHED PROFESSORS, RECOGNIZES EXISTING RECIPIENTS



Dean Marcy Driscoll presents the distinguished professor award to Pamela Carroll.



Dean Marcy Driscoll presents the distinguished professor award to James Sampson.

At the 2007 College of Education Homecoming Brunch, **DEAN MARCY DRISCOLL** announced two new distinguished professor awards and recognized faculty already holding distinguished professorships. **PAMELA CARROLL** was named the Mack and Effie Campbell Tyner Distinguished Professor of Education, and **JAMES SAMPSON** was named the Mode L. Stone Distinguished Professor of Education.

Carroll serves as chair of two departments within the College of Education – childhood education, reading & disability services and middle & secondary education. She also is principal investigator of several prominent grants that aim to improve teacher quality and training. The Mack and Effie Campbell Tyner Distinguished Professorship honors a faculty member with extraordinary devotion to the field of education.

“The professorship is a mark of professional recognition that humbles me; I feel that it should be shared with my colleagues and students, since it is collaboration with them that is the fuel that energizes me to engage in work in the fields of literature and literacy education,” Carroll said. “I am very thankful for the award.”

Sampson is professor in the department of educational psychology and learning systems and co-director of the Center for the Study of Technology in College and Career Counseling, a unique partnership between the College of Education and the FSU Career Center. He is an international leader in the area of career counseling research.

The Mode L. Stone Distinguished Professorship was developed by the dean of the College of Education to recognize faculty members for sustained excellence in scholarship and teaching, and service to their field and the college. The professorship will be awarded annually through a competitive process which will allow peer nominations from faculty. It is named for Dr. Mode L. Stone, dean of the College of Education from 1956 to 1967. He was a leader in education in the state of Florida throughout his career, also serving as a superintendent of

I feel very fortunate that we have a way to show our appreciation to crucial members of our faculty.

schools and director of curriculum for the Florida Department of Education.

“I am very pleased to have been named the first Mode L. Stone Distinguished Professor. Dean Stone showed a lifetime commitment to promoting educational opportunity for young persons and adults,” Sampson said. “In my work in career development, helping people make informed and careful educational choices has been a key element of my work.”

“Jim and Sissi are leaders in every sense of the word; they are constantly working to mentor their colleagues and are proactive in addressing the needs of the College, its faculty, and their respective fields of research. I feel very fortunate that we have a way to show our appreciation to crucial members of our faculty,” said College of Education Dean Driscoll.

Also honored at the Homecoming Brunch were existing distinguished professors Joseph Beckham (ELPS, Allan Tucker Professor); Barbara Foorman (CERDS/LSI-FCRR, Francis Eppes Professor); Robert Reiser (EPLS, Robert M. Morgan Professor); Gershon Tenenbaum (EPLS, Benjamin S. Bloom Professor); Charles Wolfgang (CERDS, Faye Kirtland Professor); and Dean Driscoll was recognized as the Leslie J. Briggs Professor by Richard Kunkel, who was dean at the time of the award. Each recipient was presented with a plaque.

Carroll was named the Dwight L. Burton Professor of English Education in 2005 and a University Distinguished Professor in 2006. A leader in her departments and the College, she is spearheading an initiative which will create a School of Teacher Education within the College of Education, combining teacher education programs in a variety of disciplines into one academic department. This effort will allow for collaboration and exploration in the area of teacher education across disciplines.



Program in Higher Education Ranked in U.S. News and World Report

The Florida State University College of Education's Higher Education program is ranked 18th of all Higher Education Administration programs in the nation in U.S. News & World Report's 2008 publication of America's Best Graduate Schools.

“Faculty and students in these programs are conducting research that is vital to their field. Recognition in such a widely known and used publication is a testament to the quality of the programs in Higher Education,” said Marcy P. Driscoll, dean of the College of Education.

The Program in Higher Education is a part of the College's department of educational leadership and policy studies and celebrated its fiftieth year of preparing leaders in higher education in 2007.



*Dr. Beverly Bower,
Higher Education Program
Coordinator*

The Higher Education program offers master's and doctoral programs. Visit www.coe.fsu.edu for more information about this and other academic programs at the College of Education.



FSU EDUCATION STUDENT WINS NATIONAL MADISON MEMORIAL FELLOWSHIP

A recent social sciences education graduate has been awarded a national competitive fellowship to support graduate study of American history to include a concentration of courses on the history and principles of the United States Constitution.

KELLY SMITH, who graduated in spring 2007 with a bachelor's degree in social

science education, was named a 2007 Junior Fellow by the James Madison Memorial Fellowship Foundation. Named in honor of the fourth president of the United States and acknowledged "Father of the Constitution and Bill of Rights," a James Madison Fellowship funds up to \$24,000 of each recipient's course of study toward a master's degree. Recipients are required to teach American history or social studies in a secondary school for each year of fellowship support.

One of 57 fellows, Smith plans to pursue a master's degree in urban education with a concentration in social studies at the University of Pennsylvania while teaching full-time in Philadelphia. She plans to continue her teaching career after receiving her degree.

Smith places value on the topic of civic education. "Without understanding one's own government, so many other facets of life can become negatively affected," she said. "I want every student who comes through my classroom to have the knowledge to make informed and educated decisions about who leads them and what they ask of their elected leaders."

Smith was one of only two 2007 fellows from the state of Florida and the only student. The particular award made to Smith was the J. Seward Johnson, Sr. – James Madison Fellowship, which is endowed by the Atlantic Foundation of Princeton, New Jersey.

"Being selected as a James Madison Junior Fellow is one of the highest honors for a beginning secondary teacher in this content area. While civic education is the responsibility of all teachers, history and government teachers play especially crucial roles in teaching students about the balance between liberty and order, and individual rights and the common good," said Sarah Drake Brown, associate professor of social science education.

Founded by an Act of Congress in 1986, the James Madison Memorial Fellowship Foundation is an independent establishment of the executive branch of the federal government. Additional information is available online at www.jamesmadison.gov.

The College of Education's Program in Social Science Education is part of the department of middle and secondary education.

EDUCATION STUDENT SELECTED FOR PRESTIGIOUS YALE INTERNSHIP:

Educational Psychology Students Match for Clinical Internships

JAVIER ROSADO, a doctoral student in the College of Education's Combined Program in Counseling Psychology and School Psychology was recently selected for clinical internship in the Department of Psychiatry at the Yale University School of Medicine. Five other students in the program were also matched with agencies to complete the clinical training portion of the degree program.

Throughout the internship, Rosado will receive specialized training in the area of Latino mental health care at the Connecticut Mental Health Care Center Hispanic Clinic and the Yale Consultation Center.

"I am very grateful to have the opportunity to receive specialized training in the area of Latino mental health," Rosado said. "I look forward to utilizing the knowledge and experiences I obtain to give back to the community."

During the internship experience, students have the opportunity to gain supervised professional experience in key components of professional practice including clinical diagnosis, psychological assessment, counseling/psychotherapy and consultation. Depending on their selected areas of study and the particular internship, students also received more specific personalized training as well.

"The internship is the capstone professional development experience on the path toward independent, professional competence in psychology," said Steven I. Pfeiffer, professor and director of clinical training for the FSU program.

According to Pfeiffer, "The internship affords the student the opportunity to gain a deep,

integrated knowledge of the competency domains in professional psychology. For the students in our program, these domains include closely supervised work in diagnosis and assessment, therapy/intervention for a variety of psychological problems, consultation-liaison, ethical practice and measuring client change and improvement."

The matches are competitive. Students apply to serve in internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC) National Match Program. Upon application, they compete with students from many clinical and counseling psychology programs throughout the country. The year-long internship provides benefits to the students in addition to valuable supervised clinical experience. These vary by agency but include a salary, health insurance and the opportunity to complete their dissertations and conduct other clinical research.

Other students participating in internships are: Roy Etheridge (Argosy Correctional Internship at Stateville/Dwight Correctional Centers, Illinois), Kathleen Hale (Florida State Hospital), Sheba Paivandy (Fort Worth Independent School District, Texas), Abi Reaser (Center for Aging Resources, Pasadena, CA), and Jon Shy (Battle Creek VA Medical Center, Michigan). All six of the students accepted their match and began the internship in late summer or fall 2007.

More information about APPIC's National Match Program is available online at www.appic.org. The Combined Program in Counseling and School Psychology is a part of the department of educational psychology and learning systems.



"Internship is a vital step in career development as it offers an opportunity to focus and further develop in a specific area, which may someday become your specialty as a professional in the field," Rosado said. "It is a unique opportunity to learn in a real-life setting and receive supervision from experts in the area of specialty you have previously only read about."

Cynthia Campbell
Area Supervisor, Clinical Training
 Office of Clinical Experiences

With a background in areas such as teachers' perceptions of their principals as technology leaders and effective classroom management and organization, Campbell joins the staff of the office of clinical experiences as an area supervisor. She works with students who are engaged in their student teaching experience in Hillsborough, Pasco, Pinellas, Polk, Manatee and Sarasota counties in Florida.

Campbell's academic preparation and professional experience has prepared her well as an area supervisor. Currently pursuing a Doctor of Philosophy in Curriculum and Instruction with emphases in the areas of teacher education, middle school education and social studies education, she has served as a college and university instructor and in various roles at the middle and high school levels. As area supervisor, she coordinates and assesses student teachers in her area.



Kathleen Clark
Assistant Professor
 Middle and Secondary Education

Dr. Clark received a Doctor of Philosophy from the University of Maryland in College Park, where she

held a doctoral fellowship funded by the National Science Foundation. She has extensive research experience in the areas of teacher knowledge and mathematics education.

With extensive public-teaching experience, Dr. Clark has also supervised professional development activities for teachers. She is the recipient of numerous professional honors and awards, including local, state and national awards for teaching excellence.



Gary Crow
Professor & Chair
 Educational Leadership and
 Policy Studies

Joining the College of Education as the new chair for the department of educational leadership and policy studies, Dr. Crow was most recently department chair at the University of Utah in Salt Lake City. His extensive career in education began when he received his Doctor of Philosophy from the University of Chicago.

Dr. Crow brings to FSU a comprehensive background in educational leadership and policy-making within a variety of settings, including academic, government and private institutions. He has a history of research publications in journals such as the *American Educational*

Research Journal, the *International Journal of Educational Management* and the *Journal of Educational Administration*. In 2007 he will add his latest book — titled *Handbook of Research on Leadership Education* — to that list.



Judy Crow
Assistant In Education
 Teacher Learning Community

Serving in an assistant director's capacity in the College's Teacher Learning Community, Crow uses her experience as a liaison between academics and community to its fullest. With a master's in education, culture and society from the University of Utah, she fits perfectly into the living-learning community's environment.

Crow's background includes a number of positions in educational facilities, including serving as a community education coordinator for a Louisiana hospital and service on a number of advisory boards. She now has the opportunity to lead the efforts of future teachers in local schools and help them gain classroom experience while they are still freshmen.



Angela Fiske
Assistant Professor
 Childhood Education, Reading
 and Disability Services

Dr. Fiske joins the department of childhood education, reading and disability services as a recent University of Georgia graduate with a Doctor of Philosophy degree. Along with extensive classroom experience, she brings an active research agenda in the areas of grade retention, instructional strategies, social studies education and teacher preparation.

Dr. Fiske has received a number of awards throughout her career, including the Outstanding Social Studies Educator for Georgia in 2000, and she was one of only 25 invited to participate in the University of Georgia Graduate School Future Leaders Program in 2005.

Barbara Foorman
Francis Eppes Professor
 Childhood Education, Reading
 and Disability Services
 Director, Florida Center for Reading
 Research

An internationally recognized scholar in the areas of reading and language development, Dr. Foorman most recently served as professor of pediatrics and the director of the Center for Academic and Reading Skills at the University of Texas Health Science Center at Houston. She also served as the nation's first



Pamela Oliver
 Area Supervisor, Clinical Training
 Office of Clinical Experiences

commissioner for education research at the Institute of Education Sciences from 2005 to 2006.

Dr. Foorman joins FSU as the College of Education's first Eppes Professor, the University's distinction for eminent scholars in their fields. Her distinguished background includes cross-linguistic research in Japan, Mexico and England; and research in the areas of reading, language development, spelling, phonemic awareness and vocabulary. She also serves on the editorial board for several journals, is a principal investigator on major federal grants in her areas of expertise, and routinely leads government-sponsored literacy efforts at every level — from city to federal.

Dr. Foorman received her Doctor of Philosophy from the University of California at Berkeley, and has since received a number of professional honors, including recognition as one of the 20 Most Influential Texans for 1999 in Texas Monthly.

Dr. Oliver's interests include teacher behavior, effective teaching/instructional strategies, classroom teacher/student interactions and strategies for addressing individual learning modalities. With

previous work focusing in these areas, she is well prepared to be an area supervisor, overseeing student teaching in Orange, Seminole, Brevard and Volusia counties in Florida. She coordinates and assesses FSU student teachers in area schools.

She has served in educational positions in elementary schools, government agencies and universities, and has also served in a number of professional, non-profit and volunteer organizations. Her Doctor of Philosophy is from Florida State University, where she focused her studies in administration and supervision, teacher behavior and physical education.

Beth Phillips
Assistant Professor

Joint appointment: Educational
 Psychology and Learning Systems and
 the Learning Systems Institute/Florida
 Center for Reading Research

Receiving her Doctor of Philosophy from Florida State University in Clinical Psychology, Dr. Phillips has an extensive research background in the areas of early childhood literacy development; assessment, curriculum and instruction; and social, emotional and academic development in young children.

Dr. Phillips has received a number of federal and state research grants and awards, including a two-year fellowship from the American Psychological Association. She is also a member of various state and local educational advisory boards and routinely presents invited lectures to professional organizations.

2000s

Staci Walton Duggar (Ph.D. '06) and husband Thomas welcomed their third daughter, Emma Cate, in July 2006.

Michael L. Lisle, Jr. (M.S. '05) has been named director of children and youth services at Trident United Way in North Charleston, South Carolina.

Griselis Reyes (B.S. '05) received the Florida Fund for Minority Teacher Scholarship in 2003, currently teaches tenth grade English at Hialeah Senior High School in Miami, and was recently honored with the Rookie Teacher of the Year Award

Maria E. Vives-Rodriguez (Ph.D. '05) welcomed her first son, Antonio Javier in February 2006. She is currently raising her son and developing a private early childhood consulting business.

Marjorie (Hichborn) Lloyd (B.S. '04) was married in November 2006.

Robin (Evans) Cooper (B.S. '02) teaches Kindergarten at Pinecrest Elementary in the Miami-Dade Public School System. She and her husband, a firefighter, live in South Florida.

Donna P. McGalliard (Ed.D. '01) was recently promoted to director of residence life and housing at Wake Forest University. She joined Wake Forest in 2000 as associate director of residence life.

Lewis C. Chilson (B.S. '00) received a M.S. in administration/supervision and teaches LMS/PE in Sarasota County Schools.

Juan R. Gardia (M.S. '01) graduated from Iowa State University with a Ph.D. in educational leadership-higher education and has returned to FSU as director of the office of multicultural affairs.

1990s

Christi Smith Dewaele (M.S. '99) received a Ph.D. from UNLV in 2006 in sports education and leadership. She is currently an assistant professor of sport sciences at Wingate University in North Carolina.

James R. "JR" Harding (Ed.D. '99) married Erika Richards in August 2006 in a small family ceremony in Orlando.

Stacy D. Johnson (B.S. '99, M.S. '99) teaches ESE Pre-K and gave birth to twin boys, Michael and Matthew, in April 2006.

Ashley Sigman Collier (M.S. '98) earned a law degree from Campbell University in May 2006 and is an associate attorney at Forman Rossabi Black, PA, in Greensboro, North Carolina.

Myrna Ivette Franquiz (Ph.D. '98) is an assistant professor at Albany State University, where she teaches several education courses, supervises and advises students, and serves on various committees.

Rebecca L. Turner (M.A. '98) has taught in Orange County since 1999. She currently teaches Kindergarten at Metro West Elementary, has been married since 2003 and has a daughter.

Martha Werner (M.S. '98) is the assistant principal at Hackberry Elementary in Little Elm, Texas.

Karen L. Bunso (B.S. '96, M.S. '97), an Army veteran (89-93), returned to civil service (U.S. Secret Service, Foreign Intelligence Branch, Senior Intelligence Research Analyst, Counterterrorism Section) after watching the events of 9/11.

Greg Hudgins (M.S. '97) has taught at the Georgia Academy for the Blind since 1998 where he is also the wrestling coach. He and wife Betty, also a teacher at the school, live in Macon, Georgia.

Susan Key (B.A. '97) graduated from Furman University in August 2006 with a master's in education. She has 10 years of teaching experience and serves as a trainer for International Baccalaureate of North America.

Lana Swift (B.S. '97) completed a master's degree at USF in August 2005 and is currently a program coordinator at St. Petersburg College. She is married with twin daughters.

Aubrey Posey (B.S. '96) graduated with a J.D. from Stetson University after teaching middle and high school for seven years and currently works as a law clerk at the First District Court of Appeal.

Patrick Ruddy (B.A. '95) is in his tenth year with International Speedway Corp as Manager of Ticket Operations of Daytona International Speedway.

Sarah Sweeting Green (B.S. '93) is an English teacher and drama coach at Newberry High School and completed a master's degree from FIU in 1998.

Anissa Kunz Williams (B.S. '93) received a bachelor's degree in computer science from the University of North Carolina at Wilmington and develops educational software for the SAS institute. She and husband Frank, a fellow Seminole, had their first child, Evan, last year.

Christi O. Woodworth (B.S. '93) has been appointed director of external communications for Sonic, America's Drive-In. Woodworth's responsibilities include media relations, public relations, crisis management and corporate philanthropy. Woodworth was honored by Oklahoma based The Journal Record as an Achiever Under 40 for the state in 2006.

Laura Beth Coker Hendry (B.S. '92) has two children and works at Calvary Christian Academy.

Kimberley Whalen (B.S. '92) recently changed careers from the social service field and now works as a special education teacher for an elementary school in Palm Beach County.

Oddett Pitter Adderly (B.A. '89, M.A. '90) is married, has two children, and earned a Ph.D. in counseling while teaching school in Miami.

Jennyethel Elliott (Ph.D. '90) holds a position as the Bond/Wesson guidance counselor and received the 2006 Glenn-Howell Distinguished Minority Educator Recognition Award for her dedication to children and involvement in educational quality for minority students and adults.

William "Bill" K. Haggard (Spec. '90) was recently named vice chancellor for student affairs at the University of North Carolina, Asheville.

1980s

Garry W. Allshouse (M.S. '86) was promoted to epidemiologist supervisor for the Charlotte County Health Department in Punta Gorda, Florida.

Marcia L. Petty (M.S. '80, Ph.D. '85) was recently appointed vice-president for student affairs and associate provost at Loyola University. She had previously served for seven years as vice president and dean of student life and co-curricular education and assistant professor in counseling and education at St. Lawrence University in Canton, New York.

Horace Edward Hall II (Ed.D. '83) is a psychologist with a special interest in evaluating Hispanic/Latino students for exceptional children programs.

Terri Messier (M.S. '83) was elected president of the Florida Recreation and Park Association in August 2006. The Florida Recreation and Park Association, established in 1942, provides advocacy for parks and recreation interests.

Alfred Winfield (Ph.D. '83) retired after 34 years in law enforcement, and with family support survived cancer.

Carrie Zebrowsky Cooper (B.S. '82) was named Dean of Libraries at Eastern Kentucky University following a national search. Cooper, who joined ECU Libraries in 1998, has served the past year as Interim Dean.

Julia Meckstroth Derden (B.S. '82) received a master's in library and information science from the University of Illinois at Urbana-Champaign and is currently employed at Illinois State University's Milner Library as a teaching materials librarian. She was nominated for the Jane B. and Robert B. Downs Professional Promise Award in the field of librarianship.

Susan Fritz Hatcher (B.S. '81, M.S. '81) obtained a specialist in school psychology degree in 2005 and works for the Duval County Public Schools as a school psychologist.

Karen Kisten (B.S. '66, M.S. '80) currently works at Riviera Middle School in St. Petersburg as a reading and REACH teacher.

1970s

Bill Kahnweiler (Ph.D. '79) recently published a book (publisher: Elsevier) with wife Jennifer.

Stephen J. Virgilio (Ph.D. '79) was elected for a three-year term to the board of directors of the National Association for Sport and Physical Education (NASPE). He recently authored his third book titled *Active Start for Healthy Kids* (Human Kinetics, 2006) and is chairman in the department of health studies, physical education, and human performance science at Adelphi University in Garden City, New York.

Richard F. Gerson (Ph.D. '78) and wife Robbie have published their first book together, *Positive Performance Improvement: A New Paradigm for Optimizing Your Workforce* (Davies-Black

Publishing). He has also recently published his 21st book, *Achieving High Performance* (HRD Press) since graduating from FSU.

Mary Goza Rouse (B.A. '78, M.S. '78) was named coordinator of developmental education at Bluegrass Community and Technical College.

Steven E. Sorg (Ph.D. '78) retired from UCF in June 2006 as assistant vice-president for distributed learning and recently moved with wife Judy to Bozeman, Montana, to be closer to their two daughters and grandchildren.

Deven J. Anthony (B.S. '77) is the owner of Cloverstone Tech, LLC and was awarded a U.S. patent in August 2006 for his invention Method and System for Processing Upstream Packets of an Optical Network.

Iris Franklin (M.S. '77) has been named in Who's Who of American Women, Who's Who of American Teachers, and Manchester's Who's Who.

John Kuch (B.S. '77) is entering his 23rd year as a Fairfax County (VA) employee and recently passed the certification exam to become a Certified Technical Investigator.

James A. Tribbett (B.S., M.S. '77) is head men's basketball coach at Chowan University and was named 2006 National Christian College Athletic Association (NCCAA) Coach of the Year.

Cindy Stroud (B.S. '76) currently teaches gifted students at Tampa Elementary School.

Margaret "Mage" Janiewski Cable (B.S. '75) was named as one of Florida's Outstanding Biology Teachers by the National Association of Biology Teachers.

Margaret "Margie" Peters (B.S. '75) retired in June 2006 after almost 30 years as associate director for the FSU Flying High Circus.

Barbara Brooks Waldrop (M.A. '75) is currently the director of admissions and head of the Lower School at Summit Academy.

Jayne Varn Bates (B.S. '74) is the director of marketing at Carter, Belcourt & Atkinson and became president of the Association for Accounting Marketing for a one-year term. She has been a member of the board of directors of AAM since January

2001, serving as president elect, vice president, and member-at-large.

Howard A. Kusnick (B.S. '74) announces the fourth anniversary of Double Diamond Sports Management, created by Howard and Joshua Kusnick. The company represents professional league baseball players in the United States and Latin America.

Lynn E. Barron (B.A. '70, M.S. '73) retired in 2001 after more than 30 years of teaching and counseling at all levels in Polk County, Florida. She still serves as a tutor (and loves it!).

Janet Moulton Clement (B.S. '73) recently published the book *Jewish Alphabet* (Pelican Publishing Company) for four to eight year olds.

Richard Culyer (Ph.D. '73) and wife Gail developed reading strategies which have enabled minority students in the project schools in Polk County, Florida, to annually improve average reading gains for five consecutive years.

Tom Sechrest (B.A. '71, M.S. '73) has been named director of the Master of Science Program in Organizational Leadership and Ethics at St. Edward's University in Austin, Texas, where he has been a faculty member in the School of Management and Business for the past five years.

Merial Graff Talntor (M.S. '73) has taught in Leon County Schools for more than 20 years (K - middle school) and husband Jesse has worked as a computer analyst for FSU for 28 years.

Joyce Wittenauer Acton (M.S. '72) was awarded a scholarship to paint with Florida artist Allison Watson at the Cummer Museum of Arts and Gardens. She has prepared an exhibit for the Independent Center in Richmond, Indiana, and currently has an exhibition at Indiana University East titled "Blind Ambition." She also has a painting on exhibit at the University of South Florida VSA arts office in Tampa, and is preparing to submit work to the Wayne County Historical Museum for a show sponsored by the Richmond Art Club.

Alice Kershaw Luckhardt (B.S. '72) has published several feature articles in magazines and recently her first book, *Legends - Family Stories and Myths* (Lulu Technology Company of NC).

Maurice E. Dennis (Ph.D. '71) recently retired from Texas A & M University where he was a professor and

director of the Center for Alcohol and Drug Education Studies.

Richard Duncan (B.S. '69, M.S. '71) was recently initiated into Pi Lambda Theta, a professional society which recognizes persons of superior scholastic achievement.

Deborah Fairchild Hansen (B.S. '71) has launched her own business, JDC Educational Enterprises, Inc., after having careers in both business and education.

Anthony Jones (M.S. '69, Ph.D. '71) published a book titled *Shadow Children: Understanding Education's #1 Problem* in September 2006 (RLD Publications of Lancaster).

1960s

William A. Bursleson (B.S. '69) works with the Florida Department of Children and Families as a government operations consultant with Economic Self-Sufficiency Central Office Training and Operations in Tallahassee and is in his 34th year of working with the state of Florida.

Susan Richardson Komives (B.S. '68, M.S. '69) was recently honored with the Contribution to Scholarship and Literature Award from the National Association of Student Personnel Administrators, received the Contribution to Knowledge Award from ACPA-College Student Educators International, and was awarded the 2006 Excellence in Teaching Award. She is currently a faculty member in the Department of Counseling and Personnel Services at the University of Maryland.

Linda Kotowski (B.S. '69) was elected president of the National Recreation and Park Association in October 2006. The National Recreation and Park Association is the nation's largest professional and citizen organization dedicated to advancing park, recreation and conservation efforts that enhance the quality of life for all people.

Sandra L. Perrigo (B.A. '68) retired after teaching for seven years in Florida and accumulating more than 30 years service in the Swain County School system in North Carolina.

Kathryn Law Williamson (M.A. '67) is an art specialist in the Minnetonka School District and recently welcomed a new family member, Matteo Podesta, born in August 2006.

Frances Louise (Rollins) Estep (B.S. '65) retired from teaching in March 2005. She and husband Bill moved to the Seattle area in April 2006 to be near family.

Mary Margaret Williams Odom (B.S. '57, M.S. '65) retired from Miami-Dade County public school system as a mathematics-science supervisor.

Herb Reinhard (B.A. '57, M.S. '60, Ed.D. '65) retired after serving in three presidencies – at Slippery Rock University, Morehead State University and Frostburg State University – and resides with Nancy, his wife of 51 years in Alpharetta, Georgia.

Jean Renaud Beagles (B.S. '64) recently retired after 38 years in middle school education.

Jean Mundy (B.S. '62, M.N.S. '64) has been named a Legend in the field of parks and recreation by the American Academy for Parks and Recreation Administration (AAPRA). The AAPRA's Legends Program honors distinguished administrators and educators who have made outstanding contributions to the field of parks and recreation. Dr. Mundy has served on the faculty of FSU for 30 years.

Judith Ann Hughes Burgess (B.S. '63) retired in 2003 after teaching for 34 years.

Pedro R. Portes (Ph.D. '62) was named the University of Georgia's Golzueta Foundation Distinguished Chair of Latino Teacher Education. Portes, a professor of educational and counseling psychology at the University of Louisville before moving to Georgia, is an expert in cultural identity development as well as parent-child interaction and cognitive development.

1950s

Sue Herndon McCullom (B.S. '56, M.S. '57) was honored in November 2006 with a ceremony renaming the Lafayette Community Center the Sue Herndon McCollum Recreation Center.

Carol W. Kalapp (B.S. '56) retired in 1997 after teaching elementary school for 23 years.

1930s

Allie R. Teague (L.I. '29, B.A. '33) celebrated her 96th birthday in 2006. She is a member of the Duval County Retired Educators' Association.

IN MEMORIAM

1930s

Elizabeth Hampton Bigger (B.A. '35)
Lorraine Burroughs Bonney (L.I. '38)
Hilda G. Hendricks (B.S. '34)
C. Harriet Ryder Campbell (B.S. '31)
Dorothy B. Cline (B.A. '37)
Dorothy Ballowe Earl (B.A. '33)
Elizabeth L. Mattair (B.S. '37)
Helen Deane Mitchell (B.A. '34)
Mildred M. Schild (B.A. '33)
Marion B. Crandall Scott (L.I. '30)
Nancy Adamson Solomon (L.I. '38)
Mary Johnson Thompson (B.S. '32)
Elisabeth Green Williams (B.S. '36)

1940s

Mary Nell Webster Floyd (B.S. '41)
Doris Wainwright Folsom (B.A. '48)
Mary E. Cater Jones (M.S. '49, B.S. '43)
Barbara I. Nichols (B.A. '46)
Cora Osborne Steiner (B.A. '48)
Annette Cone Wagner (B.A. '41)

1950s

Virginia Venter Brown (B.S. '51)
John J. Bush (B.A. '53)
Doris D. Durrance (B.S. '56)
Mary Edenfield (B.S. '52)
Dorothy Joanne Futch (M.A. '59)
J.C. Gardner (M.S. '54)
Ethel Haburay (B.S. '59)
Alan W. Harkness (B.S. '56)
Donald P. Linton (B.S. '54)
Alice Sullivan Mac Donald (B.S. '57)
Patsy D. Murphy Mason (B.S. '52)
Ilona H. McMullen (B.S. '56)
Sylvia Crawford Thompson (B.S. '59)

1960s

Shirley Roberts Acord (B.S. '61)
Anne O'Quinn Allen (B.S. '62)
Thryza Wilcox Bolton (M.S. '69, B.S. '49)
Dorothy Jean Zipperer Conway (Ph.D. '68, M.S. '66, B.S. '63)
Frank W. Eiseman (M.A. '62)
James F. Franklin (M.S. '69, B.S. '64)

James S. "Jim" Haskins, Jr. (B.S. '68)
 Thomas W. Hobbs (B.S. '64)
 Harold Kent Mills (B.S. '61)
 Maryanne B. Milmore (B.S. '61)
 Ellen B. Quickel (B.A. '66)
 Arline Martel Shnider (B.S. '69)
 Sandra Bush Treadway (B.S. '66)
 Catherine Weedman (B.S. '66)
 Ruth E. Westberg (M.A. '64)

1970s

Robert E. Beaumont (M.S. '71)
 Herbert A. Beckwith, Sr. (M.S. '73)
 Beryl H. Bell (B.S. '74)
 Marsha MacDonald Click (M.S. '75)
 William V. Coleman (Ph.D. '76)
 Elizabeth "Bettie" Morgan Barnett Cowen (M.S. '72, B.S. LS '51)
 Frank L. Gaither (B.S. '73)
 H. Finn Groover, Jr. (Ph.D. '71, M.S. '60)
 Cecilia Franklin Hopkins (M.S. '78, B.A. SW '55)
 Joy A. Huggins (B.S. '78)
 James E. Kent (B.S. '79)
 Ora Morlier Kromhout (Ph.D. '75)
 Gary B. Lott (Ph.D. '70, M.S. '64, B.S. '63)
 Earl H. Manheimer (B.S. '70)
 Lorenzo S. McAfee (B.S. '74)
 William Rabucha (M.S. '74)
 Nancy A. Ranew (B.S. '77)
 Yvonne Engwall Sheline (Ph.D. '79)
 Linda Gail Terry (B.S. '72)
 Betty Nichols Tomlinson (M.S. '70, B.S. '63)
 Dr. Beverly A. Tucker (Ph.D. '77)
 Oscar A. Wolfbrandt, Jr. (M.S. '74, B.S. '71)

1980s

Maryellen V. Clarke (M.S. '88)
 Jane S. Mobley Lowe (B.S. '86)
 William A. Quinn (SPE '84)
 Patricia Jones Ueberhorst (M.S. '85, B.S. '85)
 Lawton R. Ursrey (Ph.D. '81)

1990s

Dr. Pat V. Frazier (Ph.D. '91, M.S. '84)
 Debra Brooks Jolles (B.S. '92)
 Saskia Soler Stockwell (SPE '97, M.S. '97)
 William T. Wilson (M.S. - PC Campus '91)
 Kimberly M. Zima (B.S. '92)

2000s

Calandra A. Jackson (B.S. '03)

KEEP IN TOUCH WITH COE!

Send your updated information for the next issue of *The Torch* for your classmates and other alumni to read. Photos are welcomed. If you need more space, please attach another sheet of paper. We look forward to hearing from you!

Alumni Updates, College of Education, c/o Connie Harris,
 236 Stone Building, Tallahassee, FL 32306-4450.

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Phone: _____

Fax: _____

Email: _____

Degree (B.A., M.A., Ph.D., etc.): _____

Graduation date: _____

Activities and news about you and your family for the next issue:





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