

The EdUcator



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Notes from the Dean...

Fraternity and Frappuccinos

Values out of balance, out of context, and out of control

The main problem in our society is that collective values, such as social justice, support for public institutions and solidarity with the poor, are positioned at the background of our priorities. In our society values are out of balance, out of context, and out of control.

Values are out of balance because self-interest, with the tacit approval of risk-taking financiers, politicians, and popular culture,



takes primacy over all other values. Values are out of context because in the current historical moment people yearn for more solidarity and sense of community, but the media continue to produce images of personal elevation as the ultimate goal in life. Finally, values are out of control because individualism is rampant and nearly uncontrollable, with greed and competition at an all time high.



Three values for public policy

Liberty, equality, fraternity: which of these values is the most important? Think about it for a minute. If you answered liberty, equality, or fraternity, your answer is wrong. Your answer is wrong because the question is wrong. These three values exist in inseparable form. Many of our social ills derive from according superiority to one value over the others. In our society, the supremacy of liberty over equality and fraternity is costing us dearly. Not because liberty is an unworthy value, but because liberty in the absence of equality and fraternity degenerates into selfishness and greed.

To fulfil our needs and obligations we require three sets of linked values. We require personal, collective, and relational

values. Private dreams require public playgrounds. Personal health requires public hospitals. To play we need safe public spaces. To advance our education we need high quality public schools. To look after our health we need well equipped hospitals. Personal and collective values go hand in hand. But in order to avoid conflict between private and social interests we need a third set of values: relational values. Values such as collaboration, consultation, and respect for diversity are essential for peaceful co-existence. Otherwise, the interests of powerful groups will always prevail over the needs of less powerful citizens.

Here, in a nutshell, we have values to guide social policies. Our policies should promote the well-being of individual children and communities at the same time, and they should do so by collaborating with the public and by promoting a sense of solidarity. As a group, the values of liberty, equality, and fraternity look after personal and communal well-being at the same time. Neglecting equality and fraternity leads to the neglect of poor children we currently see.

Values in the School of Education

Promoting well-being is a balancing act. To touch the lives of children and families in the community we have to make sure we feel supported and valued within the School of Education. To offer the best possible education to our students, we rely on a positive climate within our faculty and staff. A favorable atmosphere within the school is not just an end in itself; it is also a means to propagate well-being at the University, the community, the nation, and the globe.

But well-being is not just an outcome; it is also a process, a journey. I don't expect the school to achieve a state of nirvana any time soon. I do expect, however, to work intensely on getting the balance right: support individual aspirations of our faculty, staff, and students, while pushing to achieve common goals through processes of collaboration and mutual respect. We are not devoid of conflict, but for me, every conflict is an opportunity to learn, personally and organizationally.

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Upcoming Events

- 10/11/08 UM vs. UCF, Miami Gardens, FL - 3:45PM
- 10/18/08 UM at Duke, Durham, NC TBA
- 10/20/08 SPEC Conference & SoE Forum with Dr. Geoff Nelson
- 10/25/08 UM vs. Wake Forest, Miami Gardens, FL - TBA
- 10/30-31/08 Faculty Retreat - Key Largo, FL
- 11/1/08 UM at Virginia, Charlottesville, VA - TBA



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To start the process of exploring our own well-being as faculty and staff members, Shawn Post and I held several focus groups with staff. We explored questions such as “what is an ideal working environment” and “what would need to change within the school to achieve better work satisfaction.” We are in the process of analyzing the data from the focus groups and will get back together with the staff council leadership to make some recommendations.

At the upcoming retreat in October, faculty will also have an opportunity to think about well-being in the context of our school. I have asked Beth Harry, Debbie-siu Lee, Brian Lewis and Guerda Nicolas to organize a session on well-being and diversity within the school.

Our vision, as you all know, is to be a *Center of Excellence in the Promotion and Integration of Educational, Psychological, and Physical Well-Being in Multicultural Communities*. Well, we are a multicultural community within the school, and we owe it to ourselves to translate this vision to action. There are strengths that we can build on. We have extraordinary human capital. This is, after all, one of the reasons I chose to come here. We have superb colleagues with a deep sense of commitment to the cause of education and well-being. We have colleagues who understand the balance among liberty, equality, and fraternity.

Our students, who are the reason why we’re here, are anxious to also have a voice in translating our vision to action. To that effect, we have created a student council which is up and running in a big way. We created a school council with both graduate and undergraduate students. I want to thank Amanda Goodwin, Charlie Herzog, and Nick Mescia for volunteering to run the student council. They have wonderful ideas. Stay tuned for some of their exciting ways to foster a sense of community.

Values in the Community

Our mission, to produce knowledge and train the next generation of leaders, researchers, and agents of change in education and the community, links us in multiple ways to the kids and families of Miami-Dade, Florida, the nation, and the globe.

Many of you are doing wonderful research and outreach work in various communities. I invite you to share your contributions to our mission. Personally, last year I presented to the judiciary committee of Congress on crime prevention. I also went twice to Tallahassee to discuss children’s needs. On one occasion, I presented to the Florida Children’s Cabinet on smart investment in children and youth. With the help of Marilyn Neff and Marsha Talianoff we also organized a delegation to

Washington, DC to a conference on return on investment in children organized by the Pew Charitable Trusts. We had 29 people from Florida. We were the largest delegation of child advocates supporting higher investments in early childhood education. Our presence was felt at the conference, and we promised to explore the viability of forming a Florida Partnership for Economic, Social, and Educational Success. Stay tuned for that too.

In the summer I also went to Argentina and Israel to work on children’s issues and partnerships for the School of Education. I joined President Shalala and other UM colleagues in Buenos Aires. We signed an agreement with twelve universities, governments, and NGOs from Argentina, Uruguay, Paraguay, and Brazil to foster collaboration on the study and promotion of community well-being. In Israel, Ora and I explored ways to export our SPEC research project to the Hebrew University in Jerusalem and to a national non-profit for children at risk.

To end on a very local note, we now have a great opportunity to make a difference in Miami-Dade by contributing to the local United Way campaign. I want to thank Margaret Crossbie-Burnett and Marissa Stevenson for leading our efforts. If you wish, you can even contribute to the School of Education through myUM. I would encourage you to make even a small contribution. Our goal is \$ 9,000. We have about 80 faculty and staff in the school. We have already contributed about \$1,000. You do the math. If each one of you contributed the equivalent of three frappuccinos per month, or \$10, or \$2.50 per week, we would comfortably reach our goal. Last year we reached it, and I hope we can do so again this year. Fraternity anyone?

-Isaac



Florida delegation at the D.C conference organized by the PEW Charitable Trusts
photo courtesy of Dancing Moose Photography

Town Park Village by Dr. Samantha Dietz

The July 26th yard sale by the Town Park Village Senior Citizens' Task Force to raise funds for the Town Park Village lighting project was a success! **The residents raised \$900 for this event through combined sales activities of donated items, fresh food cooked on-site, digital photographs of event participants, and cash donations.** THANK YOU ALL FOR YOUR DONATIONS AND SPIRIT OF GIVING!! Residents, participants and volunteers enjoyed the bounce house, face painting by the clown, children's structured reading and art activities by UM's School of Education (SOE), sharing a meal together, music by the DJ, dancing and playing, and the distribution of free health information by Health East. It is commendable that this event was the first solo effort of this group of Senior Citizens to organize a coordinated cross-sector activity for their community. There will be more opportunities to help out as the Senior Citizen Task Force is still working on reaching their goal for the lighting project.

Volunteer staff and faculty from the UM School of Education and some of their friends and family worked in the heat assisting and supporting the Senior Citizens with setting up tables, displaying items, and selling donated merchandise. New friends were made and existing relationships of trust and caring were strengthened by folks from various Miami neighborhoods during this shared activity. Many thanks go out to Tinisha Hollinshead, Cathy Ferguson, Gloria Pelaez, Susan Massey, Keysha Harriell, and Yvette Carpintero. Dean Isaac Prilleltensky and faculty member Ora Prilleltensky attended as well, and met with residents in support of their community building efforts.



University of Miami community staff outside the School of Education also came out to help the TPV residents and increase connections between UM and our neighbors. Dawn Stadmire, the Executive Secretary to the UM's Law School Dean also volunteered her time and effort. David Henry, Associate Director for the University of Miami's Office of Undergraduate Admissions talked with young residents and their parents about higher education goal setting and opportunities.

Local Initiative Support Corporation (LISC) coordinator Geraldine Goimbert and fellow LISC Americorp member Keith Clark, were on hand assisting the TPV Senior Citizen Task Force throughout the day. Long time friends and collaborative supporters of the Town Park community Kristopher Smith, formerly with LISC, who is now Program Director for The Funders Network for Smart Growth and Livable Communities, and Helen O'Connell, Community Relations Manager for Royal Caribbean International & Celebrity Cruises (RCCL), were both on-site supporting and encouraging residents in their community organizing efforts and sharing in the celebration of the Task Force's successful coordination in this community organizing activity.

The Human Services Coalition offered information to residents and participants about civic opportunities in Miami. Deborah Porter, Program Coordinator for the New Horizons Community Mental Health on-site TPV office and Laurent Daniels, Administrator for the City of Miami's Overtown Neighborhood Enhancement Team (NET) office worked closely with the Senior Citizen Task Force to support the selling of items. City of Miami Police provided on-site presence and support for the event throughout the day's activities.

Holocaust Studies Institute by Alissa Stein

The institute this summer was extremely successful as noted by anecdotal evaluations and general commentary throughout the Institute. The goal of the Institute has been to provide knowledge and a framework for teachers in preparation for teaching the lessons of the Holocaust by encouraging students to develop character, compassion, and civility in their daily lives. This year's participants consisted of 37 public school teachers ranging from grades 6-12 from the Miami-Dade County Public Schools. The teachers represented a broad interdisciplinary group including Media Specialists, Language Arts, Middle and High School, as well as Social Studies instructors.

The students learned from experts in the field of Holocaust research such as, Dr. Michael Berenbaum, Founding Director of the USHMM, spoke on the subject, **"What We Know About the Holocaust and What We Have Yet to Find Out"** while Dr. Gideon Greif, Historian and Educator, Specialist for the History of the Extermination Camps at the International School for Holocaust Studies, Yad Vashem, Jerusalem and Givatayim, Israel spoke passionately about **"The Auschwitz Album- Implementing the Final Solution in Auschwitz-Birkenau"** and **"Auschwitz- How Do We Teach this 'Unteachable Subject?'"**. Dr. Harry Reicher, Professor at the University of Pennsylvania School of Law presented **"The Use and Abuse of Law During the Holocaust- A Study of the Nuremberg Laws,"** while Dr. Miriam Klein Kassenoff, Director of the Institute, emotionally detailed her experiences in, **The Power of Perseverance: One Family's Escape From the Nazis**

in 1941. Last, the topic of forgiveness was explored through conversations about the book, *The Sunflower* by Simon Wiesenthal, by Dr. Anita Meyer Meinbach, Lecturer at the School of Education and co-author of *Memories of The Night: A Study of the Holocaust* and *The Holocaust Through Film and Literature*.

To understand the Holocaust and its implications for today, students also had the chance to hear first person testimony from Holocaust Survivors- how they survived and *the Power of Perseverance* is one of the most profound, emotional, and engaging moments for our students. Instant connections are made whether they are first generation immigrants or have family members who were persecuted in other countries of other cultures and ethnicities. In addition, there is a chance to respond to the Voice of the Survivor through issues of **Rescue and Resistance**.

Each year, we hear from the teachers of their hope that a continuation of this Institute will be offered. This would allow the teachers to go in depth on each of the individual aspects covered. Many of the teachers who attended felt that they knew the subject matter well; yet, after 5 intensive days of study and reflection, they realized just how much they learned. Many of the teachers also expressed interest in having the ability to travel to the sights explored through our visiting guest lecturers. Beginning with travel to The United States Holocaust Memorial Museum in Washington, DC, the most easily accessible, and even Eastern Europe and the concentration camps. It is our hope that one day we will have the funding to accomplish the above. The value of the Institute is clear... our teachers want more. Each student/person they teach becomes another opportunity to "Never forget."

The Zelda Glazer Writing Institute by Dr. Eveleen Lorton

Twenty-five years of excellence from A to Z. We call it the Zelda Glazer Writing Institute.

Believing that, as certainly as the sun comes up in the east, teaching can breathe with delight and make learning irresistible, a new and fresh professional program for teachers in the Miami-Dade County Public Schools was developed. A quarter of a century ago, 25 high school teachers of English, with high hopes, gathered in the University of Miami Merrick Building Room 316, and the magic began.

That first year, Fran Claggett, a founding mother of the University of California Berkley Bay Area Writing Project and renowned author, was the institute's first consultant. Recalling her first visit, Fran has said that it took her only six seconds to realize that she was witnessing a confluence of vision, intelligence, and dedication never assembled before---or since. Fran continued to serve as a spectacular presenter for 22 years and considered the institute one of the great illuminations of her career.

Over the next 24 years more than 200 nationally recognized leaders in the teaching of writing and officers in the National Council of Teachers of English have been consultants for the institute. From the mandala to rhetorical structuring, they have modeled teaching and learning processes that hold promise for increasing student success in writing.

Approximately 3,000 teachers - elementary through senior high – have come together voluntarily to become better writers themselves, to reflect on their learning, to learn from the research on writing, to learn from nationally recognized writers, to learn from one another, to laugh, to sing, and to be treated with respect. They do not forget what they have learned.

Each summer, six to eight sections of 25 teachers are facilitated by a masterful classroom teacher in Miami-Dade County Public Schools. Dr. Alice Kawazae, a consultant from San Francisco, California for 24 of the Institute's 25 years, has marveled at the miracles created by the facilitators, noting specifically their infectious smiles and their persistent "pushing" spirit that provokes the teachers to look beyond the obvious, to advocate for improvements rather than the status quo, and to lose patience with lame excuses and inaction.

This year Connie McGee contributed a beautiful and meaningful poem to *Sun Strokes*, the institute's annual publication. The last stanza says it all:

I found so much more than writing
at the Writing Institute.
Its soul is joy, and those
things touched with joy
remain in our long-term memories.
Is it any wonder that not
one will ever forget the
Zelda Glazer Writing Institute?

The Teacher Support Network by Dr. Joyce Corces

The excitement that was in the air the final day of the Support Network was tremendous. The Dean spoke about the Spec Project and the teachers felt empowered by the message. The Miami Herald carried an article on Aug. 11, 2008, including pictures of Dr. Dietz's session on "Facing their Fears." The participants received their bag of materials, mostly supplied by Positive Promotions, to help set up their classrooms. The participants evaluated the sessions, which had been revised to reflect their interest and needs, and indicated that this was the best Summer Institute ever. Their enthusiasm makes the Support Network Summer Institute a meaningful event. Thanks should be given to the experienced teachers who give their time and share their expertise with these new teachers.



Scholar's Appearance

Defies Tradition

as written in the South Florida Times August 1st, 2008
by Stephanie Michelle Harris



Dreads, a grill and a personality that puts students at ease defy the typical tradition of a teacher. Mr. Patrick Williams, soon to be Dr. Patrick Williams, is the ideal model of the saying, "Don't judge a book by its cover."

Born in Jamaica, Williams is 42 years young and speaks Spanish, English, French, Haitian Creole, sign language and Patois, and is in the process of learning Korean.

Williams has received numerous college degrees, including his Bachelors of Arts in Spanish from Florida International University as an invitational scholar; a Master's of Education in Social Cultural Foundations from Florida Atlantic University Williams; specialist in education in Mathematics from University of Miami and he's currently a Ph.D. candidate in the School of Education's Teaching and Learning Department at the University of Miami.

If that's not enough, Williams was awarded a scholarship to attend the college of nursing at the University of Miami this summer to work on a research grant to examine Hispanic health issues.

He has exceedingly diverse taste in music, including reggae, salsa and rap; and he plays classical piano. But teaching is his passion.

Williams believes in teaching in a way in which the student actually learns. "If a child can be labeled as learning disabled, what we call LD, then a teacher can be labeled as TD for having a teaching disability because if that child has an inability to learn, largely based on the part of the school, then teachers can have teaching disabilities when students don't learn."

"A lot of times [teachers] use the word teaching, teaching, and students are not learning," said Williams. "I think teachers need to let the students come to them about what they do, they need support."

I first encountered Williams on a panel of professionals at a Black History program at my school (Dr. Michael Krop Senior High) earlier this year. In addition to his attention-grabbing appearance, I found Williams to be

exceptionally approachable because his demeanor seemed so engaging. More teachers like Mr. Williams should be employed because his approach works.

"I took a group of 9th and 10th graders to the AP Spanish language exam in 2006-07, 2005-06 and of those 20 students, 16 of those students passed the AP exam and my 9th graders passed with a 5 (the highest score). In 2006-07 I took 18 students to the AP exam again in an inner city Title 1 school, William H. Turner Tech, and 100% of my students passed the AP exam," said Williams. Title 1 schools have at least 75% of students receiving free or reduced price lunch.

Ironically, Williams said he was removed from Turner Tech because the principal, Valmarie Rhoden, apparently had a problem with his appearance. According to a Nov. 2007 New Times article, when he questioned the use of grant money that the school had received, he was accused of harassing the principal and was removed.

That investigation is still in the works. I could not reach Ms. Rhoden to ask her why she would rather have someone as smart and dedicated as Mr. Williams removed from his position instead of teaching students.

He is currently at the predominantly Hispanic Westland Hialeah Senior High School and desires to teach at an inner city school again. "My love is to be in an inner city school because I want my Black children to really see a model that they can have. But I like teaching, I like the school that I'm at, I love students period. Whether they're Black, White, Hispanic, Haitian - I just like teaching," said Williams.

His attire represents what he stands for and what he stands for is maintaining your identity and staying true to yourself.

"I'm [going to] be me. I'm [going to] maintain who I am... I must set an example to be a model in effect, but at the same time maintaining my identity and maintaining who I am." He also encourages students to be themselves.

"There's a poem that I always recite to students when I go and lecture and give workshops and it's called, "Be Yourself," by Bruce B. Wilmer. Williams proceeded to recite the poem from memory.

Williams also acknowledged that he dresses the way that he does to challenge stereotypes.

"I can't deny that I don't do it to cause some upset I guess in other people because of stereotypes. There are a lot of stereotypes among adults and I'm here to break the stereotype. To show people that looks are one thing but you can't judge a book by its cover, because its content will surprise you."

The School of Education goes to the Olympics



Jenna Dreyer - Jenna dove for South Africa in the 3-meter springboard. Jenna is currently obtaining her Master's in Elementary Education.

Ginou Etienne - Ginou is a track performer for Haiti. She participated in the 400 meters, an event in which she was a two-time All-American at UM. Ginou graduated with a B.S. Ed. 2007 .



Zach Railey - Zach is a sailor for the United States and participated in the Finn class race. Zach graduated with a B.S. Ed in 2006. He raced his way to a Silver Medal in the Finn class by finishing fifth in the medal race.

School of Education represented at the American Association of Colleges of Teacher Education (AACTE) - Day on the Hill

Dr. Shawn Post, Associate Dean and Dr. Gloria Artecona-Pelaez, Director of Teacher Education Programs & Accreditation represented the School of Education at the *American Association of Colleges of Teacher Education (AACTE) Day on the Hill* June 18 & 19, 2008, in Washington D.C.

Post and Artecona-Pelaez had the opportunity to meet several members of the Florida legislative delegation and/or their staff including Senator Martinez, Rep. Ileana Ross-Letinen, and Rep. Mario Diaz-Balart.

Along with members of the Florida Association of Colleges of Teacher Education (FACTE) delegation, they also met with Florida Senior Senator Bill Nelson.

The American Association of Colleges for Teacher Education is a national alliance of educator preparation programs dedicated to the highest quality professional development of teachers and school leaders in order to enhance PK-12 student learning. The Florida Chapter, Florida Association of Colleges of Teacher Education, is very proactive on issues concerning the preparation of teachers and the education of all children. Dr. Gloria Artecona-Pelaez serves as the Chair of FACTE's Legislative & Policy Committee.

A main goal of the 2008 Day on the Hill was to seek congressional support for the reauthorization of the Higher Education Act of 1965. On July 31, 2008 the House and Senate passed the [Higher Education Opportunity Act](#), or HEOA, (this is the Higher Education Act reauthorization bill) by an overwhelming majority.

The intention of the bill is to strengthen teacher education in higher education institutions and to provide substantial federal funding to students and institutions to improve P-12 student achievement and the preparation of future teachers.



Dr. Gloria Pelaez and Florida Senior Senator Bill Nelson

Middle School Math Project



The School of Education's Professor Marjorie Montague, Principal Investigator for the Institute for Education Sciences funded efficacy study titled *Improving Mathematics Performance of At Risk Students and Students with Learning Disabilities (LD) in Urban Middle Schools- Middle School Math (MSM) Project*, conducted a 3-day professional development workshop on August 11-13 to train teachers on her *Solve It!* problem solving routine. Dr. Montague is shown here with participating teachers, interviewing Miami-Dade County Public School math teacher Mr. Ray Cruz. Teachers were provided with this research-based instructional program that explicitly teaches students how to solve mathematical problems effectively and efficiently. Teachers and students across 34 middle schools from Miami-Dade

County Public Schools are participating in this 3-year efficacy research project. More information about this project can be found at www.education.miami.edu/solveit.

Focused on Children's Issues

Isaac Prilleltensky, Dean of the School of Education, delivers opening remarks during "Our Children: 2008 Truth Tour" September 18th at the Clarke Recital Hall. UM teamed up with Children's Campaign, Inc., the Health Foundation of South Florida, and Allegany Franciscan Foundation to host this special discussion, which gave an overview of the most pertinent children's issues for the 2008 elections. In addition to the dean, speakers included Walter Secada, senior associate dean of the School of Education; Judy Schaechter, associate professor of pediatrics at the Miller School of Medicine; Miami-Dade Circuit Court Judge Jeri Beth Cohen; Evelio C. Torres, president and CEO of the Early Learning Coalition of Miami-Dade/Monroe; Marie Osborne, Chief of Juvenile Justice in the Public Defender's Office; Alfred Sanchez, CEO of the YMCA; and Roy W. Miller, president of Children's Campaign, Inc.



Dean Prilleltensky honored as AERA Fellow

Dean Isaac Prilleltensky is being honored by the American Educational Research Association (AERA) for his substantial contributions to the field of educational research.

On April 13-17, 2009, during the next AERA Annual Meeting, the First Annual Fellows Breakfast will be held. At that time, Dean Prilleltensky will be officially honored and inducted as a Fellow in a special ceremony. He will be joined by a first class of other AERA fellows who are also being recognized for their exceptional scientific or scholarly contributions to the field.

As an AERA Fellow, the Dean will serve as a model and mentor for the field, and will help to promote excellence in the advancement of education research

SoE on Location by Dr. Walter Secada

This past summer, Walter Secada spent three weeks visiting San Pablo University in Arequipa and GRADE, a non-governmental organization (NGO) in Lima, Peru on a Fulbright fellowship.

At San Pablo, he consulted with the faculty and administration on standards and accreditation. The University's competing missions can be seen in its programs ranging from non-degree certificates, through 2-year and 4-year programs, up to master's degrees in two fields. San Pablo's researchers are among Peru's elite, publishing internationally and successfully competing for limited extramural funding. Threatening this University's aspirations is the creation of a new system of accreditation that seems to favor established over new institutions.

At GRADE, Secada was joined by doctoral students Alejandra Salinas and Gabriel Quintana. With GRADE researchers, they planned a rigorous analysis of a longitudinal data set on the determinants of school drop out among indigenous speakers of Aymara and Quechua in Peru's altiplano.

Secada presented on "El Desarrollo de Estándares Educativos en el Perú: ¿Qué se puede aprender de las experiencias de los EEUU?" to representatives from Peru's Ministry of Education, members of that nation's commission on educational standards and other stakeholders. Secada argued that Peru needs to create professional organizations and charge them with developing standards that can be used to improve the nation's educational system.



SoE's P-SELL Program Featured in National Magazine

The October 1, 2008, issue of **Education Week**, one of the profession's most-read periodicals, has a feature story called "Finding the Language to Teach Science." The article features the P-SELL (Promoting Science among English Language Learners) program, developed by Okhee Lee, the program's director, with other researchers in the School of Education.

More than 400 educators in the Miami-Dade County Public Schools are participating in this professional development and curriculum program that simultaneously encourages science knowledge while promoting the learning of English. Program funding was received from a five-year, \$5 million grant from the National Science Foundation (NSF).

The article features many positive quotes from teachers and from Ms. Antoinette Dunbar, the head of the school system's curriculum and instruction department. The district is investigating ways that P-SELL might be expanded to more of the 200 plus elementary schools.

As the NSF grant period for P-SELL is ending, Dr. Lee has applied for renewed funding and is also pursuing the idea of additional money from private sources to sustain and expand the program. Improved test scores, enthusiastic teachers, active student learners, and dedicated SOE staff all attest to the success of the program and justify the need to find ways to keep its momentum going.

Educational Partnership

A new and innovative partnership between the University of Miami's School of Education and 13 Latin American entities will provide opportunities for UM students and faculty to expand their learning experience by working with their counterparts in the region. Several institutions of higher education, foundations, and municipalities throughout Latin America are among the organizations collaborating in the new alliance. UM President Donna E. Shalala and School of Education Dean Isaac Prilleltensky pose with several representatives from the 13 partnering institutions during a signing ceremony on June 26 at the Park Hyatt Hotel in Buenos Aires. The event was one of several conducted recently as part of a UM outreach mission to Latin America to promote new strategic partnerships with educational, business, government, and social science organizations in the region.



Upward Bound *by Marie Grimes-Davis*

The Upward Bound Scholars experienced a very exciting six-week summer residential program. The summer was loaded with a rigorous academic schedule combined with extracurricular activities and life enhancement seminars. Participants received instruction in FCAT and SAT/ACT preparation. In addition to the academic focus of the program, students had an opportunity to participate in the Mr. & Miss Upward Bound Pageant. This summer's theme was "A Salute to Our Soldiers." It was a spectacular event. Students also had a chance to display their academic and athletic abilities during the Florida Upward Bound Olympics in Tallahassee (hosted by Florida State University and Florida A&M University). The UM Upward Bound Scholars Program won 10 medals including a silver medal for Scholars Bowl. Now that the summer program is complete, the Academic Year program is in high gear. The annual kickoff, which is the Orientation/information session, was held on September 15, 2008. Tutoring and academic supplemental instruction sessions along with educational and cultural enriching activities are planned throughout the year. In mid-October Upward Bound staff will conduct a Guidance Counselor Workshop for target high schools.



UM Family Night Donation

The School of Education was presented with a \$7,500 scholarship check from the Florida Marlins Community Foundation that will benefit its Sport Administration program. Taking part in the check presentation are, from left, Billy the Marlin, School of Education Professor John Andrew Gillentine, Florida Marlins Community Foundation Executive Director Nancy Olson, Executive Vice President and Provost Thomas J. LeBlanc, President Donna E. Shalala, Marlins President David Samson, and Sebastian the Ibis.

Invitation to Participate in Scoping Study on Student Well-being

By Isaac Prilleltensky

A Scoping Study into Approaches to Student Well-being, an initiative of the Australian Government Department of Education, Employment and Workplace Relationships is in process. The School of Education has been commissioned by the Australian Government to conduct this study. The purpose of the scoping study is to investigate the feasibility of an overarching national framework/policy statement on student well-being.

The first stage of this research study involved a comprehensive literature review and the development of a comprehensive model of student well-being. This draft model includes a working definition of student well-being and the identification of seven determinants derived from the research. These have been termed "pathways."

The second phase of the study involves seeking national and international feedback from persons who have significant expertise and/or experience in student well-being and/or related areas.

We would value your participation in this second stage and we invite you to participate in a modified Delphi process. This process aims to identify and refine points of consensus and has the following steps:

- The first step involves the establishment of an expert panel and the solicitation of their responses (via an on-line survey) to our draft model of student well-being and to the notion of a national student well-being framework.
- The second step involves the collation and synthesis of the responses from all panel members.
- The third step involves sending each panel member an overview of the panel's responses (and any amendments to our model based on them).
- Panel members will be invited to make any further comments or revisions.

For more information on the study, please contact Dean Prilleltensky at isaacp@miami.edu.

ESS in print...

A recent article in **The Miami Herald** discussed older athletes who have decided to compete again---a topic very much on people's minds with Lance Armstrong's announcement of his return to competitive cycling. Two School of Education sports physiologists, Arlette Perry and Joe Signorile, were quoted extensively in the article as experts in this area.

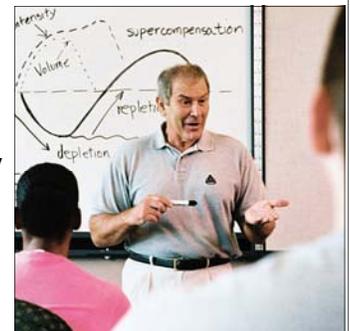
Signorile, when asked to comment on Armstrong's assertion that "age is an old wives' tale," said: "Well, I wouldn't go that far. If that were true, we'd have senior swimmers out there competing with Michael Phelps."

Signorile went on to explain that there are gradual functional changes in the human body with age, such as elasticity of connective tissue, neuromuscular capacity, and cardiovascular capacity. A highly conditioned athlete like Armstrong or swimmer Dana Torres who has the skill, support staff, and fitness experts, can "bend the curve." But, Signorile warned, there's only so much you can do with training. He also said that the type of sport plays a big part in the longevity of competitive athletes.

Aging tennis players like Andre Agassi or golfers like Gregg Norman can compensate for physical limitations with skill and sport savvy. Armstrong, in Signorelli's opinion, has probably lost only a miniscule amount of physicality that is easily outweighed by his racing expertise and strategy. An aging sprinter or high jumper, however, cannot compete in his upper 30's with his younger peers. Speed and explosiveness drop off precipitously with age and don't come back with training.

Arlette Perry was asked whether she was surprised by older swimmer Dana Torres' comeback after recent childbirth. She said she was not, citing the lack of research evidence to show that female athletes can't recover completely after childbirth, particularly if they've had a trouble free delivery.

Experts like Signorile and Perry offer hope to aging boomers. They may not be able to play competitively themselves as they age; there's reason to believe, however, that they will be able to watch their favorite sports heroes vie for the gold for a long time.

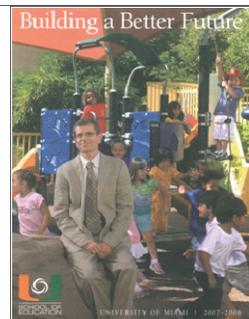


Publications...

- Potoczniak, D. J., **Crosbie-Burnett, M.** & Saltzburg, N. (In Press). Experiences regarding coming out to parents among African American, Hispanic, and White gay, lesbian, transgender, and questioning adolescents. *Journal of Gay and Lesbian Social Services: Issues in Practice, Policy and Research*
- Crosbie-Burnett, M.** & Klein, D. M. (In Press). The fascinating story of family theories. In J. Bray & M. Stanton (Eds.), *Handbook of family psychology*. Malden, MA: Blackwell Publishing.
- Crosbie-Burnett, M.**, Lewis, E. A., & Skyles, A. (2008, November). Examining Race and Class Issues in Child Welfare through Lenses of 3 Disciplines: Law, Social Work and Family Psychology. Round Table accepted for presentation at the 70th annual conference of the National Council on Family Relations, Little Rock.
- Sullivan, S. L., & **Crosbie-Burnett, M.** (2008, August). Parent and adolescent biculturation strategies, family functioning, and behavior problems. Poster presented at the annual convention of the American Psychological Association, Boston.
- Hawkins, J. E., & **Crosbie-Burnett, M.** (2008, August). College students' psychological distress, academic achievement, residence, and parental divorce. Poster presented at the annual convention of the American Psychological Association, Boston.
- Hadeed, D. R., & **Crosbie-Burnett, M.** (2008, August). International and American students' emotional distress and adjustment to college. Poster presented at the annual convention of the American Psychological Association, Boston.
- Montague, M.**, & Dietz, S. (in press). The evidence-base for cognitive strategy instruction for teaching mathematical problem solving to students with disabilities. *Exceptional Children*.
- Montague, M.** (in press). Effective instruction in mathematics for students with learning difficulties. In C. Wyatt-Smith, J. Elkins, & S. Gunn (Eds.), *Multiple perspectives on difficulties in learning literacy and numeracy*. Springer Publishing.
- Montague, M.**, Krawec, J., & Sweeney, C. (2008). Promoting self-talk to improve middle school students' mathematical problem solving. *Perspectives on Language and Literacy*.
- Montague, M.**, Enders, C., Dietz, S., Morrison, W., & Dixon, J. (2008). A longitudinal study of depressive symptomology and self-concept in adolescents. *Journal of Special Education*.
- Montague, M.** (2008). Self-regulation strategies to improve mathematical problem solving for students with learning disabilities. *Learning Disability Quarterly*, 31, 37-44.
- Montague, M.**, & van Garderen, D. (2008). Effective mathematics instruction. In R. Morris & N. Mather (Eds.), *Evidence-based interventions for students with learning and behavioral challenges*. (pp. 236-257). Mahwah, NJ: Lawrence Erlbaum.
- Montague, M.** (2007). Self-regulation and mathematics instruction. *Learning Disabilities Research & Practice*, 22, 76-84.
- Myers, N.D.**, Feltz, D.L., & Wolfe, E.W. (2008). A confirmatory study of rating scale category effectiveness for the coaching efficacy scale. *Research Quarterly for Exercise and Sport (Measurement and Evaluation section)*, 79, 300-311.

SOE Annual Report

The first School Annual Report published since Dean Isaac Prilleltensky was named Dean. It has been distributed to more than 7,000 alumni, friends and colleagues. If you haven't received a copy, please contact Laurie McDonald at 305-284-6119 or lmcdonald@miami.edu.



Funded Grants...

Investigator	Title	Funding Agency	Dates
Evans, Scotney	STRENGTHS, PREVENTION, EMPOWERMENT AND COMMUNITY CHANGE	THE CHILDREN'S TRUST	8/08-7/11
Aldarondo, Etiony	Immigrant Children's Legal	FIACC	8/08-7/09
Avalos, Mary	Linguistic Complexity of Texts and Reading Comprehension of English Language Learners	Carnegie Corporation	8/1-7/09
Bessell, Ann	Sunsmart America: Evaluating	NCI	9/07-8/09
Bessell, Ann	CEC/PASS STATEWIDE EVALUATION	COUNCIL FOR EDUCATIONAL CHANGE	6/04-5/12
Bessell, Ann	SMALLER LEARNING COMMUNITIES - COHORT 2004	MIAMI DADE CO PUBLIC SCHOOLS (MDC)	1/07-6/09
Bessell, Ann	SMALLER LEARNING COMMUNITIES - COHORT 2005	MIAMI DADE CO PUBLIC SCHOOLS (MDC)	1/07-6/10
Bessell, Ann	SMALLER LEARNING COMMUNITIES - COHORT 6	MIAMI DADE CO PUBLIC SCHOOLS (MDC)	1/07-6/09
Carlo, Maria	BILINGUAL EDUCATION EVALUATION-SUBCONTRACT UNIVERSITY OF HOUSTON	UNIV OF HOUSTON	10/03-9/09
Corces, Loretta	UNIVERSITY OF MIAMI SUPPORT NETWORK FOR NOVICE TEACHERS.	JOSEPH H & FLORENCE A ROBLEE FND	6/08-6/09
Elbaum, Batya	ESE PARENT SURVEY PROJECT	FL ST DEPT OF EDUCATION	1/08-12/08
Elbaum, Batya	MEASURING OUTCOME FOR PRESCHOOL CHILDREN WITH DISABILITIES.	FL ST DEPT OF EDUCATION	7/08-6/09
Elbaum, Batya	PREPARATION OF PERSONNEL IN MINORITY INSTITUTIONS	DEPT OF EDUCATION (U.S.)	10/04-10/08
Elbaum, Batya	PROJECT PYCD- PARTNERS FOR YOUNG CHILDREN WITH DISABILITIES	DEPT OF EDUCATION (U.S.)	10/08-9/09
Grimes-Davis, Marie	UPWARD BOUND PROGRAM	DEPT OF EDUCATION (U.S.)	6/07-5/09
Jacobs, Kevin	CAN SILDENAFIL IMPROVE EXERCISE PERFORMANCE AT MODERATE ALTITUDE?	WORLD ANTI-DOPING AGENCY (WADA)	8/07-8/09
Harry, Elizabeth	OSEP Combined Priority Grant Review	DEPT OF EDUCATION (U.S.)	8/08-8/12
Lee, Debbiesiu	REDUCING MENTAL HEALTH DISPARITIES BY TRAINING FOR CULTURALCOMPETENT	AMER PSYCHOLOGICAL ASSOC	7/07-12/08
Lee-Salwen, Okhee	PROMOTING SCIENCE AMONG ENGLISH LANGUAGE LEARNERS (P-SELL) WITH A HIGH-STAKES TESTING POLI	NATL SCIENCE FND	5/07-4/09
McKinney, James	LANGUAGE DEVELOPMENT AND READING IN SPANISH AND ENGLISH (REVISION)	NATL INST OF CHILD HEALTH & HUMAN DEVELOPMENT (NIH)	9/07-8/09
Montague, Marjorie	A LONGITUDINAL STDY OF CO-MORBID DISORDERS IN CHILDREN AND AADOLESCENTS	DEPT OF EDUCATION (U.S.)	10/04-10/08
Montague, Marjorie	PREPARATION OF PERSONNEL IN MINORITY INSTITUTIONS-DOCTORAL PREPARATION PROGRAM	DEPT OF EDUCATION (U.S.)	9/04-8/09
Montague, Marjorie	HI-INCIDENT READING AND TEACHER PREPARATION	DEPT OF EDUCATION (U.S.)	11/04-10/09
Montague, Marjorie	MATHEMATICS AND SCIENCE SPECIAL EDUCATION RESEARCH GRANTS	INSTITUTE OF EDUCATION SCIENCES (IES)	6/07-5/10
Neff, Marilyn	HOLOCAUST EDUCATION SUMMER INSITUTES	FL ST DEPT OF EDUCATION	4/08-9/08
Prilleltensky, Isaac	MIAMI SPECS	THE CHILDREN'S TRUST	12/07-11/09
Prilleltensky, Isaac	Miami SPEC Partner Support	HEALTH FND OF SO FL INC	8/08-8/10

Pending Grant Proposals...

Investigator	Title	Sponsoring Agency
Avalos, Mary	Ready or Not? Teacher Preparation, Induction, and Effective Literacy Practices for all Learners	INSTITUTE OF EDUCATION SCIENCES (IES)
Harry, Elizabeth & Cavendish, Wendy	Systematic Mixed Methods Applied to Response to Intervention (SMMARTI)	INSTITUTE OF EDUCATION SCIENCES (IES)
Harry, Elizabeth & Cavendish, Wendy	Special Education Leaders for a Diverse Society (SELDS)	DEPT OF EDUCATION (U.S.)
Lee-Salwen, Okhee	Promoting Science among English Language Learners (P-SELL) Efficacy	INSTITUTE OF EDUCATION SCIENCES (IES)
Lewis, Brian	SOUTH MIAMI ACCESS TO PRIMARY CARE HEALTH INITIATIVE	HEALTH FND OF SO FL INC
Montague, Marjorie	Algebra Grant	INSTITUTE OF EDUCATION SCIENCES (IES)
Perry, Arlette	HEALTHY START SUMMER CAMPS.	THE CHILDREN'S TRUST
Perry, Arlette	Effects of Different Modalities of Exercise	IRDI
Perry, Arlette	Translational Health Programs	The Blue Foundation



Our New Logo

After input was solicited from faculty and staff, a new logo for the School of Education has been developed to represent better our revised mission and vision. An explanation of the new logo appears in the recently released *Annual Report for the School of Education*. Digital copies of the logo are available from Laurie McDonald's office at lmcdonald@miami.edu. There is no need to replace existing materials to feature the logo. However, as new documents are developed, consider utilizing this design as appropriate.