

The Educator



Volume II/No. 2
Spring 2009

Notes from the Dean...

Sense of Community

I grew up with a very strong sense of community. In fact, I belonged to several communities: the kids in my neighborhood, my peers in school, my soccer buddies, and my friends in the youth movement. Although I was materially very poor, I was spiritually very rich. I was surrounded by caring communities. After my parents died when I was eight years old, I was raised by a loving aunt and protected by friends who knew, intuitively, how to be there for me. As I grew older, my communities of care evolved. My own family has been an anchor and a rock.

The financial risks that many families face today compound the isolation that many experience. Lack of community exacerbates the stress of material deprivation. Well-being requires both: material and spiritual resources. The current economic crisis affects vast sectors of the population. Perhaps you know somebody who has been laid off, a student who couldn't return to UM because of financial problems, or a family facing foreclosure. Caring and compassion will not undo the damage of the economic collapse instigated by greed and demagoguery. But, they are an essential component of the good society. Promoting a sense of community is an important first step in building human and social capital.

The question is: Can you turn human and social capital into financial capital? In the long term, I believe you can. Social capital, turned into social movements, can be used to advance social justice. And justice, in turn, is the fair and equitable distribution of resources. Helping others, not just with empathy and sympathy, but also with empowerment and participation in the democratic process, can contribute to social justice and the prevention of economic crises like the one we are now facing. Isolated, despondent, and demoralized people may easily give up on the quest to find their individual and collective voice. A sense of community is an antidote to these ailments.



In the School of Education, we need to be concerned with the students, staff, and faculty who are facing economic challenges. Now, more than ever, we need to strengthen our sense of community. I continue to advocate for our financial future, but I worry that some of our people in the school may be suffering because of the recession. I have no magic solutions, but I know that a sense of community and solidarity are essential ingredients in caring for each other and for our students. If you know of people in need of help, don't ignore the situation just because you don't have an answer. Talk to them and talk to me. A community that cares for its people doesn't ignore its people.

If a sense of community is a key ingredient of a successful organization, so is a mission. Our vision is to study, promote, and integrate psychological, educational, and physical well-being in multicultural communities, and our mission is to produce knowledge and train the next generation of leaders and agents of well-being in education and the community. We have been fortunate recently to hire two new professors who believe in our vision and mission. Laura Kohn Wood joins EPS as Associate Professor and Patrick Walsh joins ESS as Assistant Professor. They join an exemplary group of faculty, staff and students.

In financial terms, we are not a big player in the university scene. Our budget amounts to 0.5% of the entire university budget. You might say that we're not more than a rounding error. Yet, in terms of our contribution to UM, some statistics are worth noting: we are the highest ranked graduate school; and on a per capita basis, we graduate more doctoral students than any other school and are third in obtaining external funding. In addition to these comparative indicators, we continue to place excellent teachers in the community, and our professors continue to help schools, as in the case of Marjorie Montague's project Solve It!

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Upcoming Events

- 2/15/09 - UM Men's Basketball vs. North Carolina at 7:00 PM
- 2/18/09 - UM Men's Basketball at Florida State at 7:00 PM
- 2/19/09 - SOE Forum with Dr. David Finkelhor in the Learning Center, Room 170 from 4-6PM
- 2/21/09 - UM Men's Basketball vs. Boston College at 12 PM
- 3/5/09—SOE Forum with Dr. Janet Helms in the Learning Center, Room 110 from 4:30-6:30PM
- 3/11/09 - Take Stock in Children in the Memorial Building, Room 200 from 4-6PM

Our programs in Exercise Physiology and Sport Administration continue to grow, and our graduate programs in higher education and counseling continue to attract great students who go on to improve institutions and individual lives. Our new major in Human and Social Development is already attracting students who want to improve community well-being, and plans for our new graduate program in Community and Educational Leadership are well underway.

The media haven't failed to pay attention to our good works. Recently, Okhee Lee's P-SELL project was featured in Education Week and the local newspaper carried stories on our great Teacher Support Network and on the educational and community work that Beth Harry does in Trinidad and Tobago. Walter Secada was also featured in national media on math education via the net.

On the scholarly front, our professors continue to publish at a healthy pace. Gene Provenzo, for instance, has recently published the Encyclopedia of the Social and Cultural Foundations of Education. Many of our professors contributed to the volumes. Guerda Nicolas, in turn, used her own scholarship to shed light on the challenges faced by the Black

community of Miami. Together with her graduate students, Guerda led a session on the psychosocial and economic problems faced by that community. Her students noted the many strengths of the community, including of course their sense of community. Wes Smith also brought his scholarship to the community. He planned with students a health fair that was very well attended. And these are only some of the ways in which we translate scholarship into well-being.

Indeed, the quality of the people in the school is second to none. Each one of you makes an important contribution to our personal, organizational, and collective well-being. In the fall we hosted a workshop on evolutionary theory and education that reinforced my strong belief that private success is a communal endeavor (visit our website education.miami.edu for a link to the presentations). Individuals thrive in environments that are conducive to creativity and collaboration. Hostile environments generate fear, and fear is the worst enemy of thriving. I call on you to call on me when I fail to improve our environment and our sense of community.

Isaac

Exercise Physiology Organization by Dr. Wesley Smith

The Exercise Physiology Organization held a Health Fair at the LaGorce Country Club in Miami Beach. The students set up 4 stations: 1) A cardiovascular health section where they measured heart rate, blood pressure and aerobic capacity of the club members. They provided the members with target exercise intensities and recommended bouts of exercise and caloric expenditure to achieve improved health and weight loss; 2) A body composition station, where club members had their body fat tested and were given target body weight and caloric intake recommendations. Also, general dietary guidelines were provided at this station; 3) A muscle strength and flexibility assessment where, from the performance of some basic movements, EPO identified muscle strength imbalances and flexibility issues that could lead to pain and musculoskeletal injuries. Exercise recommendations were provided to correct imbalances and poor flexibility; and, 4) Muscle power was estimated from the UM copyrighted Chair Stand Power Test, which allowed us to predict the functional status of club members and risk of falls and disability in the future. Exercise recommendations to preserve power were provided at this station. The seminar was the first of many to come and was very well received. Some club members called their families and had them come in to be tested. Even after the seminar had closed, students stayed around to provide more fitness assessments and advice to interested people. We believe that these health fitness seminars reflect some key aspects of SOE's mission of promoting physical well-being in the community.



In the News...

Dr. Andy Gillentine of ESS was selected as the 2009 NASPE Sport Management Outstanding Achievement Award Winner. He will be at the AAHPERD Convention in Tampa where he will be honored on April 2nd for his accomplishments and contributions to NASPE/AAHPERD and the profession.

Ms. Morgan Kirk, a School of Education alumna, was recognized by the Golden Apple Program in Lee County, Florida. The Golden Apple is one of the top recognitions a teacher can receive. It is a community award given to the best and brightest teachers. Students, parents, and other members of the community nominate the elementary, middle, and high school teachers. After nomination, a committee of volunteers narrows down the list after looking at the teachers' qualifications and reading each teacher's essay. Ms. Kirk of Fort Myers High School is 1 of 31 finalists selected for this prestigious award. The teachers will be interviewed and observed in their classrooms and 6 finalists will be chosen.

Dr. Beth Harry was featured in an article by Ana Veciana-Suarez in The Miami Herald on January 12, 2009. The story was about Beth and her daughter, whose short life became the inspiration for the book, Melanie: Bird with a Broken Wing.

Beth told Veciana-Suarez that her book is a mother's story. "It's about coming to terms with what she meant to us. I feel this huge sense of gratitude that her life proved meaningful for others and that it motivated me to help others."

Melanie had been diagnosed with cerebral palsy soon after birth. Beth was motivated by her daughter's struggles to found a non-profit school for special-needs children in Trinidad and Tobago. Melanie was in and out of hospitals for most of her five-and-a-half years, and Beth "went on a pilgrimage to improve her daughter's life."

As she continued her academic career after Melanie's death, Beth became a nationally recognized expert in special education, particularly in relation to the needs of minority children and their families. Beth is quoted as telling her university students that the biggest lesson she hopes to impart is to respect parents and be willing to understand them, because the students "have no idea what the parents are going through."

Beth has returned to Trinidad only twice in the last 22 years. When she was there in December of 2008, she was gratified to see that the school she had started with only 40 pre-schoolers had expanded and is now receiving long-sought government help. As she looked at the school she thought, perhaps with a mixture of sorrow and pride, "Look at what Melanie's life has created."



Former Elementary Ed. Graduate, **Anjali Pandit** is now the director of a major "Green" project in Mumbai (formerly Bombay) in India that is funded by The Al Gore Foundation. She has a massive budget (US \$15 million) and is doing amazing work – including setting up local schools for the young and "catch-up" classes for women who, on marriage, left education to keep house and bring up children, thus missing out on a university or college education. Anjali was an outstanding teacher-in-training who had vision, energy, and commitment. She claimed, right from the beginning on her application, that GST (Global Student Teaching) was an experience she did not want to miss. Well, GST certainly changed her life. She now sends a Project Report – a sort of newsletter – every month. GST folk go on to do interesting and challenging things – and certainly this young woman has done just that!

New Faces...

Dr. Brian Arwari - After working as an Adjunct Professor last semester, Brian Arwari joined the Department of Exercise and Sport Sciences as a full-time lecturer of Sport Psychology and Psychophysiology in January 2009. Prior to working for U.M., he worked in Italy for the University of Rome as a researcher and part time Professor. Brian holds a Ph.D. in Cognitive Psychology and Psychophysiology from the University of Rome, "La Sapienza," which is one of the oldest and largest Universities in the world.

Female Athlete Triad by Dr. Arlette Perry

Dr. Arlette Perry, Chair, Exercise and Sport Sciences, and Kysha Harriell, Director, Athletic Training undergraduate program, presented a Symposium on the "Female Athlete Triad" on Saturday, December 6th, 2008. The symposium was part of the Latin American Conference on Sports Medicine, Arthroscopy, Rehabilitation, and Exercise Physiology in conjunction with the UHZ (Dr. John Uribe, Dr. Orthopedic Surgeons at HealthSouth therapists, trainers, and physiologists which included over 150 participants South and Central America. The conference are hoping to get support to bring the University of Miami for local participation Therapists, and athletes alike.



ence on Sports Medicine, Arthroscopy, Re-Series developed by Dr. Perry in conjunction with the UHZ (Dr. John Uribe, Dr. Orthopedic Surgeons at HealthSouth therapists, trainers, and physiologists which included over 150 participants South and Central America. The conference are hoping to get support to bring the University of Miami for local participation Therapists, and athletes alike.

1st Annual Sport Administration Sport Ethics Debate by Dr. Sue Mullane

The first and hopefully annual sport administration sport ethics debate was held on December 4, 2008 at the Bank United Center Hurricane 100 Room. Participants were Master's students in the Sport Administration program enrolled in Dr. Sue Mullane's ESS 574 class, "Ethical Decision Making in Sport and the Professions." The idea was conceived from Dr. Mullane's concern that a few of her graduate students had already had her undergraduate ethics class and might need an extra academic challenge in order to utilize what they already knew about ethics and specifically, sport ethics. These four students became the coaches of the four teams that were created very early in the semester. Teams consisted of six students. Since the sport administration graduate program is now mostly a one year program, an important goal of this project was to get the students to interact and work together early in their graduate program.

Once the teams were formed, a case packet was distributed to coaches and team members. Packets contained six cases and were researched and written by Dr. Mullane in consultation with the coaches. It was then the job of the coaches and team members to research each of the cases throughout the semester, assign responsibilities to each team member, create "specialists" on the teams for each case, and develop arguments for and against the ethical dilemma presented in the case. The students had to research and be prepared for all the cases, even though only three would be chosen in the actual debate. Prior to this, the students had learned ethical theories and decision making models in class lectures and discussions. Tips on research, debate strategies, and debate rules were also given to the students. The coaches met with Dr. Mullane each Monday morning for an update, and it was a pleasant surprise to learn how well the students were working and how seri-

ously they were taking the upcoming debate. According to the coaches, strong bonds were being formed, and the students were becoming quite competitive. Everything seemed to be going as planned.

Judges were selected. The judges were Dr. Shawn Post, Norman Parsons, Director of the Department of Wellness and Recreation, and Tim Mirabito, our sport administration undergraduate advisor and alumnus of our graduate program. They were sent the packets and rules prior to the debate and briefed about what would transpire. On the night of the actual debate, over 100 were in attendance, consisting mostly our undergraduate students, in addition to the ESS faculty and chair, Dr. Perry. Emcee for the event was one of our graduate students, Ashley Woods, who might have missed her calling as a student athlete and stand-out volleyball player. It was clear who was in command, and she did a phenomenal job of keeping time and keeping the event running smoothly.

There were two initial rounds, with two teams debating in each, and the winners of each round debating in the final round. The cases were chosen by the judges. The cases were (1) the ethics of the LZR Swim Suit in the Olympics, (2) the ethics of horseracing and Eight Belles in the Kentucky Derby, and (3) the Alonzo Mourning Kidney transplant case. The teams each had names, and were extremely prepared and excellent debaters. Most importantly, the students exhibited a keen mastery of ethics theories and moral reasoning techniques, in addition to demonstrating their ability to apply theory to real life ethical dilemmas. They were dressed "to the nines" and as one observer noted, "They looked like a bunch of Wall Street lawyers." The winning team received a gift certificate to a local restaurant, and it was later learned that they split it with the other three teams. Indeed, a good time was had by all! From an academic perspective, though, the best part was that the students showed a mastery of ethical reasoning and knowledge of how to apply what they learned in class to the "real world."

Can Evolutionary Theory Improve Childhood Education?

If evolutionary theory were applied to public schools, several hours of playtime might be included in daily classroom schedules. Older children could teach youngsters, passing along skills while building self-esteem. On a broader level, school districts might experiment with a variety of learning models to see which strategies were most effective.

"Modern evolutionary theory provides important tools for improving educational practices," said David Sloan Wilson, Distinguished Professor of Biology & Anthropology and Co-Director of the Evolution Institute at Binghamton University, State University of New York. "It also helps us understand the process of human development outside the classroom in families and communities,"

Wilson moderated a Nov. 17 panel discussion on "How Evolutionary Theory Can Improve Childhood Education" as part of a three-day national conference hosted by the School of Education, sponsored by the Evolution Institute and supported by the Humanists of Florida Association.

"Our School's mission is to be a center of excellence in the promotion and integration of psychological, educational and physical development in multicultural communities," said Dean Isaac Prilleltensky. "Evolutionary theory offers unique insights into how environments interact with individuals to produce – or to stop – desirable outcomes in early childhood education."

Wilson noted that since Charles Darwin published his theory of natural selection in 1859, researchers have largely focused on the biological sciences, rather than evolution's role in the social sciences. "Only now is this separation being broken down," he noted. "This coming century will be a time of integration for all the human-related subjects." Although evolution has often been misinterpreted as a competition process that results in "survival of the fittest," Wilson pointed out that cooperation, mutual respect, and other social skills are even more essential for human growth and development.

Insights from evolutionary theory may help to improve early childhood education and address critical long-term community problems like poverty, crime, and teenage drug use, according to several panelists. "Creating school environments that are nurturing and safe can bring down levels of aggressive behavior," said Anthony Biglan, Senior Scientist and Director, Oregon Research Institute and Center on Early Adolescence. "When teachers feel less stress and are



From left, Anthony Biglan, Dean Isaac Prilleltensky, David Sloan Wilson and David Bjorklund

empowered to make choices based on their values, students can tell the difference."

Reflecting on the nature of hunter-gatherer societies, both past and present, Peter Gray, Research Professor of Psychology, Boston College, said, "These are very civilized groups of people, whose children are expected to share and behave kindly to each other. Their survival skills are learned and transmitted across generations."

In contrast with modern schools, children in hunter-gatherer communities have little instruction from adults. Instead, they learn primarily from older children in the context of play. "Children need to feel empowered," Gray said, "and that can come from a sense that you're helping other people. In age-mixed groups, for example, a 7-year-old might be somewhat responsible for a 4-year-old sibling. I believe that age mixing is a natural environment for humans that reduces the potential for aggression and violence."

David Bjorklund, Professor of Psychology, Florida Atlantic University, agreed with Gray and noted the socialization process works both ways. "A younger child can help a shy, older child stay connected to others in and outside the classroom," he said.

Turning to mathematics, Daniel Berch, Dean for Research and Faculty Development, University of Virginia's Curry School of Education, focused on why some children struggle with numbers. "Our brains were not evolved to deal with math concepts like fractions and decimals," he said. "We know that putting more effort into the study of math can make a difference. But we don't know much about making the evolutionary transition from the basics like three cows or horses to more advanced concepts like three times four equals twelve."

In a broader sense, applying the evolutionary process of natural selection can help school districts identify the most effective teaching and learning strategies for students, according to Bruce Ellis, Professor of Family Studies & Human Development, University of Arizona. "We should remember there is no single answer – no one type of school – that will work for everyone. One of the lessons of evolutionary theory is that humans need multiple learning environments that encourage innovation and individual growth." For more information please visit the website, www.evolution.binghamton.edu/evos/MiamiWorkshop.html.



Panel moderator David Wilson makes a point

University of Miami Education Evaluation Team (UMEET)

by Dr. Ann Bessel

The University of Miami Education Evaluation Team (UMEET) is a successful, self-contained, full service provider of evaluation services to community and academic groups. The team is directed by Dr. Ann G. Bessell. Due to the wide range of areas of expertise, the team is regularly sought by numerous public school districts, governmental agencies, and community and professional organizations. Since its inception in 2004, UMEET has been supported 100% by extramural funding which to date has reached over \$3,000,000.

UMEET provides quality program evaluation services to local institutions in the state of Florida, as well as private institutions and community, and non-profit organizations throughout the United States. We have also engaged in collaborative consultation with professionals in the School of Medicine, Law, and Engineering. In addition, we assist in the feasibility of potential evaluations for educational endeavors around the world.

To provide the most effective and individual attention to each one of our projects, the UMEETeam is divided into three different focused oriented teams: Non-Profit (PASS-Partnership to Advance School Success and CEC-Council of Educational Change), Community-Based (SunSmart America™ project, Kindergarten Support, Quality Counts, and 21st CCLC-Century Community Learning Centers), and School-Based (SLC-Smaller Learning Communities, Cohorts 5, 6, and 8). Each team is facilitated by a project coordinator, and assisted by a lead data collector and a University of Miami student worker and/or doctoral student. In addition, all teams work closely with a data analyst and statistician; when needed, additional researchers, data collectors, and transcribers are engaged. All project evaluations are supervised by Dr. Bessell and budgets are monitored by a budget coordinator-accountant. Because the UMEETeam is a multidisciplinary, multilingual, and multicultural group of people with different research and evaluation expertise, our work is cooperatively done; in other words, any member of any team could be assisting, at some point in time, another team.

Based on our work, particularly in inner cities and other urban areas, we have developed a number of innovative strategies for successfully meeting the challenge of program evaluation when dealing simultaneously with multiple student populations and a plethora of school sites. We use logic models and conceptual frameworks to guide our evaluations. The knowledge, experience and abilities of our team members afford us flexibility in the type of methods (quantitative and/or qualitative approaches) and techniques employed within those methods, such as Photolangage and Photovoice. These are unique qualitative tools that

have the capacity to stimulate and facilitate individuals' imagination, memory, and emotions, as well as to provide an opportunity for the person to articulate thoughts. Information that emerges from focus groups is often arranged using mind-mapping and spider diagrams to provide a graphic display of significant data points. Data on domains identified as critical to the success of a program are plotted to create a diagram to aid in interpretation and comparison.

As we move forward, we continue to take a utilization-based perspective in order to build capacity in the organizations we work with. We are not only committed to provide quality evaluation services and participate in dissemination efforts, but also strive to assist in the development of capacity-building skills needed for successful community, school-based, and non-profit organizations.

Meet the Team

Ann G. Bessell, Ph.D. is a Research Associate Professor in the Department of Teaching and Learning, School of Education and director of UMEET.

Valentina I. Kloosterman, Ph.D. is an Assistant Scientist, project manager of UMEET and project coordinator of the Community-Based Team.

Cathleen Armstead, Ph.D. is a Senior Research Associate and project coordinator of the School-Based Team.

Sylvia Gutierrez, B.Sc. is a Research Associate, office manager of UMEET and project coordinator of the Non-Profit Team.

Miriam Pacheco-Plaza, M.Ed. is a Senior Research Associate and UMEET projects' data analyst and statistician.

María Rojas, A.A. is the projects and grants budget coordinator for UMEET.

Shanika Watson, B.A. is a Research Associate and lead data collector for the Community-Based Team.

Lisa Heiblum, M.S.W. serves as lead data collector for the School-Based Team.



Youth Violence Prevention

Dr. Wendy Cavendish participated in a presentation of a program/process evaluation of the Palm Beach Youth Violence Prevention Project (PBYVPP) to the Palm Beach Board of County Commissioners in June 2008. Dr. Cavendish is part of an evaluation team that includes faculty from Florida State University and the Center for Criminology and Public Policy Research. The PBYVPP is a two million dollar Palm Beach County funded initiative utilizing a gang and youth violence reduction model adapted from the Spergel Model (University of Chicago) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The initiative is being implemented in five high violent crime cities within Palm Beach County. The components of the initiative include a four-pronged approach in each of the five cities. These include involvement from stakeholders in (1) law enforcement, (2) courts, (3) corrections, and (4) prevention which includes the collaboration of the Palm Beach School Board, multiple community and grass roots agencies, and business partners to provide infrastructure and support for the development of Youth Empowerment Centers (governed by community teens) in five crime “hot spots” in each of the five cities.

The five cities experienced varying levels of implementation within the first year, but general findings were reported that include:

- The YVPP served 16,840 youth
- The teen councils of each Youth Empowerment Center (YEC) increased their self-determination skills (specifically, level of psychological empowerment and goal setting/problem solving skills) through involvement in leadership activities related to the governance of the YECs.
- A reduction in the actual county-level rates of violent crime (murder, rape, and assault) compared to the “projected” levels (absent the program) during the project’s first year
- These crime “reductions” (actual versus projected) during the project’s first year of operations resulted in an estimated economic impact of \$4,377,730

COUNSELING PROGRAM HELPS RETURNING VETS FIND JOBS

by Dr. Margret Crosbie-Burnett

“All they know how to do is carry a gun 24-7 and now they are home and are desperate for work. Half of them have PTSD; many have physical disabilities; most don’t trust anyone and they run into all kinds of problems in the work environment. Can you help me?” said **Stephanie Dargoltz**, a Master’s student in Counseling whose practicum outplacement is one of Miami’s Vet Centers, to **Margaret Crosbie-Burnett** last November. Dr. Crosbie-Burnett, who teaches Lifestyle and Career Counseling to Master’s students in Counseling, replied, “I don’t know anything about that population, so I will be on a steep learning curve, but I am grateful to have an opportunity to help our veterans.” That was the beginning of a relationship between a professor-student team from the Counseling Programs and the Vet Center. **Shanna Dulen**, a doctoral student in Counseling Psychology, offered to join the team and lend her valuable experience working on basic job hunting skills with similar populations. The goal of the series of sessions is to help the veterans find *and keep* jobs. The UM team helps the vets identify strengths and skills, identify work settings that are prone to hiring veterans, reviews resumes, role plays job interviews, and provides general encouragement and problem-solving. Crosbie-Burnett reports, “It is an emotional experience to see what war has done to these young minds and bodies. All we can do now is help them pick up the pieces and put them together in a way that will land them a job that will enable them to be productive and happy civilians.”



SOE Funded Grants

| PI | Title | Sponsor | Start Date | End Date |
|---------------------|---|---------------------|------------|------------|
| Aldarondo, Etiony | Immigrants Children's Legal | FIAC | 8/1/2008 | 7/31/2009 |
| Avalos, Mary | Linguistic Complexity of Texts | Carnegie Foundation | 8/1/2008 | 7/31/2009 |
| Bessell, Ann | Smaller Learning Communities- Cohort 2004 | MDCPS | 1/2/2007 | 6/30/2009 |
| Bessell, Ann | Smaller Learning Communities- Cohort 2005 | MDCPS | 1/2/2007 | 6/30/2009 |
| Bessell, Ann | Sunsmart America: Evaluating | NCI | 9/17/2007 | 8/31/2009 |
| Bessell, Ann | Kindergarten Support Project | P&C Collins Fund | 12/1/2008 | 11/30/2009 |
| Bessell, Ann | Smaller Learning Communities | MDCPS | 1/2/2007 | 6/30/2010 |
| Bessell, Ann | CEC Pass Statewide Evaluation | CEC Pass | 6/1/2004 | 5/31/2012 |
| Carlo, Maria | Bilingual Education Evaluation | Univ of Houston | 10/1/2003 | 9/30/2009 |
| Corces, Loretta | Support Network for Novice Teachers | Roblee Foundation | 6/17/2008 | 6/30/2009 |
| Elbaum, Batya | ESE Parent Survey Project | DED | 1/1/2008 | 1/31/2009 |
| Elbaum, Batya | Measuring Outcomes | FL ST DED | 7/1/2008 | 6/30/2009 |
| Elbaum, Batya | Project PYCD | DED | 10/1/2005 | 9/30/2009 |
| Elbaum, Batya | ESE Parent Survey Project | DED | 1/1/2009 | 12/31/2009 |
| Evans, Scotney | Miami SPEC Youth | Children's Trust | 8/1/2008 | 7/31/2009 |
| Grimes-Davis, Marie | Upward Bound Program | US DED | 6/1/2007 | 5/31/2009 |
| Harry, Elizabeth | OSEP Combined Priority | DOE | 9/1/2008 | 8/31/2009 |
| Jacobs, Kevin | Can Sildenafil Improve Exercise | WADA | 8/17/2007 | 8/16/2009 |
| Lee, Debbiesiu | Reducing Mental Health | APA | 7/1/2007 | 12/31/2009 |
| Lee-Salwen, Okhee | Promoting Science Among | NSF | 5/15/2004 | 4/30/2009 |
| McKinney, James | Language Development | NICHHD | 9/1/2007 | 8/31/2009 |
| Montague, Marjorie | Preparation of Personnel | DED | 9/1/2002 | 8/31/2009 |
| Montague, Marjorie | Hi Incident Reading | DED | 11/1/2004 | 10/31/2009 |
| Montague, Marjorie | Mathematics and Science | DED | 6/1/2007 | 5/31/2010 |
| Prillelensky, Isaac | Miami SPEC | Children's Trust | 12/1/2007 | 11/30/2009 |
| Prillelensky, Isaac | Miami SPEC Partner Support | Health Foundation | 8/1/2008 | 8/1/2010 |

TAL Master's Program Update

The Early Childhood Special Education master's program went through a quiet change of hands when Dr. Beth Harry became the new Program Director at the beginning of the year. Dr. Batya Elbaum had been the Program Director since the Summer of 2006. However, Dr. Elbaum's responsibilities expanded to Associate Chair for the Department of Teaching and Learning, so she continued as Director of the Partners For Young Children with Disabilities (PYCD) Project but not Program Director.

Currently, the Program has two projects to train teachers with ESE certification to work with young children with disabilities and their families. Partners For Young Children with Disabilities (PYCD), which will conclude this summer and Culturally Responsive Professionals in Early Childhood Disabilities (CRESPECD), which is funded for four years to provide financial assistance for tuition for 28 individuals. Dr. Beth Harry is the Project Director for CRESPECD (pronounced respect)

SOE Pending Grants

| <i>PI</i> | <i>Title</i> | <i>Sponsor</i> | <i>Start Date</i> | <i>End Date</i> |
|---------------------------------------|---|---------------------|-------------------|-----------------|
| Avalos, Mary | Ready or Not? Investigating | Elva Knight | 8/15/2009 | 8/14/2010 |
| Corces, Loretta | Support Network for Novice Teachers | Roblee Foundation | 6/1/2009 | 12/31/2009 |
| Harry, Elizabeth & Cavendish, Wendy | Special Education Leaders (SELDS) | DOE | 5/15/2009 | 5/14/2013 |
| Harry, Elizabeth & Cavendish, Wendy | Systematic Mixed Methods (SMMARTI) | IES | 7/1/2009 | 6/30/2011 |
| Lee-Salwen, Okhee | PSELL | IES | 7/1/2009 | 6/30/2013 |
| Lee-Salwen, Okhee | Promoting Science Among English Language | Carnegie Foundation | 3/1/2009 | 8/31/2009 |
| Lee-Salwen, Okhee & Penfield, Randall | P-SELL Scale-Up | NSF | 7/1/2009 | 6/30/2014 |
| Lewis, Brian | South Miami Access to Primary Care | Health Foundation | 8/1/2008 | 7/31/2009 |
| Montague, Marjorie | Algebra Tool Box | IES | 7/1/2009 | 6/30/2012 |
| Nicolas, Guerda | School Based Mental Health Intervention | NIMH | 10/1/2008 | 9/30/2013 |
| Nicolas, Guerda | Healthy Women, Brighter Future | CDC | 6/1/2009 | 5/31/2010 |
| Perry, Arlette | Health Start Summer Camps | Children's Trust | 8/1/2008 | 8/31/2009 |
| Perry, Arlette | Effects of Different Modalities of Exercise | IRDI | 2/1/2009 | 1/31/2010 |
| Perry, Arlette | Translational Health Program | Blue Foundation | 1/1/2009 | 12/31/2010 |
| Perry, Arlette | Improvement of Lipid Profile | Allen Foundation | 5/15/2009 | 8/15/2009 |

22 Years and Going Strong

The SOE was first awarded funding to train teachers in the highly specialized area of early childhood special education in 1987. Twenty-two years later, we continue strong with the recent award for the tuition support grant offered by the Office of Special Education Programs (OSEP).

CRESPECD ("Culturally Responsive Professionals in Early Childhood Disabilities") is the acronym for the most recent project under the direction of Dr. Beth Harry and coordination of Maria Papazian. The first cohort of 12 students was recruited, admitted and enrolled with the assistance of several members of the SOE family, especially Patty Capps, Tinisha Hollinshead, and Marissa Stevenson (listed alphabetically). Students will be participating in the two practical experiences in the Summer 2009 sessions and their anticipated graduation date is set for May 2010. **CRESPECD** does not spell Respect, but it is pronounced Respect.

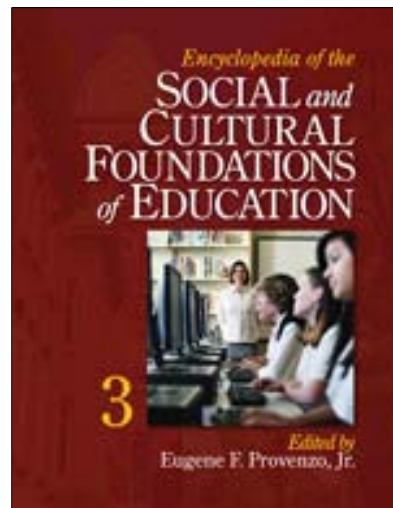
It is the goal of **CRESPECD** to introduce master's candidates to the full range of Part B and Part C services. Field experiences in both areas will result in Early Childhood Special Educators who are well prepared to have a more holistic view of the needs of young children and their families. Further, the program provides a model of professional collaboration by interfacing with key agencies serving young children with, and at-risk for, disabilities in Miami-Dade County, and by requiring students to participate in several activities with families from a range of ethnic and socio-economic circumstances. Thus, through both University based and community based activities, Master's candidates will learn not only how to collaborate with families and other service providers, but will also gain firsthand experience of key agencies in their community.

Faculty and Students in the School of Education Contribute to New Encyclopedia of the Social and Cultural Foundations of Education Published by Sage Publishers.

Over the past five years Professor Eugene F. Provenzo, Jr., in the Department of Teaching and Learning, has been working as the editor of the *Encyclopedia of the Social and Cultural Foundations of Education*. It includes over 400 articles from scholars around the world, many of whom are faculty and graduate students in the School of Education.

The encyclopedia's three volumes offer a comprehensive and interdisciplinary view of the field for all those interested in issues involving schools and society. In addition to traditional entries in volumes one and two, the third volume includes a 200-page visual history of American Schooling, as well as a detailed monograph by Professor Provenzo that integrates the Social Foundations of Education with Cultural Studies. Professor Provenzo, and his wife Asterie, managing editor for the project, also contributed an additional fifty articles to the work. John Renaud, Head of Acquisitions, Otto G. Richter Library, University of Miami, served as the publication's associate editor.

Below is a list of the faculty and graduate student articles (as they appear) which are included in the encyclopedia. In many respects, they represent an index of the interests and research areas of the School's faculty and students in the area of School and Society:



Lina Lopez Chiappone, "Adaptive Technology," John Andrew Gillentine and Jermei Jordan, "Athletics, Policy Issues," Miledes Gort, "Biliteracy," Lisa Repaskey, "Child Abuse: Issues for Teachers," Maribel Mora, "Class Size," William Blanton, Adriana Medina and Paola Pilonieta, "Community of Practice," William Blanton, Adriana Medina, "Context in Education," Jodi Marshall, "Cooperative Learning," Scot D. Evans and Isaac Prilleltensky, "Critical Psychology," Ora Prilleltensky, "Disabilities Studies," Li Ma, "Distance Learning," Susan P. Mullane, "Ethical Issues and School Athletics," Joshua Diem, "Ethics and Education," Annis Shaver, "Foreign Language Instruction," Joshua Diem, "Homeless Children and Education," Annis Shaver, "Immigrant Education," Juliet Hart, "Individuals with Disabilities Education Act," Lina Lopez Chiappone, "Intelligence Testing," Anna Maria Pazos-Regos, "Learning Disabilities and English Language Learners," Juliet Hart, "Least Restrictive Environment," Juliet Hart, "Mainstreaming" in Provenzo, Jr. E. F. (Ed.). (2009) (Ed.), William Deese, "Migrant Education," Beth Harry, "Minority Disproportionally in Special Education," J. Hart, "Least Restrictive Environment," Cory Buxton, "National Defense Education Act," Yvonne Cecilia Riberto de Souza-Campbell, "Pygmalion Effect," Manuel Bello, "Queer Theory," Adriana Medina, "Reading, History of," Cory Buxton, "Sputnik," Ben Lester, "Illich, Ivan (1926-2002)," Lina Lopez-Chiappone, "Rice, Joseph Mayer (1857-1934), Philomena Marinaccio-Eckel, "Rosenblatt, Louise (1904-2004)."

Culture, Diversity, and Community Research Team by Dr. Guerda Nicolas

The CDC Research Team is implementing a number of projects in collaboration with our community partners. Below is a description of some of the projects. If you are interested in learning more about these projects, send an email to nguerda@miami.edu

The Kalula Project (Kalula means one who will succeed, achieve, accomplish)

In partnership with the Thelma Gibson Health Initiative in Coconut Grove with the support of a grant from the Children's Trust, the Kalula project is a culturally enriched tutoring and mentoring program for elementary, middle, and high school students in the Coconut Grove area. The vision of the Kalula project is to implement a culturally enriched tutoring and mentoring program for Black students in Miami-Dade. The Kalula Project aims at using an Afrocentric mentoring approach to enhance the academic skills and cultural awareness of Black students in Miami-Dade.

Women of Color Diary Project

In partnership with EPS faculty member Dr. Debbiesiu Lee, we are creating a web-based project that highlights video clips of women discussing their experiences with "isms" and ways that they cope with these experiences. This is a pilot project that will be conducted with approximately 20 women, and we hope to expand this project with funding. The goal of the project is to for women across the globe to share their experiences with each other in an effort to develop skills and strategies to effectively cope and manage the day-to-day experiences that many women encounter with "isms" in their lives.

Children of Color Diary Project

Similar to the women of color diary project, this is a web-based intervention project that focuses on the experiences of children and adolescents of color in their schools and community settings. With permission from parents and or guardians, children and adolescents are creating video clips of themselves discussing their experiences with a variety of different issues such as racism, discrimination, prejudice, sexuality, religion, etc. In addition, a group of children and adolescents is also being trained or will be trained on how to conduct interviews with their peers on these topics. These clips will be uploaded on the website along with resources for how to cope and manage these experiences. Similar to the YouTube concept, individuals will have an opportunity to also upload their individual videos, which will be screened prior to being published on the website.

Taking Action Against Racism in K-12 Schools

Every day, children as young as 5 years are experiencing racism from peers, teachers, and school administrators in their school environment. Daily occurrences of racism or racial microaggressions negatively affect self-esteem, identity, and academic success of children and adolescents (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). Such experiences also impact the students' retention, and engagement in their learning. In collaboration with some colleagues representing different geographical locations in the United States, educators, psychologists, community leaders, etc. are documenting the experiences of children in K-12 schools with racism, documenting interventions that are combating racism in the schools, and developing additional strategies for reducing the racial experience and impact on children.

CONGRATULATIONS...

Dean Isaac Prilleltensky was appointed an at-large member for the board of The Children's Trust. Dean Prilleltensky's term will last 2 years.



Publications

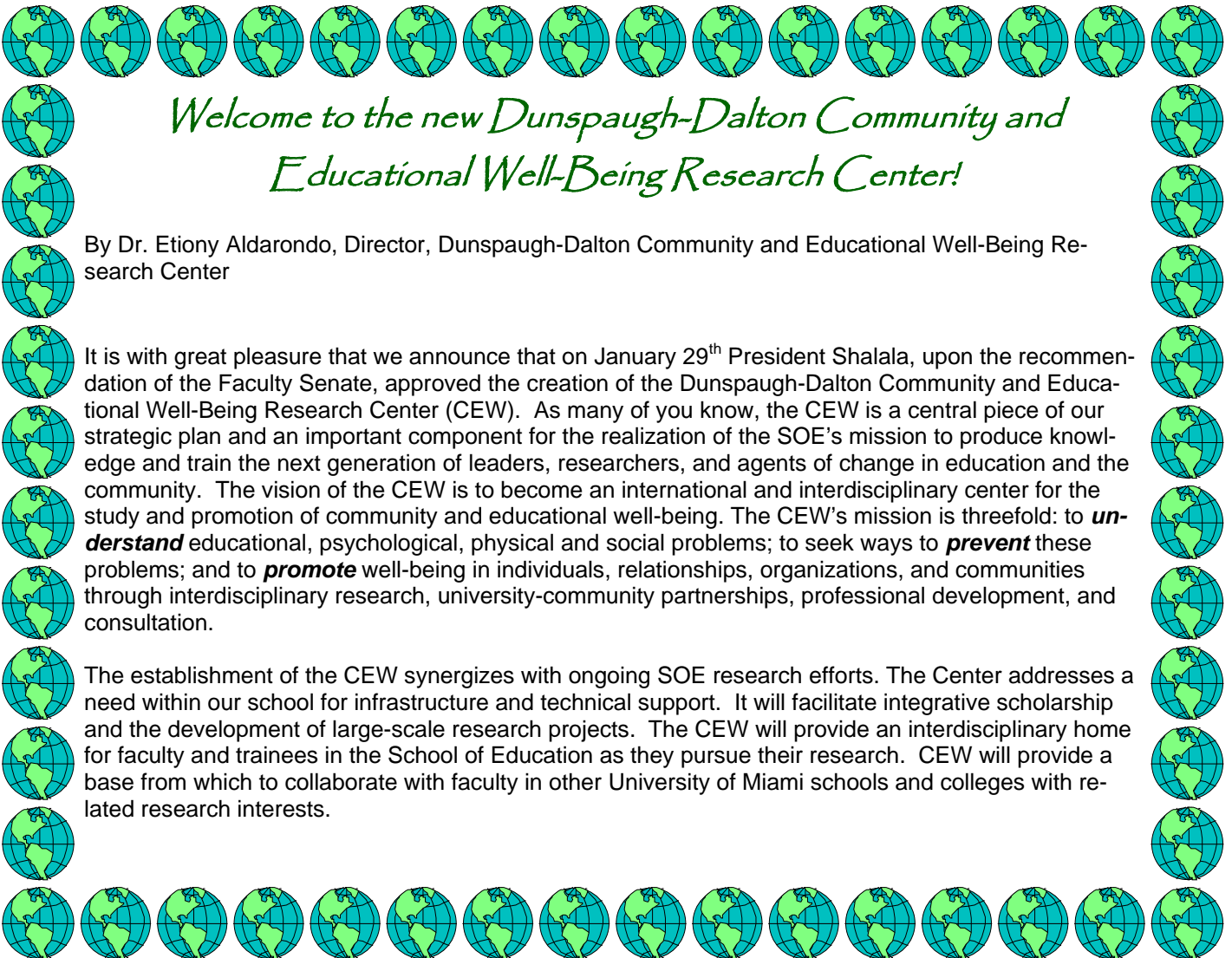
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- Nogueras, D.** (Jan. 29, 2009) Ethics and the "Greening" of America. Miami Dade College's The Honors College, Spring 2008 Colloquium Series.
- Nogueras, D.** (Jan. 16, 2009) Ethics, Boundaries and the Role of the Mental Health Professional. Jewish Community Services of South Florida.
- Nogueras, D.** (December, 2008). Ethics and Human Sexuality, Miami Dade College.
- Penfield, R. D., Alvarez, K., & Lee, O.** (2009). Using a taxonomy of differential step functioning form to improve the interpretation of DIF in polytomous items: An illustration. *Applied Measurement in Education*, 22, 61-78.
- Penfield, R. D., Myers, N. D., & Wolfe, E. W.** (2008). Methods for assessing, item, step, and threshold invariance in polytomous items following the partial credit model. *Educational and Psychological Measurement*, 68, 717-733.
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- Nelson, G., & **Prilleltensky, I.** (Eds.). (2009). *Community Psychology*. Palgrave
- Fox, D., **Prilleltensky, I.**, & Austin, S. (Eds.). (2009). *Critical Psychology*: Sage
- Prilleltensky, I.** (2008). Migrant Well-Being is a Multilevel, Dynamic, Value Dependent Phenomenon in the American Journal of Community Psychology, 42, 359-364.
- Eugene F. Provenzo, Jr.**, Editor-in-Chief, *The Sage Encyclopedia of the Social and Cultural Foundations of Education* (Thousand Oaks, CA: Sage Publications, 2009). This is a three volume (1,300 page) encyclopedia of the Social and Cultural Foundations of Education (2 A-Z volumes, one volume of documents).

Publications Cont.

Eugene F. Provenzo, Jr., editor, *W. E. B. Du Bois and the Encyclopedia of the Negro*. (Walnut Creek, CA: Left Coast Press, 2008).

Eugene F. Provenzo, Jr., editor, *Foundations of Educational Thought* (London: SAGE Publications, 2008). This is a four volume anthology of educational writing in Western Culture. Volume I covers *Classical and Early Modern Writings*, II. Modern and Volumes III and IV. Postmodern Thought.

Eugene F. Provenzo, Jr., Dan W. Butin, and Anthony Angelini, *100 Experiential Learning Activities for Social Studies, Literature, and the Arts, Grades 5-12* (Thousand Oaks, CA: Corwin Press, 2008).



Welcome to the new Dunspaugh-Dalton Community and Educational Well-Being Research Center!

By Dr. Etiony Aldarondo, Director, Dunspaugh-Dalton Community and Educational Well-Being Research Center

It is with great pleasure that we announce that on January 29th President Shalala, upon the recommendation of the Faculty Senate, approved the creation of the Dunspaugh-Dalton Community and Educational Well-Being Research Center (CEW). As many of you know, the CEW is a central piece of our strategic plan and an important component for the realization of the SOE's mission to produce knowledge and train the next generation of leaders, researchers, and agents of change in education and the community. The vision of the CEW is to become an international and interdisciplinary center for the study and promotion of community and educational well-being. The CEW's mission is threefold: to **understand** educational, psychological, physical and social problems; to seek ways to **prevent** these problems; and to **promote** well-being in individuals, relationships, organizations, and communities through interdisciplinary research, university-community partnerships, professional development, and consultation.

The establishment of the CEW synergizes with ongoing SOE research efforts. The Center addresses a need within our school for infrastructure and technical support. It will facilitate integrative scholarship and the development of large-scale research projects. The CEW will provide an interdisciplinary home for faculty and trainees in the School of Education as they pursue their research. CEW will provide a base from which to collaborate with faculty in other University of Miami schools and colleges with related research interests.