

# PERSPECTIVE

Spring 2011

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION

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## Strengthening Teachers, Schools, and Communities

### Professional Development Schools Support Student Learning

Through its model Professional Development Schools (PDS) program, the School of Education (SOE) provides additional resources and support to Miami-Dade County's public schools. Currently, professors from the Department of Teaching and Learning are in residence at five schools in diverse communities assisting classroom teachers and administrators, conducting research studies, and supervising undergraduate field teaching placements.

"With all the turmoil in education, our PDS program helps our students develop and apply the skills needed to become effective classroom teachers," said Jeanne Schumm, professor in residence, Henry S. West Laboratory School in Coral Gables, which was

*(story continues on page 2)*



Northern Trust and School of Education Present  
**Diane Ravitch**

*(read story on page 4)*

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## Strengthening Teachers, Schools, and Communities *(from page 1)*

named for the School of Education's first dean in the 1950s.

Working in the classroom under the guidance of experienced teachers is one of the biggest benefits of the PDS program for SOE's associate teachers, Schumm added. "They help the teachers with the nuts and bolts of daily planning, and attend faculty meetings, professional development workshops, open houses, and parent conferences."

This partnership with Miami-Dade public schools also provides opportunities for educational research projects, such as doctoral dissertations. "We really appreciate the support of the administrators, teachers, parents, and children," added Schumm.

In turn, the schools' principals value the PDS program. "Students involved in the latest experimental educational programs appreciate the value of critical thinking and evaluation," said Barbara Soto Pujadas, principal, West Lab. "They also develop a positive self-

image due to the frequent interaction with goal-oriented adults who rely on them to accomplish their objectives. Our teachers appreciate the opportunity to serve as clinical teachers to UM's associate teachers."

Program director Robert Moore, professor in residence, Bel-Aire Elementary School in Miami, noted that the PDS model was originally funded by a U.S. Department of Education grant through Project Succeed, and has continued with follow-up funding for five years. "It allows us to bring all our School's resources together to improve the quality of education and the preparation of teachers," he said. "We have been able to provide our expertise to help principals and teachers on topics like handling students with special needs."

During the spring semester, six of the School's associate teachers are at Bel-Aire, learning from clinically trained classroom teachers.

"We want to extend that model to include doctoral students who can work with our undergraduates in their early field experiences," Moore added.

Last fall, Sunset Elementary School in South Miami, an International Studies (IS) magnet, became the latest PDS school. "We have had a great experience getting the program off the ground," said Mileidis Gort, professor in residence. Currently, there are eight associate teachers in the school across all grade levels.



William Blanton, Professor in Residence at Ponce de Leon Middle School.



Mileidis Gort, front row second from left, with Sunset Elementary School associate teachers, clinical teachers, administrators, lead teacher, and graduate assistant.

This year, the School of Education has offered two professional development seminars for Sunset's teachers, funded through Project INCLUDE (see page 10) that focused on helping students with special needs. "As schools have become more inclusive, we have put renewed attention on special education, such as the differences between English language learners, who may have difficulty understanding a teacher, and a child with special learning needs."

In addition, the Sunset PDS program provides SOE's associate teachers with exposure to the broad-based IS curriculum, which incorporates objectives and curriculum from other countries.

Moore said SOE plans to expand the PDS model to Booker T. Washington Senior High School this fall. "We try to put our students in schools that serve a diverse population with kids who have very different abilities and come from varied backgrounds. That's the best way for them to gain confidence and the skills they will need to handle real-world situations as teachers."



Gloria Artecona-Pelaez, SOE's Director of Teacher Education.

# dean's message

## Pursuing Social Justice

**Our School places a high value on pursuing social justice and supporting community change. We recognize that justice is a fundamental component of healthy societies, promoting wellness on an individual, family, and community level. A child who feels unjustly treated by parents, teachers and neighbors, for instance, will find it extremely difficult to succeed in school and achieve personal goals.**



This issue of *Perspective* outlines some of the ways our faculty and students are taking action to create a more equitable and just society – not just in South Florida, but across the country and around the world. One example is Professor Etiony Aldarondo, our associate dean for research, who was honored with the 2011 Social Justice Award from the Society of Counseling Psychology of the American Psychological Association. Dr. Aldarondo has done groundbreaking work in lower-class neighborhoods of Argentina, as well as in communities close to home.

One of our more recent alumni, Lauren Book, has been an active crusader in the fight against child abuse, rallying hundreds and thousands of Floridians to this important cause.

Many of our faculty members are working hard to promote justice and social change through community partnerships, including our ongoing support of South Florida's public school districts. I am also very proud of the fine work that Professor Anita Meinbach has done in preparing a remarkable new curriculum for our region's Jewish day schools.

Currently, I am working on a paper that looks at the connections between justice and wellness at individual, relational, organizational, and community levels. My premise is that people need to experience fairness in life – through relationships, schools, workplaces, and neighborhoods – in order to feel a true sense of personal well-being. By exploring this important topic, I hope to build our understanding of both concepts, in keeping with our School's mission of promoting well-being in all its forms.

Best wishes for a healthy spring and summer!

**Dean Isaac Prilleltensky**  
Erwin and Barbara Mautner Chair  
in Community Well-Being



## About Our Mark

The School of Education's symbol represents our collective focus on well-being as the core of our mission. The interlocking arcs stand for three basic components of well-being: the intellectual, emotional, and physical. These three components correspond to the three departments in our school, which are interrelated in their focus on well-being.

The University of Miami School of Education is organized into three departments:

- Teaching and Learning (TAL), which fosters intellectual and educational development
- Educational and Psychological Studies (EPS), which focuses on emotional health and psychological factors
- Kinesiology and Sport Sciences (KIN), which promotes physical wellness, fitness, and sport

## Two APA Awards

Dean Isaac Prilleltensky received two awards from the division of community psychology of the American Psychological Association. He is the recipient of the Distinguished Contribution to Theory and Research Award. In addition, he won the John Kalafat Practitioner Award in Applied Community Psychology, presented by the Society for Community Research and Action, Division of Community Psychology of the American Psychological Association. The awards will be given at the biennial conference of the division next June in Chicago.

# author visits

## Northern Trust and School of Education Present Diane Ravitch Noted Author and Academic Defends Nation's Educators

**Defending public schools from critics who fiercely decry their performance, Diane Ravitch believes the national debate about academic test results, charter schools, and incentive pay misses the mark. Instead, academic reformers should look at poverty, homelessness, and joblessness, the root causes of poor student achievement.**

"There is a lot of finger-pointing at teachers, and it's very unfair," said Ravitch, former assistant secretary of education in the George H.W. Bush administration, in delivering the Northern Trust 2011 Lecture, "Testing the Limits of Education Reform," on January 27. She added that teachers across the nation are feeling "very demoralized" by critics who blame them for low-performing public schools, the mediocre test scores of students, and the achievement gaps among children of different races.

Ravitch told the standing-room only audience of students, professors, community members, and school personnel that instead of firing teachers and closing schools, we should be emphasizing strong pre-kindergarten programs, balanced curricula, teacher recruitment and retention, and parent education. "The critics overlook the fact that not all public schools are failing," she added. "They fail to mention that low academic achievement is concentrated in high poverty districts." She added that student test scores should be used in a diagnostic manner so that effective improvement strategies can be put in place if needed. "We need to look at proven ways to make our schools better, rather than try risky schemes by non-educators."



In her introduction, University President Donna Shalala called Ravitch "a voice of reason" in the national debate over public education. "She has stepped back from the policies of No Child Left Behind, and recognizes that the best predictor of low academic performance continues to be poverty, not teachers."

The School of Education organized and presented the event. School Dean Isaac Prilleltensky thanked Northern Trust for endowing the lecture series, which dates to 1996. "We are honored to share this opportunity to hear from speakers like Diane Ravitch, who has the courage to speak the truth."

*(story continues on page 5)*

**"Educators talk about developing children's character and instilling a lifelong love of learning. Corporate educational reformers talk about teacher productivity and return on investment. That's a very different view of the world."**

- Diane Ravitch

# author visits



(from page 4)

Drawing from her latest book, “The Death and Life of the Great American School System,” Ravitch discussed standardized testing, punitive accountability, and the unprecedented growth in charter schools. She also pointed out the flaws in using the business model as a prescription for school reform. “None of the sanctions like privatization, state takeover, or closure has been shown to improve student performance,” she said. “It’s time to get rid of the punishments we’ve attached to testing.”

The drive to privatize public education also reflects different values, she added. “Educators talk about developing children’s character and instilling a lifelong love of learning. Corporate educational reformers talk about teacher productivity and return on investment. That’s a very different view of the world.”

**Ravitch criticized the movie, “Waiting for ‘Superman,’” saying the 2010 documentary that is critical of American public schools as “propaganda that mixes fact and fiction.” The documentary’s claim, she said, that 70 percent of eighth graders read below grade level is untrue. In fact, based on federal testing data, that number is actually 25 percent, which is a figure, she said, that includes English-language learners and children with disabilities.**



“Poor academic performance,” said Ravitch, “is mostly the consequence and result of poverty, not bad teachers and not bad schools.”

Ravitch also addressed the “myth” of the charter school, noting that many of these schools lack oversight and enroll limited numbers of homeless and minority students. “If you believe Hollywood, charter schools should all get astonishing

results,” she said. “But they don’t. Their results are no different on average than public schools: some are good, some are bad, and most are in the middle.”



She also expressed skepticism about President Obama’s Race to the Top initiative. She said the \$4.3 billion program designed to spur education reform awards more funding to schools that meet certain conditions, such as allowing teachers to be rated based on the test scores of students. Good schools succeed, Ravitch said, because of collaboration among teachers, not because they are competing for federal dollars.

**Concluding her talk, Ravitch said, “Let’s talk about encouraging, developing improving, and inspiring teachers. The way to begin is to thank the people who go into our schools and do their work every day.”**

(Above left) Ravitch, President Shalala, and Dean Prilleltensky.

(Above center) Alberto Carvalho (left) Superintendent, Miami-Dade Schools with event guests.

(Left) SOE Professors Langer-Asuna, Avalos, and Elbaum.



## Aldarondo Honored with Social Justice Award



**Etiony Aldarondo, associate dean for research and professor, Department of Educational and Psychological Studies, recently received the 2011 Social Justice Award given by the Society of Counseling Psychology (Division 17) of the American Psychological Association.**

“Dr. Aldarondo is a social activist at heart with a distinguished history of

demonstrated commitment to causes of social justice through research, teaching, and public service,” said Professor Brian L. Lewis, director of training, Counseling Psychology Program, in his nomination letter. “His selection recognizes the large impact of his commitment to social justice and scholarship on practice, research, and scholarship in the field.”

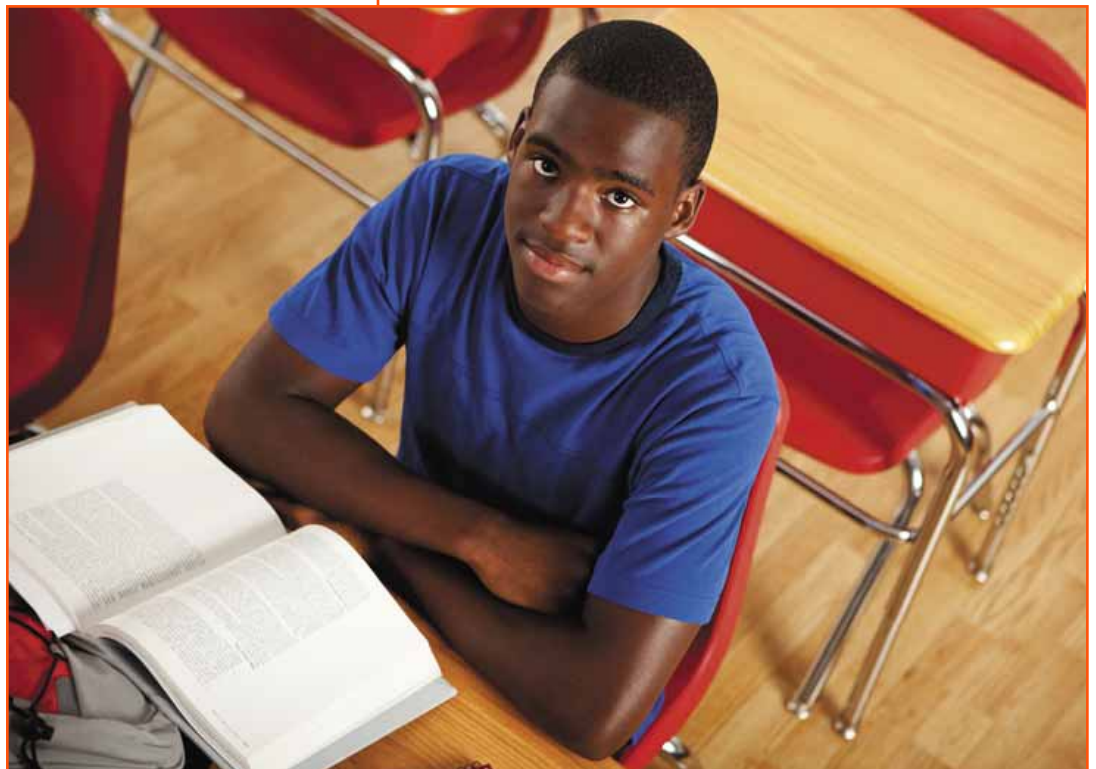
**The Social Justice Award notes the accomplishments of a Society of Counseling Psychology member with sustained commitment to counseling psychology, community involvement, and diversity, as well as demonstrated evidence of achieving community or organizational change that supports disenfranchised, disempowered, less privileged, or oppressed groups.**

At the School of Education, Aldarondo has created unique learning opportunities for students in the community and mentored these students to become community activists and scholars. For example, Aldarondo established a partnership with the Florida Immigrant Advocacy Center and other leading organizations to advance the human rights and well-being of unaccompanied immigrant children residing in detention facilities. In the past five years, Aldarondo and his team have directly affected the lives of more than 500 unaccompanied minors, becoming a voice for their

plight in professional and policy settings and earning national recognition for their pioneer work in this area.

Aldarondo has also built a partnership with the Thelma Gibson Health Initiative, which primarily serves low-income Bahamian and African-American families in Coconut Grove who face significant health risks. Through the School’s Institute for Individual and Family Counseling (IIFC), he established a satellite providing free mental health services to residents in need.

Another example is a collaborative program recently established with the JRE Lee Opportunity School in South Miami, a secondary school for girls who benefit from smaller classes and a more personalized approach to their education. Aldarondo recognized that the Institute for Individual and Family Counseling (IIFC) could address this need. “This is now the third year of a collabo-



orative relationship in which SOE graduate students provide counseling and support services.”

For the past five years, Aldarondo has worked in the marginalized Liberty City neighborhood, assisting Inner City Youth, a community organization, through Project Hope. After identifying a

*(story continues on page 14)*

# new laboratory

## KIN Moves into Expanded Laboratory Space

**This spring, the Department of Kinesiology and Sport Sciences (KIN) moved into a new 10,000-square-foot laboratory facility in the Max Orovitz Building, opening up new opportunities for collaborative research studies and community initiatives.**

“Our education, research, and outreach programs will all benefit from this easily accessible ground-floor facility,” said Arlette Perry, professor and chair, KIN, and director, Laboratory of Clinical and Applied Physiology. “It’s a particularly important asset for our exercise physiology, sport medicine, and athletic training programs.”

Kysha Harriell, assistant clinical professor and program director, Athletic Training Education Program, said the new space provides a better learning environment while allowing the School to host more seminars and clinics for the community. “Our major is so hands-on that it is extremely important to have space for students to perform medical evaluations and to simulate various situations experienced on the field and in the clinic,” she said. “We now have space for our students to do just that.”

**“It’s a particularly important asset for our exercise physiology, sport medicine, and athletic training programs.”**

– Arlette Perry, Chair, KIN

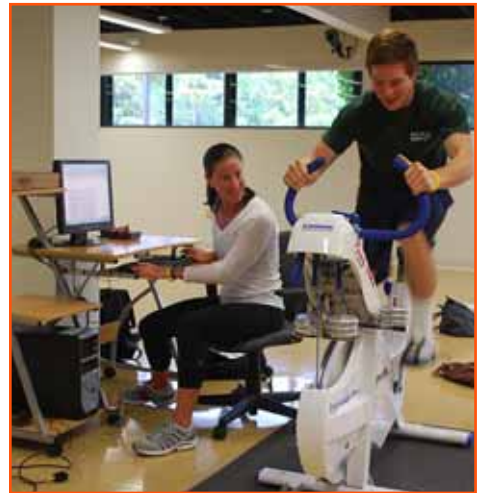
Professor Joe Signorile says that the new laboratory provides flexible space for various types of research. “We now can set up areas dedicated to metabolic, skeletal-tissue, flexibility, internal training, and other types of studies,” he said. “We can also combine assessments, such as the impact of an exercise on metabolism, muscles, and skeleton. That provides us with a tremendous collaborative opportunity for our faculty members, as we can now team up to answer more complex questions with more variables.”

The laboratory space includes a new three-dimensional (3D) movement analysis system and a wireless EMG monitoring system, as well as a dynamic balance platform. Other technology includes gait analysis and resistance training machines.

“Working with older populations, for instance, we can measure biomechanics, bioenergetics, and muscle firing power to show whether or not we were successful in an intervention,” said Signorile. “From a rehabilitation perspective, we can examine optimal ways to deal with certain injuries and transitional activities.”

One recent KIN study, for instance, found that people in their 20s use more effective strategies to balance than people in their 80s. “If we can train older people to use those strategies, they may be less likely to fall,” Signorile said.

Finally, Signorile said the new laboratory will make it easier to attract older Miami-Dade residents to participate in studies. “Right now the laboratory is impressive, and by the time we finish the interior, it will be a jaw-dropper,” Signorile said. “When older subjects come in and get a detailed personalized report on our findings, they will better understand the research we do and how it benefits the overall community.”

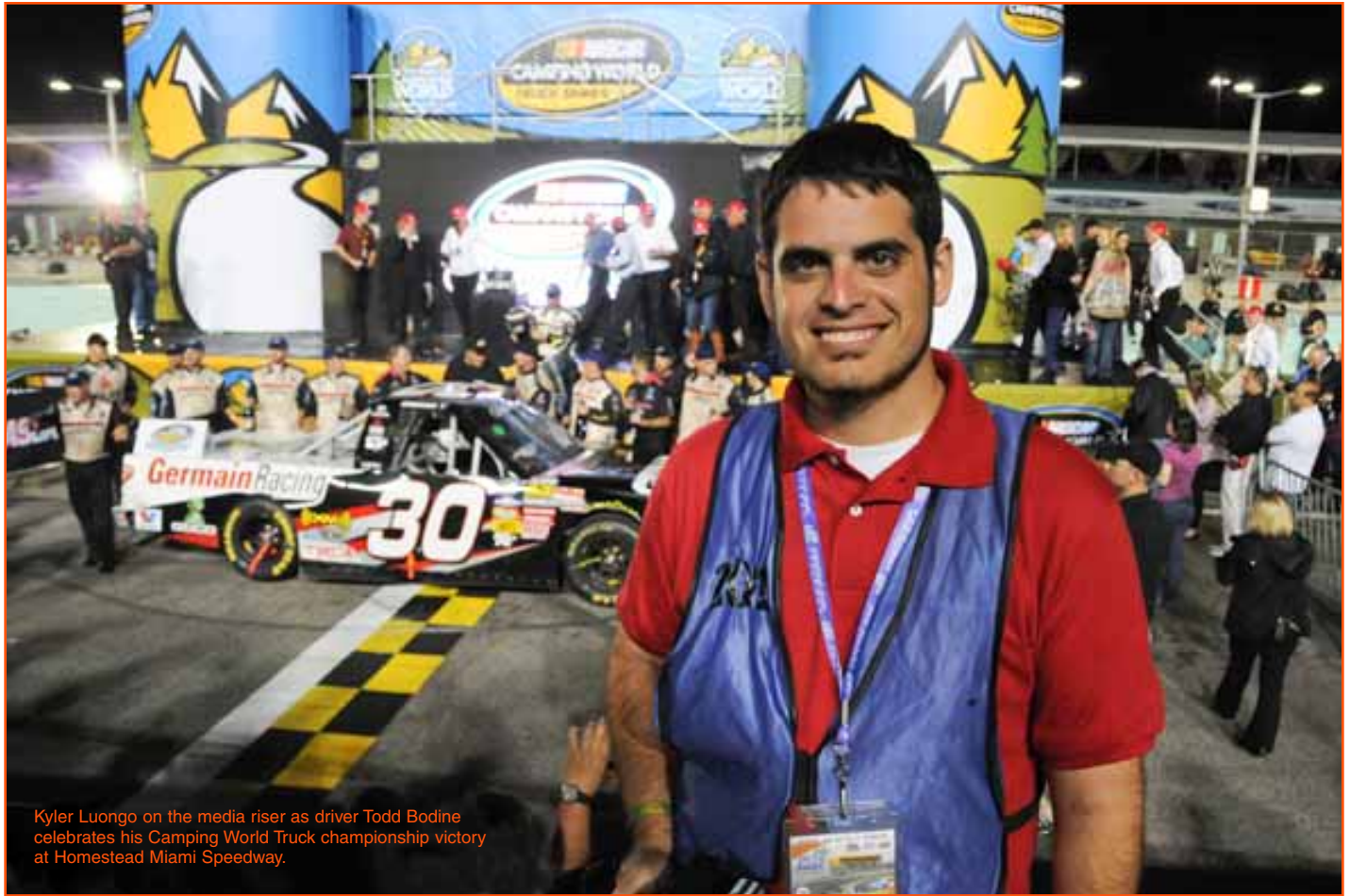


(Top) Jenn Raiburn, Ph.D., and Noah Ohlsen, sophomore, on the exercise bike.

(Center) Danny Serravite, adjunct professor, and Joe Signorile professor, Department of Kinesiology and Sport Sciences.

(Above) Hyung-Pil Jun, Ph.D., places vibrating plates in the floor.

# internships



Kyle Luongo on the media riser as driver Todd Bodine celebrates his Camping World Truck championship victory at Homestead Miami Speedway.

## Internships Open Doors for Sport Administration Students

**Through internships with the Miami Heat, Florida Marlins, Miami Dolphins, Florida Panthers and other professional and collegiate organizations, students in the School's Sport Administration Program get hands-on opportunities to see what goes on behind the scenes.**

"In the sport industry, getting your foot in the door through an internship is a huge asset," said Paul Resnick, lecturer and internship coordinator, Sport Administration Program. "Without an internship, you can forget about a job in the industry."

This semester about 75 undergraduates are taking advantage of internship programs with professional teams, private companies, public schools, and college athletic departments, according to Resnick. Internships are required for students majoring in Sport Administration, and are a major benefit for graduate students as well. "Many people don't realize that the sport industry is just as competitive off the field as on the field," Resnick said. "It's experience, combined with a degree, that helps give our students an edge."

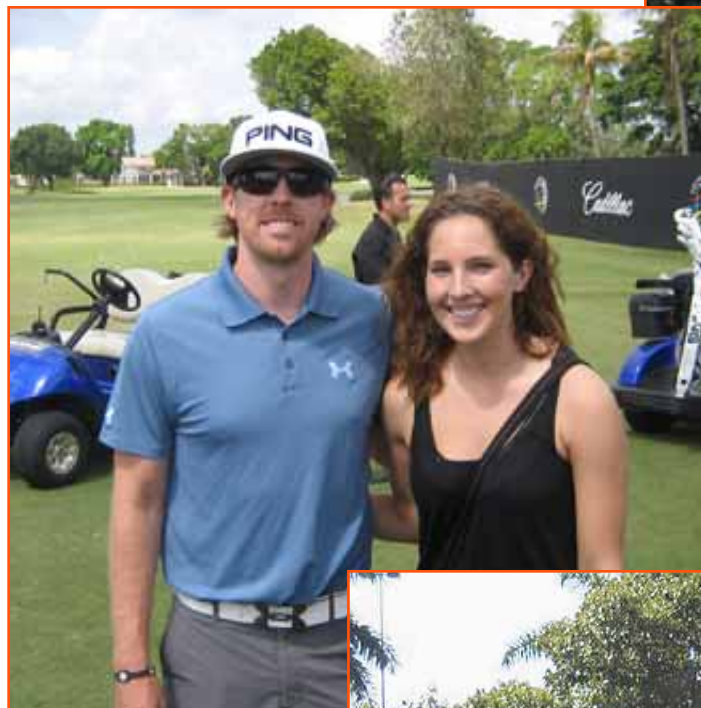
Resnick added that the School's Sport Administration students are gaining positions across the country and abroad, including places like England and Australia. "The word is spreading about our program and we're attracting top students from throughout the country."

Prior to joining the School, Resnick had six years experience working in professional sports with the Florida Marlins. He also worked very closely with local and national not-for-profits in building relationships and providing community assistance.

*(story continues on page 9)*



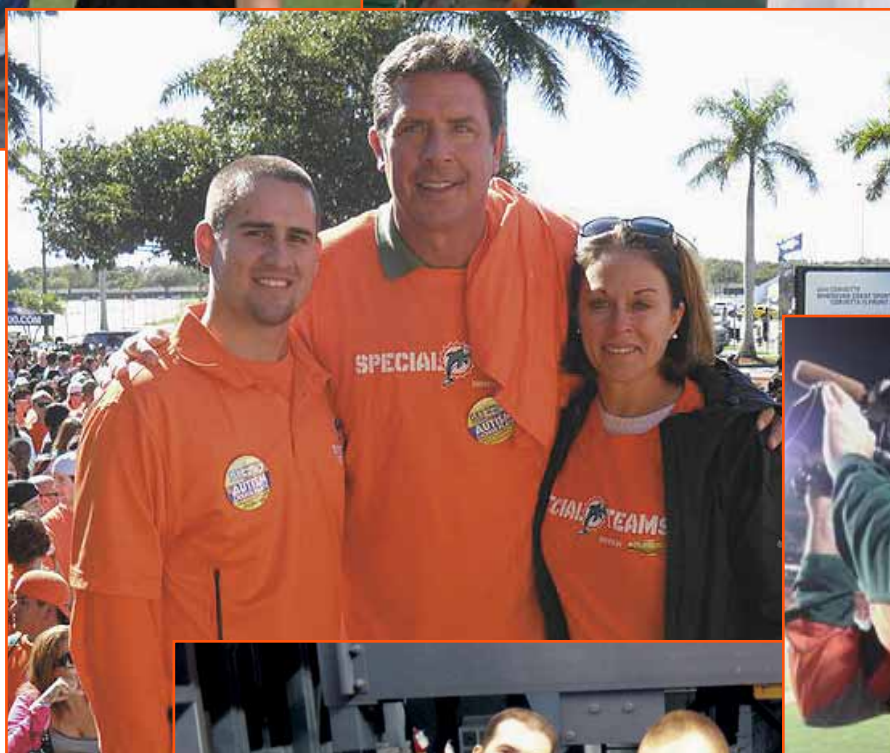
(from page 8)



(Above) Jessica Stone with golfer Hunter Mahan at Special Olympics day at the Doral Golf Resort and Spa during the PGA's World Golf Championship – Cadillac Championship.



(Above right) Christina De Nicola interviews Miami Heat center Zydrunas Ilgauskas during media day last fall at the BankUnited Center.



(Center) Sergio Xiques, left, with Dan Marino and Leslie Nixon at the Dan Marino Autism Walk, a volunteer program they created for the Miami Dolphins.

(Far right) Kyler Luongo shoots a video of fans at a Miami Hurricanes football game.



(Bottom) Couper Moorhead, Internet services coordinator, left, and Michael Bolling working courtside at a Miami Heat game.



**“In the sport industry, getting your foot in the door through an internship is a huge asset. Without an internship, you can forget about a job in the industry.”**

– Paul Resnick

# project include

## Developing an Inclusive Special Education Curriculum

With support from a five-year \$1.4 million grant from the U.S. Department of Education (DOE) called Project INCLUDE (Inclusive, Collaborative Leaders United for Diversity in Education), the School of Education is moving forward to provide a greater focus on special education in its curriculum.

“School systems are becoming more inclusive, placing children with a wide range of learning difficulties in general classrooms,” said Elizabeth Harry, professor and chair, Department of Teaching and Learning. “It’s important to help elementary and secondary school teachers understand how to serve children with various learning, behavioral, and developmental disabilities.”

During the spring semester, the Project INCLUDE team evaluated the School’s syllabi for undergraduate courses to determine where research-based competencies in special education can be included,

Harry said. Those changes will be implemented, beginning in the fall 2011 semester.

*(continues on page 14)*



Elizabeth Harry



Miriam Lipsky

“There is a big push for schools to include students with milder disabilities and physical challenges in general classrooms.”

— Miriam Lipsky, Project INCLUDE manager



## Professional Development Programs

Project INCLUDE’s professional development component brought noted academic researchers to the School to discuss key issues. On March 3, Robert Sellers, University of Michigan professor, spoke on “The Role of Race, Risk, and Resilience in the Lives of African-American Adolescents.”

Hosted by the School of Education’s Dunspaugh-Dalton Community and Educational Well-Being Research Center, Seller’s talk focused on his research interests, which look at the interaction between personal characteristics and characteristics of the social environment in influencing behavior and outcomes.

Sellers is co-principal investigator on a grant awarded by the National



Robert Sellers

Science Foundation for a project entitled, “Contextual Research-Large Empirical: Racial and Gender Identity in Context: A Multi-Method Study of Risk and Resilience Processes among African-American College Students in STEM Areas.”

*(continues on page 13)*

## Rosenfeld Legacy Project: Advancing Jewish Values

**After two years of development, the School of Education recently unveiled a new resource guide to help Jewish educators throughout South Florida. A March 23 kickoff event brought dozens of teachers to the Coral Gables campus to learn about the Rosenfeld Legacy Project, “Connecting Children’s Literature with Judaic Heritage.”**

The Rosenfeld Legacy Project was created to engage and inspire Jewish children in the remarkable legacy of Judaism, its contributions to all aspects of life, and its moral and ethical principles that have shaped the world, according to Professor Anita Meinbach, Department of Teaching and Learning, who developed the resource guide in collaboration with Jewish educators, rabbis, and parents.

appropriate to use with students. For example, the classic “Ferdinand” demonstrates conflict resolution skills and shows the value of peace.

Teachers can frame and focus lessons to clarify learning goals, determine assessments of student understanding, and engage students in relevant, motivating learning experiences to meet the goals, according to Dr. Susan Massey, who led the kickoff event and was responsible for the publication’s graphic design and layout.



**“The Rosenfeld Legacy Project was created to engage and inspire Jewish children in the remarkable legacy of Judaism, its contributions to all aspects of life, and its moral and ethical principles that have shaped the world.**

– Anita Meinbach



Music teacher Emily Aronoff and Cantor Lisa Segal.

“This project integrates three universal features that for ages have contributed to humanity: story-telling, Jewish values, and exemplary teaching,” said Dean Isaac Prilleltensky. “Through the power of stories, students, teachers, and parents alike will be able to reflect on what is good, what is right, and what is just. What can be more important than that?”

The resource guide is based on eight award-winning children’s books, appropriate for students K-3. A list of Judaic connections for each book helps educators determine which are most appro-

An “Interactive Read Aloud” strategy introduces the book, accesses background knowledge, and invites an exploration of Judaic Heritage. Then, interdisciplinary classroom activities are used to extend the experience.

Many activities provide a forum for student engagement in Service Learning, inspiring them to “be the change you wish to see.”

**At the kickoff event, Massey read selections from each of the eight books and led an interactive discussion with attendees. Cantor Lisa Segal sang and played the guitar, while Emily Aronoff sang and led a dance to illustrate one of the books.**

*(story continues on page 12)*

# new curriculum

## Rosenfeld Legacy Project *(from page 11)*

The Rosenfeld Legacy Project has already received positive feedback from participants, many of whom thanked Meinbach for her efforts. "As a mom and educator, I would like to thank you for the magnificent job you put together, that helps us teach and reinforce our great Jewish values," said Jessica Szmuler, Bet Breira School.

**"In blending Jewish wisdom, ethics, and values with child centered pedagogy, the legacy project will inspire children to engage in serious yet fun conversations about what is important and precious in life."**

– Isaac Prilleltensky

Laura Pachter, curriculum coordinator K-5, Temple Sinai/Jacobson Sinai Academy, called the project "an amazing integration of Jewish values, storytelling, and critical thinking with connections to art, science, and music. The program ties in perfectly well with JSA's values curriculum. We embrace the concept underlying your work and the language used to express the Jewish values found in American literature for children."

Jody Steele, Gordon Schools, added, "We love the books and guide and cannot wait to implement all of these fabulous ideas."

After a follow-up workshop at Temple Beth El in Boca Raton, kindergarten teacher Ande Klein had high praise for the project. "All of the materials we received were beyond my wildest imagination," she said. "I feel so fortunate to have been part of this workshop. When we read 'Henry's Freedom Box' and talked about the connection to the slaves in the Passover story I knew that they really got it!"



Alissa Stein and Miriam Kassenoff, noted Holocaust educator.



Susan Massey displays curriculum guide.

The Rosenfeld Legacy Project was made possible by the support of the Harriet and Jack Rosenfeld Foundation Program in Jewish Education and the vision of its trustees, Jay Kaufman and Lynn W. Fromberg, as well as Leo Osiason of the Osiason Educational Foundation. It received technical support from the Dunspaugh-Dalton Community and Educational Well-Being Research Center and is distributed through the Community and Educational Studies Press, School of Education, University of Miami.



Emily Aronoff

**"In blending Jewish wisdom, ethics, and values with child centered pedagogy, the legacy project will inspire children to engage in serious yet fun conversations about what is important and precious in life,"** said Prilleltensky. **"At the end of each lesson, children will realize that the most valuable lesson is that we need each other. Countering prevalent notions of "me first," this "we first" set is nothing less than "Ethics for Young Children 101."**

## Alumna Organizes Rally Against Child Abuse

**In April, Lauren Book, B.S.Ed., 2008 and a current master's degree student in the School of Education's Community and Social Change Program, organized a "Rally in Tally" to raise awareness about child abuse. For the second year in a row, Book went on a personal walk across Florida, talking with survivors and visiting sexual abuse treatment centers on her way to the State Capitol in Tallahassee.**

Book visited the University of Miami campus on March 25 as part of her "Walk in My Shoes 2011" journey. She signed copies of her new book, "It's OK to Tell: A Story of Hope and Recovery." No Zebras, a UM student organization dedicated to promoting awareness about sexual assault, partnered with Book on her UM stop, helping to organize the rally, book signing, and a walk around the Coral Gables campus.

Book suffered years of sexual abuse by her live-in nanny. After years of therapy, she became an outspoken proponent for tougher sex-offender laws and continues to be a crusader on the issue. She is lobbying for the passage of a bill that would provide financial assistance for survivors of sexual violence; raise fines for sex offenders, with the money going into a fund to help survivors; and make Internet safety tutoring mandatory for school-age children.



## TAL Professor Gets National Funding for Math Initiative

**Professor Marjorie Montague, Department of Teaching and Learning, has been awarded a three-year \$1.6 million research grant for her project, "Solve It! – Grades 5-6: Improving Math Problem Solving for Students with Learning Disabilities."**

The project, funded by the U.S. Department of Education's Institute of Education Sciences, will modify an existing intervention validated by Montague in previous research involving middle school students with disabilities in inclusive math classrooms in Miami-Dade County Public Schools.

The National Assessment of Educational Performance in 2007 indicated that 40 percent of participating fourth-grade students with disabilities scored below the basic level compared to 15 percent of fourth-grade students without disabilities. The gap widened in the eighth grade and again in the twelfth grade, with 83 percent of students with disabilities scoring below the basic level compared to 36 percent of their nondisabled peers.



To meet the national and state standards in mathematics, students with disabilities in urban schools, who vary considerably in ability, achievement, and motivation, must develop the necessary problem-solving skills needed not only to perform well on mathematics assessments, but also to apply these skills successfully in real world settings, according to Montague.

## Professional Development Programs

*(from page 10)*

The project is a multi-method examination of African-American college students from four universities as they transition to college and their adjustment during their college years as they deal with demands and opportunities related to their academic contexts and their racial and gender group memberships. Project INCLUDE also hosted a March 10 workshop with Stanley Trent, assistant dean for diversity and equity at the University of Virginia, on "Addressing Diversity in Higher Education: Moving Beyond False Starts."

Trent is an expert on Culturally Responsive



Stanley Trent

Instruction, and his workshop focused on meeting the needs of diverse learners in an age of accountability and reform, and envisioning teacher education as part of the solution. Faculty and administrators from both Miami-Dade and Broward public schools attended the workshop as the School's partners in teacher education.

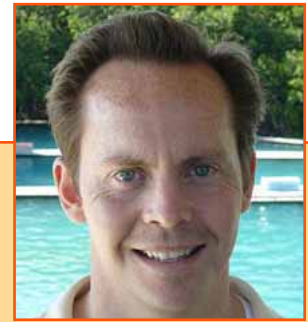
## Aldarondo Honored

(from page 6)

group of university faculty members whose interests and talents matched the aspirations and objectives of Inner City Youth, he helped secure state and federal funds to support a comprehensive after school initiative providing Afro-centric mentoring, health and nutrition programming, expert reading and literacy development instruction, sport related activities, and performing arts.

Recently, Aldarondo has taken his social justice commitments and organizational skills abroad to the Province of San Luis in Argentina. There, together with a group of community organizers, students from University of San Luis and from the University of Miami, and faculty from various international universities, they have put in motion an innovative community-based program for the early detection of neurological delays and the empowerment of families in one of the poorest communities in the region. Part of this work now appears in his most recent co-edited book, *Neurociencias, Salud, y Bienestar Comunitario*.

**“We consider Dr. Aldarondo to be a true ambassador for our program and for the University of Miami,” said School of Education Dean Isaac Prilleltensky. “He is making an impact in our profession and in the lives of a new generation of counseling psychology students who are given the opportunity to understand that individual healing and social justice promotion must go hand in hand.”**



Randy Penfield

## New AERA Fellows

In recognition of their research contributions, Randy Penfield, professor, Department of Educational and Psychological Studies, and director, Research, Measurement and Evaluation Program, and Walter Secada, senior associate dean, and professor, Department of Teaching and Learning were recently named fellows of the American Educational Research Association.

The purpose of the AERA Fellows Program is to honor education researchers with substantial research accomplishments, and convey the association’s commitment to excellence in research. AERA Fellows are known internationally for their outstanding contributions to education research.

Fellows are nominated by their peers, selected and recommended by the Fellows Committee, and approved by the AERA Council, the Association’s elected governing group. Penfield and Secada were inducted as fellows on April 9 during AERA’s 92nd Annual Meeting in New Orleans.



Walter Secada

## Developing an Inclusive Special Education Curriculum (from page 10)

“There is a big push for schools to include students with milder disabilities and physical challenges in general classrooms,” said Miriam Lipsky, Project INCLUDE manager. “So this program infuses special education within all the undergrad teaching programs and provides inclusive models of teaching. When our students go out and become teachers, they will have a good sense of how to help a child with an exceptionality.”

In January, the School held a workshop with a representative from the Center for Applied Special Technology (CAST), an organization that works to expand learning opportunities for all individuals through a concept called Universal Design for Learning (UDL). “UDL is a set of principles for curriculum development that provides a blueprint for creating instructional goals, materials, methods, and assessments that give all individuals equal opportunities to learn,” said Harry.

She added that UDL principles are geared toward three primary networks in the brain that are associated with learning: recognition networks (the “what” of learning), affective networks (the “why” of learning), and strategic networks (the “how” of learning).

**By applying the UDL principles, teachers instruct students using multiple means of representation (not a “one size fits all” approach), help students express their knowledge through multiple means of action and expression, and use many means of engagement to keep students interested and excited about learning.**

## Publications and Research Papers

**Ahn, S. & Lee, D. L.** (in press). Discrimination against Latina/os in the United States: A meta-analysis of individual resources and outcomes. *The Counseling Psychologist*.

**Gonzalez-Guarda, R.M., Aldarondo, E., Mesa, I., Becerra, M., Fernandez, M.C., Cummings, A., Kempf, M. & Lipman Diaz, E.** (2011, February) Partnership for domestic violence prevention (PDVP): An assessment of needs and preferences for Hispanics in Miami, Fl. Podium presentation for the Nursing Network for Violence Against Women International Conference, New Zealand.

**Gonzalez-Guarda, R.M., Aldarondo, E., Mesa, I., Fernandez, M.C., Cummings, A., Becerra, M.** (2010, November) Culturally-specific intervention strategies for the prevention of intimate partner violence among Latinos in South Florida. Poster presentation for the 138th APHA Annual Meeting.

**Cummings, A., Fernandez, M.C., Becerra, M., Gonzalez-Guarda, R.M., Aldarondo, E., Mesa, I.** (2010, November). Preventing domestic violence among Hispanics in Miami-Dade County: Provider perceptions of needs and preferences. Poster presentation for the 138th APHA Annual Meeting.

**Dees, W., & Hall, T.** (2010). Savannah Hockey Classic: An evaluation of event personality and economic impact. *Journal of Tourism Insights*, 1(1), 45-51.

**Tsuji, Y., Bennett, G., & Dees, W.** (2011). Exploring the effects of sportscape at a professional tennis tournament. *International Journal of Sport Management*, 12(1), 33-49.

**Fowers, B. J., & Owenz, M. B.** (2010). A eudaimonic theory of marital quality. *Journal of Family Theory and Review*, 2, 334-352.

**Richardson, F.C., & Fowers, B.J.** (2010). Hermeneutics and sociocultural perspectives in psychology. In S. R. Kirschner & J. Martin (Eds.). *The sociocultural turn in psychology: Contemporary perspectives on the contextual emergence of mind and self* (pp. 113-136). New York: Columbia University Press.

**Fowers, B. J., Mollica, C. O., & Procacci, E. N.** (2010). Constitutive and instrumental goal orientations and their relations with eudaimonic and hedonic well-being. *Journal of Positive Psychology*, 5, 139-153.

**Fowers, A. F. & Fowers, B. J.** (2010). Social dominance and sexual self-schema as moderators of sexist reactions to female subtypes. *Sex Roles* 62, 468-480.

**Jacobs K.A., Kressler, J., Stoutenberg, M., Roos, B.A., Friedlander, A.L.** Sildenafil has little influence on cardiovascular hemodynamics or 6-km time trial performance in trained men or women at simulated high altitude. *High Altitude Medicine and Biology*, In Press, 2011.

**Kressler, J., Stoutenberg, M., Roos, B.A., Friedlander, A.L., Perry, A.C., Signorile, J.F., Jacobs, K.A.** Sildenafil does not improve steady state cardiovascular hemodynamics, peak power, or 15-km time trial cycling performance at simulated moderate or high altitudes in men and women. *European Journal of Applied Physiology*, In Press, 2011.

**Engle, R.A., Langer-Osuna, J. & McKinney de Royston, M.** (2011). Explaining differential student influence in a classroom science discussion: the role of quality, authority, and access to the conversational floor. Accepted with revisions, *Cognition and Instruction*.

**Langer-Osuna, J.** (In Press). How Brianna became bossy and Kofi came out smart: Understanding the trajectories of identity and engagement for two group leaders in a projects-based mathematics classroom. *The Canadian Journal for Science, Mathematics, and Technology Education*.

**Esmonde, I. & Langer-Osuna, J.** (In Press). Power plays: How students in a small group negotiated mathematical discussions in hybrid spaces. *Journal for Research in Mathematics Education*.

**Langer-Osuna, J.M. & Engle, R.A.** (2010). "I study features; believe me, I should know!" The mediational role of distributed expertise in the development of student authority. In *Proceedings of the Ninth International Conference of the Learning Sciences*, pp. Mahwah, NJ: Lawrence Erlbaum.

**Lee, D. L., & Ahn, S.** (2011). Racial discrimination and Asian mental health: A meta-analysis. *The Counseling Psychologist*, 39, 463-489.

**Ameen, E.J., & Lee, D. L.** (In press) Career counseling in juvenile detention: A call for action. *Career Development Quarterly*.