



UNIVERSITY of
SOUTH FLORIDA
College of Education

2



ANNUAL REPORT

2



22

BIG ACHIEVEMENTS. **BOLD** GOALS. **BOUNDLESS** FUTURES.

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BIG ACHIEVEMENTS. **BOLD** GOALS. **BOUNDLESS** FUTURES.



A MESSAGE FROM

**DEAN
ANTHONY ROLLE**



Greetings from the University of South Florida (USF) College of Education students, staff, and faculty!

What a pleasure it is to share the successes of the College of Education during my first year serving as dean. Working diligently, our college continues to provide exemplary academic, economic, and social justice experiences for our education community that will transform lives and improve education systems. While relentlessly pursuing this mission, we are actualizing our vision of preparing individuals who are a locally engaged, nationally respected, and globally involved in the pursuit of excellence for PK-20 students, organizations, and communities.

Like most of you, our journey over this past year has not been without its burdens to bear. This year, our community has wrestled with the continued stresses of the global pandemic, ongoing economic challenges, and navigating a complex political environment that continues to impact the education sector at the state and national levels. Still, despite these negative headwinds, I am proud to share that our college has persevered, and we continue to be ranked nationally as a top 50 best education college amongst public institutions (US News & World Report Rankings, 2023).

Through our research, teaching, professional development, and community engagement activities, the College of Education continues to serve our partners across the Tampa Bay region, the state of Florida and the nation. Our community is actively engaged in investing time into the community and serving as a catalyst for growth within the education sector.

While we've had many successes that are celebrated throughout the contents of this annual report, there is still much work to do. This year, the College of Education has revised and improved our academic courses and program offerings, and we are actively working to rebuild both our internal organizational culture and external relationships.

Moving forward, the College of Education remains focused on the following strategic priorities:



Strengthening pipelines and pathways that lead our students to various employment opportunities within the education sector, including K-12 schools, early childhood education, school and district leadership, and other education-adjacent careers.



Investing in innovative technologies, with a focus on the ways in which virtual reality and artificial intelligence can improve training and career development for education professionals.



Developing mutually beneficial relationships and exchange programs that will allow us to invest in cross-cultural partnerships and international education experiences.

As you read through this year's annual report, please remember that educational excellence can be accessed in your own backyard. Our college is here to serve you as a partner in creating transformative opportunities, and I look forward to connecting and collaborating with you in the (very bright!) future. Thank you for all that you do to support the USF College of Education.

In Bull Pride,

R. Anthony Rolle, PhD
Professor and Dean
College of Education



FAST FACTS



STUDENT SUCCESS



1,403
Undergraduate



1,263
Graduate



93%
First year
retention rate

FACULTY SUCCESS



125
Number of
Faculty



75+
Areas of
Expertise



6 Faculty
Fulbright
Scholars

RESEARCH CENTERS AND INSTITUTES

THE COLLEGE OF EDUCATION IS HOME TO SIX CENTERES AND INSTITUTES.



Center for Migrant Education



Institute for School Reform



Gus A. Stavros Center for Free Enterprise and Economic Education



Center for Research, Evaluation, Assessment and Measurement



USF Preschool fo Creative Learning



David C. Anchin Center for the Advancement of Teaching

11

Undergraduate Majors

38

Master's and Specialist Areas of Study

19

Doctoral Areas of Study

TOP 50

U.S. News and World Report
Ranked in the Top 50 Nationally amongst public institutions for Graduate Education (#49 public, #62 total)

#37

in Funded Research (overall ranking)

#45

in Doctoral Degrees Awarded (overall ranking)

RESEARCH AND INNOVATION

6

Research Centers and Institutes

\$19 Million +
Grant Expenditures

\$23,838,248
Grant Award Dollars

PHILANTHROPY AND ALUMNI

65,000 +
Total Number of Alumni

\$16 Million +
total endowment

\$400,000 +
Dollars Awarded in Privately Funded Scholarships Each Year



YEAR IN REVIEW

From welcoming a new dean and students back for in-person activities across our three campuses to celebrating numerous gifts and awards in support of access and opportunity, the 2021-22 academic year has been a memorable one for the College of Education.



2021



COLLEGE OF EDUCATION WELCOMES R. ANTHONY ROLLE AS NEW DEAN

In August, the College of Education welcomed R. Anthony Rolle as its new dean. An experienced leader with more than two decades of professional service to the field of education, Dr. Rolle has established a long-standing commitment to supporting student access for student academic success, faculty excellence in research and instruction, and increasing community engagement.

» Read Dean Rolle's message on page 3

AUG



COLLEGE OF EDUCATION RECOGNIZES TEACHERS DURING 'EXTRA YARD FOR TEACHERS WEEK'

To celebrate the difference that educators make in the lives of their students, the College of Education partnered with USF Athletics to host festivities during Extra Yard for Teachers Week, an annual salute to teachers supported by the College Football Playoff Foundation and its partners. The week of festivities included a pre-game tailgate, in-game recognitions of College of Education alumni and community partners and \$6,700 worth of donations to teacher-led projects in Tampa Bay school districts.

» Full story on page 45

SEP



DEAN ROLLE WRITES MEMO ON USF'S EFFORTS TO REVITALIZE ITS COMMITMENT TO THE EDUCATION PROFESSION

In a message to the community, Dean Rolle shared some of the initiatives under development in the College of Education to attract accomplished, articulate, and passionate individuals to the education profession and to the college's programs across all three USF campuses.

» Read the full memo at bit.ly/edu-dean-memo

OCT



USF RECEIVES \$1.2 MILLION GIFT TO EXPAND ASSISTANCE TO STUDENTS WITH INTELLECTUAL DISABILITIES

The College of Education received a \$1.2 million gift from Andrew and Eileen Hafer to benefit UMaTter, an innovative, inclusive postsecondary education program created to provide young people with intellectual disabilities the opportunity to experience higher education and campus life. The gift named the program after Eileen Hafer and will support the program's operations and year-round initiatives for participating students.

» Full story on page 43

NOV



USF JOINS AS PARTNER INSTITUTION IN HILLSBOROUGH COUNTY PUBLIC SCHOOLS' TRANSFORMATION FELLOWSHIP PROGRAM

The College of Education joined a new initiative launched by Hillsborough County Public Schools (HCPS) to place college students and recent graduates as academic interventionalists and tutors in schools across the district's Transformation Network. The program aims to attract several hundred university and college-level students to serve as tutors, mentors and support staff to help close the achievement gap and bolster student learning in Hillsborough County's high-needs schools.

» Full story on page 40



EDUCATION IN ACTION EXPLORES THE INTERSECTION OF POLITICS, K-12 SCHOOLS

At this year's Education in Action event, leading experts in the fields of education finance and policy studies explored various issues impacting K-12 schools, such as school choice, teacher pay and how politics influences the teaching profession. This year's keynote speaker was R. Craig Wood, EdD, a professor of educational administration at the University of Florida and a leading scholar in the field of education finance.

» Full story on page 38

DEC

POWERSCHOOL GIFT TO PROVIDE FINANCIAL SUPPORT TO USF STUDENTS COMPLETING TEACHER CERTIFICATION EXAMS

The College of Education received an \$80,000 gift from education technology company PowerSchool to support students with the financial costs associated with state teacher certification exams. The gift will help students cover costs associated with initial teacher certification, such as testing fees, fingerprinting and background checks. The donation was made as part of the PowerSchool Education Fund, an initiative launched to address the national teacher shortage and attract underrepresented populations to the education profession.

» Full story on page 44

JAN



SCHOLARSHIP RECOGNITION EVENT CELEBRATES THE SPIRIT OF GIVING

The College of Education hosted its annual Scholarship Recognition Event in February to show gratitude to our donors who empower the college's students to earn their degrees and pursue careers in the education profession. We are incredibly proud of our student scholarship recipients and grateful to our donors for making their studies at USF possible.

» Celebrate our donors on page 48

FEB



USF SELECTED TO HOST FLORIDA'S FIRST CHAPTER OF MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT SCHOOLS PROGRAM

The College of Education was selected to host a chapter of the Mathematics, Engineering, Science Achievement (MESA) Schools Program, an academic program that supports underserved students and helps them excel in science, technology, engineering and mathematics (STEM) fields. USF's chapter will launch at the St. Petersburg campus and grow to include additional campuses in the future.

» Full story on page 41

MAR



USF STEM TEACHER PREPARATION INITIATIVE AWARDED \$1 MILLION IN FUNDING FROM HOUSE APPROPRIATIONS COMMITTEE

A community project proposed by the College of Education was awarded \$1 million by the House Appropriations Committee to enhance science, technology, engineering and mathematics (STEM) teacher preparation across the Tampa Bay region. The project, endorsed for funding support last year by U.S. Rep. Kathy Castor, will create a pipeline of new STEM teachers within Hillsborough County Public Schools and other Tampa Bay region school districts.

» Full story on page 36

APR



COLLEGE OF EDUCATION ANNOUNCES RECIPIENTS OF 2022 DISTINGUISHED ALUMNI AWARDS

Each year, the College of Education presents our Distinguished Alumni Awards to celebrate the outstanding accomplishments of our graduates. This year's recipients include Dr. Dominic J. Puglisi, Dr. LaSonya Moore and Ms. Caprice Edmond. Each recipient will be celebrated at the college's annual awards program during National Teacher Appreciation Week.

» Full story on page 46

MAY

IV

ACADEMIC AFFAIRS AND STUDENT SUCCESS





UNDERGRADUATE STUDIES

The College of Education is home to 11 undergraduate majors that serve over 1,300 students across USF's three campuses. Consistent with our mission, we define student success not just by typical metrics like retention and graduation rates, but also by the community that we create for our students in the College and their readiness to make an impact in their future careers.

Through authentic research opportunities, undergraduate students in the College of Education gain valuable experience conducting systematic inquiry and presenting the results of their studies. They graduate prepared to make contributions to knowledge in the education profession, positively impacting children and schools.

Our partnerships with local school districts help align our undergraduate curriculum with local school needs. Close collaboration with area school district superintendents and their staff is helping us redesign our undergraduate programs. The development of redesigned four-year degree programs in high need areas such as Elementary Education and Exceptional Student Education, and the creation of a secondary education degree plan that includes Science Education, Mathematics Education, English Education, and Social Science Education have been a primary focus this year. We thank our school district partners for their expertise and commitment to assisting us through this process.

Our School District Partners

With the support of our school district partners, the College of Education provides our students with immersive, hands-on learning experiences and ensures our curriculum aligns with the needs of the top employers of our graduates across the Tampa Bay region.

- Hernando County School District
- Hillsborough County Public Schools
- Pasco County Schools
- Pinellas County Schools
- Polk County Schools
- Sarasota County Schools
- School District of Manatee County

Undergraduate SPOTLIGHT



HELIOS RESIDENCY STUDENTS RECEIVE GUARANTEED TEACHING POSITIONS WITH HILLSBOROUGH COUNTY PUBLIC SCHOOLS

A partnership between the University of South Florida (USF) College of Education and Hillsborough County Public Schools (HCPS) has created guaranteed job offers for program graduates to serve as middle school teachers in the school district.

This semester, 21 undergraduates in USF's Helios STEM Middle School Residency Program celebrated as they accepted early job offers from HCPS during a signing day event attended by family, friends and university mentors.

The residency program, which launched in fall 2013, prepares student to teach mathematics in middle-school settings using science, technology, engineering and mathematics (STEM) subjects. The program provides students with two semester-long practica experiences, the support of university-based and school-based teacher educators and a one-year residency that prepares them to confidently enter the teaching field full-time after graduation.

The program focuses on middle grades education, a level that may be frequently overlooked by aspiring educators who are exploring which subject areas and age range they would like to specialize in.

"What we do in this program is we strategically scaffold students to think about the whole child," Cheryl Ellerbrock, PhD, an associate professor and co-coordinator of the residency program, said. "Research clearly states that if young adolescents experience high quality instruction from teachers who know them well and know how to teach them based on the unique characteristics and needs of young adolescents, their chances of success in high school and in life goes up significantly."

Education majors in the Helios Residency Program stand out amongst their peers due to the intense field experiences they complete throughout their studies. From the time they enroll as juniors at USF, students accumulate more than 1,200 hours spent in the classroom, with teaching opportunities at each middle grades level (6-8) and at three different school sites within the Hillsborough school district.

For Hannah Manley, a senior in the program, being in a school environment for an entire year has enabled her to not only practice her teaching skills, but to also gain confidence in her ability to lead her own classroom.

"The Helios program has taught me so much, from culturally-responsive teaching to knowing that as teachers it is our job to advocate for our students," Manley said. "We have an entire year of internship—we're even there for pre-planning before school starts, so the relationships we build with students is amazing."

Navigating through each middle grade level also brings forth a wealth of understanding, says Norma Carbajal, a mathematics education major who plans to graduate this spring.

"I remember our professors telling us that teaching middle school is not teaching the subject, but teaching the students because of how they're developing," Carbajal said. "I can totally see that in my residency. I'm (teaching) in sixth grade now, and I've been able to see how students transition each year."

Developing a passion for teaching at the middle grades level tends to be the outcome for students in the Residency program, which is something not many education majors think about when beginning their studies.

Passionate, highly trained STEM teachers are especially important when you consider the value of subjects like math for middle schoolers, says Eugenia Vomvoridi-Ivanovic, PhD, an associate professor of mathematics education at USF and co-coordinator of the residency program.

"Middle school math is an area where in national and international assessments, there's either been a decline in student performance or its remained stagnant," Vomvoridi-Ivanovic said. "But, that kind of math content is critical for people to have. It's the type of mathematical literacy that allows them to make informed decisions and to be able to fully participate in a democratic society."

With guaranteed job placement following graduation, students in the Helios Residency Program can avoid the stress of job hunting and instead focus on further developing their teaching skills in preparation for a classroom of their own next year.

The impact the Helios students have had in schools already has placed them ahead of most, says USF alumna Sara Kay Bonti, who serves as HCPS's Human Resources Supervisor of Teacher Recruitment and works with USF graduates to place them in teaching positions with the district.

"It's a win-win for us," Bonti said. "Because of the breadth and depth of the Helios program, they've been able to hit the ground running. We don't even consider them first-year teachers."



GRADUATE STUDIES

The College of Education offers 31 graduate degree programs and 26 graduate certificates. As the stature and geographical reach of our graduate programs continue to grow, our efforts to provide high-quality, innovative programs, and support to optimize student success and well-being remain at the forefront.

Our experience with remote learning during the global pandemic afforded opportunities to implement more far-reaching, efficient, and student-friendly practices such as online student orientations, automated exam proctoring, and virtual dissertation defenses. Building on the success of these initiatives, we recently launched a series of synchronous virtual information sessions addressing important topics such as the qualifying exam process and final dissertation submission procedures. Additionally, we are continuing to streamline digital mechanisms to maximize efficiency in the flow of critical student processes.

Together, with our College of Education Graduate Student Council, we continue efforts to foster community among our graduate students, welcoming them back to campus and providing in-person and virtual socialization and professional development opportunities. As the College of Education climbs in the U.S. News and World Report's national rankings of graduate schools of education, we celebrate the success of our graduate students and our alumni.



Graduate SPOTLIGHT



USF POLK READING ACADEMY CELEBRATES FIRST COHORT OF GRADUATES FROM SCHOOL-UNIVERSITY PARTNERSHIP PROGRAM

A partnership between the University of South Florida (USF) College of Education and Polk County Public Schools reached a new milestone as the district celebrated its first cohort of teachers who have earned a master's degree in reading education from USF.

The teachers were supported in this work through the USF Polk Reading Academy, a collaborative partnership between the school district and USF that provides tuition assistance and support to teachers seeking to further their education and participate in professional development opportunities.

Launched in 2019, the Academy provides educators with opportunities to advance their knowledge in the areas of literacy and reading education by offering customized class sessions with USF faculty and the flexibility to complete their studies through synchronous online sessions.

Jenifer Jasinski Schneider, PhD, a professor in USF's Literacy Studies Program and coordinator of the Master's in Reading Education Program, said the initiative is centered on preparing teachers with research-informed practices that will help them support literacy teaching and learning across the district and across grade levels.

"The impact of someone with a master's in reading (education) is significant," Dr. Schneider said. "If you learn ways of thinking, ways of investigating and if you understand how to approach the students in front of you with research in mind, you will be a more effective teacher and one that advocates for all students."

The first cohort of program graduates includes 13 teachers who received certificates of completion from Polk County Public Schools this week. They received their master's degrees from USF in August and will continue serving in their schools as classroom educators and school leaders.

For Morgan LeVeille Brownlee, an English teacher at Lakeland Senior High School, being selected for the program enabled her to network and connect with her peers in ways she hadn't previously considered.

"The most influential aspect for me was the relationships that were built," LeVeille Brownlee said. "Being a part of a cohort versus just getting a master's degree gave us a community of teachers from various backgrounds and with different experiences to build from. I was working with teachers who had been teaching for 30 years, so it was almost like a mentorship."

Learning how to persevere throughout the program was a major lesson for Cynthia Kuhlman, a gifted student teacher at Highland Elementary School. While eager to earn her master's degree from USF, Kuhlman said she made some realizations as she stepped into the role of a student.

"I've always fostered a sense of 'we celebrate failure because we learn more from mistakes than from successes' in my classroom, but I was not embracing that as a student at USF," Kuhlman said. "So, one of the biggest experiences is that the program helped me relate to the struggles my students have."

Tracy Butcher, an educator who teaches 10th-grade reading at Lake Gibson High School, said she quickly applied after receiving an email about the program.

Inspired to continue her studies after serving for more than 20 years in the classroom, Butcher says she's happy she was able to overcome the obstacles that came her way, especially at the peak of the coronavirus pandemic.

"It was an amazing experience for me," Butcher said. "USF went above and beyond. Every single professor was outstanding. I can't believe I did this work and was still able to deliver in the middle of everything that's happened."

When asked about her future goals, Butcher said she feels motivated to continue her studies and pursue a doctoral degree at USF.

"From the time I was younger, I've always wanted to teach teachers how to be teachers," Butcher said. "So, I think once my daughters graduate (one from high school and one from USF), I'm going back to study culturally relevant teaching methods."

While the plans for continuing the Academy are still in the works, Cheryl Joe, Senior Director of Professional Development for Polk County Public Schools, said USF and the school district are actively engaged in conversations about the program's future and hope to invite more teachers to participate in the program.

Having seen the initiative's impact firsthand has given Joe confidence that more of the district's teachers would benefit from participating in the Academy.

"Our teachers are overworked and underpaid, and they may never get a graduate degree without the opportunities that were put in place by our district," Joe said. "That is why we're investing in teachers to become coaches, role models and leaders of professional learning within their schools—so it will directly impact the achievement of students."



STRATEGIC ENROLLMENT MANAGEMENT

Throughout the academic year, the College of Education has participated in numerous activities in support of the recruitment and retention of high-achieving students. At the time of publication of this report, the college is projecting an overall increase in student registrations for the Fall 2022 term across all degree levels, with the most notable increases occurring at the undergraduate level.

UNDERGRADUATE RECRUITMENT ACTIVITIES

To support the College of Education's undergraduate recruitment, Student Academic Services participated in the following events and activities:

- USF's Virtual Open House
- Bulls Unite and Admitted Student Saturdays
- Virtual classroom presentations at Florida community/state colleges
- Florida Future Educators of America's College Night
- USF Major Expo
- A New Student Calling Campaign hosted by USF Admissions

GRADUATE RECRUITMENT ACTIVITIES

This year, the College of Education utilized digital marketing tactics to attract prospective graduate students to its degree and certificate programs. Most notable amongst these efforts was the launch of two new online landing pages to advertise the college's master's level and doctoral-level degree programs.

After landing on these pages, prospective students can learn more about the College of Education's long-standing history of excellence and request more information about admissions requirements and how to apply. While no paid advertising has been conducted with these landing pages to date, student inquiries have been generated through no-cost advertising tactics, such as organic social media promotion and linking to landing pages directly from the College of Education's website.

Additional tactics that have been explored at the program and departmental levels include virtual information sessions hosted by faculty and current students and ongoing efforts to update website content to meet prospective student needs and follow student recruitment best practices.

STRATEGIC ENROLLMENT MANAGEMENT



SUNCOAST AREA TEACHER TRAINING HONORS PROGRAM

Under the guidance of Dr. Laura Sabella, the SunCoast Area Teacher Training (SCATT) Honors Program has enjoyed a year of rebirth, renewal, and reimagination. Beginning with a dedicated group of student leaders, the program redefined its purpose and commitment to new teacher development.

The team assisted in the creation of a SCATT Honors Syllabus in which they identified the Four Pillars of Excellence on which the program has always stood, plus provided definition and body to each, including Professional Development, Community Service, Leadership, and Inquiry. SCATT members have shown initiative and worked hard this year to improve their teaching practice through demonstration and reflection in each of these areas. Capturing student inquiry projects is new to the program this year and demonstrates a commitment to examining and improving practice through research.

The honors program explored partnerships with Pizzo K-8 and the Humane Society to increase student participation in professional development and service opportunities. This spring, the program also hosted professional development events online, including a Truist Leadership Training and multiple Epilepsy Seizure First Aid training sessions. Members participated in community service and student leadership by volunteering for the David C. Anchin Center's 5k for K-12 race.

In April, SCATT held its first in-person Senior Send-Off event in two years, and graduating members received attractive framed certificates of program completion. Through regular recurring membership and leadership meetings, program visibility has increased and new memberships in the honors program are on the rise. Currently, SCATT leadership is organizing a 40th Year Reunion to celebrate its illustrious history and impact on the education profession and to honor its network of 8,000+ alumni members.

THE GO TEACH BULLS INITIATIVE



The development of the Go Teach Bulls initiative continued this year through continued collaboration with USF Athletics and the College Football Playoff (CFP) Foundation.

In the summer, College of Education faculty and school district personnel delivered two presentations to newly admitted freshmen athletes. Drs. Laura Sabella, Randi Latzke, and Sara Flory presented information about education programs alongside USF Athletics representative Reuben Wright and Hillsborough partners Kay Bonti and Brad Brooks of Pizzo K-8 School. Both presentations were well attended and received.

Connections for collaboration between the College's advising and USF Athletics' advising departments occurred in the fall. Athletes admitted into education programs during the spring term received follow-up advising services from The College of Education. Additionally, the CFP Foundation was connected directly to two school district partners in Pinellas and Pasco to expand the Go Teach initiative into their New Teacher Academies.

PARTNERSHIPS WITH NEW TEACHER ACADEMIES

The College of Education's collaborations with local school districts around their New Teacher Academies have expanded this year. College of Education faculty and staff met with district representatives who oversee or are connected to academies in Pasco, Pinellas, and Polk County school districts for collaboration with 9 schools. High school students from those schools were in turn invited to a professional development activity hosted by the SCATT Honors Program.

Additionally, Dr. Sabella was an invited guest speaker for New Teacher Academy at Zephyrhills High School in Pasco County Schools. The College of Education also connected with coordinators of the New Teacher Academies to discuss hosting field trips for high school students to USF's Tampa campus in the future.

STRATEGIC ENROLLMENT MANAGEMENT



CALL ME MISTER PROGRAM INTRODUCES ITS FIRST COHORT OF FUTURE MALE TEACHERS OF COLOR

On November 9, the USF College of Education officially welcomed its first group of students who have committed to becoming teachers at schools in Pinellas County.

The students are the first cohort for USF's Call Me MISTER program, which stands for Mentors Instructing Students Toward Effective Role Models, and aims to increase the number of male teachers of color in elementary schools with large populations of poor or at-risk students.

In January 2021, USF's St. Petersburg campus partnered with Pinellas County Schools to develop the program that puts black or brown male teachers in classrooms where they can be mentors. The two institutions worked together to identify prospective applicants like Juan Dacosta, who grew up in the St. Petersburg area.

"Because I went to school in Pinellas County for 12 years, I understood the premise of the whole program and why it's necessary and important," Dacosta said.

As a graduate student, Dacosta has a master's degree in business administration and is now pursuing a master's in education. "For me, without thought, I had to do it because it allows me to give something back to the community."

The Call me MISTER cohort for 2021-2022 includes Dacosta and two undergraduate students, Michael Wright and Triston Williams. During a ceremony, these students signed commitment letters at the USF St. Petersburg campus, where the program is housed. The ceremony symbolized their commitment to urban school teaching and the Call Me MISTER program's mission and values, including confidence, dignity, discipline and self-respect.

"The commitment isn't a one-way street. It's very much reciprocal," said Brenda Walker, the program's director and professor in exceptional student education at the USF Tampa campus. "You have the

unwavering support; you have the commitment and the investment of multiple USF individuals and our partners at Pinellas County Schools," she said at the event.

Walker is the former associate dean of education at USF's St. Petersburg campus and played a crucial role in securing the coveted Call Me MISTER license.

Founded and based at Clemson University, the innovative program has spread to more than 25 colleges and universities nationwide. USF is the only university to hold a license for the Call Me MISTER program in Florida.

Students enrolled in the program receive tuition assistance for approved areas of study, an academic support system to help assure success, social and cultural support, assistance with job placement and the opportunity to attend a national summer conference with all the Call Me MISTER participants.

In exchange, graduates agree to teach in urban or low-income elementary school classrooms – at least one year for every year they receive assistance from the program.

"It's a calling as a public servant. It's an opportunity to give back to society," said Sandra Vernon-Jackson, coordinator of the Call Me MISTER program and instructor of mathematics education at the USF St. Petersburg campus. "When it comes to education, we've been losing individuals. There's a low rate of men going into the teaching profession."

According to the National Center for Education Statistics, since 2014, ethnic and racial minorities have made up more than half of the student population in U.S. public schools. But about 80 percent of teachers are white, and 77 percent are female. People of color make up about 20 percent of teachers, and just two percent are Black men. Research from the Institute of Labor Economics also shows that the drop-out rate for very low-income black youth decreased by 39 percent by having at least one black teacher in elementary school.

"I've always had the desire to leave a positive impact on those around me and be a mentor to someone. The program provides that and assists me in the process of becoming a teacher, which is a field that lacks diversity," Williams said, one of the students in the cohort.

The Call Me MISTER program, including the student's tuition, is entirely funded by private donors. USF hopes to increase the number of students and expand the program to its campuses in Tampa and Sarasota-Manatee.

"I've never had a male teacher of color, so I believe expanding this underrepresented group will inspire children and teach them that someone who looks like them can work in a highly-respected profession," said Wright, another student in the cohort. "As I go through the program, I hope to learn how to be an amazing educator and leave an everlasting impression with the students I encounter."

V

FACULTY
SUCCESS





REPORT OF FACULTY SUCCESS

Faculty in the College of Education pursue professional development activities that inform their teaching to promote student success. They also contribute to the national and international reputation of the College of Education and to the strategic goals of the university through world-class interdisciplinary research that serves to promote our scholarly endeavors and positively impacts student success. Our faculty have earned international and national recognition for their creative and innovative contributions to our professions.

The following sections highlight examples of faculty success in the College of Education during the 2021-22 academic year.

INTERNAL (COLLEGE AND UNIVERSITY) FUNDED AWARDS

Five principal investigators (PIs) in the College of Education, along with their colleagues, were selected between Summer 2021 and early Spring 2022 as recipients of either a College of Education Mini-Grant or a USF St. Petersburg campus internal grant as listed below:

PROPOSAL: Let's Listen to Asian American Families with Young Children

Awarded to **Sophia Han**, Associate Professor of Early Childhood Education

PROPOSAL: Identifying Levers for Early Literacy Intervention in Head Start Classrooms

Awarded to **Elizabeth Hadley**, Assistant Professor of Literacy Studies, and **AnnMarie Alberton Gunn**, Associate Professor of Reading Education and Literacy Studies

PROPOSAL: Place, Space, and Play: Developing the St. Petersburg Community Partnership Preschool Center

Awarded to **Dana Thompson Dorsey**, Associate Professor of Educational Leadership and Policy Studies; **Nathaniel von der Embse**, Associate Professor, School Psychology; **Taryn Elizabeth Sabia**, Research Associate Professor in the School of Architecture & Community Design; and **Dana Roberts**, Graduate Assistant in the David C. Anchin Center for the Advancement of Teaching

PROPOSAL: Race Talk in Community Organizations

Awarded to **Vonzell Agosto**, Professor of Educational Leadership and Policy Studies; and **LaSonya Moore**, Assistant Professor of Exceptional Student Education and Leadership

PROPOSAL: Creating Augmented Reality Gravitational Wave Simulations

Awarded to **David Rosengrant**, Professor of STEM Education and Howard Kaplan

At the university level, both Assistant Professor Meghan Bratkovich and Professor Allan Feldman were awarded funding from the Center for Innovative Teaching and Learning. Additionally, Professor Bill Campbell received a Florida High Tech Corridor Matching grant and Assistant Professor Stacy-Ann January recently received a USF Creative Scholarship Grant.

EXTERNAL FUNDING PROPOSAL SUBMISSIONS AND AWARDS

From July 1, 2021 to April 15, 2022, faculty in the College of Education have submitted a total of 39 external grant proposals for a total proposed budget amount of \$35,335,174. As of mid-April 2022, we are still awaiting funding decisions on 24 of these proposals.

We anticipate a minimum of 11 additional proposals to be submitted

from our college prior to June 30, 2022 for another \$19,143,653, giving us an anticipated grand total of approximately \$49 million in proposal submissions for the 2021-2022 fiscal year.

As of April 15, 2022, the College of Education has a total external funding amount of new and continuing grant awards of \$27,395,210.

RESEARCH EXPENDITURES

As of April 1, 2022 our College of Education total sponsored research expenditures is \$16,293,453. Given that a large majority of research expenditures are posted closer to the end of the fiscal year, it is anticipated that this amount will increase substantially by June 30, 2022.

FACULTY PRODUCTIVITY (2021)

Refereed Articles	255
Book Chapters/Segments	52
Technical Reports	2
Books	14
Non-Refereed Articles	4
Abstracts	19
Book Reviews	4
Other	97
Total Publications	453

Figure 1 — Faculty scholarly productivity in the College of Education in 2021 as reported in Archivum

COLLEGE OF EDUCATION FACULTY ENGAGE IN INTERDISCIPLINARY RESEARCH FUNDING AT USF

College of Education faculty engage in interdisciplinary research with collaborators across the university. During the first 9 months of the 2021-2022 fiscal year, faculty from our college served as the co-principal investigator with a principal investigator from another unit within USF on a total of 14 grant proposals (11 federal, 1 federal flow-through, and 2 private grant submissions). These other units include the College of Arts and Sciences, College of Behavioral and Community Sciences, Muma College of Business, College of Engineering, College of Public Health, USF Health, and USF Libraries.

FACULTY SUCCESS

TENURE AND PROMOTIONS

FACULTY AWARDED TENURE



Evan Dart, PhD

School Psychology, Department of Educational and Psychological Studies

FACULTY AWARDED TENURE AND PROMOTED TO ASSOCIATE PROFESSOR:



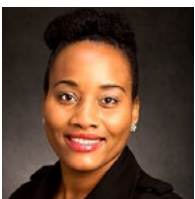
Susan Bennett, PhD

Early Childhood Education, Department of Language, Literacy, Ed.D., Exceptional Education and Physical Education



Karina Hensberry, PhD

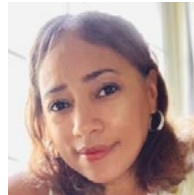
Mathematics Education, Department of Curriculum, Instruction and Learning



Patriann Smith, PhD

Literacy Studies, Department of Language, Literacy, Ed.D., Exceptional Education and Physical Education

FACULTY PROMOTED TO FULL PROFESSOR



Vonzell Agosto, PhD

Educational Leadership, Department of Leadership, Policy, and Lifelong Learning



Yi-Hsin Chen, PhD

Educational Measurement and Research, Department of Educational and Psychological Studies



Darlene DeMarie, PhD

Educational Psychology, Department of Educational and Psychological Studies



Amber Dumford, PhD

Higher Education and College Student Affairs, Department of Leadership, Policy and Lifelong Learning



Lisa López, PhD

Educational Psychology, Department of Educational and Psychological Studies



David Rosengrant, EdD

STEM Education, Department of Curriculum, Instruction and Learning

FACULTY HONORS AND AWARDS

Our faculty's diverse array of expertise and commitment to excellence help drive the College of Education forward. Read more about notable honors and awards our faculty members have received throughout the 2021-22 academic year.



ALEJANDRO BRICE, PHD

Professor

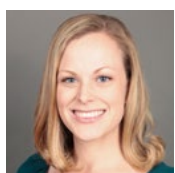
Professor Alejandro Brice, PhD, received High Honors of the Association awarded by the American Speech-Language-Hearing Association. The Honors of the Association recognizes members for their distinguished contributions to the discipline of communication sciences and disorders and is the highest honor the Association bestows.



LYMAN DUKES III, PHD

Professor

Professor Lyman Dukes III, PhD, was awarded the Ronald E. Blosser Dedicated Service Award by the Association on Higher Education and Disability, an international professional organization for individuals committed to equity for persons with disabilities in higher education. The award honors members who have given extraordinarily outstanding and selfless dedication and service to the association and whose service has consistently been of the utmost quality. The award is the highest recognition of service to the association and is presented as its highest honor.



ELIZABETH HADLEY, PHD

Assistant Professor

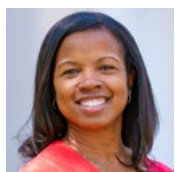
Assistant Professor Elizabeth Hadley, PhD, was awarded the 2022 Early Career Award by the American Educational Research Association's (AERA) Early Education and Child Development Special Interest Group (SIG). The award is presented annually to an individual with an early and promising record as a researcher and scholar in the early childhood field, as evidenced through competitive publications and other scholarly activity suggesting a vital research agenda.



JENNIFER JACOBS, PHD

Professor

Professor Jennifer Jacobs, PhD received USF's Outstanding Community Engaged Teaching Award for the 2020-21 academic year. The award is hosted by USF's Office of the Provost and Executive Vice President to recognize excellence, innovation and effectiveness in teaching that demonstrates community collaboration, institutional impact and deeply engaged, high-quality teaching.



STACY-ANN JANUARY, PHD

Assistant Professor

Assistant Professor Stacy-Ann January, PhD, was awarded the prestigious Lightner Witmer Award by the American Psychological Association's Division of School Psychology for her significant early career contributions to the field. Each year, the Division of School Psychology presents the Lightner Witmer Award to a young professional or academic school psychologist who demonstrates scholarship that merits special recognition.

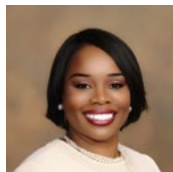


STEPHEN RUSHTON

Associate Professor

Associate Professor Stephen Rushton, PhD, received the USF Sarasota-Manatee campus's Outstanding Professor Award for the 2021-22 academic year. The recipient of the Outstanding Professor Award is chosen each year by the campus's student body. Dr. Rushton has a long history of supervising interns, working with mentor teachers, and building district partnerships with local elementary schools and he has demonstrated compassionate and caring leadership while serving as a faculty member at the Sarasota-Manatee campus.

FACULTY HONORS AND AWARDS



RUTHMAE SEARS, PHD

Associate Professor

Associate Professor Ruthmae Sears, PhD, was elected as a fellow of the American Association for the Advancement of Science (AAAS). Dr. Sears is the first Black faculty member at USF to receive this recognition, which is one of the world's most prestigious honors for academic research. She was elected an AAAS fellow for her contributions to mathematics education and to social justice, diversity, equity and inclusion efforts at national and community levels.

Additionally, Dr. Sears also received multiple USF awards and honors, including the Outstanding Faculty Award, the Office of Multicultural Affairs' I Heart Diversity Award and the Office of Diversity, Equity, and Inclusion's Inclusive Excellence Award.



ZAFER UNAL, PHD

Professor

Professor Zafer Unal, PhD received the Outstanding Presentation Award from the Society for Information Technology & Teacher Education (SITE) Interactive Online 2021 Conference. SITE is an international, academic association of teacher educators, researchers, practitioners and collaborating organizations across multiple disciplines. SITE creates and disseminates knowledge enhancing teacher education through the use of technology across a global context.



SARA SMITH, PHD

Assistant Professor

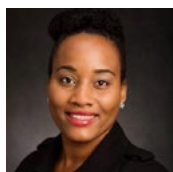
Assistant Professor Sara Smith, PhD, was named a 2022 recipient of the USF Women in Leadership & Philanthropy program's Dr. Kathleen Moore Faculty Excellence Award. The Dr. Kathleen Moore Faculty Excellence Award recognizes women faculty who demonstrate excellence through their research at USF.



BRENDA WALKER, PHD, JD

Professor

Professor Brenda Walker, PhD, was a recipient of the USF Office of Diversity, Equity, and Inclusion's Inclusive Excellence Faculty Award. The Inclusive Excellence Award recognizes students, faculty, staff and community leaders who have dedicated themselves to advancing DEI in their daily lives and who have transformed the lives of others, their units and the broader USF community.



PATRIANN SMITH, PHD

Associate Professor

Associate Professor Patriann Smith, PhD, received USF's Outstanding Research Achievement Award in August. The largest internal recognition of its kind at USF, nominations are submitted by deans, department chairs, center and institute directors and associate deans of research. The award is presented by USF Research and Innovation.

FACULTY HONORS AND AWARDS



USF FACULTY EMERITUS

In 2021, the College of Education saw three faculty members retire and receive Emeritus status. Emeritus status is presented to individuals who have achieved Associate rank or higher and who have maintained a record of sustained contributions in their assigned duties during their careers at USF.

- **Dr. Judith Ponticell**
- **Dr. Stephen Thornton**
- **Dr. Barbara Spector**

FULBRIGHT SCHOLARS



SARA BARNARD FLORY

ASSOCIATE PROFESSOR, PHYSICAL EDUCATION

Associate Professor Sara Flory, PhD, was awarded a Fulbright Scholar award to Malta for the 2021-22 academic year. Dr. Flory's project explored inclusive education practices in Maltese physical education. As part of her Fulbright Program, Dr. Flory served as a lecturer and researcher at the University of Malta.



JENNIFER HARTMAN

ASSISTANT PROFESSOR, EDUCATIONAL LEADERSHIP

Assistant Professor Jenifer Hartman, EdD, was awarded a Fulbright Scholar award to Kenya for the 2021-22 academic year. While in Kenya, Hartman served as a visiting professor in the School of Education Social Sciences at Kenya Methodist University, where she also engaged in teaching and research activities focused on culturally responsive education leadership practices in diverse communities to promote student success. She also served as a mentor to university students who are orphans on scholarship.

VI


RESEARCH AND SCHOLARLY PRODUCTIVITY

NOTABLE RESEARCH PROJECTS

The College of Education is dedicated to conducting groundbreaking research and supporting the scholarly productivity of our faculty. Read more about some of the notable research projects that were launched this year under the leadership of our faculty.



NOTABLE RESEARCH PROJECTS



The College of Education is dedicated to conducting groundbreaking research and supporting the scholarly productivity of our faculty. Read more about some of the notable research projects that were launched this year under the leadership of our faculty.

Professors **Ilene R. Berson** and **Michael J. Berson** received a Library of Congress grant for a project that aims to strengthen the skills of early childhood teachers in supporting preschoolers' exploratory learning and play-based inquiry using community-based historical photographs. The project, titled "Scaffolding Historical Inquiry for Preschoolers: School & Home Active Play-based Explorations (SHIP-SHAPE)," is funded by the Library of Congress's Professional Learning & Outreach Initiatives Office and is conducted in partnership with the Tampa Bay History Center, the Florida Department of Education's Division of Early Learning and early learning coalitions in Hillsborough, Pinellas and Pasco and Hernando counties.

Associate Professor **Evan Dart, PhD**, is the principal investigator on a new research project titled Project STARS, which stands for "Scholars in Teaching, Applied Research, and Service." Funded by a \$1.9 million grant from the U.S. Department of Education, the multi-year project will prepare school psychology students to become faculty members in higher education settings.

Assistant Professor **Nathan Fisk, PhD**, is the principal investigator of a new research project titled "The 502 Project." Funded by a \$2 million grant awarded by the National Security Agency's National Centers of Academic Excellence in Cybersecurity (NCAE-C) program office, the project will design, implement and support an online community connecting cybersecurity education events and community organizations throughout the NCAE-C program's Southeast Region. Project partners include the University of West Florida, Florida International University, Tennessee Tech University, Forsyth Technical College, St. Petersburg College, the International Consortium of Minority Cybersecurity Professionals, and the Florida Center for Cybersecurity (Cyber Florida).

Assistant Professor **Elizabeth Hadley** and Associate Professor Eunsook Kim were awarded a grant by the Spencer Foundation for their research project, titled "Gauging the Benefits of State-Funded Preschool for Early Language and Literacy: The Case of COVID-19." The project received funding under the Spencer Foundation's special grants cycle focusing on education in COVID-19.

Professor **Lisa López, PhD**, received a \$546,262 research grant from the Institute of Education Sciences (IES) to support a multi-year project that will explore the heterogeneity of Latino dual language learner (DLL) populations within Florida's Head Start programs. The project, titled "Exploring Heterogeneity Among the U.S. Latino Dual Language Learner Head Start Population: A Secondary Data Analysis," will provide an in-depth look at various characteristics held by DLL student populations.

Project 10, a statewide project led by interim director of K-16 initiatives at USF's St. Petersburg campus **Donna Phillips, EdD**, provides professional development and technical assistance to every school district in Florida to help build capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. The project is funded through a \$1.3 million grant provided by the Florida Department of Education and the U.S. Department of Education

Associate Professors **Ruthmae Sears, PhD**, and **Dana Thompson Dorsey, PhD**, are part of a USF research team that is one of four groups chosen nationwide to participate in a new National Science Foundation (NSF) pilot program called All-ABOARD, which stands for "Alliance-Building Offshore to Achieve Resilience and Diversity." Hosted by Columbia University, the goal of the two-year project is to advance justice, equity, diversity, and inclusion (JEDI) initiatives in STEM.

Associate Professor **Nathaniel von der Embse, PhD**, received a \$2 million research grant from the Institute of Education Sciences (IES) to support a multi-year project that will explore multi-informant assessment solutions that improve mental health outcomes of middle school students. The project, titled "Project MIDAS: Development of a Multi-Informant Decisional Assessment System," will help schools identify and implement evidence-based interventions early.

Dr. von der Embse was also awarded a \$50,000 grant from the Caplan Foundation for Early Childhood to launch a new project that will help caregivers identify early warning signs of mental health issues in young children. The project, titled "Project Begin Well," will increase caregivers—including parents, early childhood educators and school personnel's—mental health literacy and use of critical support services available for preschool-aged children (3-5 years old). The goal of the project is to encourage the early adoption of supports for young children and to reduce stigmas often associated with using mental health services.

A College of Education research team was awarded a \$1 million grant by the Florida Department of Education to develop a new series of oral history resources that will be used by educators, school districts and the public as part of Florida's revised civics education curriculum. The research team includes College of Education faculty members **Barbara Shircliffe, PhD** (PI), and Co-PIs **Kathy Bradley-Klug, PhD**, **Deanna Michael, PhD**, and David Rosengrant, EdD.

RESEARCH AND SCHOLARLY PRODUCTIVITY

USF RESEARCH TEAM RECEIVES \$1 MILLION GRANT TO LAUNCH ORAL HISTORY PROJECT EXPLORING CIVICS EDUCATION, VARYING SYSTEMS OF GOVERNMENT

The University of South Florida (USF) College of Education was awarded a \$1 million grant by the Florida Department of Education to develop a new series of oral history resources that will be used by educators, school districts and the public as part of Florida's revised civics education curriculum.

The project was launched in response to Florida's Civic Education Curriculum (HB 5, 2021), legislation passed last year to aid in students' development of civic responsibility and knowledge and to help students understand their roles, rights and responsibilities as residents of the state.

The oral history resources will include videos that provide "Portraits in Patriotism," a series of personal stories featuring diverse individuals who demonstrate civic-minded qualities, including first-person accounts from victims of other nations' governing philosophies that differ from those of the United States.



The project will include printable resources, augmented reality activities and professional development workshops for K-12 teachers on how to use these resources in their classrooms. All materials will align with Florida's civics education standards for K-12 schools.

The USF College of Education research team includes College of Education faculty members Barbara Shircliffe, Kathy Bradley-Klug, Deanna Michael and David Rosengrant. The team expects to have resources publicly available beginning this summer.

RESEARCH TEAM HELPS CAREGIVERS SUPPORT PRESCHOOLERS' MENTAL HEALTH

A USF research team has received a \$50,000 grant from the Caplan Foundation for Early Childhood to launch a new project that will help caregivers identify early warning signs of mental health issues in young children.

The project, titled "Project Begin Well," will increase caregivers—including parents, early childhood educators and school personnel's—mental health literacy and use of critical support services available for preschool-aged children (3-5 years old). The goal of the project is to encourage the early adoption of supports for young children and to reduce stigmas often associated with using mental health services.

Through online trainings and a resource website accessible free of charge, caregivers will explore topics such as understanding the differences in typical and atypical behaviors in early childhood, strategies for risk identification of problem behaviors and how implicit biases contribute to differences in school discipline for Black and Latinx children.

Previous research has found that significant barriers to seeking mental health services for children include a lack of knowledge about services available and a distrust of professionals working in the field.

Through Project Begin Well, the USF research team aims to tackle these

challenges, and to give parents and teachers the knowledge and tools they need to support children's social-emotional development, said Nate von der Embse, PhD, an associate professor of school psychology at USF and principal investigator of the study.

"With the support of the Caplan Foundation, we are excited to develop important resources that will improve early childhood mental health and access to critical services," von der Embse said.

Project Being Well will be conducted in collaboration with The School Mental Health Collaborative (SMHC), a national research and technical assistance center that conducts research and informs policy and practice related to the promotion of the social-emotional and behavioral success of all students. The SMHC is led by researchers across multiple universities including the USF College of Education and the University of Wisconsin-Madison.

"The aspect of the project that I'm most excited about will be looking at the effectiveness of the training for both caregivers and educators," said Gabrielle Francis, a USF doctoral student who will serve as co-principal investigator of the project. "We are trying to create a training that is easily accessible to educators and caregivers because it is free and online but also because it's only an hour and can fit into any busy schedule. However, the most important part of this is whether it leads to increases in knowledge and skill. I'm really excited to see what educators and caregivers can get from what we are doing and using that data to inform future edits."

VII

CENTERS AND INSTITUTES

The College of Education is home to numerous research centers and institutes that bring faculty, students, and community partners together around important topics in the field of education.





DAVID C. ANCHIN CENTER

FOR THE ADVANCEMENT OF TEACHING

This year, the David C. Anchin Center for the Advancement of Teaching is celebrating 25 years of collaborating with teachers, school leaders, districts, and other educators to restructure schools in ways that improve the quality of education and enhance our ability to attract and retain able teachers. The center's work aims to complement the strengths of the education community by:

- 1. Providing learning opportunities for practicing teachers.** The Anchin Center's professional development programs focus on evidence-based, innovative, inclusive, and culturally responsive instructional strategies. The center also provides technical assistance and workshops for school- and district-level educators interested in creating strengths-based policies and practices.
- 2. Creating intellectually stimulating and cognitively-enriching learning experiences for students—particularly those who have been historically and traditionally minoritized.** Anchin Center staff envision an education system in which all students learn in a just, equitable, asset-based, and culturally sustaining environment that fits their unique needs.
- 3. Collaborating with partners to promote the teaching profession.** Schools need more individuals who are passionate about teaching and serving their communities. The Anchin Center partners with school districts, community groups, and other stakeholders to help attract, develop, and retain a diverse pool of high-quality educators to the teaching profession.

During the 2021-22 academic year, the Anchin Center offered myriad professional development opportunities for educators focused on diverse topics that would positively impact student learning and teacher pedagogical skills. Some of the topics include:

- Literacy research and teaching
- Math and science instruction
- Racial justice
- Educational technology
- Effective online teaching

These professional development opportunities were offered throughout the academic year to meet the needs of teachers and school districts, as well as through different modalities (e.g., face-to-face and virtual webinars) and presentation styles (e.g., small group settings and conference style).

To minimize the costs for educators to participate in the Anchin Center's professional development activities, the center hosted the inaugural 5K for K-12, a fundraiser to support the Anchin Center's ongoing professional learning activities for K-12 teachers. Hosted in March, more than 560 people participated in the event as runners, walkers, volunteers, and supporters of K-12 teachers and schools.

In addition, the Anchin Center offered the Advanced Placement Summer Institute, as we have done for more than a decade, to provide training for AP teachers around the world. The center has also started a new research project that will engage an entire community in the St. Petersburg area and will hopefully provide additional educational opportunities and wrap-around services for young children and their families in that community.

Supporting Literacy Achievement

Because the newly adopted Florida B.E.S.T. standards in literacy were implemented in grades K-2 this year, many professional development offerings from the Anchin Center were focused on literacy, the science of reading, and equitable instructional practices that support literacy achievement. For example, the Anchin Center partnered with USF Literacy Studies faculty to develop two online professional development courses focused on reading instruction:

- **The Science of Reading: Implications for Explicit, Systematic, and Multisensory Literacy Instruction and Intervention**, an online course designed for classroom teachers to explore the science of reading and developmental models of reading.
- **Reading K-12 Exam Prep**, an online, asynchronous professional development course created to support teachers studying to complete Florida's Reading K-12 Subject Area Exam, an exam many Florida educators will take as they work towards a Florida reading endorsement.

This year, the Anchin Center also launched the **Tampa Bay Literacy Leadership Collaborative**, a multi-district team of literacy leaders working together to harness the power of evidence-based, equitable instructional practices while implementing the Florida B.E.S.T. standards to accelerate literacy achievement for each student in their district. This group of leaders met nine times throughout the 2021-22 school year to problem-solve, share best practices, and build a strong network of inter-district literacy leadership. Carolyn Graham, a participant and Instructional Coach in Pasco County Schools said of the group, "This professional development gave me real-world and practical applications that could be applied to my school-based site immediately to elevate the literacy experience for all stakeholders, including staff and students."

A partnership with **#DisruptTexts**, a crowdsourced, grassroots effort by teachers for teachers to challenge the traditional canon to create a more inclusive, representative, and equitable language arts curriculum, led to a three-part professional development series that explored culturally relevant instructional practices for three canonical texts: *To Kill A Mockingbird*, *The Great Gatsby*, and *1984*. The Anchin Center also collaborated with Multicultural Classroom to highlight the work of Lorena Germán's *Textured Teaching*, lesson design strategies that build traditional literacy skills while supporting students in developing their social justice skills at the same time.

Educational Technology and Online Teaching

The Anchin Center continued to offer courses in its **Effective Online Teaching** strand, including the three-course series that leads to a certificate in Advanced Professional Learning in Effective Online Teaching. After completing the three-course series, one participant said, "I loved how Dr. Hatten helped us to lose fear of teaching online and to learn new techniques for engaging our students. He had purposeful ways for us to demonstrate our learning in the activities and I very much appreciated how engaged he was as our instructor! Thank

you to the Anchin Center for providing this professional development!"

The Center also offered four different **Microsoft Innovative Educator** workshops to USF students, faculty, and staff, through a partnership with Connection. In these workshops, participants engaged in a series of immersive learning activities that increase efficiency, enhance communication and collaboration, and improve instruction to meet the needs of students, all while modeling the innovating and effective use of educational technology.

AP Summer Institute, Webinars, and Conferences

The **Advanced Placement Summer Institute (APSI)** remains the Anchin Center's most well-attended professional development program and one of the largest in the world. In the summer of 2021, almost 600 AP teachers joined us from 29 states and 6 different countries, including the Bahamas, China, Dominican Republic, Japan, Philippines, and the United Kingdom. Due to the coronavirus pandemic, APSI was delivered fully online for three weeks last July.

Anchin Community Talks also launched this academic year, with a series of webinars addressing current topics faced by practicing PreK-12 teachers and leaders. The series has

given the Anchin Center excellent opportunities to collaborate with USF faculty and to dialogue with our broader educational community on current issues.

Topics explored in these webinars include:

- Racial justice in literacy research
- Math and science instructional practices during remote instruction
- Race, racism, and teacher free speech in the classroom
- The power of narratives to influence policy
- How to create brave spaces for student conversations in the classroom

The Anchin Center hosted its second annual **Education for Justice Conference** in October. The event welcomed nearly 100 PreK-12 teachers, administrators, and higher education faculty to USF's Tampa campus to discuss returning to schools in a post-pandemic world.

In the context of an ongoing global pandemic that has highlighted so many longstanding inequalities that serve as barriers to academic achievement in schools, the conference focused on accelerating learning for students who have experienced learning loss, teachers' well-being and emotional health, teacher recruitment and retention, primary and secondary trauma, and the health and safety of everyone in our schools.



The conference was anchored by three renowned keynote speakers, including:

- Vanderbilt University's **Dr. H. Richard Milner IV**, who kicked off the conference with a keynote focused on ending the school-to-prison pipeline through opportunity-centered practices.
- **Dr. Jeff Duncan-Andrade**, Professor of Latina/o Studies and Race and Resistance Studies at San Francisco State University, who spoke about the difference between equality and equity in educational contexts.
- University of Georgia's **Dr. Bettina L. Love**, who spoke to a virtual audience on Sunday morning, offered a closing all-conference keynote that celebrated Black joy and brilliance in educational spaces.

In addition to the keynote presentations, a series of breakout sessions throughout the weekend were led by practicing K-12 teachers, leaders and higher education faculty. Twenty-six different breakout sessions highlighted socioemotional learning supports for K-12 students, equitable instructional practices for first-year college students and clinical preparation programs, empowering families and community members as partners in education, and teacher wellness. Our 45 presenters hailed from 8 different states and territories, including Florida, California, Connecticut, Iowa, Georgia, New York, Puerto Rico, and Tennessee. Participants commented on the authentic sense of community that was fostered throughout the weekend and the energizing spirit of the conference. Tonia Shook, Director of Marchman Technical College in Pasco County said, "Thank you so much for a wonderful conference! I absolutely loved the powerful and authentic speakers, inviting us to remain in community around the work." Dr. Odette Piñeiro Caballero of the Global Education Exchange wrote, "Thank you for the global focus of many of the sessions, especially those that highlighted ways we can continue to work together. We enjoyed this conference so much!"

Research Project Explores Launching an Early Childhood Education and Family Center in South St. Petersburg

During this academic year, the Anchin Center began a new research project that has been funded through a \$10,000 USF internal grant. The project is titled, "Place, Space, and Play: Determining the Feasibility of the St. Petersburg Community Partnership Early Childhood Education and Family Center."

The Anchin Center is exploring the feasibility of creating a community-engaged, high-quality, neighborhood-based, early childhood education center for underserved communities in the South St. Petersburg/Midtown area. This facility is envisioned to provide a culturally relevant, rigorous education for children ages 0-5 years old, as well as family support and wrap-around social and health services based on the community's expressed needs. This project also has the support of the College of Education, the School of Architecture and Community Design at USF, the Family Study Center on the St. Petersburg campus at USF, and several community partners in South St. Petersburg.

To further this research, the Anchin Center along with one of the community partners, Learning Forward, have recently applied for a research-practice partnership grant with the Spencer Foundation.





INSTITUTE FOR SCHOOL REFORM

The Institute for School Reform is a nationally recognized research and training center that provides technical assistance to school districts and other service delivery leaders throughout the United States. Housed in the College of Education at USF's Tampa campus, the Institute's funding is derived from grants from federal and state sources.

Through its work, the Institute envisions that all schools in the state of Florida will have the capacity to provide a safe, effective, and efficient environment to continuously improve the academic, social, and emotional growth of all students and to actively engage families and communities in education.

During the 2021-22 academic year, the Institute received approximately \$23 million in grants from the Florida Department of Education (FDOE) to support the implementation and evaluation of federal and state education policy. Institute staff partnered with the FDOE and school

districts across the state of Florida to support students who attend schools in neighborhoods with families living under impoverished conditions, to build educator capacity to use assessment data to inform instruction and intervention for all students, to improve access and opportunities for students with disabilities, and to promote school mental health services, among other foci. Our staff provided training, technical assistance, and support virtually and face-to-face as well as created a number of products and resources to support school improvement efforts.



CENTER FOR MIGRANT EDUCATION

The mission of the Center for Migrant Education is to join with local, state, and national agencies and organizations to improve education and related services for migrant children and their families through the development and study of programs and training addressed at special needs.

Premier initiatives offered through the Center for Migrant Education include the federally funded High School Equivalency Program (HEP) for Migrant Youth and the College Assistance Migrant Program (CAMP). Recognized in recent years by the U.S. Department of Education as high-performing programs, both HEP and CAMP boast outstanding outcomes for students from migrant farmworker backgrounds.

During the past five years, an average of 97.5% of CAMP participants completed their first year at USF and successfully transitioned to the second year of college. The Center hosts on-campus gatherings for prospective and admitted students and their families and when appropriate, advocates for student admission through the appeals process.

Through generous donations from agribusiness, CAMP participants preparing for careers in education receive full funding for tuition and books to complete their degrees. Funding is available for both undergraduate and graduate students. Graduates go on to work in schools in migrant farmworker communities throughout the state of Florida.

CAMP STUDENT SPOTLIGHT: CORY AMILCAR

SENIOR, PHYSICAL EDUCATION

Inspired by family members who also pursued teaching careers, Cory Amilcar says he chose to study education because he grew up around the profession and he wants to make a positive difference in students' lives.

Amilcar, a USF senior who is graduating this spring, is also a member of the College Assistance Migrant Program (CAMP), a federally funded program that assists students from migrant and seasonal farmworker backgrounds with completing their first year of college and transitioning to complete their bachelor's degree. The program is managed by USF's Center for Migrant Education under the leadership of USF Professor Ann Cranston-Gingras, PhD.



"I've had a couple of family members who went to college, but there wasn't a lot of college background in my family and in the town where I'm from," Amilcar said. "I gravitated towards (CAMP) to have that support and to have someone guide me through."

Amilcar, who has received support from the Center for Migrant Education during all four years of his studies at USF, said the program has provided him with individualized mentorship and advising that helped him complete his college journey. Connecting his experiences in CAMP with his studies in the College of Education also allowed him to prepare for leading his own classroom one day and to use evidence-based strategies to support student learning outcomes.

After graduation, Amilcar said he hopes to become a physical education teacher in Hillsborough County Public Schools and later pursue a master's degree to become a school administrator.

"(In the Center for Migrant Education,) I always had someone to help me," Amilcar said. "(There) was never a point where I felt like it was too much, or I didn't have (someone) to turn to. I always felt like there was someone in my corner who was pushing me forward and making sure I accomplished my mission."



GUS A. STAVROS CENTER FOR FREE ENTERPRISE AND ECONOMIC EDUCATION

For the past 41 years, the Gus A. Stavros Center for Free Enterprise & Economic Education has provided exemplary professional development programs for K-12 educators across the Tampa Bay region.

Educators from the Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota County school districts have participated in professional development programs involving a variety of topics within economics education, such as financial literacy, the moral foundations of capitalism, entrepreneurial thinking, global literacies, critical thinking, design thinking and business operations.

The unique aspect of the programs developed and conducted by the Gus A. Stavros Center is the active involvement of business and community leaders in the delivery of content. The center's partnerships with business and community organizations allow its staff to base its professional development seminars, workshops and webinars on real-world issues that affect consumers, business owners, and others involved in the local, national and global economies.

Stavros Center receives two new grants to support sustainability workshops

This year, the Stavros Center received two new grants from The Coca-Cola Company and Coca-Cola Beverages Florida to expand on its recently launched Sustainability Superheroes initiative.

Sustainability Superheroes: Developing Global Citizens for a Resilient Future

Funder: The Coca-Cola Company

Amount Funded: \$25,000

Expanding Sustainability Superheroes with Coke Florida

Funder: Coca-Cola Beverages Florida LLC

Amount Funded: \$40,000

To date, there have been four workshops hosted through the generous sponsorship provided by these grants:

- “From Trash to Treasure: Reducing, Reusing, Recycling, and Repurposing”
- “Earth Day is Every Day: Sustainable Consuming and Producing”
- “From the Shark Tank to the Rethink Tank: Decision-making and Design Thinking about Plastics and Packaging”
- “Sustainable Biz Field Trip for the Future: Asking Questions, Thinking Critically, and Acting Responsibly”

State Farm renews support for financial literacy professional development

In January, the Stavros Center received a \$20,000 gift from State Farm in support of the Center's ongoing programming for K-12 teachers to help educate students in economics and financial literacy. The renewed gift will allow the center to continue its work in equipping educators across the Tampa Bay region with the knowledge and tools needed to teach financial literacy concepts in their classrooms effectively.

State Farm began its partnership with the Stavros Center in 2010 to promote financial literacy education within K-12 schools. To date, the insurance company has provided more than \$230,000 in financial support to the Stavros Center.

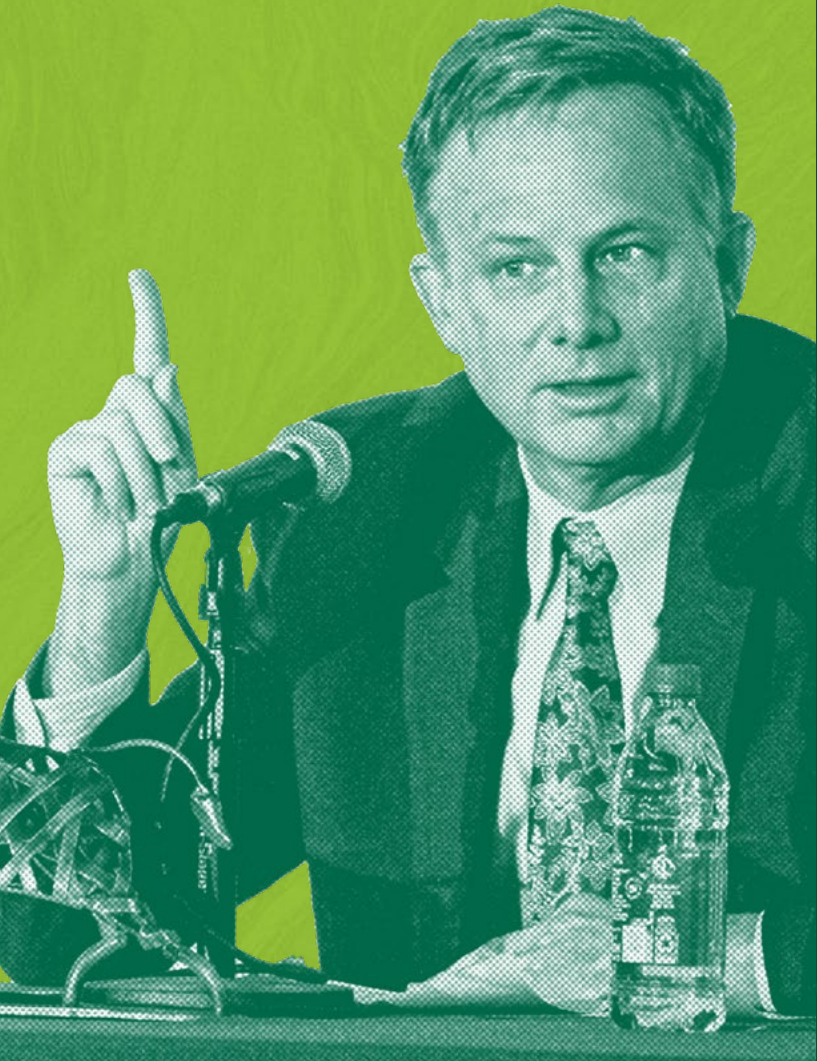
THANK YOU TO OUR SUPPORTERS

The Stavros Center thanks our partner organizations for their continued support:

- Coca-Cola Beverages Florida
- The Coca-Cola Company
- Truist Financial
- State Farm

VIII

COMMUNITY ENGAGEMENT AND PARTNERSHIPS



COMMUNITY ENGAGEMENT & PARTNERSHIPS



USF STEM TEACHER PREPARATION INITIATIVE AWARDED \$1 MILLION IN FUNDING FROM HOUSE APPROPRIATIONS COMMITTEE

A community project proposed by the University of South Florida's (USF) College of Education was awarded \$1 million by the House Appropriations Committee to enhance science, technology, engineering and mathematics (STEM) teacher preparation across the Tampa Bay region.

The project, endorsed for funding support last year by U.S. Rep. Kathy Castor (FL14), will create a pipeline of new STEM teachers within Hillsborough County Public Schools and other Tampa Bay region school districts.

"Skilled and devoted teachers are key to student success and to a thriving economy here in the Tampa Bay area," Rep. Castor said. "...I am thrilled that President Biden signed the appropriations into law and those funds are on the way to train and lift up our talented teachers. This will pay great dividends for years to come."

The initiative will focus on a four-year model of teacher preparation that emphasizes interdisciplinary content aligned with K-12 teaching standards and research-based instructional and assessment strategies. Field placements during students' freshman through junior years will provide opportunities for building professional knowledge

and experience before completing a final, year-long internship during the senior year. After graduation, students will be supported through enhanced mentor training and professional development during their first two years of full-time teaching.

"The University of South Florida is committed to supporting the Tampa Bay region's teacher pipeline," said USF President Rhea Law. "Through this community project, USF will support local efforts to prepare highly effective educators to teach STEM subjects and inspire the next generation to pursue careers in these fields. We thank Rep. Kathy Castor for her continuous support of USF and the House Appropriations Committee for awarding funding to this initiative."

USF College of Education Dean R. Anthony Rolle observes a robotics class at Stewart Middle Magnet School in Tampa.

Funding will also be used to create STEM classrooms that allow teachers to experiment with versatile curricula, innovative teaching strategies, enhanced technology, authentic assessments and collaborative learning.

"Technology is not just a tool—technology allows us to inspire kids to use their imaginations, to dream bigger than themselves and to think that they can be better than they might otherwise be without it," said R. Anthony Rolle, PhD, professor and dean of the USF College of Education. "Technology is the gateway to success, both academically and economically, and (the USF College of Education) is proud to be a part of this effort."

COMMUNITY ENGAGEMENT & PARTNERSHIPS



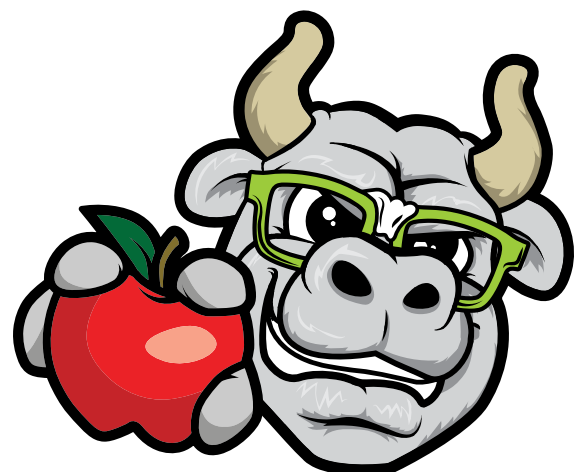
USF TUTOR-A-BULL PROGRAM

UThe USF Tutor-a-Bull program sends students with a background or interest in the education profession out into local schools to tutor struggling learners in middle grades content. Created in 2007 by Mr. Olin Mott (1921-2013), the Tutor-a-Bull program is a partnership that provides aspiring USF teachers with one-on-one, small group, and classroom experience.

In August, the Tutor-a-Bull Program welcomed Suzanne Legg, a doctoral student in the College of Education, to serve as a graduate assistant and coordinator of the program. With schools seeking assistance in mitigating learning loss set in motion by the pandemic, the call for our tutors was more urgent than ever, and Ms. Legg interviewed and hired dozens of new tutor applicants.

More than 30 tutors provided hundreds of hours of content area support to approximately 300 middle grades students in Hillsborough County. Tutors applied teaching methods and content knowledge to reinforce their teaching skills, and in so doing, gave many students the one-on-one or small group instructional time needed to improve academics.

This year, the Tutor-a-Bull program expanded to welcome several tutors from other majors at USF who had a strong interest in education and a desire to teach with an eye toward future expansion to assist an even greater number of schools. With enormous demand for our remarkable tutors, the program is also considering future expansion to three additional local counties to increase its impressive impact in the community.



COMMUNITY ENGAGEMENT & PARTNERSHIPS



EDUCATION IN ACTION EVENT EXPLORES THE INTERSECTION OF POLITICS, K-12 SCHOOLS

TAt this year's Education in Action event, an event hosted by the University of South Florida (USF) College of Education, leading experts in the fields of education finance and policy studies explored various issues impacting K-12 schools, such as school choice, teacher pay and how politics influences the teaching profession.

Hosted in a hybrid format with a video livestream, the keynote presentation explored the theme, "Money, Politics and the Future of Public Education" and featured R. Craig Wood, EdD, a professor of educational administration at the University of Florida and a leading scholar in the field of education finance.

Dr. Wood kicked off his presentation by discussing various structures of public education, such as charters, micro schools and homeschooling, and the complexities that exist within what he refers to as a "hybrid educational system."

In his presentation, Dr. Wood explored how different states have implemented a choice model for their school systems and discussed factors that drive parents' decision-making about where to enroll their children.

"In some states, (charter schools) serve largely minority populations and those states achieve more than the public-school population," Dr. Wood said. "Now, that's not always the case, but parents are choosing

to place their kids in charter schools because they see more achievement and they perceive it to be safer."

Discussions surrounding school choice continued following Dr. Wood's presentation as a panel of experts joined him on stage. The panelists include Carlee Simon, PhD, the superintendent of Alachua County Public Schools, Dena Cushenberry, EdD, former superintendent of the Metropolitan School District of Warren Township and William Black, PhD, a professor of educational leadership and policy studies at USF.



R. Craig Wood, EdD

Dr. Cushenberry, who served in public education for nearly four decades and authored the book "Vertigo: Transforming teaching and learning in public education," explained that issues of school choice today are more rooted in a lack of trust.

"I would say choice has always been a parent's right," Dr. Cushenberry said. "But I would challenge by saying that the purpose of education first started out as developing social order. Now, we have social trust issues because people aren't trusting democracy—right now that is what's under attack."

Deciding who gets to choose should have everything to do with the individuals who have the most knowledge, Dr. Black shared. He said while it can be argued that a parent's choice should be prioritized, in many instances within U.S. school systems, this isn't always the case.

“You’ve got a parent right here sitting in one of the most highly-populated choice districts in the country,” Dr. Black said, referring to himself. “I think we have almost 60 (charter schools) and only one will accept my son who has significant intellectual disabilities. So, when we say we have ‘choice’, ‘choice’ for whom?”

As conversations continued, panelists began to explore the recent move made by Florida Governor Ron DeSantis to increase teacher base salaries to \$47,500 to help recruit and retain more educators in the profession.

While all panelists agreed that teachers should be paid a fair and living wage, Dr. Simon, a former executive director for the National Education Finance Academy, explained how this decision has created ripple effects within her school district.

“Because of the increase in pay for our newer teachers, we have senior teachers, who have the experience and who have been there longer, making the same salary as a beginning teacher,” Dr. Simon said. “You can imagine how that impacts morale, and because this job has continued to increase the amount of responsibility, we have teachers saying, ‘I can go somewhere else.’”

An investment in all educators should be the goal, Dr. Simon said, but she warned it will take making serious adjustments for change to be accomplished.

“The work gets done by the people, not by the programs,” Dr. Simon said. “When I look at our finances, (I ask myself,) ‘Are we buying things or are we investing in human beings?’ I rather us invest in human beings.”

Issues relating to teacher salaries can also affect an individual’s decision to become a school administrator, Dr. Black said. He shared that in some states, veteran educators may encounter a drop or no change in salary upon accepting an assistant principal position.



He also said that some of the challenges educators are facing in the classroom won’t be solved by a simple pay increase.

“The status of teaching has dropped,” Dr. Black said. “I don’t know how many people say things to their kids like, ‘don’t be a teacher,’ and that wasn’t the case before. So, it’s not just salary, I think there’s a tension with status, and the stability of jobs matters to people.”

Throughout the keynote presentation and panel discussion, a common consensus was shared with listeners—a course of action must be taken to raise funding for schools, whether that be through community advocacy or by taking issues directly to legislative officials in Florida’s capital.



COMMUNITY ENGAGEMENT & PARTNERSHIPS



USF JOINS AS PARTNER INSTITUTION IN HILLSBOROUGH COUNTY PUBLIC SCHOOLS' TRANSFORMATION FELLOWSHIP PROGRAM

The newly launched initiative will allow university students to help close the achievement gap and bolster student learning in Hillsborough County's high-needs schools.

The University of South Florida (USF) College of Education has joined a new initiative launched by Hillsborough County Public Schools (HCPS) to place college students and recent graduates as academic interventionists and tutors in schools across the district's Transformation Network.

The Transformation Fellowship Program aims to attract several hundred university and college-level students to serve as tutors, mentors and support staff in the district's most vulnerable and high-need schools. Fellows will be trained to "push in" to classrooms and assist in the implementation of targeted support.

Transformation Fellows will receive paid job opportunities, as well as specialized training and professional development, to provide needed small-group instruction and supplemental academic support. The program is open to college students and recent graduates who are earning a degree in education or a relevant subject area and who have a passion for helping support the community's most vulnerable schools and students.

"The USF College of Education is proud to partner with Hillsborough County Public Schools as a partner institution for the Transformation Fellowship Program," said R. Anthony Rolle, PhD, dean of the USF College of Education. "We hope that this new initiative serves as an opportunity to attract more talented students to careers within the education profession and that it helps to address pressing needs of the district's most vulnerable schools."

Launched in 2020, the HCPS Transformation Network is a division focused on supporting and managing the most vulnerable and chronically underperforming schools. The Transformation Fellowship Program was launched as part of the network's efforts to attract people from diverse backgrounds, identities and perspectives to the teaching profession.

"When we started to be faced with the pandemic, we knew that we had to do something differently to be able to eliminate the learning loss that took place related to COVID," said Addison Davis, HCPS Superintendent of Schools. "This fellowship will allow us to pay college and university students \$15 an hour to work 15-25 hours per week to truly concentrate on students who need us the most... This is a major win for our children and also for our partnerships."

Other partner institutions supporting the program include the University of Tampa, Saint Leo University and Hillsborough Community College. The program is currently accepting student applications and is set to launch in January 2022.

COMMUNITY ENGAGEMENT & PARTNERSHIPS



USF SELECTED TO HOST FIRST FLORIDA CHAPTER OF MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT SCHOOLS PROGRAM

The University of South Florida (USF) was selected to host a chapter of the Mathematics, Engineering, Science Achievement (MESA) Schools Program, an academic program that supports underserved students and helps them excel in science, technology, engineering and mathematics (STEM) fields.

MESA, which launched in 1969 as a pre-college intervention and solutions program in California, is an award-winning program that creates STEM academic and career pathways for students from minority populations. To date, the program has served more than 49,000 students from over 350 school districts across the country. USF will be the first institution to host a chapter of the program in Florida.

“We envision a more equitable country where underrepresented students of color are empowered to achieve their dreams through mastery of STEM disciplines to create prosperity in our communities,” said Dwight Carr, EdD, chair of MESA USA and executive director of the Maryland MESA chapter. “On behalf of MESA USA, we welcome the University of South Florida and Florida MESA as new national partners that will help us to achieve our mission and help us to move closer toward our vision of a more equitable STEM ecosystem for today’s students.”

The USF team, led by College of Education Dean R. Anthony Rolle, PhD, and STEM Education Professor David Rosengrant, EdD, will work with schools across the Tampa Bay area to attract underrepresented populations, such as women and minorities, to career opportunities in STEM fields, including teaching roles in related subject areas. Students in the program will have access to STEM enrichment activities, mentorship programs and career shadowing opportunities.

“As a California MESA graduate, I am very excited to develop a program at USF that continues to provide academic, economic and social justice opportunities for students of color, young women and low-income students,” Rolle said. “The opportunities and pathways that the USF MESA Program will create as the program matures will be instrumental in pathway support for both future STEM students and educators in STEM subjects.”

USF’s chapter will launch at the St. Petersburg campus and grow to include additional campuses in the future. The project team’s first year of activities will include curriculum development and onboarding staff to lead the chapter’s partnerships with local schools.

“We are incredibly excited the USF St. Petersburg campus will be the initial host for MESA,” Rosengrant said. “With our emphasis on STEM education, a growing technology and innovation district in downtown St. Petersburg and expanding technology labs in education on the campus, it is the ideal location to initiate this program.”

USF’s chapter of the MESA Program is expected to open its admissions application next school year.

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PHILANTHROPY AND ALUMNI RELATIONS

This past year has been a year of “new” in philanthropy and external relations for the College of Education: a new Dean, new regional campus leadership, new initiatives, new programs, and new opportunities for supporting our students and ultimately the students in the greater Tampa Bay area. Collaborating with alumni, students, faculty, and community partners to provide opportunities for engagement has been well received and continues to be an invaluable component of our fundraising efforts.

Under the new leadership of Dean Rolle, the college is flourishing and students continue to persevere in their journey to become the educators and educational leaders of the future who will impact future generations to come. As of April 1, 2022, the College has exceeded its annual fundraising goal of \$1,500,000 as well as increased the number of donors to the college from the previous year. This success is in part due to the amazing alumni, donors, and community partners that support our mission of shaping the future of education.

The following are just some of the initiatives that have been made possible because of the support from this passionate group. This support is more significant than ever as we work to blend together different fundraising initiatives across all three USF campuses. We are so thankful for those who take part in making the College of Education a better place.



PHILANTHROPY REPORT



GIFT ANNOUNCEMENT

USF receives \$1.2 million gift to expand assistance to students with intellectual disabilities

The University of South Florida today announced a \$1.2 million gift from Andrew and Eileen Hafer to benefit UMatter, an innovative, inclusive postsecondary education program in the USF College of Education created to provide young people with intellectual disabilities the opportunity to experience higher education and campus life.

The gift, made to the USF Foundation, will name the program after the donors and help fund its operations and year-round initiatives for participating students.

“The University of South Florida is proud to host the Eileen Hoffman Hafer UMatter Program and to provide opportunities for students with intellectual disabilities to excel in a university setting,” USF President Rhea Law said. “We are incredibly grateful to Andrew and Eileen Hafer for their generous support of this program and the students who will benefit from this life-changing experience.”

Hosted at the USF St. Petersburg campus and led by a team out of the College of Education, the program provides young people with intellectual disabilities learning and social skills, along with career training to assist them with becoming competitively employed and living independently. With support from professional staff and mentors, program participants navigate the transition from high school to college while acquiring skills in socialization, independent living and professional training.

“We couldn’t be happier to be part of the USF UMatter program as it pioneers new strides in inclusivity,” said Eileen Hafer. “At its core, UMatter is relational. It helps to remove obstacles that allow division based on human differences. I believe this program promotes a perspective and empathy for all those involved and strengthens the diversity of our USF community overall.”

UMatter was launched last year through a \$900,000 grant awarded by the Florida Center for Students with Unique Abilities. The program welcomed its inaugural class of students to the USF St. Petersburg campus in August. The Hafers’ gift will allow it to expand, through the College of Education, to all three of USF’s campuses.

“The Eileen Hoffman Hafer UMatter Program will provide its students a chance at a full, independent life,” said USF Foundation CEO Jay Stroman. “We are thankful for Andy and Eileen’s generosity and foresight in making this gift in support of such an important program.”

The gift will also fund the Hafer Family Endowed Professorship for the program, an appointment created to provide ongoing support and mentorship to participants.

“The core focus of the Eileen Hoffman Hafer UMatter Program aligns perfectly with the College of Education’s mission of promoting equity, social justice and improved outcomes for all students, especially those who are excluded or historically underserved. We look forward to celebrating future successes of the program and its students,” said R. Anthony Rolle, dean of the College of Education.

PHILANTHROPY REPORT

GIVING FEATURE

USF College of Education joins state-wide ElevatED Giving Challenge



The University of South Florida (USF) College of Education has joined eight other Florida colleges and universities for the ElevateED Challenge—a donor participation competition aimed at raising money in support of education.

With a focus on the total number of participants rather than specific dollar goals, gifts of as little as five dollars will counted toward overall participation goals.

Launched in 2019, Project ElevatED is an initiative created to help change the conversation surrounding education careers and to help recruit, prepare and retain the next generation of educators in Florida.

Gifts to USF's College of Education support ongoing initiatives to attract accomplished, articulate and passionate individuals to the education profession. Areas of focus for the College of Education that are supported by private donations include:

- Increasing Diversity, Equity, and Inclusion
- Strengthening Partnerships with School District Partners and Community Organizations
- Improving the Quality of USF's Teacher Preparation Programs
- Bolstering the SunCoast Area Teacher Training program, the College of Education's Honors Program

"The USF College of Education is proud to participate in the ElevatED Challenge and to partner with other Florida universities to shine a spotlight on the teaching profession and inspire our donors to give in support of education," said R. Anthony Rolle, PhD, Dean of the USF College of Education. "It's because of the generous support of our donors that we can build upon our incredible momentum and continue offering world-class programs, conducting innovative research and supporting the talented faculty, staff and students who call our College of Education home."

As part of this initiative, the USF College of Education challenged its students, faculty, alumni, and friends of the university to help elevate education by making a gift of any size to a USF fund of their choosing. This giving challenge will close on Giving Tuesday on Nov. 30.

More information about Project ElevatED is available on the initiative's website at www.elevatEDchallenge.com.



GIFT ANNOUNCEMENT

PowerSchool gift to provide financial support to USF students completing teacher certification exams

The University of South Florida (USF) recently received an \$80,000 gift made by education technology company PowerSchool that will support USF College of Education students with the financial costs associated with state teacher certification exams.

The gift, made to the USF Foundation, will help College of Education students cover costs associated with initial teacher certification, such as testing fees, fingerprinting and background checks. The donation was made as part of the PowerSchool Education Fund, an initiative launched to address the national teacher shortage and attract underrepresented populations to the education profession.

"As the national teacher shortage continues, compounded by the COVID-19 pandemic, certification fees should not create barriers or place additional burden on anyone wanting to join the teaching profession," said Hardeep Gulati, PowerSchool CEO. "We're proud to give back to our communities and help support a quality and equitable education for all."

For more than 60 years, the USF College of Education has offered bachelor's and master's degree programs that prepare aspiring teachers to serve in classrooms at the regional, national and international levels. The USF College of Education offers undergraduate and master's level teacher preparation programs at all three USF campuses.

"We are incredibly grateful to PowerSchool for its gift in support of teacher candidates studying in the College of Education," said R. Anthony Rolle, PhD, Dean of the USF College of Education. "The PowerSchool Education Fund will support our students' success by helping them cover out-of-pocket expenses associated with becoming a certified teacher in Florida. We hope that this new initiative will motivate additional students to pursue careers in the education profession and to graduate with as little student debt as possible."

The PowerSchool Education Fund will begin awarding scholarships to USF College of Education students this spring.

PHILANTHROPY REPORT

USF, COLLEGE FOOTBALL PLAYOFF FOUNDATION GIVE \$6,700 TO SUPPORT TEACHER-LED PROJECTS IN TAMPA BAY SCHOOL DISTRICTS

The University of South Florida (USF) College of Education, USF Athletics and the College Football Playoff (CFP) Foundation teamed up to gift more than \$6,700 to help teachers across the Tampa Bay region fund special projects and activities in their classrooms.

Funding for this initiative was made possible by the CFP Foundation and the American Athletic Conference. Supported projects were selected through the platform DonorsChoose, a national nonprofit that allows individuals to donate directly to public school classroom projects.

“One of the things I am most proud of from my tenure with the College Football Playoff was the creation of the College Football Playoff Foundation and its emphasis on supporting educators through the Extra Yard for Teachers initiative,” said USF Vice President of Athletics Michael Kelly. “To now see the widespread support for this cause nationwide and specific DonorsChoose projects become reality here in the Tampa Bay region with positive impacts on our educators and students brings me great joy. We appreciate the College Football Playoff Foundation and DonorsChoose.org for their generous support.”

Through this initiative, 28 projects were awarded funding in honor of Extra Yard for Teachers Week, an annual celebration hosted by the CFP Foundation that elevates the teaching profession by inspiring and empowering teachers.

“We are grateful for the amazing partnership with USF to support teachers and our future teachers,” said Britton Banowsky, executive director of the CFP Foundation. “Michael Kelly was key in the launch and growth of the CFP Foundation, which has supported hundreds of thousands of educators all across the country. We know this would not be possible without his leadership.”

In addition to celebrating Extra Yard for Teachers Week, USF has joined the CFP Foundation on the Go Teach Project, a national program that encourages student athletes to consider a rewarding career in the teaching profession.

“The DonorsChoose projects supported through this initiative demonstrate the tireless dedication that Tampa Bay’s teachers have to supporting the learning outcomes and overall well-being of their students,” said R. Anthony Rolle, PhD, professor and dean of the USF College of Education. “The USF College of Education is proud to take part in Extra Yard for Teachers Week and to support the talented educators who serve in classrooms across our partner school districts.”



COLLEGE OF EDUCATION PARTNERS WITH USF ATHLETICS TO HOST ELEVATED SPRING EVENT

A newly launched partnership between the College of Education and USF Athletics will celebrate educators during a doubleheader with USF’s baseball and softball teams this spring.

The ElevatED spring event welcomes the College of Education community to attend a USF baseball/softball doubleheader against Houston on Saturday, April 30. The College of Education’s presence at this event will include a reception for special guests and in-game celebrations of local educators who make a positive difference for students across the Tampa Bay region.

The event is hosted in conjunction with Project ElevatED, a state-wide initiative first launched in 2019, to change the narrative around education careers and promote educational programs as pathways to meaningful lives in service of K-12 students. The goal of the project is for each participating institution’s athletic department to devote at least one athletic event each year to honoring education professionals.

ALUMNI RELATIONS

ALUMNA SARAH PAINTER NAMED FLORIDA TEACHER OF THE YEAR



University of South Florida (USF) Alumna Sarah Ann Painter, Elementary Education '02, was named the Florida 2022 Teacher of the Year by the Florida Department of Education.

Painter is a fifth-grade teacher at Eisenhower Elementary School in Pinellas County, Fla. In her more than 18 years of teaching, she has organized common planning and collaboration for fifth-grade teachers throughout Pinellas County Schools and created an open-door policy for colleagues to observe her instructional practices.

Outside of the classroom, Painter is the chairperson for the School Advisory Council, the representative for English language arts and the Connect for Success liaison at her school. In addition to her bachelor's degree from USF, she has a master's degree in curriculum and instruction from the University of Florida.

As the Florida 2022 Teacher of the Year, Painter serves as the Christa McAuliffe Ambassador for Education. In this role, Painter travels throughout the state to recognize and honor the contributions of Florida's teachers and create greater public awareness of Florida's exceptional teachers and the profession.

"The Florida Teacher of the Year award is a highly prestigious honor and Mrs. Painter is well deserving of this recognition," said R. Anthony Rolle, PhD, Professor and Dean of the College of Education. "Mrs. Painter's ability to 'find joy' during such a challenging school year is a true testament to the dedication educators have for their craft and is an inspiration to pre-service teachers everywhere. We are extremely proud to include Mrs. Painter as a member of the USF alumni family and I look forward to our future conversations during her tenure as Florida Teacher of the Year."



View the Boundless Bulls video about Sarah Painter

bit.ly/SarahPainter2022

COLLEGE OF EDUCATION NAMES 2022 DISTINGUISHED ALUMNI AWARDS RECIPIENTS

The USF College of Education is proud to announce the recipients of the College's 2022 Distinguished Alumni Awards.

Each year, the College of Education presents our Distinguished Alumni Awards to celebrate the outstanding accomplishments of our graduates. Recipients are selected by a committee of College of Education faculty, staff and administrators from nominations submitted by the USF community.

DOMINIC J. PUGLISI, PhD '64, MA '69

Dean's Lifetime Achievement Alumni Award

A two-time graduate of USF and a member of the university's charter class, Dominic "Dick" J. Puglisi, PhD, proudly serves as director and chair of the Gus A. Stavros Center of Free Enterprise and Economic Education. Dr. Puglisi is a passionate USF alumnus, a well-respected educator and an accomplished scholar who has proudly served his alma mater for more than 50 years.



A USF faculty member since 1969, Dr. Puglisi has taught courses in the College of Education and also served as the college's Assistant Dean for Business and Education Partnerships. His academic work is focused on the field of free enterprise and economic education and his efforts are designed to build partnerships between business and education so that K-12 educators possess the knowledge and skills needed to prepare students for the global economy.

Before becoming a faculty member at USF, Dr. Puglisi was a high school social studies teacher in Tampa. Throughout his career, he has received numerous awards, including the coveted national award, the Freedoms Foundation Leavey Award in Private Enterprise Education and the Outstanding Citizen Award from the Florida Council for the Social Studies.

Dr. Puglisi is best known for his work as director and chair of the Gus A. Stavros Center, a role he has served in since the center's inception more than 40 years ago. Today, the Stavros Center is recognized as the premier center for economic education in the state of Florida and has served thousands of teachers in strengthening free enterprise and economics education within K-12 schools.



LASONYA L. MOORE, EdD

'03, MA '07

Spirit of Partnership Alumni Award

LaSonya L. Moore, EdD, is a passionate and persistent social justice and equity change agent. She is driven by what she has coined “teacher/educator persistence,” the characteristics and attributes that enable urban educators to remain

in high-poverty, low-performing schools. Dr. Moore’s research focuses on boundaries between sets of interdependent relationships, educational, social, economic, political, and cultural trends.

A two-time USF graduate, Dr. Moore received her bachelor’s degree in special education in 2003 and a master’s degree in educational leadership in 2007. She later went on to earn a Doctor of Education from the University of Central Florida. As a faculty member at USF’s St. Petersburg campus, Dr. Moore teaches undergraduate and graduate education courses and provides service to K-12 schools by delivering speeches and professional and parental development workshops to students, teachers,

assistant principals, principals, and district leaders.

Dr. Moore is a co-founder of the National Urban Special Education Leadership Network (NUSELNET), a national network of progressive educational leaders in the field of Special Education and Leadership. She is dedicated to improving the educational outcomes of all individuals, especially individuals with exceptionalities, while enhancing opportunities for those who teach, lead and work side-by-side with students daily.

Dr. Moore has received numerous awards and fellowships throughout her career, including the 2017 Florida Administrator of the Year Award, the 2018 College of Education Faculty Member of Service Award, and the 2019-2020 McKnight Junior Faculty Development Fellowship by the Florida Education Foundation, 2019, Florida Council for Exceptional Children Landis Stetler Award, 2020 Council for Exceptional Children, Division of International Special Education and Services (DISES) Spotlight Member, 2020 Florida Council for Exceptional Children with Behavior Disorders Presidents.



CAPRICE EDMOND

'10, MA '15, MEd '17

Young Educator Alumni Award

A lifelong resident of St. Petersburg, Fla., Caprice Edmond has served within the Pinellas County school district as a science coach and teacher. She currently serves as a board member with the school

district, a role she was elected to in 2020. She is recognized as a Certified School Board Member by Florida School Boards Association.

Edmond is a three-time graduate of USF. She earned her bachelor’s degree in psychology in 2010, a Master of Arts in elementary education in 2015 and a Master of Education in educational leadership in 2017. Prior to joining the Pinellas County School Board, Edmond was a teacher and Guardian ad Litem for ten years, advocating for children in the foster care system, becoming their champion at their schools, in court and at their group homes.

Edmond has passionately given back to the education profession through many service roles, including serving as part of the Parent Teacher Association (PTA) at numerous Pinellas County schools. She also served on the City of St. Petersburg’s Youth Development Grant Review Committee and the South St. Petersburg Community Redevelopment Area Advisory Committee. She currently serves on the board of R’Club, Louise Graham Regeneration Center, Pinellas Community Alliance, Habitat for Humanity, Pinellas County Urban League, and other civic organizations.

THANK YOU TO OUR DONORS



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