

The DeTail

Volume 1, Issue 3

Summer 2012

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Special points of interest:

- **Graduate students seeking summer 2012 degrees must file Application for Degree by June 8, 2012.**
- **Fall 2012 Graduate Applications are due July 1, 2012.**
- **Student Teaching deadline for spring 2013 is Sept. 15, 2012.**

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Letter from the Chair

By Barbara Ridener, Ph.D.

At the end of every academic year, it is natural to look back at our accomplishments, as well as to look forward with expectation and anticipation for what is to come.

This past year, we have had a lot of successes of which to be proud. The Department of Teaching and Learning faculty has continued to secure outside funding. From university graduate recruitment grants to state and federal research and training grants, from foundation awards to our most recent technology grants to equip our growing reading lab on our Davie campus, faculty are engaged in garnering support and making contributions to our students, programs, and the broader research community. This year has also seen the inception of this newsletter. Department secretary, Josephine Elliott, has been amazing in her vision and hard work to develop the layout, conduct the interviews, and write the stories for each edition. *The DeTail* is a great way to keep everyone informed on news and events in the department.

This past year has also brought with it challenges. From new State of Florida Educator Accom-

plished Practices, to new National Council for the Accreditation of Teacher Education (NCATE) standards, to new Southern Association of Colleges and Schools (SACS) standards, it seems that everyone wants us to make changes at the same time. Faculty members have been working tirelessly in their efforts to address these demands, while continuing to deliver high quality courses and programs for our students. Of course, this year's biggest challenge has been the need to address the budget cuts imposed on Florida Atlantic University by the state legislature. In spite of increased class caps, decreased course offerings, and overall uncertainty, students, faculty, and staff continue to pleasantly surprise me with their positive approach to overcome all the obstacles placed in their way. I have no doubts that because of their outlook, our future will continue to be very bright. Our departmental community, working together, moving forward, makes a difference. Makes anything possible.



Barbara Ridener, Ph.D., Chair
Department of Teaching & Learning

Thank you all, for everything you do!!

DTL Rolls Out Graduate Guide

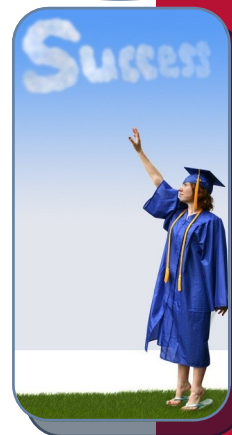
Newly admitted graduate students, beginning spring 2012, now receive the Graduate Student Survival Guide brochure along with their letter of acceptance.

The brochure is designed to provide students who are pursuing their master's degrees with the Department of Teaching and Learning the essential information they need to know to successfully complete their programs. This includes helpful tips for meeting

with their advisors, creating their Plan of Study, and filing their applications for graduation.

Graduate students are urged to refer to the brochure often throughout their programs to ensure completing all paperwork and to meet filing deadlines. The brochure also provides information on transfer and non-degree credits, as well as links to grants, scholarships, fellowships, and assistantships.

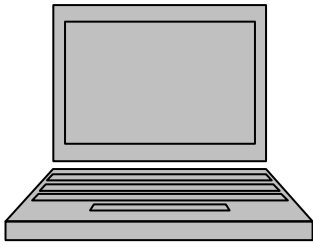
Graduate Student
Survival Guide



FAU
DEPARTMENT OF
TEACHING AND LEARNING
College of Education
Florida Atlantic University

Spring Technology Showcase

The Spring 2012 Teaching with Technology Showcase took place on the Davie Campus on Friday, Feb. 17, 2012.



Among the Department of Teaching and Learning faculty who shared their knowledge and experiences in applying technology in the classroom were Dr. David Kumar, Professor of Science Education, and Dr. Ronald Persin, Adjunct Instructor, who has been on hiatus.

Dr. Kumar explained Web-Assisted Counterintuitive Science Teaching with Wireless Media. During the session, he discussed the advantages and disadvantages in the context of teaching K-12 science, as well as science methods courses.

On hand to share success in implementing Web-assisted teaching was one of Dr. Kumar's former

students, Stephanie Lacoude. College of Education Graduate Students Gianna Ramdin and Monique Paramore also participated in the presentation.

In addition, Dr. Persin showcased Using a Teacher-Authored Web Site as an e-Learning Platform. One of the objectives of his presentation was to create a discussion/debate in the educational community regarding the relationship between e-Learning and traditional classroom instruction in the science education classroom.

The event was sponsored by Florida Atlantic University Broward Administration, Information Resource Management - Broward Computing Services (IRM-BCS), the Center for e-Learning, and the Center for Teaching and Learning.

Each year the College of Education recognizes outstanding professional educators among alumni of its various bachelor's and master's degree programs.

Five DTL Alumnae Named Outstanding Professional Educators

On April 20, 2012, the College of Education at Florida Atlantic University (FAU) held a reception for the 2012 Outstanding Professional Educators Alumni Awards in the Marleen and Harold Forkas Alumni Center on the Boca Raton Campus.

Among the award recipients were five alumnae from the Department of Teaching and Learning (DTL). Each recipient has been teaching a minimum of three years.

Honored in the Elementary Education category was Delia Velez, a fourth grade teacher at Hammock Pointe Elementary School.

In the Secondary Education category, one of DTL's adjunct instructors, Dr. Catherine Bishop-Temple, received this honor for Reading. She is the Literary Resource Specialist at Atlantic Community High School.

The other award recipients in the Secondary Education category were Britt Feingold for Visual Art, Lynn Streich for English, and Lisa Gilbert for Social Studies.

Feingold is an art teacher at Dr. Mary McLeod Bethune Elementary School. Streich is a sixth-grade language arts teacher at Jupiter Middle School. Gilbert teaches A.P. Psychology,

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Story ideas may be submitted to deptteachlearn@fau.edu. Include your name and contact information.



From left are DTL Alumnae Lisa Gilbert, Lynn Streich, Delia Velez, Dr. Catherine Bishop-Temple and Britt Feingold.

Honors Economics and Honors American Government at Park Vista High School.

Five DTL Professors Elected to COE Faculty Assembly

Dr. Barbara Ridener, Chair of the Department of Teaching and Learning (DTL), announced on Monday, March 12, 2012, that five DTL faculty members have been elected to the 2012-2013 College of Education (COE) Faculty Assembly as Officers and Senators.

The following DTL faculty members will serve as Officers of the COE Faculty Assembly for the 2012-2013 school year:

President—Dr. Susannah Brown, Associate Professor

Vice-President—Dr. Philomena Marinaccio-Eckel, Associate Professor

Secretary—Dr. Ray Amirault, Assistant Professor

Elected as **Faculty Senate Representatives** were Dr. Andrew Brewer, Assistant Professor, for a one-year term, and Dr. David Kumar,

Professor of Science Education, for a two-year term.

The COE Faculty Assembly welcomes the participation of faculty members to work cooperatively with the COE Dean, Dr. Valerie J. Bristor, in making policy for higher education within the College.

"Congratulations on your elections" Dr. Ridener declared. "We are well represented within the college."



Regional Coordinators Arrange FIAT Field Assignments

Florida Institute for the Advancement of Teaching (FIAT) Regional Coordinators “work tirelessly to provide field coordination for the FIAT programs,” said Jan Andrew, Director of FIAT. They are the “on the ground people” collaborating directly with the schools and maintaining personal contact with the students, she elaborated. “Their duties shift based on the number of students and funding we have.”

The regional areas include Belle Glade, Northern Counties, Palm Beach County, and Broward County. Funding for the FIAT programs—First Introduction to Teaching (Good FIT), Substituting with Mentors and Realistic Teaching (SMaRT), and Accelerated Induction into Teaching (AIT)—are grant-funded programs that provide stipends while working in the teaching field to Florida Atlan-

tic University (FAU) undergraduate and graduate students in Department of Teaching and Learning degree programs leading to teacher certification, as well as other local colleges.

Belle Glade

Mary Evans, who heads the Belle Glade Region, brings a wealth of experience. A retired principal, Evans worked for the School District of Palm Beach County for 42 years. She served in various capacities, including as a Spanish and French teacher, an Exceptional Student Education Specialist, and on the Instructional Support Team with the West Area.

As principal of Gove Elementary in 2002, Evans and her staff brought that school from a C to an A rating,

becoming the first school in the Glades to earn an A status. A year later, Glades Central High School achieved both academic and athletic success under her leadership. In 2007, Glade View Elementary became the first school in the Glades to make Adequate Yearly Progress (AYP) and increased its rating from a C to an A—earning Evans a Certificate of Recognition from the State Department of Education as a Turnaround Principal. Evans is presently Vice Chair of the Tri-City Education committee, which, she said, focuses on assuring “all students in Glades reach maximum potential.”

As a regional coordinator for the FIAT programs, Evans visits principals in Belle Glade to go over the Good FIT program. This program

(Continued on page 4)



Mary Evans, FIAT Regional Coordinator—Belle Glade

FIAT Implements Pilot Program at ADHUS

During fall 2011, Florida Institute for the Advancement of Teaching (FIAT) introduced a pilot program combining the First Introduction to Teaching (Good FIT) program and Substituting with Mentors and Realistic Teaching (SMaRT) to provide support for the A.D. Henderson University School (ADHUS).

“I see this as a great opportunity for the FAU students, as well as our Clinical Educators,” said Dr. Tammy Ferguson, Principal University School, Florida Atlantic University Schools (FAUS)—Henderson. “As a principal, I am always looking for

opportunities to grow our own future teachers. This program allows me to do that.”

Seventeen Florida Atlantic University (FAU) students participated during the 2011-2012 school year. Both the Good FIT and SMaRT programs are funded by grants and provide FAU students with an opportunity to earn a stipend while learning about the teaching profession. By combining the programs, FAU students are better prepared to handle the demands of substitute teaching.

“Every SMaRT student has a mentor,” said Brittany Steele, the

ADHUS Reading Coach and FIAT Coordinator for the pilot program. “We partnered them up with great clinical educators.”

Before the FAU students began their substitute assignments under the FAUS-SMaRT program, they spent the first four weeks observing and participating in progressively-more-responsible teaching instruction. Highly qualified teachers modeled how to manage and instruct elementary and middle school students, according to Steele. This is the Good FIT part of the program.

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Florida Institute for the Advancement of Teaching (FIAT) provides three programs whereby FAU students have the opportunity to explore the teaching field while earning a stipend. These programs are funded by grants.

Good FIT-“Great Leaps” Launches at Palm Pointe

A program initiated at Palm Pointe Educational Research School at Tradition in Port St. Lucie called “Great Leaps” prepares Department of Teaching and Learning (DTL) students to tutor struggling readers and students with disabilities in first- through fifth-grade as part of the First Introduction to Teaching (Good FIT).

The purpose of the program is to have students without disabilities but who are weak or at-risk and students with disabilities such as

Autism Spectrum Disorder (ASD) and Asperger’s syndrome make ‘Great Leaps’ in reading ability, according to Dr. Jack Scott, Executive Director of Center for Autism and Related Disabilities (CARD) and Associate Professor in the Department of Exceptional Student Education (ESE).

Dr. Scott oversees the Good FIT-“Great Leaps” program at Palm Pointe for Florida Atlantic University (FAU) students. On Feb. 17, 2012, according to Dr. Scott, nine FAU

undergraduate students in the Bachelor’s of Elementary Education program received training from Ken Campbell, the lead developer of the “Great Leaps” reading program, to implement Campbell’s tutoring systems. Campbell is a former teacher from “Marion County Schools where he helped develop these procedures,” Dr. Scott explained.

Struggling readers get special assistance in group settings of eight students within a regular

classroom, explained Dr. Scott. This is referred to as “response to intervention,” he said. “With our program,” he continued, students spend twelve minutes per day, Monday through Friday, one-on-one with FAU undergraduate students trained in a specialized tutorial format. Dr. Scott projected that he expects “to see accelerated growth in

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Regional Coordinators

(Continued from page 3)

provides students the opportunity to explore their interest in teaching by actively participating in classroom instructional activities. For spring 2012, Evans has placed 28 Palm Beach State College students, who have nine-credit hours or more, in classrooms one day a week.

Evans explained she matches students with teachers, visits the classrooms to see if students are being successful or if changes need to be made, and speaks to the teachers to see if it's a good match. "It's a wonderful program," said Evans. "I wish we had more donors so we can have more mentors." Some of the students changed their major to education, Evans pointed out. The program, she asserted, is a great way to get students interested in education.

Northern Counties

Joyce Beck, who started as an AIT mentor, presides over the Northern Counties, which include Martin, St. Lucie, Okeechobee and Indian River counties. She brings 30 years of experience as a high school Spanish and Latin teacher in Broward County Schools. Beck coordinates the Good FIT efforts, as well as AIT placements for FAU students on the Treasure Coast Campus.

She also oversees the three AIT teachers, who are FAU students, working in St. Lucie Public Schools. The AIT program provides exceptional students the experience of managing their own regular classroom as a full-time teacher with the support of a master mentor. It's "a fabulous program," Beck said. She recalled her first classroom experience consisted of being handed "a set of keys and a set of books. That was it." These programs provide a lot of experience, she continued. They are "learning from the best teachers possible."

Beck also noted that the "Great Leaps" program sprang into action during the spring 2012 semester at Palm Pointe Educational Research School at Tradition, located in Port St. Lucie. FAU students in the Good FIT program were trained to tutor exceptional education students and struggling readers at

Palm Pointe Educational Research School at Tradition. It's a win-win, remarked Beck. It's "free to the students and free to the school." "Great Leaps," she said, provided FAU students the opportunity to learn "special techniques to tutor." (See "Great Leaps" on page 3.)

North Palm Beach County

Winsome Naylor supports field coordination in all three FIAT programs in North Palm Beach County. Retired from the New York City public school system after 35 years, Naylor served as a teacher, assistant principal and instructional specialist at the district level. She has been involved with all three FIAT programs since 2006, serving as a Good FIT Coordinator, SMaRT Mentor and AIT Mentor.

Her duties include visiting schools and over time developing relationships with liaisons and host teachers. She provides orientations for both the host teacher and the in-



Winsome Naylor, FIAT Regional Coordinator—North Palm Beach County

terns. Then she brings them together. "I visit the schools to make sure they are getting the experience they need," said Naylor. She observes the interns to ensure they are assisting in the classroom and working with individual or groups of students.

"Sometimes interns have questions, need advice," said Naylor. For example, interns working with kindergarten students need to know in advance what kinds of activities they can do one-on-one or in groups, she explained. The host teacher might ask the intern to help the kindergarten students with phonics, for instance. Interns "still need to bring knowledge to the activity," Naylor noted.

The program "bridges the theory with practice," she stated. Interns can "see the curriculum in action,

classroom management in action, and some of the stresses teachers face," she pointed out. It benefits the schools as well, Naylor continued, as host teachers get assistance from the interns in implementing their daily lessons.

Broward County

Joan Banashak, a retired Broward County Schools administrator, was a principal for more than 20 years. She draws on her experience to coordinate efforts in Broward County. Banashak has worked with students from FAU and Broward College in the Good FIT program since 2007.

"I worked with many principals and host teachers," Banashak said. "Students have a positive experience; see authentic experience that comprises a teacher's day. It validates what they learn at FAU." Many host teachers wished they knew all of the expectations and responsibilities that would have made the transition to the classroom smoother, noted Banashak. The liaisons and principals have expressed that our interns are prepared, continued Banashak, who has the students attend orientation delineating the expectation to be professional in the classroom.

The key to working in the field is keeping the channels of communication open, she opined. She sent memos to teachers and liaisons, ensured host teachers complete an evaluation at the end of the period, and required interns to complete a daily reflection log with the host teacher.

In addition to her communication and networking responsibilities, Banashak worked with small groups of host teachers and students in the Good FIT program and planned special days. "When we have the opportunity," said Banashak, "[FAU students are] very welcomed in Broward [County Schools]."

For an application and more information about these programs, visit <http://www.coe.fau.edu/centersandprograms/fiat/default.aspx>.



Joyce Beck, FIAT Regional Coordinator—Northern Counties

Regional Coordinators are responsible for placing Florida Atlantic University students in public schools in which they have cultivated liaisons for FIAT programs throughout four regions.



Joan Banashak, FIAT Regional Coordinator—Broward County

Dr. Herbst Joins COE as Assistant Dean, PK-12 Schools & Programs

On Friday, March 30, 2012, Dr. Valerie J. Bristor, Dean of the College of Education (COE), announced the appointment of Dr. Joel D. Herbst as Assistant Dean, PK-12 Schools and Educational Programs. He began his assignment on Monday, April 2, 2012.

"We are excited to welcome Dr. Herbst into the Florida Atlantic University (FAU) family," said Dean Bristor. "His vast educational experience, including 18 years in leadership positions, provides a solid foundation for his oversight responsibilities of the Florida Atlantic University Schools."

Prior to joining FAU's COE, he served in the Broward County School Board Office as the South Area Superintendent of Schools.

He has held leadership positions during 18 of his 21 years working in Florida's educational system.

Dr. Herbst's responsibilities at the COE will include overseeing the A.D. Henderson School/FAU High School, Palm Pointe Educational Research School at Tradition, Pine Jog Environmental Educational Center/ Everglades Youth Conservation

Camp, Karen Slattery Educational Research Center for Child Development, and the Troops to Teachers grant program.



Dr. Joel D. Herbst,
Assistant Dean, PK-12
Schools and Educational
Programs



A.D. Henderson School/
FAU High School

Karen Slattery Educational Research Center



Palm Pointe Educational Research School at Tradition

Pine Jog Environmental Educational Center



Good FIT—"Great Leaps"

(Continued from page 3)

reading skills among these first-through fifth-grade students."

The Good FIT tutors are trained to listen, take data, use special timing devices, chart results, identify patterns and share with the children so they can see they are making progress, explained Dr. Scott. For example, yesterday a child may have read 35 words in a reading passage within one minute; today that child may read 45 words within the same time.

Improving fluency—one of the pillars of reading instruction—provides the best benefit for struggling readers,

according to Dr. Scott. Children who read laboriously slowly have difficulty with reading comprehension, he noted.

Comprehension, Dr. Scott expounded, relies on overall expressive language. "Children can be taught to read faster," he pointed out. "If language skills are not developed or upgraded...[children] may be able to understand words but not understand for comprehension," he remarked.

With the Good FIT program, DTL students tutor one or two days a week. Each child works with different tutors throughout the week. Although the program uses tutors interchangeably, the goal is to imple-

ment the program as consistently as possible while maintaining common records, he explained.

Dr. Scott primarily ensures data keeping is consistent and coordinates supervisors and tutors. The first-through fifth-grade students are coordinated by Kathleen Melrose, Instructional Coach, and Karin Palmer, ESE Chairperson, from Palm Pointe. "Over the course of a week, [each] child is likely to get one hour of one-on-one reading support," said Dr. Scott. "It's the one-on-one time where [the] child is responding that is the key to the success of this [program]."

"Great Leaps," according to Dr. Scott, is an "effective tutoring option. Here we have something that has been researched," said Dr. Scott. "It works and is simple to do. Tutors are working out beautifully. All are at least juniors in the [Bachelor's] program for Elementary Education."

Supervisors for the program include Kim-Le Arvary, a graduate assistant and doctoral student in the Department of Educational Leadership and Research Methodology, as well as Clinical Support Specialists in the CARD program. According to Dr. Scott, they provide coaching and general support for the tutors, as well as answer technical questions.

Good FIT is one of three grant-funded programs the Florida Institute for the Advancement of Teaching (FIAT) makes available to FAU students.

The unique aspect of the "Great Leaps" program is a real direct one-on-one reading support for struggling readers and students with disabilities given by Good FIT students utilizing a specialized tutorial format.



Pilot Program

(Continued from page 3)

Starting in the fifth week, the SMaRT students began substituting. Steele coordinates assigning students as substitutes when teachers are out. According to Steele, she places two or three students in substituting positions each day. At the end of the day, the students meet with their mentors to talk about their day, Steele explained. Then they fill out "a debriefing form and meet with me," she said.

"SMaRT students are placed in K-8 classrooms," Steele continued, "but

also substitute in special areas such as art."

The pilot program introduces FAU students to teaching, continued Steele. They "get a lot of feedback. They talk about their success and things they need help with. We hope to bring this concept to other schools."

"These [FAU students] are going to be future educators," Steele said. With so much support, the program provides "them with a wonderful opportunity to be the best they can be," she remarked. "If we give them a positive experience, we'll inspire them to be future educators."

Reading Lab Opens on Davie Campus



Starting in the spring 2012 semester, two Department of Teaching and Learning faculty members began developing a Reading Lab on the Davie Campus called Real "Deal": 21st Century Education. "Deal" stands for Digital Education and Literacy.

The purpose of this work in progress, according to Dr. Susanne Lapp, Associate Professor, "is to adequately prepare pre-service and in-service teachers for the

modern K-12 classroom within school districts of Florida and the rest of the nation."

Dr. Lapp and Dr. Philomena Marinaccio-Eckel, Associate Professor, concurred that school districts look to hire teacher candidates who are knowledgeable and capable of facilitating a 21st century e-classroom. "So all of our [Reading] courses are incorporating technology in the classroom," added Dr. Lapp.

"Because of reorganization on the Davie Campus, space became available to create a dedicated Reading Lab," explained Dr. Lapp. "[On] Feb. 11, 2012, we moved out of our classrooms and moved into this Real 'Deal.'" A couple of Reading courses are being taught there.

Now Dr. Lapp and Dr. Marinaccio-Eckel are actively seeking internal and external funding to grow the project.

"Having consulted with the Broward County School District technology experts, we discovered what type of hardware and software is common place in the classrooms," explained Dr. Lapp.

Dr. Lapp and Dr. Marinaccio-Eckel envision "a technology driven environment with laptop computers, Promethean boards... iPads and document cameras." Software programs may include Inspiration and Kidspiration, Apps, eBooks and digital textbooks, they said.

"The challenge is the way students learn," expounded Dr. Lapp. "[Teachers are] underequipped and unprepared to handle their students' learning demands."

Underscoring this point, Dr. Lapp quoted educational researcher and author, Marc Prensky, who wrote in 2001 an article entitled, *Digital Na-*

tives, Digital Immigrants, "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach."

Dr. Lapp noted that digital textbooks contain pictures that when touched are connected to hyper-text, actual movies or diagrams that pop up. This can facilitate "thematic learning, critical thinking," Dr. Lapp said.

"It will help us to activate and provide prior knowledge," added Dr. Marinaccio-Eckel. One example Dr. Lapp provided is the simulation of a microscope to examine DNA structure. This can be useful "especially for diversity and exceptional students," continued Dr. Marinaccio-Eckel. Another example is taking the class on "virtual field trips." Dr. Lapp agreed, "It's endless."

The Department of Teaching and Learning offers a strong reading program with consistent quality yet delivered by dedicated faculty in different ways on the Davie, Boca and Northern Campuses.

Literacy Lagoon Provides Oasis in Port St. Lucie



selection of children's literature from

The Literacy Lagoon, located on the Port St. Lucie campus, provides professional resources and a large

pre-emergent through eighth-grade that undergraduate Florida Atlantic University (FAU) students can borrow. It is an inviting atmosphere complete with an octopus kite, fish, and stuffed seahorses, according to Leslie Calhoun, Core Teaching Instructor, Teaching and Learning.

In addition, the Literacy Lagoon serves as a model of how a classroom

library could be set up, noted Calhoun. She explains that FAU classrooms are shared with other subject areas and, therefore, can't model a literacy enriched classroom in the rooms where reading courses are delivered.

The library is not necessarily only for those students taking reading

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Dr. Towell Sets Up FAU Reading Center Library

The FAU Reading Center Library is located in the Education Building on the Boca Raton Campus.



Books are categorized by type: picture books, chapter books, non-fiction and book sets.

Dr. Janet Towell, Professor, Teaching and Learning, transformed Room 320 in the Education Building on the Boca Raton Campus into a library for the children from the Boys and Girls Club of Boca Raton.

"The children were so excited to learn that we had created a library just for them!" exclaimed Dr. Towell. "My [graduate] students helped me organize everything and I donated a lot of my own books."

The purpose of the FAU Reading Center Library is to increase reading motivation

for struggling readers who are tutored by graduate students in the M.Ed. Reading Education program "and to reach out to the community," according to Dr. Towell. Reading both at home and at school will help to build the children's vocabulary and background knowledge.

Initially started by Dr. Donna Read, who retired from the Department of Teaching and Learning last year, Florida Atlantic University partnered with the Boys and Girls Club to provide reading help to elementary school students whose test scores and teachers identified

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Borell Joins DTL Faculty After Completing Reading Master's

"Reading is essential," stated Visiting Instructor Emily Borell of the Department of Teaching and Learning (DTL). "It is the one thing that carries over to every other subject."

Borell knows this first hand. "I didn't love reading as a child," Borell admitted. "My Mom was a reading specialist for the [school] district in Philadelphia. She worked with me to help develop a love of reading."

Now Borell dedicates herself to showing future teachers ideas and examples of reading strategies they can put to use in the classroom.

She teaches four courses on the Boca Raton Campus every semester that are a combination of LAE 4353, Language Arts and Literature: Birth through Grade 8; RED 4552, Reading Diagnosis and Remediation: PreK through Grade 8, and RED 4750, Reading Development 2: Grades 3 through 8. These courses are required for the Bachelor's Degree in Elementary Education with ESOL Endorsement.

Borell has been a faculty member since earning the M.Ed. Reading Education in August 2010 from Florida Atlantic University (FAU). Reflecting on the master's degree program, she

stated that it helped her to "fine tune diagnosing students' needs, figure out [students'] strengths and weaknesses, and then intervene to assist students to become efficient readers."

"[These] learning strategies," she explained, "have been researched-proven to be the most effective in the last 10 years."

Borell began her teaching career on the south side of Chicago, where she taught sixth-grade for one year as part of the Teach for America program. Then, she returned to Tallahassee, where she had earned her B.S. in Elementary Education from Florida State University the previous year, and took over a fourth-grade classroom whose teacher went on maternity leave. She taught there for four years.

It was while teaching third grade in Tampa that she honed her skills as a Language Arts instructor. "The school was departmentalized," explained Borell. There were two teachers on each team: one for math and science, and one for Language Arts, she expounded. Four years later, she took a position as a third-grade teacher in Palm Beach County.

After three years, she decided to pursue her master's in reading full-time. DTL offered her a Graduate Assistant position that helped her get familiar with FAU's College of Education. This position gave her the opportunity to get to know the faculty, learn about the programs, and acquaint herself with the Office for Academic and Student Services and the Dean's office, according to Borell.

The reading master's degree program is geared towards teachers who have had experience in the classroom, she said. Prospective students must already hold a professional teaching certificate or be eligible for temporary certification in order to apply for the reading master's. Before completing the program, students need to pass the Florida Teacher Certification Examination in Reading to add the Reading Endorsement to their certification.

"As a teacher, parent, mentor, [you] need to know how to read strategically...for the rest of your life," she asserted. "Go Owls!"



Visiting Instructor Emily Borell, Department of Teaching and Learning

"The M.Ed. in Reading Education leads to the Reading Endorsement, which is required by the Florida Department of Education to teach Reading K-12, to be a reading coach, or to become an instructor for undergraduates."

Lucrezia Teaches Reading in St. Lucie County

"I always knew I would go back and get my master's," said Melissa Lucrezia. So when she heard the reading

program was being offered on the Northern Campuses, she applied.

A bona fide Florida Atlantic University (FAU) alumna, Lucrezia earned her bachelor's degree in Elementary Education in 2002 and

her M.Ed. Reading Education in December 2010. The Department of Teaching and Learning (DTL) administers both of these programs.

Lucrezia is in her ninth year of teaching at Windmill Point Elementary School in St. Lucie County. She is also an Adjunct Instructor for DTL since January 2011.

Presently, Lucrezia teaches Reading, Language Arts and Social Studies to fifth-graders. Since the subjects are departmentalized, she teaches these subjects to her students in the morning and her co-teacher's students in the afternoon. The other teacher teaches math and science.

In addition, she teaches LAE 4353, Language Arts and Literature: Birth through Grade 8 primarily on the Northern campuses. "My passion now

is still teaching [elementary] students but also teaching future teachers," stated Lucrezia.

Lucrezia taught third grade for three years, fourth grade for four years and fifth grade for two years. "I have a few students who are low...struggling readers," said Lucrezia. "I keep books on hand, do a read-a-loud every day and shared reading," she explained. This allows students to hear her read as well and to receive small group reading instruction. She emphasized that her classroom library is the focal point of her room and is where the read-a-loud takes place.

"I learned so much about being a reading teacher," said Lucrezia,

reflecting on her master's degree program. In fact, she was able to utilize the practical reading strategies she learned right away, she explained.

Because she only teaches reading at the intermediate level, she does not teach how to read but how to read for meaning, expounded Lucrezia. "I guide my students to obtain the skills that they need to comprehend better."

The reading master's, she continued, "helped me to

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Melissa Lucrezia, Adjunct Instructor on the Northern Campuses

FAU Reading Center Library

(Continued from page 6)

them for assistance, Dr. Towell recounted.

Dr. Towell explained that she likes being able to oversee the graduate students while they tutor. "I can provide help as needed and assist with the assessments," she said.

This spring there are seven graduate students in the practicum; last fall there were 16—each is paired with an elementary student

from the Boys and Girls Club, according to Dr. Towell. In the fall, the graduate students "conduct informal assessments to determine reading and writing strengths and needs," she explained. The practicum course in the spring is an extension of the diagnosis course in the fall.

"This practicum," Dr. Towell continued, "[provides] a great experience to implement the various assessments they learned and teach lessons based on the intervention plans they have created."

The elementary students range from first-grade through fifth-grade. They come for one hour

every week. "We give them a snack...juice and fruit," said Dr. Towell. "On holidays [we] give special treats."

"In the fall, we have a pizza or spaghetti dinner and the children interview their parents," continued Dr. Towell. "Several [parents] were from Haiti and speak Creole."

The inspiration for setting up the library, explained Dr. Towell, was to encourage reading books at home. Dr. Towell said she has noticed the elementary students becoming more confident readers.

"A lot of children don't have books at home," said Dr. Towell. "Only one or two had library cards." Learning about taking out books from a library is a process. The challenge is to get the elementary school children to bring the books back, she noted. To that end, one of Dr. Towell's graduate students sewed book bags for them with the FAU logo. They are doing much better about returning the books each week.

Having attended a workshop through the Teacher's College Reading and Writing Project last summer at Columbia University, Dr. Towell said she is "inspired to do more writing in the tutoring program." The trip for the two week workshop was grant funded by the Robert and Mary Pew Public Education Fund, according to Dr. Towell.

In the practicum, graduate students have the elementary students write in journals based on the Teacher's College writing workshop model, Towell explained. "They took fabric and made hard cover books in which they write about books they are reading," expounded Dr. Towell.

When the elementary students first came, many of the children did not enjoy writing because it was so difficult for them, she noted. Writing and illustrating their own stories has improved their overall attitude toward writing, according to Dr. Towell.

The reaction to the library by the children has been positive, according to Dr. Towell. "They really like non-fiction, informational books, beginning books such as Dr. Seuss, and chapter books like the Dear America series."

"We want the children to appreciate and enjoy books," said Dr. Towell. "We want them to share them with their siblings," she added. So she and her graduate students personalized the library to match the children's interests, including fiction and nonfiction text.

Dr. Towell plans to continue donating to the library. "Anyone who would like to donate new or gently used children's books to the library can bring them to Room 355 in ED-47 on the Boca Raton Campus. They need books from Kindergarten through the sixth-grade level, in all genres.

The FAU Reading Center Library loans books to elementary school children in the community who are tutored by graduate students in the M.Ed. Reading Education program.



Literacy Lagoon

(Continued from page 6)

classes, Calhoun pointed out. There are books on other subject area courses such as social science or science. For example, a student may need "an historical fiction text that can go along with a lesson for social studies," she said.

The idea for the Literacy Lagoon "stemmed from a perceived need for our students to have access to children's literature," recounted Calhoun. "I had books in boxes from my own

classroom, my daughter and books from a grant Dr. [Deborah] Harris wrote."

When she moved to the new MP building, Calhoun was given a bigger office. So she divided the office in two, using bookcases as dividers. She set up her office in one half of the room and the Literacy Lagoon in the other half. "There were students from the reading classes that helped with the organization and set up of the Lagoon," she recalled.

FAU students on the Port St. Lucie Campus can also stop by the Literacy Lagoon to use textbooks for reading classes as reference materials, said Calhoun. Many students refer to them to complete assignments while waiting for their textbooks to arrive or waiting for their financial aid, she explained. There is also a VCR/DVD player and a TV

donated by Dr. Harris so that students can view materials that were missed during an absence.

Lucrezia

(Continued from page 7)

teach my students the skills they need to become better readers in life in general, not just in the classroom."

"It will help teachers help their students become better readers," noted Lucrezia.

"Going to FAU as a student and coming back as an adjunct is a really rewarding experience for me," she added. "I have met so many wonderful staff members and faculty members that have helped guide me along the way as an adjunct. I love reading and love to teach reading."



Dr. Romance, Dr. Vitale Examine Vocabulary Acquisition

At the April 2012 Annual Meeting of the American Education Research Association (AERA) in Vancouver, Canada, Dr. Nancy Romance, Professor, Teaching and Learning in Florida Atlantic University's (FAU) College of Education, along with her colleague, Dr. Michael Vitale, Professor, East Carolina University (ECU), presented their multi-year findings resulting from implementation of an inductive vocabulary strategy used with students in grades three, four, and five.

The intervention was effective as measured by how the academic growth of students was accelerated over the time they participated in the project, said Dr. Romance. The data at the end of two years showed that the students who received the intervention versus the control students gained 3.7 months of vocabulary growth and 8.3 months of reading comprehension growth for the 2010-2011 school year. This means the intervention students' one year grade equivalent growth in vocabulary and reading increased approximately 37% and 83% respectively. The reading comprehension and vocabulary subtests of the Iowa Test of Basic Skills (ITBS) were used to measure student learning outcomes.

The findings are reported in the paper by Dr. Romance and Dr. Vitale titled, "Effects of Inductive Vocabulary in Grades 3-4-5 on Achievement in Vocabulary and Reading Comprehension." Preparation for this paper was funded by the United States Department of Education (USDOE)'s Institute of Education Sciences (IES) grant, centering on vocabulary acquisition. Dr. Romance and Dr. Vitale are co-principal investigators on the project.

The objective of the grant is to develop a systematic approach to accelerate the vocabulary growth of students while also supporting their reading comprehension. In effect, many elementary students lack rich vocabulary knowledge, according to Dr. Romance. "As a result, many students never catch up or fall further behind."

Four-Step Strategy

So, Dr. Romance and Dr. Vitale worked together to create a four-step strategy for improving the vocabulary acquisition and reading comprehension of a wide range of academically diverse students. The grant is a three-year

program to be implemented in grades three, four and five. The strategy uses "semantic word families" instead of stand-alone words.

The program is "very consistent in terms of the formatting to be used during instruction," noted Dr. Romance. It consists of a pre-test, post-test, a short form that identifies key words and target words and the four-step strategy, and a long form designed to train teachers by providing a script they can follow to teach the four-part strategy.

"The goal is to build vocabulary knowledge in two ways: first by directly teaching the meanings of semantically-similar words, then having children infer meaning of words that weren't taught but learned from context," said Dr. Romance. "In order to make a decision if the target word [i.e., synonym] is a better [choice]...students really need to understand the story. It is deepening vocabulary and comprehension."



By using "semantic word families" with "slight differences" in meaning, students' first opinion of a key word may change by the end of the story as they really begin to understand the characters and events better, explained Dr. Romance. This helps to demonstrate the "impact of the vocabulary strategy on comprehension."

In the first step, teachers pre-teach the three "key" words selected from the basal reader. Then they read and discuss the story. Next, they replace the key words with the two target words and ask the students whether the new word(s) changes the meaning of the sentence or story. In step three, the first two target words are replaced with two new target words. They do not teach their definitions. Students "must infer meanings by looking at the story context so as to develop the inductive vocabulary skill," she said.

"Acquisition of language skills and vocabulary are pretty important for communication," said Dr. Romance. The program encourages students to differentiate between "shades of meaning" and to develop "inferential reasoning" skills that require referring to the context in which the word is used. The skills these students acquire "carry to middle school," said Dr. Romance.

Inductive Vocabulary Idea

Dr. Romance and Dr. Vitale have been working on the idea of an inductive vocabulary strategy since 2008 when they teamed up to conduct a mini, two month study. They collected preliminary data then refined their thinking and wrote a proposal to the USDOE that was funded for \$1.5 million.

The idea for the vocabulary project occurred while attending a meeting in Washington, D.C. "We were listening to other scholars on vocabulary," recalled Dr. Romance. "In particular, Tom Landauer described his vocabulary word model. This prompted Dr. Vitale's theory of the inductive vocabulary strategy."

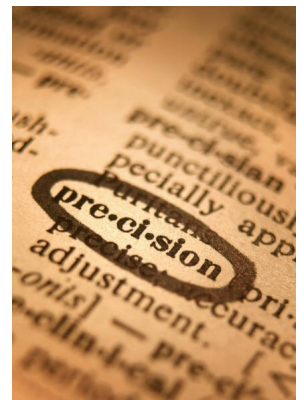
"A lot of our thinking also came from the book, *How People Learn*, published by the National Research Council. According to Dr. Romance, this book presents a synthesis of 20 years of research on learning. "The key thing learned from experts is automaticity," explained Dr. Romance. As they read new information, experts are always linking it to what they already know, she said.

Dr. Romance and Dr. Vitale first began working together in 1987-89 while both were at FAU. "Then, he left for ECU," said Dr. Romance. Prior to working at FAU, Dr. Vitale was Director of Applied Research in Dallas Public Schools and Dr. Romance was Director of Science K-12 in Broward County Public Schools.



Dr. Nancy Romance, Professor, Teaching and Learning in FAU's College of Education

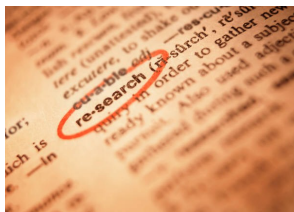
Extending direct teaching of semantically related vocabulary words by incorporating the induction method of introducing new vocabulary words is not only effective for at-risk students but for non-at-risk students as well.



(Continued on page 10)

Vocabulary Acquisition

(Continued from page 9)



"As we read and discussed ideas coming from multiple sources—an eclectic collection of books," said Dr. Romance, "our thinking as a team has certainly evolved. Dr. Vitale and I often challenge each other's ideas in our effort to work towards solving persistent educational problems such as reading."

"The success of the relationship is based on the

"We think that researchers should study persistent problems with different lenses, different philosophical frameworks." This provides a "more expanded view of what constitutes learning."

fact [that] our backgrounds are so different," said Dr. Romance. "I'm not just a science teacher and he's not just a researcher. We are beginning to think in an interdisciplinary fashion in all of our research."

Project Implementation

The USDOE Institute of Education Sciences has established five goal levels for their grants: Goal One through Goal Five. Presently, Dr. Romance is conducting her grant at the Goal-Two level, which requires researcher involvement in the development, implementation and evalu-

ation of a small scale research study involving three intervention and three comparison schools. Dr. Romance oversees more than 24 teachers in three schools implementing the vocabulary acquisition strategies.

"The schools represent a cross section of the diversity of the population," she said. Dr. Romance provides teacher professional development, ongoing teacher support and direct classroom observations.

Using basal readers adopted by the School District of Palm Beach County, key words are identified from select stories. For each key word four new semantically related words are identified. By completing sentences associated with steps one through three, teachers determine if a student acquired the meaning, gist, or context of the word.

"The step-by-step process gradually encourages, equips, strategizes and incentivizes students to make inferences or determine contextual meaning on their own," explained Dr. Romance. For example, the three-part sentence re-reading process is used in steps two and three with the gradual goal of having students infer the meaning of the target words.

"We request each teacher to teach eight stories from the basal reader during the school year," she said. "We gather the story specific pre-tests and post-

tests after students have completed a selection. We develop the data from these tests."

"Dr. Vitale considers the overall design of the intervention in terms of student learning outcomes. He calculates all the data analysis," said Dr. Romance.

Looking Ahead

The current USDOE grant has just been awarded a no-cost extension for year four to run through 2012-2013. Dr. Romance and Dr. Vitale hope to eventually submit a Goal-Three proposal for the vocabulary project, probably in the Fall of 2013. For the present project, they will

select teachers to look at the guide. The teachers will be asked, "Were the definitions sufficient? Did they align with the story content?" In year four, they plan to continue this program with one new school and one continuing school.

If we are eventually successful in being awarded a Goal-Three grant, we will work closely with the School District of Palm Beach County to randomly select 20-24 schools, either for intervention or as control schools, explained Dr. Romance. The schools in Goal Three will be randomly selected from a pool of

(Continued on page 16)

First Day Jitters: A Case Study

Here is how the vocabulary acquisition strategy has been applied to a third grade basal reading selection by teachers in the School District of Palm Beach County. The teachers have implemented it under the direction and guidance of Dr. Nancy Romance, Professor, Teaching and Learning, Florida Atlantic University, and principal investigator for the United States Department of Education (USDOE)'s Institute of Education Sciences (IES) grant in collaboration with Dr. Michael Vitale, Professor, East Carolina University.

The purpose is to enable third grade students to think more critically about word meaning or vocabulary being learned from the actual story being read. The teacher gives the students a pre-test where students indicate whether or not they know the meaning of a list of words and, if they do, to write a sentence using those words—one sentence for each word they know.

The teacher then implements a four-step strategy. First, the teacher pre-teaches the meaning of the three key words from a basal reader. In this case, the key words are **chuckled**, **silly** and **stumbled** from the basal reader selection, "First

Day Jitters" by Julie Danneberg. It appears that Mr. Hartwell, a main character in the story, is trying to get Sara Jane Hartwell out of bed and ready for school.

As the students read each sentence in the story during shared reading, a series of two questions are asked by the teacher. These questions are designed to help students reflect on the meaning of the word in the sentence, as well as consider how the word contributes to the overall meaning of the story. The sentence for the first key word is: Mr. Hartwell **chuckled**.

Second, after the entire story has been read aloud, the teacher writes the definitions of the two target words that are matched to the key words. For example, the teacher would write the definition of the two target words **laughed** and **snickered** for the key word **chuckled**.

Students then read aloud a three-sentence block from the book substituting each target word and answering the teacher's questions regarding each target word. The three-sentence block provides context for understanding the meaning of the key and target words.

Third, the teacher writes two more target words for each

key word on the board, but does not teach their definitions. Students then refer to the same three-sentence block from the book substituting two new target words and answering the same questions. This process requires students to infer meaning from the context of the three-sentence block.

Fourth, the teacher randomly writes all words without definitions on the board. The teacher asks students to use each word in oral sentences. This enables the teacher to check for understanding.

Finally, students are given the post-test so the teacher can assess whether students increased their knowledge of the meaning of the words given in the pre-test.

After all, students can decide if the author chose the right word, in this case, **chuckled**, once they discover the ending of the story. Surprise!

This short form and long script for the USDOE/IES Teacher Story Guide was developed and copyrighted by Dr. Michael Vitale, Center for School Development, Inc.—parts of which are illustrated in this case study with permission.

Thomas Retires After 41 Years Advocating for Education

The economy was in recession and jobs were scarce when Glenn Thomas, Assistant Dean of PK-12 Schools and Educational Programs in the College of Education (COE), completed his Bachelor's degree in Biology with an emphasis in marine science in 1971.

"I was supposed to be on a research vessel studying crabs and shrimp," he recalled. Instead, Thomas took a temporary job as a substitute science teacher at a small rural K-12 public school in northwest Florida.

Thomas revealed that he had never taken an education course nor had any teaching experience when he was hired as a teacher. He added that a woman hired at the same time with a master's degree was offered \$300 less for the year.

Thomas also realized that his students in the rural schools didn't have the resources that schools with larger populations had. For example, he had "two broken microscopes" and "had to borrow skeletons and charts from large schools that had the votes," he disclosed. "Those two things propelled me to become involved in the union, and within very few years I became by default President of the local teacher's union."

FAU Achievements

That stint began 41 years of advocating for educational support and reform at the classroom, regional consortium, school district, community college, state department and university levels. Thomas' career culminated with his retirement from Florida Atlantic University on April 30, 2012.

Nearly 10 years ago, Thomas brought his educational leadership skills to FAU. His greatest accomplishment has been "connecting good ideas with good people and available resources," reflected Thomas. "The people I work with are remarkable, with great ideas. They have taught me so much."

Among the accomplishments achieved by FAU's COE under his leadership are:

- Launched FAU High School in 2004, which offers ninth-through-12th-graders dual en-

rollment courses that simultaneously earn high school and university credit at no cost to parents or guardians for tuition and books.

- Formed new partnership in 2006 with the School District of Palm Beach County, which built a new green elementary school in 2008 at the Pine Jog Environmental Center.
- Established Palm Pointe Educational Research School at Tradition for elementary and middle school students, which opened in 2008.
- Awarded grant funded by the Department of Defense in 2011 for the State of Florida's Troops to Teacher, which transitions veterans to teaching in Florida and the Caribbean.
- Addressed the 2004/2005 session of the Florida Senate Education Committee concerning the establishment of the Florida Institute for Advancement of Teaching (FIAT), which was funded initially by the state, but over the past few years is privately supported and continues to offer paid, practical experiences for college/university students and support for struggling children.
- Added additional learning spaces for elementary, middle and high school students at the A.D. Henderson University School (ADHUS)/FAU High campus, including two buildings plus portables to serve twice as many children as in fall 2002.
- Received multiple grants at FAU as a principal investigator, including the statewide Florida Charter School Legal Resource Center, the Palm Pointe Educational Research School at Tradition charter school start-up grants, and other state and federal grants, totaling some \$11 million.

FAU Responsibilities

Thomas oversaw four Florida Atlantic University Schools (FAUS): ADHUS, FAU High School and the Karen Slattery Educational Research Center for Child Development located on the Boca Raton Campus, as well as Palm Pointe Educational Research School at Tradition/ Treasure Coast University Schools, Inc. in Port St. Lucie. Slattery serves children from six months to age five. His other FAU responsibilities included oversight of the Pine Jog Environmental Center, the FIAT programs and serving as the principal investigator for the Florida Troops to Teacher grant.

Thomas also worked across various colleges within the University on climate change issues, grants and innovative external projects. He served on a College International Committee, FAU Climate Change Committee and the FAUS-COE Research Committee. The latter committee connects university school research to university researchers and regional schools.

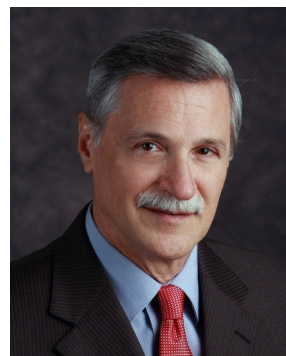
In fact, all of the schools and programs he oversaw are funded externally by grants or other non-ESG funds, not the University operating funds, including his and direct staff's salary, he explained.

"FIAT is grant funded," Thomas continued. "Slattery is tuition funded. Pine Jog draws from its endowment and earned income from its afterschool/summer day camp program and Everglades Youth Conservation Camp, residential camp and community programming."

DTL Connection

The programs Thomas oversaw also benefit undergraduate and graduate students in the Department of Teaching and Learning (DTL). For instance, ADHUS, FAU High and Palm Pointe foster opportunities for DTL student teachers to train under the wings of highly qualified teachers within quintessential school environments.

In addition, FIAT offers DTL students three components—Good FIT, SMaRT and AIT. These are grant and external foundation funded programs "designed to support at-risk or low performing schools where student teachers and newly hired teachers are likely"



Glenn Thomas, Assistant Dean, PK-12 Schools and Educational Programs

"Bottom line, I'm honored to be part of [the] University and [its] relationship with researchers, faculty and students. We try to be additive to university resources, not take away."



(Continued on page 13)

Cross Leaves After 40 Years Training Future Teachers



"Everyone has an opportunity to create a legacy. I believe in initiatives—creating programs, projects that benefit the University, faculty and students...the synergy of the right people around the table."

Lorraine D. Cross, Director of Program and School Initiatives in the College of Education's Office for Academic and Student Services (OASS), retires from Florida Atlantic University (FAU) in June 2012. In addition, she coordinates Effective Teaching Practices for the Department of Teaching and Learning (DTL), serves as a University Supervisor for DTL, and works on numerous committees in the College of Education and throughout the University. In all, she has served the Florida Atlantic University Schools (FAUS)-Henderson and FAU for 40 years.

"They allow me to do the things I'm passionate about, which have an impact on students, faculty and/or programs," said Cross. For example, Cross serves as the Chair of the Secondary Teacher Education Coordinating Committee (STECC), collaborating with faculty and departments across the University to support the secondary education programs.

She also advises secondary education students and works with community colleges for the two plus two program. Moreover, Cross works with non-profits to connect professors and students for Academic Service-Learning, which provides students an opportunity to apply academic knowledge to real-life civic issues.

A Positive Impact

"I am driven by one thing only," said Cross, "what can I do to have a positive impact" on helping students be successful in their programs. "I believe in the synergy of collaboration." Her greatest joy is to connect people to solve a problem or create something new. "I have been blessed that I have had this opportunity at FAU," she said.

Cross appreciates the support she has received from Dr. Valerie J. Bristor, Dean of the College of Education; Dr. Deborah Shepherd, Associate Dean, Office for Academic and Student Services, and Dr. Barbara Ridener, Chair, Teaching and Learning. She works closely with the Effective Teaching Practices Team, the academic advisors



Lorraine D. Cross, Director of Program Initiatives in the College of Education's Office for Academic and Student Services

and staff in OASS and Traci Catto, Director of Clinical Experiences in OASS to ensure students have the competencies and skills necessary for student teaching and to graduate as effective educators.

An FAU Alumna

Cross began her career at FAU in 1972, teaching K-8 music and drama at the A.D. Henderson University School for thirty years. During that time, she served as an adjunct instructor for various music methods and effective teaching practices courses at the elementary and secondary levels. Currently, she teaches ESE 3940 Secondary School Effective Instruction and EDG 4343 Classroom Instructional and Assessment Strategies. Nine years ago, "Dr. Greg Aloia, the Dean at that time, brought me over to expand the secondary [education] program and the two plus two program with community colleges," Cross said.

A proud FAU alumna, she earned the M.Ed. in Curriculum and Instruction from FAU. Cross received her Associate's degree from Broward College and her Bachelor's degree in Music Education from FAU.

"I am committed to educating future teachers," Cross remarked. "That is my life-long endeavor and passion. I think it imperative anyone going into teaching has exceptional communication skills, extensive knowledge in their content, the skills to teach that content, and a desire to reach and teach every child."

Teachers need to "be flexible, think on their feet, multitask, and be open to continue to learn," declared

Cross. Society does not allow teachers to sit on their laurels, she observed. Effective teachers are inquisitive learners who share their knowledge with students in an engaging, interactive way, she stated.

"I believe in interactive learning and a way to authentically assess what the students learned," Cross asserted. "What do you want them to know and be able to do at the end of the lesson, and how do you know they have done it?"

"Learning has to be connective, not separate," she explained. To make lessons make sense to students, teachers need to connect the new information across the subjects. It is "amazing what students can pull from." A single focus will not provide all the aspects students need to know, she pointed out.

Always a Teacher

As for Cross, she said, "I cannot remember a time I did not want to be a teacher." Cross grew up in Florida during the winters and New York State in the summers where her parents owned the Moonglow Inn, a bungalow colony in the Catskill Mountains. She helped her mother with the day camp, developing lessons or activities. Cross directed shows and helped children with crafts. She and her three sisters also set up and ran the small grocery store in the bungalow colony. Cross said she grew up with a strong work ethic, helping her family's business. That's where she learned to collaborate, she said. "We all had to contribute to get the place ready for the summer."

"Authentic collaboration can make a true difference in an institution," reflected Cross, who enjoyed working on projects and programs. "I have been so fortunate to have had the opportunity to collaborate with several amazing individuals across the University over the years on programs and projects that have had a positive impact." Cross draws inspiration from Robert Frost's poem, "The Road Not Taken." "That has made all the difference," Cross noted, citing the last line in the poem. "I believe I was supposed to do exactly what I've done."



Thomas Retires

(Continued from page 11)

to begin their careers, according

to Thomas. It prepares DTL students with practical experiences supporting the learning needs of struggling learners.

Classroom Management Tips

Director of Program and School Initiatives Lorraine D. Cross of the College of Education's Office for Academic and Student Services has made many presentations on classroom management. These include graduate assistant workshops, professional development in Broward County School District and the School District of Palm Beach County, as well as to Accelerated Introduction to Teaching (AIT) students.



"A lot of people think of classroom management as only discipline," said Cross. However, it encompasses the use of time, organization of materials, the room arrangement, established procedures, policies and rules. The focus of classroom management should be centered on the academic goal, she noted. "Time on task equals higher achievement."

It is important for teachers to proactively think about what needs to be managed for the best academic outcomes, remarked Cross. "It is essential to establish, teach and monitor procedures for each task students need to accomplish in the day and develop efficient ways to handle taking roll, passing out papers, getting materials, etc. to help set the tone and expectations for what is required. The goal is to turn procedures into routines."

In addition, teachers need to establish either by themselves or with their students a set of three to five rules or expectations stated in a positive action-oriented way, which govern the social interaction in the classroom, according to Cross. These rules must be observable, taught to the students, practiced and monitored. Teachers must also develop positive reinforcement techniques and appropriate consequences to use when students choose not to

follow the rules in order to create an environment conducive to learning.

"Let the students know that a well-managed classroom will benefit their personal learning and the synergy of the group," Cross advises. The concept of the community of learners pulling for one another and supporting one another helps towards the level of achievement you've set for your class. The atmosphere needs to be respectful, open, responsive, and supportive, with both the teacher and students being held accountable for their learning and actions.

"You need to demonstrate to your students what you want them to demonstrate for you," explained Cross. For instance, if you want your students to use appropriate language and tone, but you scream at them, you are not setting the right example. Preferably, you need to display the demeanor, verbal and body language you expect your students to display in return. A well-managed classroom will reap the rewards of higher achievement and a more socially fulfilling experience for the teacher and students.

In their book, *Demonstrating the New Florida Educator Accomplished Practices: A Practical Guide for Becoming an Effective Educator*, Cross, Barbara Pulease, and Hope Waldman Targoff list the top ten tips for effective classroom management. Here are the first five tips:

1. Establish rapport and learn the student's names quickly.
2. Arrange the classroom and student seating to meet instructional goals.
3. Begin instruction promptly and conduct beginning/ending reviews.
4. Orient students to the content being presented and maintain academic focus throughout the class session.
5. Handle materials in an organized manner.

"It's how you handle it," noted Cross. "Be proactive and anticipate how you will react."

Furthermore, Pine Jog Elementary provides what amounts to a professional development center where DTL graduate students can observe elementary students and learn what a green school looks like, how it functions and what makes it unique. "Pine Jog was the Florida Green School of the Year in 2011," Thomas noted. This is a "reflection of unique partnership...where a university environmental education center has partnered long-term with an environmentally themed Palm Beach School District school on the same property," Thomas observed.

"Pine Jog Elementary School provides FAU with a potential training ground for teachers, curriculum development, after school research and development location for environmental curriculum and activities," he delineated. Having celebrated its 50th anniversary in 2010, Pine Jog was established through a gift by Mr. and Mrs. Alfred Kay, who donated the land, and its support was extended with an endowment provided in 1995 by Mrs. Ann Kunkel. The center reflects the diversity in nature--wetlands, trails, piney woods--and connections to organizations as diverse as the Audubon Society of Florida, Palm Beach Garden Club and the County of Palm Beach.

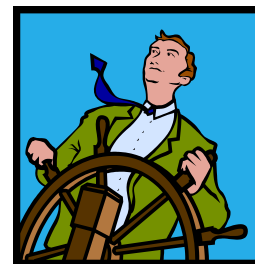
Prior to FAU

According to Thomas, his expertise in building schools prompted FAU to bring him on board to launch the Palm Pointe School. As Director of Florida State University School and Chief Executive Officer of its university charter not-for-profit corporation, he had lead the development and construction of "a new school complex of fifty acres, and 10 buildings and associated athletic facilities for 1600 grades K-12 students," he said.

Previously, Thomas worked as Bureau Chief for 12 years with the Department of Education and held an administrative position at Tallahassee Community College for one year. Prior to that he "served with Leon County Schools for eight years running statewide projects," he said. Before that he was employed at

Panhandle Education Co-operative working with some 19 small, rural north Florida school districts.

Thomas, who went through the teacher certification process course by



course, taught grades 6-12 science in a small, rural public school for six years. He earned his Master's degree in Educational Leadership in Curriculum and Supervision in 1976 and completed doctoral

The Department of Teaching and Learning thanks Thomas and Cross for their many years of service and outstanding contributions to programs and projects that enable students to become effective teachers.

coursework and comprehensive exams at Florida State University in Education Research and Evaluation Design, but did not complete his dissertation.



His take away from his experience in the field of education is "a lot of good people taught me a lot of good things about serving students."

Spring Commencement: 200 Bachelor's Degrees Awarded

Florida Atlantic University conferred 200 bachelor's degrees to undergraduate students in the College of Education's Department of Teaching and Learning in May 2012.

A total of 172 bachelor's degrees were awarded in Elementary Education; seven in English Education, one in Math Education, four in Music Education, three in Biology Education, and 13 in Social Science Education.



Deanna Holmes (left) and Shandrea Campbell earn the B.A.E. in Elementary Education. They are ready to receive their diplomas during the spring 2012 commencement ceremony.



From left are Cina Bornstein, Wendy Hinton, Richard Klein and Kristen Hjelsand. Bornstein is being awarded the B.A.E. in English Education; Hinton, the B.A. in English Education; Klein, the B.A. in Math Education, and Hjelsand, the B.A. in English Education.

The College of Education Spring 2012 Commencement Ceremony took place on Friday, May 4, 2012 at 1:00 p.m. on the Boca Raton Campus.



Gabriela Salazar (left) and Jennifer Lemus anticipate the graduation ceremony, before obtaining the B.A.E. in Elementary Education.



Jessica Reilly (left) and Ashley King are all smiles before receiving the B.A.E. in Elementary Education during the College of Education's graduation ceremony.

Thirty-eight DTL Students Earn Master's in Education

M.Ed. Curriculum & Instruction plus Certification: English

Allison E. Cree-Newman
Robin K. Jolley

M.Ed. Elementary Education

Oumawatee Rampaul
Cynthia K. Robertson
Amanda L. Cerrone
Cammie R. Cacace
Vita Al Sheikh
Juan F. Perez
Gina E. Macaluso
Hilary N. Leblanc

Louisa G. Upadhyia
April A. Johnson
Jill D. Siegel

M.Ed. Environmental Education

Wendy P. Dublin
Wanda R. Souza
Sarah M. Lundquist
Anne M. Henderson
Rachel M. Granison
Veronica L. Frehm

M.Ed. Social Foundations of Education: Educational Psychology

Padmini D. Samaroo
Charlene N. Bobb-Smith
Melissa J. Mancao
Sharon L. Camarillo

M.Ed. Social Foundations: Technological & Theoretical Foundations of Learning

Carlos M. Montoya
Natasha C. Garcia
Jane B. Osley
Jeanne F. Kossey

M. Ed. Reading Education

Denise D. Saddler
Roseanne P. Durante
Maria A. Scuotto
Stacy A. Hulst
Sarah I. Bhatti
Lynda G. Cutolo
Jessica L. Flynn
Nicole Y. Harris
Vivian Tolentino
Neena Cadman
Leah M. Coon

Dr. Harlin Retires from Teaching Literacy in Davie

After teaching at Florida Atlantic University (FAU) for seven years, Dr. Rebecca Harlin retired in May 2012. She served the Department of Teaching and Learning as Professor of Literacy at the Davie Campus.

During that time she taught doctoral courses in Curriculum and Instruction and mostly reading courses at the graduate level.

Her greatest achievement was her role as principal investigator for the Pathways to Teaching United States Department of Education (USDOE) Grant Project, Dr. Harlin reflected. She worked on the \$1.9 million grant that ended spring 2012 for six years.

Pathways to Teaching "enabled people to earn professional certification," explained Dr. Harlin. "People with bachelor's degrees, temporary certification and teacher aids transitioned to teaching. It had a big impact on their lives and the lives of their families."

The grant "helped to reach an audience we wouldn't have [reached]," she continued. "Many [of them] came back into our master's programs."

Dr. Harlin taught at five universities, including FAU, Barry University, Florida International University and 14 years in the State University of New York (SUNY) at Buffalo and Geneseo for a total of thirty-one years.

She started as a sixth-grade English teacher in New York and taught reading at a Title I school in Florida, totaling seven years.

Dr. Harlin holds a Ph.D. in Curriculum and Instruction with a minor in Research at the University of Florida and a M.Ed. in Reading Education at the University of Central Florida. She earned a B.S. in Elementary Education with a minor in English from Mansfield State University in Pennsylvania where she grew up.

"Even though [we've] gone through tough cycles economically, teachers can still be agents of change," remarked Dr. Harlin. "It's just having the conviction and the courage to do so."

"It is important to have a sense of humor and good colleagues to share ups and downs with," she advises. "Allow yourself to be mentored and to mentor others along the way."

Dr. Harlin cites that she mentored faculty and helped them get published. "I've really been happy at FAU," she said. "I like the students, faculty and staff. I am proud of this institution."

Relocating to Denver, Colorado, Dr. Harlin and her husband are joining their daughter and grandchildren. "It's a whole new chapter," she noted.



Dr. Rebecca Harlin,
Professor of Literacy,
Teaching and Learning

The Northern Campuses recognize the achievements of outstanding students and exceptional faculty annually. Congratulations to the 2011-2012 award recipients!

Northern Campuses Award Students, Faculty

The Northern Campuses Achievement Awards were bestowed on Monday, April 23, 2012 on the Jupiter Campus.

Among the student award recipients were Jenny Samuels, Elementary Education, and Shannon Hert, Elementary Education, from the Department of Teaching and Learning (DTL).

Samuels received the Undergraduate Outstanding Student Award—Jupiter Campus and Hert earned the Undergraduate Outstanding Student Award—Treasure Coast Campus. Both of these awards were in the College of Education category.

DTL faculty and adjunct faculty were also commended in the College of Education category during

the award ceremony. Dr. Jennifer Bird, Instructor, Teaching and Learning, was honored as one of the Exceptional Faculty Award Finalists. Melissa Lucrezia, Adjunct Instructor, Teaching and Learning, was recognized as the Outstanding Adjunct Faculty Winner.

Two DTL Students Recognized at COE Honors Reception

On Friday, May 4, 2012 following the graduation ceremony, the College of Education (COE) held its Honors Reception in the Education Building on the Boca Raton Campus. Dr. Valerie J. Bristol, COE Dean, led the award presentation, recognizing outstanding students in each of the seven departments. The Department of Teaching and Learning (DTL)'s COE Student Awards for Academic Excellence 2011-2012 recipients were Mary Doda for the undergraduate category and Anne Henderson at the graduate level. Doda was also selected as the outstanding undergraduate for the College, earning the Dean's Award.

Doda was recognized for going above and beyond expectations, according to Dr. Barbara Ridener, DTL Chair. Doda was the Program Coordinator for the COE Student Achievement Council (SAC) committee and member of Kappa Delta Pi. Doda assisted with the annual Research Symposium and co-sponsored an event to help students improve PowerPoint design and public speaking. She is pursuing a B.A. in Elementary Education and plans to do her student teaching in the fall.

Henderson received the award for volunteering with Dr. Julie Lambert on the National Aeronautics and Space Administration (NASA) grant and for

implementing what she learned in her directed independent study on argumentation and climate change education in the science methods classes she taught as a Teaching

Assistant. Henderson also worked hard on her Capstone Project. She received a M.Ed. in Environmental Education in spring 2012.



Anne Henderson (left) accepts the Outstanding DTL Graduate Award from Dr. Ridener, DTL Chair



Dr. Bristol, COE Dean, presents Mary Doda (right) the Outstanding Undergraduate Award for the College. Doda also received the Outstanding DTL Undergraduate Award.

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Vocabulary Acquisition

(Continued from page 10)



interested schools for the 2013-2014 school year.

Looking ahead, "we will be publishing more research and articles," said Dr. Romance. "There is a good likelihood that we'll publish a book on the model. We will meet with McMillan/McGraw Hill to publish it as a companion to their basal reading series."

For more information about their research, see Dr. Romance and Dr. Vitale's published article entitled, "Broadening Perspectives about Vocabulary Instruction: Implications for Classroom Practice," in the *New England Reading Association (NERA) Journal*, (2008) Volume 44 Number 1, 15-22, detailing their work.

They also wrote "A research-based strategy for inductively accelerating vocabulary acquisition of at-risk students in Grade 4" in the *International Journal of Research Studies in Language Learning*, 2012 June, Volume 1 Number 2, 47-60.

Questions & Answers: Registration

*For information
about programs
contact:*

Boca
undergraduate
561-297-3570

graduate
561-297-3791

Davie
954-236-1028

Jupiter
561-799-8135

Port St. Lucie
561-873-3370

I want to get into a class but it is on hold. What do I do?

Keep checking the schedule to see if it opens up. Or, register for another class.

A hold may mean that an instructor has not been assigned to this course yet. On the other hand, this may result in the course being cancelled.

The class I want to register for is closed. Is there any way I can get into it?

You can contact the instructor for permission. Be sure to include your Z number, course number, section and CRN in your request. However, bear in mind that classes are generally closed due to capacity being reached. You can keep checking to see if someone drops the course.

How do I get permission to take a course that requires pre-requisites?

If you have taken the pre-requisite

course(s), contact the instructor. If you are not logged into MYFAU, go to the course schedule found in the pop up box for "current students," which is the middle tab on the home page: www.fau.edu.

Search for the course desired. Click on the CRN number on the departmental schedule. It will bring you to another page confirming pre-requisites. On the bottom right-hand corner next to the instructor's name is an icon of an envelope. If you click on this icon, it will open up an email to the instructor. You can then type your request and send. Be sure to include your Z number, course number, section and CRN number. You may also contact your Office for Academic and Student Services (OASS) advisor for an appointment to help with permission.

My individual program requires courses with field placement to complete my degree. What do I do?

Check with the university instructor and seek clarification regarding the instructor's requirements and whether the course requires a field component.

Students enrolling in courses requiring Field Experience must submit an application for placement and security clearance prior to being placed into a classroom. All students must be placed through the Clinical Experiences Office. Visit <http://www.coe.fau.edu/students/oass/fieldexperience/default.aspx>.

For more information, contact the Office for Academic and Student Services (OASS) at 561-297-3570 at the Boca Raton Campus, ED Room 230 or at 954-236-1028 at the Davie Campus, ES Room 202. There are OASS locations at the Jupiter Campus, MC 12, EC Room 202E, 561-799-8135, and at the Port St. Lucie Campus, MP Room 234, 772-873-3370 as well.