Greetings!

I am pleased to extend greetings to you as the inaugural Chair of the Department of Educational Leadership and Higher Education (ELHE). Bringing together these similar, yet distinctive, academic programs, reflects a visionary and strategic approach for leadership preparation of K-12 and higher education professionals. Particularly given commonalities associated with leadership, the program delivery of leadership preparation for any educational professional requires a strong and shared academic home within an organizational structure. To that end, what an esteemed privilege to serve in this administrative capacity to lead a newly formed Department within a newly formed College of Community Innovation and Education (CCIE) at the University of Central Florida (UCF)!

The newly instituted ELHE newsletter, Leadership Chronicles, as tag-lined with the slogan of Information, Inspiration, and Innovation, highlights occurrences unique to ELHE and the broader constituencies we serve. The dissemination of critical ELHE program and departmental information as well as emerging or recurring professional trends is essential toward keeping our constituencies abreast of relevant activities and accomplishments, details and data, and collaborations and commitments and their subsequent impact. Chronicled stories offer insight into personal and professional experiences demonstrating the benchmark inspiration of ELHE as excellence in both measurable and immeasurable ways. Whether showcasing the innovation of an individual or collective ELHE faculty or professional endeavor, our work is contributing to an expanded depth and breadth of what we know and are able to do within and beyond academic disciplines.

What remains fundamentally clear is the current realized and continuously unfolding capacity of the ELHE Department. I greatly applaud the hard work and diligence of our ELHE faculty. They consistently give their intellectual strength with collegiality and impartiality to deliver rigorous, relevant, and result-oriented academic programs. Simply put, our ELHE faculty, staff, students, alumni, and constituencies reflect the best of what is and what is to come in Leadership Chronicles.

And, much like the UCF mantra, BIG is size as well as components of quality, access, impact, and value and we, too, are committed toward investing and engaging in this shared ethos as ONE DEPARTMENT-ONE COLLEGE-ONE UNIVERSITY.

RoSusan D. Bartee
RoSusan D. Bartee, Ph.D.
ELHE Department Chair
ABOUT THE ELHE CHAIR

RoSusan D. Bartee, Ph.D., is currently chair of and tenured professor in the Department of Educational Leadership and Higher Education at the University of Central Florida. Previously serving as professor of and former program coordinator of educational leadership at the University of Mississippi, Dr. Bartee has also served in administrative leadership capacities with the Association of Public and Land-grant Universities (APLU), the National Council for Accreditation of Teacher Education (NCATE), the Frederick D. Patterson Research Institute of the United Negro College Fund (UNCF), all located in Washington, DC.

Focusing on both K-12 and higher education issues and former recipient of the Researcher of the Year Award at the University of Mississippi, Dr. Bartee is the author or editor of four books, the editor of a book series and the author or coauthor of numerous academic publications on educational leadership, cultural and social capital, and educational and social attainment. In July 2012, Dr. Bartee became the first African American to receive Tenure and Promotion to Professor in the Department of Leadership and Counselor Education at the University of Mississippi. Dr. Bartee has garnered financial awards from major higher education organizations and foundations to support degree completion and institutional advancement efforts and has served as a program evaluator for federal, philanthropic, and related student and school success for K-12 and higher education initiatives totaling nearly $8 million.

Dr. Bartee has been recognized as recipient of the Mississippi’s Institutions of Higher Learning Excellence in Diversity Award, Mississippi’s Education Policy Fellows, Mississippi’s Top 40 Under 40, Distinguished Alumni from the College of Education at the University of Illinois at Urbana-Champaign, Who’s Who in Black Mississippi, Who’s Who of American Women, Who’s Who Among Executives and Professionals, and Who’s Who in America. She is also a former Institute of Governmental Affairs Program Fellow (IGAP) at the University of Illinois at Urbana-Champaign and has previously interned with the Office of Civil Rights at the United States Department of Education and the White House. Other recognitions include Commendation from the Office of the Mayor of Coldwater, Mississippi, a Presidential Citation from Tougaloo College in Jackson, MS and former member of Leadership Lafayette.

Dr. Bartee is a member of the American Educational Research Association (AERA), charter task force member with the Boys and Girls Club of America, a Board of Examiners Member for the National Council for Accreditation of Teacher Education (NCATE; now site visitor for the Council for the Accreditation of Educator Preparation), former Chair of the Commission on the Status of Women at the University of Mississippi, and related other professional endeavors. Dr. Bartee has further served as grant reviewer for federal agencies (i.e. United States Department of Education, National Science Foundation). A recipient of additional awards and honors and a motivational speaker, Dr. Bartee is a member of The Links, Incorporated, Alpha Kappa Alpha Sorority, Incorporated and she engages further in civic, religious, and community arenas.

Dr. Bartee received her Doctor of Philosophy in educational policy studies from the University of Illinois at Urbana-Champaign, Master of Arts in liberal studies from Northwestern University in Evanston, Illinois, and a Bachelor of Arts in English from Tougaloo College in Jackson, Mississippi.

2018-2019 Priorities of the ELHE Department Chair

- To hire faculty who can advance our university as the Carnegie Classification of a Research University- Very High and continue to promote department as a rigorous and respected program through instruction and service.
- To thoroughly examine the administrative and operational aspects of the ELHE department (i.e. faculty teaching loads, adjunct hires, budget allocations, individual programs).
- To engage in strategic activities to promote collaborative, multidisciplinary endeavors.
- To enhance and/or cultivate relationships within the K-12, higher education, policy, and/or related advocacy communities.
- To demonstrate effective and efficient leadership based upon fairness, transparency, consistency, and accountability.

Priorities of the ELHE Department Chair

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2018-2019 ELHE FACULTY AND STAFF

RoSusan Bartee, Ph.D.
Professor and Chair
ELHE Department

Lee Baldwin, Ph.D.
Associate Professor
Educational Leadership

Marjorie Ceballos, Ed.D.
Associate Professor
Educational Leadership

Walter Doherty, Ph.D.
Assistant Professor
Educational Leadership

William "Bill" Gordon, Ed.D.
Visiting Assistant Professor
Educational Leadership

Jerry Johnson, Ed.D.
Professor
Educational Leadership
Director, Institute for the Advancement of Research, Innovation, & Practice in Rural Education

Rosemarye T. Taylor, Ph.D.
Professor & Program Coordinator
Educational Leadership

Thomas Vitale, Ed.D.
Lecturer
Educational Leadership

Kathleen P. King, Ed.D.
Professor & Program Coordinator
Higher Education & Policy Studies

Thomas Cox, Ed.D.
Associate Professor
Higher Education and Policy Studies

Lisa Martino, Ph.D.
Lecturer
Career & Technical Education

Nancy Marshall, Ed.D.
Visiting Lecturer
Higher Education & Policy Studies

Lindsay Archambault, M.Ed.
Academic Services Coordinator
ELHE Department

Amy Duvall, B.S.
Program Assistant
ELHE Department
Marjorie Ceballos, Ed.D.; Assistant Professor; Educational Leadership
Joining the UCF family after seventeen years in K-12 public education, Dr. Ceballos served as a middle school and high school teacher, an instructional coach, and a school-district level administrator. Throughout her career, Dr. Ceballos’ focus has been to enhance academic opportunities available to students, particularly for underrepresented students. As a school-district level administrator, she collaborated with teachers and school administrators to support Advanced Placement and International Baccalaureate programs and worked with various stakeholders to provide enhanced learning opportunities for students to impact student outcomes. Her research areas include expanding student access to advanced courses, the effect of school policies and procedures on English learners, and community outreach.

William “Bill” Gordon, Ed.D.; Visiting Lecturer; Educational Leadership
Dr. William Gordon previously served three years as the Chief Operations Officer (COO) of Florida Virtual School (FLVS), the nation’s largest (200,000 + students) public online K-12 school where he established an accountability, assessment, and analysis department. Prior to serving at FLVS, Dr. Gordon served as an Area Superintendent of the 10th largest urban school system in the nation where he guided 29 K-12, 24 of which were Title 1 schools, in school-based budgeting, personnel, data collection and assessment, resource management, program management, grant funding, and strategic planning. Additionally, Dr. Gordon is an accomplished textbook writer. The 9th edition of his book, Developing the curriculum, Improved outcomes through systems approaches, is part of the prestigious Allyn and Bacon Educational Leadership Series which is published by Pearson Inc.

Lisa Martino, Ph.D.; Lecturer; Career and Technical Education
Dr. Lisa Martino has over 12 years’ experience in career and technical education. She began her academic career as a CTE teacher and has been a CTE teacher educator since 2012. Dr. Martino has earned her B.S. and M.A. in career and technical education, and Ph.D. in career and workforce education. Her scholarly work includes conference presentations and papers in CTE, faculty development, comparative studies, and distance learning. Dr. Martino has devoted her work to teaching pedagogy to subject matter experts who wish to become CTE teachers, industry or corporate trainers, and educational administrators as she is passionate about CTE policies and advocacy.

As a three-time alumna of UCF, Dr. Marshall has a wealth of expertise and experience in higher education. She has served as Assistant Vice President in the Office of the President at UCF where she was involved with planning and implementing all aspects of Board of Trustees’ and Florida Board of Governors’ meetings as well as managing budgets, supervising production teams and staff, and engaging with internal and external constituents. As Assistant Chief of Staff in the Office of the President at UCF, Dr. Marshall exhibited high-level analytical and communication skills, drafted board materials and presidential speeches, and other activities. Dr. Marshall has further served as the Director of the President’s Leadership Council where she supervised and advised the leadership program for a diverse group of high-achieving students.
2018-2019 ELHE ADJUNCT FACULTY AND GRADUATE TEACHING/RESEARCH ASSISTANTS

ELHE ADJUNCT FACULTY

EDUCATIONAL LEADERSHIP
Dr. Krista Bixler  Dr. Leigh Bradshaw  Dr. Harold Border
Dr. E. Nicole Bronson  Dr. Connie Collins,  Dr. Amanda Ellis
Dr. R. Scott Fritz  Dr. John Harris  Dr. Paul Van Mitchell

HIGHER EDUCATION AND POLICY STUDIES
Dr. Danielle Aming  Dr. Michael Bosley  Dr. Gary Cahen
Dr. Christina Cruz  Dr. Dan Dutkofski  Dr. Carolyn Hopp
Dr. Timothy Keiron  Dr. Wayne Jackson  Dr. Jamil Johnson
Dr. Anna Bradley Lozier  Dr. Stacey Malaret  Dr. Elizabeth Manual
Dr. Samantha Mundell  Dr. Lauren Murray-Lemon  Dr. Michael Preston
Dr. Emily Rank  Dr. Louis Sabina  Dr. Anna Saintil
Dr. Jordan Tocarra  Dr. Genyth Travis  Dr. Joshua Truitt
Dr. Paul Viau  Dr. Kerry Welch  Dr. Haley Winston

CAREER AND TECHNICAL EDUCATION
Dr. Julie Golden  Dr. Rita Simpson  Dr. Meredith Sines
Dr. Ramon Velez Cruz  Dr. James Zink

ELHE GRADUATE TEACHING/RESEARCH ASSISTANTS
Ms. Masha Krsmanovic  Ms. Lauren Maroon  Ms. Ambermarie Peynado
Mr. Nataniel Reyes  Ms. Lavina Seawright  Ms. Claudine McLaren Turner

520 STUDENTS
52 DISSERTATIONS IN PROCESS
47 ELHE FACULTY
50 M.ED. INTERNS PLACED THROUGHOUT FLORIDA SCHOOLS
13 SCHOLARLY PUBLICATIONS
26 INSTITUTIONAL PARTNERSHIPS/PRACTICUM
20 FACULTY COLLABORATIVE ENDEAVORS AND AWARD RECIPIENTS

FALL 2018 THE BIG IMPACT OF ELHE FALL 2018!
PROGRAM HAPPENINGS: Educational Leadership

Educational Leadership is an extremely successful program by various metrics, including enrollment with 78 more master’s degree students in fall 2018 than in fall 2017. The total enrollment for fall semester 2018 exceeds 400 students in the M. Ed., M.A., modified core, Ed. S., and Ed. D. programs. The continuous growth speaks to the respect accorded the faculty and programs by the Florida education leadership community. The faculty are not only focused on growth, but also on having academic programs that serve the students so that they are successful in their chosen career paths.

To this end, the M.A. courses are being redesigned to better support the intended audience of aspiring leaders who may work in organizations such as art or science centers, private schools, and charter schools, or in contexts around the world, not requiring Florida certification. The M. Ed., modified core, and Ed. S. programs are FLDOE approved pathways to Florida Level 1 Educational Leadership Certification. As with the non-certification M.A. program, faculty are enhancing these courses. Examples include: developing mixed-mode courses; digitizing the administrative internship system; and collaborating to meet Florida Educational Leadership Exam (FELE) data-informed needs.

As a result, we are seeing continual improvement in FELE pass rates, which consistently are above the state mean. The Ed. D. in Educational Leadership Executive Track continues to be competitive for each cohort with 13 admitted who began coursework August 2018. The majority of our Ed. D. students were encouraged to apply by a mentor who valued the positive experience in our program—a testament to the good will we enjoy among colleagues and alumni. They also indicate that they selected our program due to the faculty, who many of them had developed relationships with in their certification program. They voice that they like the aligned programs, predictable sequence and expectations, and relationships with faculty.

“As a marque of the Educational Leadership course work, the administrative internship is an important culminating part of our program.”

The Administrative Internship: An Important Marque!
Paul Van Mitchell, Ed.D.; Administrative Internship Coordinator

As a marque of the Educational Leadership course work, the administrative internship is an important culminating part of our program. Our program has one of the most extensive administrative internships (200 hours pre-internship administrative/leadership experience, 180 hours of administrative internship). More specifically, each semester internship includes 90 hours of actionable leadership activities, four STAR (Situation, Task, Action, & Results) leadership experiences, 3 professional reading summaries, and completion of three Florida Principal Leadership Standards self-assessments. UCF coordinators and mentor principals assist in determining schools for the internships; however, most take place in the administrative interns’ own schools.

UCF is one of the few state programs that has support from both UCF coordinators and mentor principals for the administrative interns. UCF coordinators are carefully selected so that they are influential in future administrative intern career advancement within and across school districts.

Guidance from the UCF coordinator and mentor principal provide the internship activities and experiences that will set the ground work for career advancement in the school leadership arena.

Our graduates have been very successful in assistant principal, principal, school district office, and superintendent leadership roles. Our faculty is committed to providing the best education offered in educational leadership!
The Higher education graduate programs have had an exciting 2018 summer and fall. While we saw two faculty retire, we also had two new hires. Dr. Lisa Martino joined us to oversee and teach in the CTE programs, while Dr. Nancy Marshall does the same for our Master’s in Student Personnel.

As you will see in the list in this newsletter, our faculty and students have been abundantly active in research development, publications and presentations nationally and internationally. We have collectively defended six dissertations, published nine articles, presented twelve presentations, and participated in fifteen conferences.

We appreciate the mentoring our faculty provide to doctoral students in designing and conducting research. Their work has reached forums including the American Educational Research Association (AERA), The Adult Higher Education Alliance and First Year Experience Conference. Our faculty presented across Europe and USA at many conferences, presenting peer reviewed papers and keynoting.

Finally, we also launched our first Daytona EDD cohort in many years. We are excited that these higher education professionals can benefit from the same quality doctoral program at the main campus. We appreciate the commitment of our fulltime and adjunct faculty to teach at the Daytona State College site.

"With its strong foundation, the program is poised for additional growth and development. We look forward to working with our students, faculty, and administrators to advance those efforts."

The Higher Education/Student Personnel Track On The Move!

The Higher Education/Student Personnel Track in the Educational Leadership MA program in the Department of Educational Leadership and Higher Education is on the move! In October, 25 students took the master’s comprehensive exams. This semester’s exams will be evaluated by our dedicated faculty members by Thanksgiving. Three of our students are representing the department in the case study competition at the 2018 NASPA Florida Drive-in Conference at Valencia College in Orlando in November.

Students are enrolling in independent studies and internships for the spring semester on campus and with our community partners. They are also preparing program proposals for upcoming campus, state, and national conferences. Some will participate on campus during Leadership Week with LEAD Scholars, at the housing conference for returning resident assistants, and at the Greek Leadership Challenge. Others will represent the department in Jacksonville at the American School Counselor Association at its conference in February.

Members of the Student Personnel Association are preparing for visiting days in February 2019. They are hard at work enhancing programming and recruitment efforts for the event. Dr. Glenn Lambie, Associate Dean, and Dr. RoSusan Bartee, Chair of ELHE, have already committed to addressing the opening plenary session. With its strong foundation, the program is poised for additional growth and development. We look forward to working with our students, faculty, and administrators to advance those efforts.
The UCF-CTE Program: One of a Kind in Florida!
Career and Technical Education (CTE) has seen a renewed interest. The Strengthening Career and Technical Education for the 21st Century Act was signed into law in July 2018. This law will increase CTE programs, thereby increasing the need for qualified, effective CTE teachers and workforce trainers. To that end, the programs have already seen enrollment double for Fall 2018. So, serving as CTE Lecturer, this semester is all about spiffing up and showing off our CTE programs.

Speaking of showing off... Did you know the Technical Education and Industry Training B.S. degree program is presently the only one of its kind offered in Florida's universities? This program has staying power. It has been offered at UCF since the 1970s and became one of the first fully online degrees in 1996. At that time, distance learning was a bit different; the teachers traveled to the students. Now, students have 24/7 access to courses and faculty. That’s innovation at its best!

DID YOU ALSO KNOW...

- In 2018, apprenticeships become a national workforce and education priority. The Task Force on Apprenticeship Expansion developed a roadmap for advancing apprenticeships and a new industry-recognized apprenticeship model (Acosta, DeVos, & Ross, 2018).

- Student enrollment in secondary CTE courses and programs have increased in Florida from 361,334 in the 2013-14 school year to 433,959 in the 2015-16 school year. There are 47 technical centers/colleges in Florida accredited by the Council on Occupational Education with a postsecondary student enrollment of 111,804 in 2013-14 school year (Florida Department of Education, 2018a). That is over half a million secondary and postsecondary student enrollments in CTE courses and/or programs in Florida!

- Business education and technology education secondary teachers are in the top ten of critical teacher shortages in Florida (Florida Department of Education, 2018b). Health Science career cluster has the largest postsecondary student enrollment in 2013-14 (Florida Department of Education, 2018a).

- There are 16 career clusters in Florida: Agriculture, Food, and Natural Resources; Architecture & Construction; arts, A/V Technology & Communication; Business Management and Administration; Education & Training; Energy; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Marketing, Sales & Services; Transportation, Distribution & Logistics.

- Health Science career cluster has the largest postsecondary student enrollment in 2013-2014 (Florida Department of Education, 2018).
STUDENT REFLECTIONS: Career and Technical Education

M.A. in Career and Technical Education—Ms. Yvette Riatusso

The program of Career and Technical Education (CTE) has changed my life for the better. I am more confident now after taking the Master of Arts Graduate Degree program in CTE of which area I will pursue as a career choice when I graduate in Spring of 2019. The choice I made is to work as a Special needs curriculum specialist in the CTE workforce.

The program as a whole has challenged me to be a better version of myself. I have found the assignments that are collaborative to be the most beneficial and the research part to be insightful. Learning the history of CTE and the innovators who helped to keep this program alive was most inspiring.

This program has so many qualities from helping students transition into post-secondary school to continue their education and/or enhancing their abilities to better serve students in the community and themselves. The fact that this program cares about all students, especially the students with special needs, is important. This program can and has helped so many students pursue a dream and a dynamic career.

“The fact that this program cares about all students, especially the students with special needs, is important. ”

B.S. in Career and Technical Education—Ms. Betty Leh

The Career and Technical Education program at UCF prepared me for my career by helping me transition from an industry expert to technical instructor. I have learned so many valuable and useful things in this program such as technical classroom environments, curriculum development, lesson planning, teaching strategies, assessment development, special populations, and safety. As a part-time instructor, I would not have survived my first year without the classes that I’ve taken. I feel very prepared as a technical instructor, thanks to UCF’s Career and Technical Education degree program...In fact, this program helped me attain my current part-time instructor position within my technical area.

The most impactful experiences in shaping my view points would be how the classes helped me to directly relate to the needs of my students to prepare me for postsecondary technical education classrooms...

As an industry expert, I always enjoyed sharing my knowledge and promoting understanding when explaining and demonstrating dental procedures to others... Not realizing that there was a Technical Education degree program available, I initially decided not to pursue a teaching degree, simply because I did not want to leave my area of expertise in dental assisting to become a traditional school teacher. It wasn’t until years later that I saw the online Technical Education and Industry Training B.S. degree program at The University of Central Florida where I could learn how to teach in my technical area. I instantly recognized that this was the perfect-fitting program for me. Also, having a degree from highly recognized college was an absolute bonus. I am so thankful that I found this program so that I can inspire others in my technical area.
STUDENT REFLECTIONS: Educational Leadership

Ed. D. in Educational Leadership Executive Track—Ms. Rose Pollizzie

In nearly two decades of serving as an educator, my mission has focused consistently on holistically empowering all students. As a secondary mathematics instructor and then transitioning to a middle school counselor, I strive to empower students by building their academic and social-emotional prowess.

Likewise, UCF’s graduate opportunities have empowered me. In 2007, I earned an Ed.S. in School Psychology and Counseling and am currently pursuing a doctoral degree, Ed.D. in Educational Leadership Executive Track, through the College of Community Education and Innovation.

The quality, scholarly discourse and practical experience cultivated in CCIE is exceptional. As a member of Cohort 8 in the Doctor of Educational Leadership Executive Track, I value how this program is strategically bound by a mission to develop adaptable, transformational leaders needed to cultivate equitable education.

Unequivocally, UCF’s professors are the driving force in the success of the members of this cohort. Their professionalism and expertise as executive educational leaders is the juggernaut that fuels my cohort’s empowerment. The voice of this program echoes an accountability of culturally responsive leadership while strengthening instructional leaders to transform systems to best serve student needs. I look forward to leading and empowering a school and community with the acquisition of knowledge available in this doctoral experience.

Modified Core Educational Leadership—Ms. Kathy Escalera

As the daughter of a retired public-school mathematics teacher in the Gainesville, FL area, I was not really keen on getting into the field of education. At first, I wanted to do something different, and after receiving an undergraduate degree from the University of Florida and completing a MBA in 2002, I slowly nestled into a corporate human resources position. Not until 2008, with the crash of the economy, did education become an option and eventually my passion.

For me, it was a perfect fit for students who hold master’s degrees in a field other than education. My experience with the professors, the Graduate Affairs office, and fellow graduate students has been amazing and so positive. You really feel supported as a graduate student in the Educational Leadership program.

I can’t wait to continue my current studies here and I am even thinking of the Educational Specialist degree as an option now, thanks to the University of Central Florida and the Educational Leadership faculty for providing an experience like no other.

“...the quality, scholarly discourse and practical experience cultivated in CCIE is exceptional...”
I started the program in Fall 2016 as an international student from Serbia and successfully defended my dissertation proposal two weeks ago in Fall 2018. Yet, I still remember how afraid, worried, and hesitant I was before starting my Ph.D. studies. As I was trying to prepare myself for what was awaiting me, I read the narratives of doctoral students around the world who would often describe their journeys as isolated, stressful, difficult, or even unattainable, to name a few. As I look back at the past two years of my life, I can confidently say that I have never experienced any of these feelings.

On the contrary, I have never felt so included and supported as I am now, in my current educational setting. The close, intimate, and welcoming nature of our doctoral cohort shaped my academic and social experiences in many powerful ways. My colleagues and peers, many of whom became my close friends, served my academic goals but, more importantly, for making a smooth transition to American culture and education. Similarly, many of my professors first became my mentors and then colleagues with whom I conducted research, published, and presented on many national and international conferences. Ultimately, it is their guidance, advice, and great patience that help me transform from a graduate student into an emerging scholar.

“...I read the narratives of doctoral students around the world who would often describe their journeys as isolated...As I look back at the past two years of my life, I can confidently say that I have never experienced any of these feelings.”
HIGHLIGHTED RECOGNITIONS

ELHE ALUMNI AND CURRENT STUDENTS

ELHE ALUMNI

- Arthur (Rob) Anderson, Superintendent, Boulder Valley School District, Colorado
- Leigh Ann Bradshaw, Area Superintendent, Orange County Public Schools
- Elethia (Nicole) Bronson, US Curriculum Coordinator and API, British School, Dubai
- Marjorie Ceballos, Assistant Professor Educational Leadership, UCF
- Jennifer Pat Cupid-McCoy, Chief of Staff, Clark County School District, Nevada
- William Gordon, II, Visiting Professor, Educational Leadership, UCF
- Diane Gullett, Deputy Superintendent, Clark County School District, Nevada
- James Larsen, Area Superintendent, Orange County Public Schools
- Nancy Marshall, Visiting Professor, Higher Education, UCF
- Kenneth Moore, Principal, Alamogordo High School, Alamogordo, New Mexico
- Mark Mullens, Superintendent, Brevard County Schools, Florida
- Eugene Pringle, International Literacy Association’s 30 Under 30, “Young trailblazer who initiates or implements for greater literacy access and outcomes”
- Jennifer Sasser, Associate Superintendent for Research, Assessment, Accountability, Orange County Public Schools, Florida
- Andrew Shepherd, Conference Paper Presentation, Florida Research Association, November 2018
- Orin Smith, Specialist for Accreditation, Analytics, and Assessment, UCF, CCIE

ELHE CURRENT STUDENTS

- Rachel Adams, Associate Dean, Montverde Academy (Doctoral Student)
- Danielle Nyssa Aming, Ed.D. in Educational Leadership; Completed 2018
- Remy Ansiello, EdD in Educational Leadership; Completed 2018
- Tayler Bray, Assistant Principal, OCPS (Doctoral Candidate)
- Catherin Cash, Ed.D. in Educational Leadership; Completed 2018
- Juan Escobar, Vice Chair of the Alumni Board, UCF-CCIE
- Keith Erickson, Assistant Principal, SCPS (Doctoral Candidate)
- Jennifer Farran, Ed.D. in Educational Leadership; Completed 2018
- Tommy Minton, Ed.D. in Educational Leadership; Completed 2018

If you are an ELHE Alumni who have received professional promotions, appointments, or related accomplishments that you would like to have featured in the newsletter, please send them to Amy Duvall (amy.duvall@ucf.edu)! They should be received no later than the 30th of the month preceding the newsletter publication date of June and December.
HIGHLIGHTED RECOGNITIONS

ELHE ALUMNI, CURRENT STUDENTS, AND ADJUNCT FACULTY

Student Peer-reviewed Publications:


Student Refereed Conference Proceedings:


Student Conference Presentations:


• Krsmanovic, M., King, K. P., & Sabina, L. L. (October, 2018). Where is the Equity? Different states, different hurdles and rules for international students: Examining USA state policies on international student residency classification for financial purposes. Presented at the Commission for International Adult Education (CIAE) Conference, Myrtle Beach, SC.

ELHE Student, Alumni, and Adjunct Faculty Acknowledgements

• The UCF NASPA-FL Case Study Team won first place in the National Association of Student Personnel Administrators (NASPA) Case Study Competition held at the NASPA Drive-in Conference on November 29 at Valencia College. Congratulations to team mates Erin Curran, Brooke Buttacavoli, and Heather Cohen for their winning performance.

• Ms. Betty Leh, an ELHE Alumni, published an article in the Journal of the American Dental Assistants Association, as retrieved from http://online.pubhtml5.com/cwig/cety/#p=4

• Dr. Stacey Malaret, an ELHE Adjunct Faculty Member, received an award for her outstanding service to students at the 2018 National Association of Student Personnel Administrators (NASPA) Florida Drive-in.

• Tommy Minton, who will receive his Ed.D. in Educational Leadership in December 2018, served as chairperson of a statewide work group to examine mathematics alignment, pathways, and redesign between the Florida College System and State University System as sponsored by the Student success Center and Florida College System.

• Ms. Maroon Remenick, an ELHE student, received a travel grant to present at the American Association for Adult and Continuing Education (AAACE) and the Southern Association of Institutional Research (SAIR).

• Mr. John Sutter, an ELHE student, was awarded company recognition for his supervisory training sessions.
FACULTY SPOTLIGHT: Excellence in Education Innovation

ARIP-RE Institute Takes Innovative Approach to Collaboration, Making an Impact!

Jerry Johnson, Ed.D.
Professor; Educational Leadership
Director; Institute for the Advancement of Research, Innovation, and Practice in Rural Education

The Institute for the Advancement of Research, Innovation, and Practice in Rural Education (ARIP-RE) seeks to advance research, innovation, and practice that enhances educational opportunities and success of students in rural locales through externally-funded projects and internal/external collaboration with scholars and practitioners. ARIP-RE leverages UCF capacities and a national network of researchers, practitioners, and policymakers to engage in projects that collectively address critical educational issues in rural communities and their schools.

Operating as a virtual institute with no dedicated space and one of its two co-directors telecommuting from the Shenandoah Valley of northern Virginia, ARIP-RE can bring to the table expertise from across the university and across the globe in support of its efforts while remaining nimble and responsive to needs. These attributes are especially important considerations in the area of rural education, as the work (1) in terms of internal assets, typically requires cross-disciplinary efforts to engage with authentic issues and opportunities associated with rural communities and schools (e.g., research and/or technical assistance related to exceptional student education in a rural setting, which requires ESE expertise and expertise in rural contexts); and (2) in terms of external stakeholders, is primarily reliant upon a small group of nationally/internationally prominent rural education scholars and leaders who are dispersed among several and varied universities, departments/ministries of education, and for-profit/not-for-profit entities. This innovative approach to collaboration allows the institute to manufacture the kind of scale of operations that would typically require a large staff and facilities.

In its just under two years of operation, the ARIP-RE Institute has successfully built collaborative partnerships with internal UCF expertise and among external stakeholders to support its work agenda. Those Collaborations have begun to produce concrete outcomes. A few illustrative examples include:

- ARIP-RE partnered with the Rural School Community Trust to produce the report Why Rural Matters: Understanding the Changing Landscape. The report was published in June 2017 and launched with a US Senate Briefing sponsored by the American Association of School Administrators. Senator Jon Tester (D-MT) attended the briefing and spoke to the importance of the report.

- ARIP-RE partnered with UCF faculty from the CCIE School of Teacher Education and faculty and graduate students from the CAH Department of Modern Languages to win an internal exploratory model demonstration grant (Planting Seeds for Inspiring Teaching: Understanding Educational Needs of Children in Farmworker Families through Service Learning) to support the placement of teacher education students in schools serving children from rural migrant farmworker families as part of their TESOL field experience. The project garnered media attention from the Orlando Sentinel and Univision, was featured in an article in the Christian Science Monitor, and was highlighted by the Rural Schools Collaborative (a national rural advocacy group) as an example of a promising practice in higher education.

- ARIP-RE partnered with the Taylor Leadership Institute at the University of North Florida to present the webinar Meeting the College Access and Success Needs of Rural Students, hosted by the Florida College Access Network.

- ARIP-RE hosted in 2017 a planning meeting at the College that brought together rural scholars from several states across the nation (MS, IN, MT, TN, VA) to plan a proposal in response to the U.S. Department of Education Institute of Education Sciences competitive request for applications to establish a National Research and Development (R&D) Center to Improve Rural Education.
RESEARCH TO WATCH

EDUCATIONAL LEADERSHIP
(Contributing Author; Ambermarie Peynado, M.Ed. Student)

Inclusive Education: Educational leader will need to integrate more inclusive practices within the school to ensure students with a disability are involved appropriately.

Teacher Shortage: Public schools, particularly within the areas of special education, math, and science, as well as in those schools with high populations of students of color, low-income students, and English Learners, face increasing teacher shortages.

Evaluation System: School leaders are continuously faced with the connection between student achievement and school/teacher evaluation systems, particularly given States’ efforts toward (re)designing assessment systems.

Trauma-informed Practices: Research suggest that 25% of students under the age of 16 have experienced some form of trauma in the lives and school need to be prepared to adapt classroom management strategies, instructional support, and school climate.

Educational Technology: There is a need to leverage technology in schools particularly given how young children are engaging learning and need the opportunity as well as resources to cultivate oral, audio, and written skills into their practice.


HIGHER EDUCATION
(Contributing Author; Claudine Turner, Ph.D. Student)

Progress Regarding Diversity: While the percentages of Hispanic and Asian students are increasingly growing on university campuses, faculty diversification lags behind with nearly 80% of current faculty and a similar percentage of new faculty identifying as White.

Financial Burden of College: Tuition costs continue to increase and women are needing to earn one more degree than men to match their salaries.

Value of a College Education, from Undergraduate through Doctoral Degrees: As tuition costs increase, parents and students question the value of postsecondary education with greater frequency and whether or not colleges and universities are preparing students for diverse career paths.

Free Speech and Campus Safety: While students have always had the right to protest faculty speech in the classroom, they are now exercising that right with greater frequency to college administrators and through various media forms which is posing greater physical and psychological safety threats to the campus community.

International Student Enrollment: Enrollment of international students and interest in studying in the United States has declined, resulting in a loss of revenue and global prestige.

Scholarly Endeavors and Collaborative Engagement

Dr. Lee Baldwin
Dr. Baldwin has been involved with the cohort of master’s degree students from Osceola County this semester. This cohort is a collaboration between the Educational Leadership Program and Osceola County Public Schools. The last course in their program, Contemporary Issues in Educational Leadership (EDA 6931), has been organized like a seminar. Students have often commented about how much they like being able to discuss major issues in a safe environment that encourages open communication. Their increased level of knowledge and understanding of major educational issues should be very valuable to them as they pursue leadership positions.

Dr. Marjorie Ceballos
As a new member of the Educational Leadership faculty, Dr. Ceballos has been working to ensure students have scholarly experiences that convert theory into practice as it relates to building relationships with students and their families. Dr. Ceballos participated in Teach-In Day on November 14, 2018, at Legacy Middle School where she shared her recent experiences as an assistant professor with sixth graders. Throughout the fall semester, Dr. Ceballos continued to pursue her research interest on English learners and their access to advanced coursework.

Dr. Thomas Cox
Dr. Cox presented the following papers at the respective conferences in 2018: (1) “Improving Instructional Strategies in Higher Education for Students with a Learning Disability; International Conference on Higher Education; Paris, France; (2) “Advising Professional Doctoral Candidates toward a Successful Research Paradigm: A Strategy for Faculty Supervisors”; UK Council of Graduate Education Annual Conference; London, England; and (3) “Connecting the Challenges Faced by Foreign-born Students in Higher Education”; The Adult Higher Education Alliance Annual Conference; Orlando, Florida. He also produced the following publications:


Dr. Walt Doherty
Dr. Doherty engaged in collaboration with Drs. Phil Koger, Judy Levin and Stacey Van Horn with Early Childhood Development Education on a grant funded initiative to create positive school climate as a strategy to address bullying. He has conducted a positive school climate forum involving 70 area teachers, principals and counselors. Dr. Doherty plans to work directly with the principal and staff of an area middle school to study best practices in creating a positive school climate as a strategy to address bullying. He is also working with the principal of a low performing elementary school in Volusia County to study the effectiveness of a centralized student support team model to improve both student behavior and student achievement. Dr. Doherty is piloting a textbook, entitled *Becoming a Savvy School Leader: The Characteristics and Practices of a Savvy School Leader.*
Scholarly Endeavors and Collaborative Engagement

Dr. William Gordon
The 9th edition of Dr. Gordon’s textbook, Developing the Curriculum: Improved Outcomes Through Systems Approaches, Pearson Education Inc., is a part of the prestigious Allyn & Bacon Educational Leadership Series and is slated for copyright in 2019. In this edition, Dr. Rosemary Taylor, Professor at UCF in the Educational Leadership program, served as his co-author. The textbook continues to serve as a comprehensive analysis of systematic curriculum development to improve learner success. The Gordon Taylor Model of Curriculum System Development, which was designed for this text to positively influence student learning outcomes in a time of standards, has been utilized by local school leaders in an effort to enhance their curriculum efforts. An area of focus in the text, researched and written by Dr. Gordon, is the Trends in Digital Curriculum and Instruction chapter which reflects trends and research in the dynamic area of online educational curriculum, instruction, delivery, assessment, and data analysis. Innovative practices in digital and technological literacies are introduced and an analysis of areas such as online learning, blended learning, and mobile learning is provided.

Dr. Kathleen P. King
Dr. Kathleen P. King received a Textbook Excellence award in June 2018 from TAA in Santa Fe, NM. The award recognized her newest academic book: Innovation, Technology and Adult Learning, published by Wiley/Jossey-Bass). Dr. King has presented the research she, Masha Krsmanovic (GTA and PHD Candidate in Higher Education and Dr. Lou Sabina (Higher Education adjunct), conducted related to financial inequities facing international students studying in the USA. This work was presented and received with great enthusiasm and discussion at the AAACE-Commission of International Adult Education in Myrtle Beach, SC. (Oct 2018). In addition, Dr. King and Ms. Lauren Remenick Maroon (GTA and Ph.D. Student in Higher Education) presented their research about the development experiences of academic authors at the same conference. Dr. King has served on a Grant review panel: Workforce Development Applied Research Fund (WDARF) Expert Review Panel (ERP) (2017-2019) and the Institute for Adult Learning, Skills Future Singapore (SSG), Ministry of Education, Singapore. (Oct 2018). She is also a textbook reviewer for Group development and group leadership in student affairs, Rowman and Littlefield, Inc., July 2018.

Dr. Jerry Johnson
Dr. Jerry Johnson’s scholarly productivity in fall semester 2018 reflects commitments and research interests that continue to guide his work, which focuses on rural education, social justice, educational policy, and school leadership. He published two articles with colleagues at the University of North Florida and Morehead State University to include:


Projects currently in progress include (1) a book titled Community Engagement for Educational Leaders: A Practical Guide and Casebook (co-authored with Dwan Robinison of Ohio University), under contract with ICPEL Press; and (2) a state by state analysis of rural-specific elements of state plan building of 2016 publication of mine analyzing the ESSA authorizing legislation. He is working with Hobart Harmon to develop a prototype of two states; they plan to use that as the basis for a book proposal).
**Scholarly Endeavors and Collaborative Engagement**

**Dr. Lisa Martino**
Dr. Martino serves as Advisory Board Chair for the Florida Virtual School CTE Advisory Board and as a Committee Member for the UCF Florida Prison Education Project. Most recently, she published the following articles:


**Dr. Nancy Marshall**
Since arriving in the department in early September, Dr. Marshall has coordinated the fall master’s comprehensive exams for 25 candidates. She has met with students to discuss their internships, independent studies, and practicums. She continues to work with the Student Personnel (SPA) to plan the college’s Visiting Days in February, sat on two dissertation defenses, and attended the National Association of Student Personnel Administrators (NASPA) Drive-in case study conference, in which three of our students competed.

**Dr. Rosemarye T. Taylor:**
With three new educational leadership faculty, we have collaborated on the improvement of the MA in Educational Leadership and the Administrative Internship processes. We have also collaborated on the refinement and updating of courses, mentored doctoral students in advance of proposal development, and co-chairing six dissertations. You might say we have had a faculty professional collaboration or professional learning community. Additionally, Dr. Taylor serves on two dissertation committees outside of educational leadership. Collaboration with the school community has involved possible new master’s degree cohorts for educational leadership certification and included collaborations with school district designees for research regarding approval for doctoral students to conduct research and meeting school district needs. Scholarship collaboration is ongoing, not only with co-authored publications, but in support of graduates who asked for support in development and submission of manuscripts and presentation proposals, in addition to final presentations. Most recent publications include the following:


**Dr. Thomas Vitale**
Serves as Co-Founder/Chair of the International Conference on Doctoral Education (ICDE). Most recently, he published the following scholarly publication:

UPCOMING EVENTS

JANUARY 2019
• UCF Spring Semester Classes Begin; January 7, 2019

FEBRUARY 2019
• Annual Conference on the First Year Experience; February 16-19, 2019; Las Vegas, Nevada
• Visiting Days; Hosted by the Higher Education Policy Studies Program; February 22-23, 2019; UCF
  February 22, 2019—Key West Ballroom (Student Union)
  February 23, 2019—Morgridge International Reading Center

MARCH 2019
• UCF Spring Break; March 11, 2019-March 16, 2019

APRIL 2019
• American Education Research Association (AERA) Annual Meeting
  Toronto, Canada; April 5 – 9, 2019
• Ed.D. Symposium; Hosted by the Educational Leadership Program
  Morgridge International Reading Center; April 8, 2019; 5:00 p.m.-7:00 p.m.

MAY 2019
• UCF Commencement Exercises; May 2, 2019-May 4, 2019

LET’S HEAR FROM YOU!
If you have any suggested stories or topics for the newsletter, please contact Amy Duvall (amy.duvall@ucf.edu).
You are asked to contact Amy Duvall by May 15 (for the June newsletter distribution) or November 15 (for the December newsletter distribution).

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