

PERSPECTIVE

UNIVERSITY OF MIAMI

Spring 2014

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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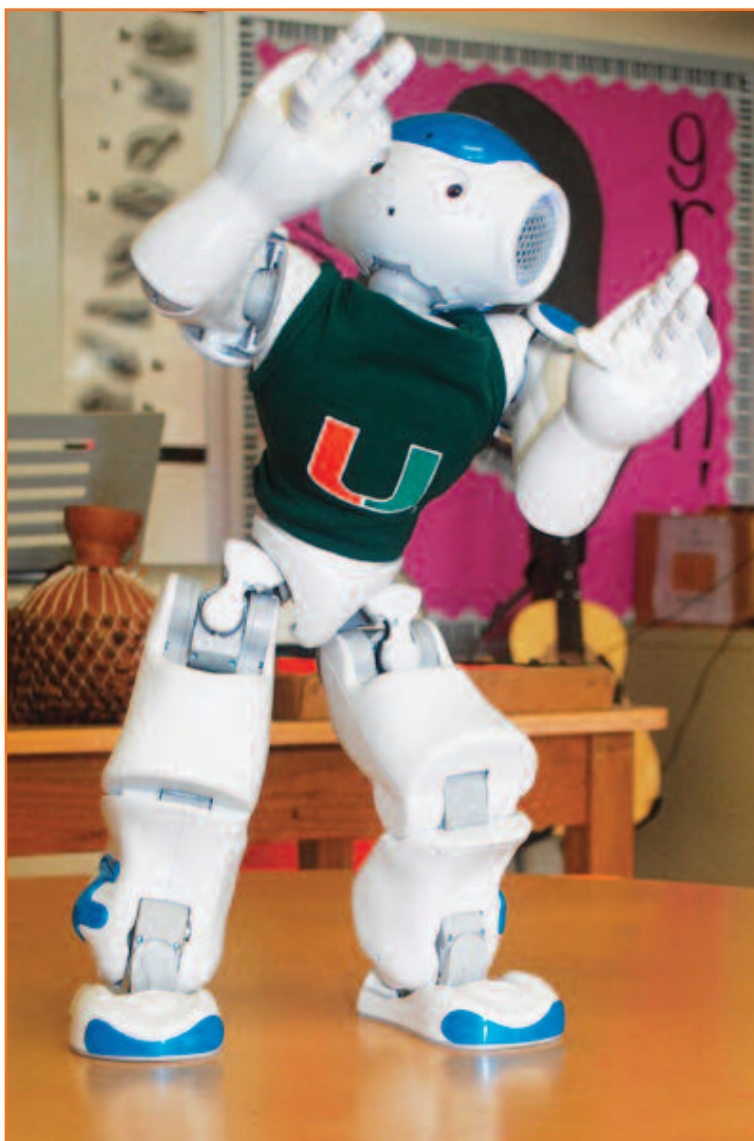
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We invite all recipients of "Perspective" – the School of Education and Human Development's quarterly report – to share this publication with colleagues.

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Editor: Marilyn Neff, mneff@miami.edu
Writer: Richard Westlund
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Robot "Teacher" Helps Elementary Students Improve Health and Fitness



By incorporating a robot "teacher" into a multidisciplinary health and fitness project, a School of Education and Human Development team is taking an innovative approach to addressing the national problem of childhood obesity.

"We have launched a wellness-based afterschool program in collaboration with the YMCA of Greater Miami to improve fitness, health, and cognitive function in elementary school children," said Chantís Mantilla M.S., doctoral candidate in the school's Department of Kinesiology and Sport Sciences (KIN) and director of the THINK (Translational Health in Nutrition and Kinesiology) program.

In a novel approach to making the program more engaging for elementary students, KIN Professor Moataz Eltoukhy, Ph.D. '11,

(continues on next page)

University of Miami School of Education and Human Development
5202 University Drive • Coral Gables, FL 33146 • 305.284.3711

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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Robot “Teacher” *(from page 1)*

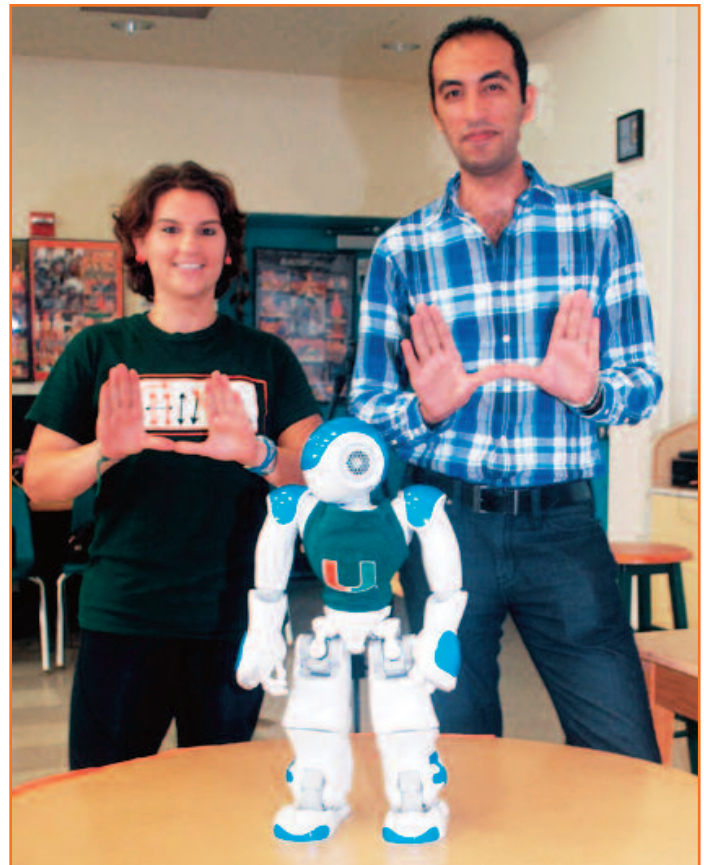
has introduced a Nao programmable robot – on loan from the French manufacturer – into the Pinecrest Elementary School’s afterschool program. The robot can be pre-programmed to demonstrate fitness activities and lead classroom exercises and also accept an instructor’s voice or text commands to greet students by name and respond to individual questions.

“Wearing a ‘Canes shirt, the Nao robot leads the afterschool classes in fitness, dance, and yoga sessions,” said Eltoukhy, who taught in the College of Engineering before joining the School of Education and Human Development last fall. “Nao also gives nutrition lectures, conducts quizzes, and gets students thinking about the importance of fitness in their lives.”

Eltoukhy believes the Nao robot, which has been featured in national publications, can also be an effective device for engaging children with autism, cerebral palsy, and other developmental disorders, and is conducting other studies related to those fields.

“For students of all ages and levels, Nao makes fitness and classroom sessions more lively and fun,” he said. “Kids love technology devices, so a robot is also the perfect tool for teaching science, technology, engineering, and mathematics (STEM) subjects.”

Mantilla said the spring semester study is designed to assess the effectiveness of the 10-week THINK afterschool program compared with a traditional YMCA program on improving fitness, health-related variables, and cognitive function in children ages 8-12. It includes daily 60-minute fitness and activity sessions, as well as weekly lessons, laboratory and cooking sessions, and field trips.



“We believe the THINK after-school program will result in positive changes in physical fitness, health-related variables, and cognitive function,” she said, adding that the findings will be used to support a National Institutes of Health (NIH) grant application to expand the THINK after-school program throughout Miami-Dade County.

“This collaboration will also open internship, research, and future career opportunities for UM students, and provide training opportunities for YMCA staff from University of Miami professionals.”

Support for the THINK project, developed by Dr. Arlette Perry, Chair of the Department of Kinesiology and Sport Science, has been provided by Positive Promotions, University of Miami Citizens Board, YMCA, Home Depot, Compost305, and Whole Foods.

(Above) Chantis Mantilla and Professor Moataz Eltoukhy with Nao.

(Left) Nao leads an afterschool class at Pinecrest Elementary School.

dean's message

Leadership in Research

Our faculty and students in the School of Education and Human Development are leaders in research, advancing our understanding of issues related to teaching and learning, exercise physiology and the human metabolism, counseling psychology, community building, and other topics.

Reflecting the importance of their work, a growing number of studies have been funded by grants from national organizations such as the U.S. Department of Education and the National Science Foundation. Others are supported by grants and gifts from private donors, foundations, and companies that recognize the importance of educational research.

In this issue of our newsletter, we have highlighted some of our faculty's findings and accomplishments in science, technology, engineering, and math (STEM) education. We also look at an innovative approach to engaging students in fitness activities and healthy eating habits, as well as the development of a new curricular program for Jewish educators – a "labor of love" for professor Anita Meinbach.

In partnership with the School of Business Administration and Catalyst Miami, our school is also delivering a remarkable professional development program to nonprofits serving the South Florida nonprofit community. By bringing national and regional leaders to our university, the Leonard Turkel Nonprofit Network Series has helped nonprofit organizations gain fresh insights and incorporate best practices in all aspects of their operations.

Traditionally, spring is the season for planting new seeds that will grow into fine crops to be harvested in the future. Academic research plays a similar role in our community, as study findings are disseminated to forward-thinking educators in the U.S. and around the world. I applaud the hard work and dedication of our faculty and students, and thank our donors for their ongoing support. Let's reap a bountiful harvest this year!

Dean Isaac Prilleltensky

Dean, School of Education and Human Development
Erwin and Barbara Mautner Chair in Community Well-Being



About Our Mark

*T*he School of Education and Human Development's symbol represents our collective focus on well-being as the core of our mission. The interlocking arcs stand for three basic components of well-being: the educational, psychological, and physical. These three components correspond to the three departments in our school, which are inter-related in their focus on well-being.

The three University of Miami School of Education and Human Development departments are:

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

To view a short film
about the School's
focus on well-being,
visit:

vimeo.com/52027102

Examining the Use of Language in Math

A few years ago, Professors Walter G. Secada and Mary A. Avalos realized that mathematics and reading educators looked at language differently. “We felt that a collaborative research project might help us develop common ways of understanding issues like semantics, syntax, and grammar,” said Secada, who is also senior associate dean, School of Education and Human Development.

“Our work has particular significance with Florida’s upcoming adoption of new and more rigorous learning standards that emphasize the importance of reasoning and communications abilities.”

— Mary A. Avalos

Supported by a grant from the Institute of Education Sciences (U.S. Department of Education), Secada and Avalos developed Language in Math (LiM), an intervention that draws on their research and teaching experiences in mathematics, reading, and literacy education with English language learners (ELLs), or emerging bilinguals.

“Our work has particular significance with Florida’s upcoming adoption of new and more rigorous learning standards that emphasize the importance of reasoning and communications abilities,” said Avalos, who was principal investigator of Project RESSULTS (Reading Endorsement Supports Scientific Up to Date Language Teaching Strategies). “Students need to go beyond doing algorithms to solving math problems and explaining the underlying principles behind their solutions using precise terms and phrases.”

Four schools in Broward County worked with the school’s research team on this project. “This project could not have come at a better time for us,” said Marie DeSanctis, Ph.D., executive director, Instruction and Interventions for the Broward County school district. “Much of what we

learned from this research will be incorporated into our professional development programs for math teachers. We look forward to potentially partnering with UM in the future.”

The goals of the LiM project were to increase upper elementary and middle-school English language learners’ knowledge of the academic language used in math, as well as to enhance teachers’ ability to teach mathematics to ELLs. “While the study focused on ELLs, we believe our findings also apply to English-proficient students,” Secada said. “Older students tend to approach mathematics problem solving in similar ways regardless of language proficiency.”

Avalos said the researchers wanted to see how students read math books and take tests. “We found that most students focus on finding the answer to a problem, rather than taking the time needed to reason through the process,” she said.

While teachers might assume that graphic charts and tables in a math book are helpful to students, Secada and Avalos found that they can actually interfere with a child’s understanding. “You have to teach them how to read a chart or a graph before they can grasp its purpose,” Avalos said. “We also found that some students thought highlighting a topic in yellow meant it was a filler, rather than an important point.”

The first two years of the LiM project (2010-2012) focused on professional development and classroom modeling/coaching to assist participating teachers to adopt a discourse-based instructional approach as advocated by the National Council of Teachers of Mathematics (NCTM) standards. The third and final year (2012-13) focused on implementing prototype curriculum units on rational numbers and functions. *(continues on page 14)*



Professors Mary A. Avalos and Walter G. Secada.

Professor Develops Innovative Knowledge-Sharing Platform

Professor Ji Shen, Department of Teaching and Learning, is taking a leading-edge approach to building learning communities around the science, technology, engineering, and mathematics (STEM) fields.

"My primary focus has been on developing an online knowledge organization and learning platform called iKOS, which stands for innovative knowledge organization system," said Shen, who recently received a 2014 Provost's Research Award to support his work.

The platform – www.ikos.miami.edu – allows teachers and students to share information and better visualize knowledge on topics like physics and cellular biology, using technology to enhance science education. "Our goal is to help students better organize, integrate, and transform knowledge," Shen said.

To launch the teaching and learning research project, Shen developed two learning units on alternative energy and healthy foods and will track interactions of college and middle school students.

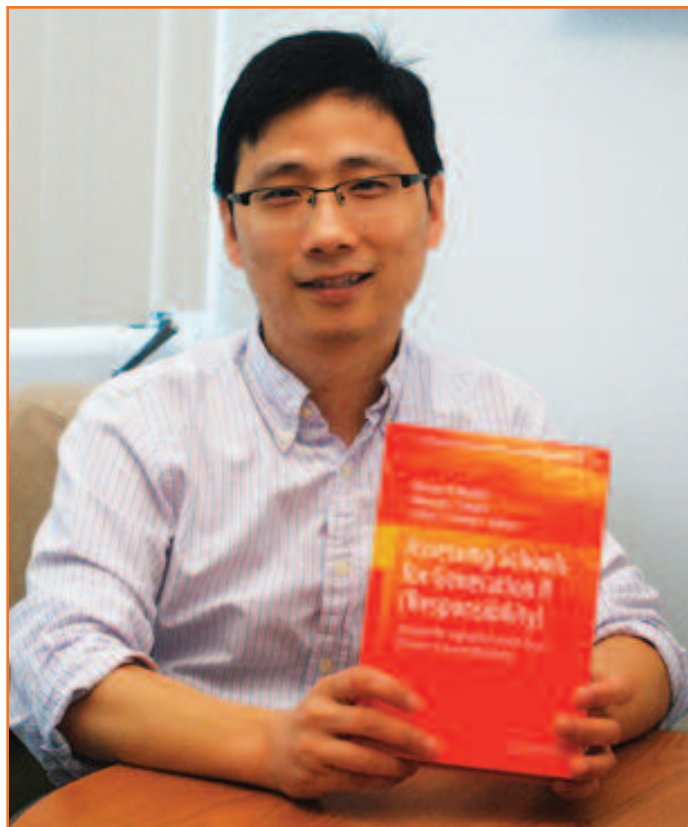
His research questions include:

- What representational modes do students use when organizing knowledge?
- What kinds of built-in scaffolding in iKOS will help students collaboratively learn and argue about social scientific issues?
- What kinds of feedback can be provided for the learners in iKOS to facilitate their knowledge organization and knowledge building?

"Computer visualizations can help students comprehend complex science concepts and encourage inquiry and collaboration," said Shen.

"My prior studies have shown visualization can lead to significant gains in understanding scientific applications in areas such as electricity."

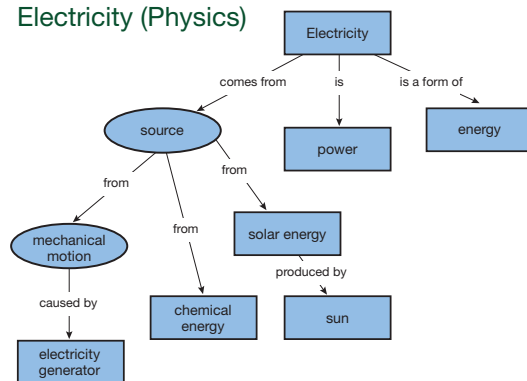
Shen has also joined with Professor Jennifer Langer-Osuna for a grant application to build a technology-rich, yearlong after-school program that engages upper elementary and middle school students from diverse cultural backgrounds in developing core STEM practices.



Participating students will investigate food-related "myths" that emerge from their everyday experiences and home communities in both physical and online learning contexts, such as iKOS. When funded, this project will be a partnership of the University of Miami, the Fairchild Tropical Botanic Garden, the Barnyard Community Center and local communities. "We envision the after-school teachers as facilitators who help students engage in discussions," he added.

Last year, Shen co-authored a chapter on digital technology and assessment in the book, "Assessing Schools for Generation R (Responsibility): A Guide to Legislation and School Policy in Science Education." He also recently co-authored a study that examined a new way to assess college students' interdisciplinary understanding in science, a project funded by the National Science Foundation. The study, "Designing interdisciplinary assessments in science for college students: An example on osmosis," will appear in the International Journal of Science Education.

Concept Map: Electricity (Physics)



Bringing Jewish Education to Life



Educators from Jewish Congregational and Day Schools at the February 2014 launch of The Rosenfeld Legacy Project: Exploring Jewish Values Through Children's Literature – Early Childhood Edition

Professor Anita Meinbach is dedicated to bringing Jewish education to life through children's stories and songs. As a follow-up to her book for K-3 educators, Meinbach recently completed a new book designed to promote Jewish values in younger children.

With the support of the Jack and Harriet Rosenfeld Foundation Program in Jewish Education, Meinbach spent nearly two years on her latest publication, which includes 24 lessons, a CD with original Jewish songs by Emily Aronoff Teck (a UM doctoral student) and an appendix of research-based strategies.

"My passion is children's literature," said Meinbach, who is director of the Rosenfeld Program. "I relish books that make children curious and encourage them to think about universal values."



(From left) Jason Teck, Emily Aronoff Teck, and Professor Anita Meinbach.

On February 18, Jewish educators from throughout South Florida came to the Hurricane Club to celebrate the launch of "The Rosenfeld Legacy Project: Exploring Jewish Values Through Children's Literature – Early Childhood Edition."

The program also incorporates online activities and discussions at www.jewishlearningmatters.com.

"Anita's book will be a great help to teachers in their lesson plans and in getting kids involved," said Lynn Fromberg, co-trustee of the Rosenfeld Foundation. "It's wonderful how an idea can be nurtured and developed into something of real significance for South Florida's Jewish community."

Marilyn Neff, associate dean, School of Education and Human Development, said the new book will help Jewish teachers in developing lessons for young children. "Values like making peace, pursuing justice, having courage, and building community are intrinsic to the Jewish faith and have a universal appeal," she said.

At the kickoff event, Vered Hankin, Ph.D., spoke on "Mensch Potential: Stories as the Gateway to Jewish Values." The founder and director of MBSR Chicago (Mindfulness-Based Stress Reduction) has built a career as a storyteller, reflecting "the wisdom of the mind and the wisdom of the heart."

She noted that the need for social and emotional learning in a formal Jewish context has increased through the years. "Many children have lost contact with Jewish traditions. We need to help our children build their character, teach them about emotional intelligence, and promote values like empathy, cooperation, self-discipline. The Rosenfeld Legacy Project has done a great job in bringing Jewish traditions to life through fun and captivating stories."

Enhancing Breakthrough Miami's Outreach

A team from the School of Education and Human Development is helping Breakthrough Miami reach out to underserved middle school students in Miami-Dade County.

"We are thrilled to be working with our partners at the school, including Dean Isaac Prilleltensky, Associate Dean Marilyn Neff, and other UM faculty and students," said Elissa Vanaver, chief executive officer. "Their technical advice on the issues we are facing as a small but growing nonprofit organization has been invaluable. They get what we're trying to do, and we feel like we speak the same language."

Breakthrough Miami is an eight-year, tuition-free academic enrichment program that provides motivated middle-school students from underserved communities with the tools they need to achieve their most ambitious goals in life. Its students-teaching-students internship model engages outstanding older students as teachers, mentors, and role models, so that younger students enter and thrive in college-prep high schools and enroll in college.



The school's team includes Professors Guerda Nicolas, chair of the Department of Educational and Psychological Studies, Ann Bessell, project director for the University of Miami Education Evaluation Team (UMEET), and doctoral student Noris Rios.

The three-year pilot project is designed to expand Breakthrough Miami's capabilities in three ways:

- Capture data regarding the long-term outcomes of Breakthrough students after they graduate from high school
- Provide ongoing support for Breakthrough students as they transit through their college years
- Engage alumni of the program as mentors and role models for current Breakthrough students.

Funding for this project – "Enhancing Breakthrough Miami's Students Teaching-Students Model through a Network of Civically Engaged Alumni and Mentors" – was provided by the Shepard Broad Foundation with a match from the Fine and Greenwald Foundation, and Donna Genet.

Breakthrough Miami's award-winning program serves 1,000 talented students offering enrichment activities on five independent school sites – Ransom Everglades, Miami Country Day, Carrollton, Palmer Trinity and Cushman, and at International Studies Charter High School.

In 2007, the program – formerly known as Summerbridge – was recognized for its excellence by the John S. and James L. Knight Foundation, with a grant of \$3.25 million to expand to serve more students and families in need. Breakthrough Miami is the largest and most dynamic affiliate of the San Francisco-based Breakthrough Collaborative, which has 33 sites nationwide.



(Images) Breakthrough Miami students preparing for their future.

donors

Professor Okhee Lee

Okhee Lee, Ph.D., a professor in the School of Education and Human Development for 22 years, feels a profound sense of gratitude to the University of Miami.

When her husband, School of Communication professor Michael B. Salwen, Ph.D., was stricken by cancer in 2001, his colleagues kept him active and engaged as he battled valiantly against the disease. Before Salwen passed away in 2007, he and Lee decided to thank UM through a planned gift by including the University in their estate plans.

“During the six years Michael was ill, he could only work part-time,” says Lee. “When he needed surgery or chemotherapy, he could not work at all. The university was very supportive to us financially during that entire period. In addition, Michael was among several faculty

members who received an award for their academic achievements. We were both very touched by the respectful way the university treated him as a scholar at such a painful time.”

After starting with a series of smaller gifts, Lee recently endowed the Michael B. Salwen Scholarship Fund in the School of Communication and the Michael B. Salwen Scholarship Fund in the School of Education and Human Development in memory of her husband. “Michael and I were always short on money when we were doctoral students,” says Lee. “So, we felt it was appropriate for us to help students who, despite their academic ability, would need financial support to attend our university.”

Now a professor of childhood education at New York University, Lee returns frequently to the School of Education and Human Development, where she made significant contributions in the field of science education, such as developing a curriculum for English language learners and students in low-income urban settings. In 2004 she received the Distinguished Career Award from the American Educational Research Association (AERA) Standing Committee for Scholars of Color in Education.



Today, Lee encourages other members of the University of Miami “family” to give back, even in small amounts, or through a bequest or other planned gift. “This was my academic home for more than two decades, and I believe in saying ‘thank you’ for the support,” she says. “There are many ways of giving and the personal rewards are truly priceless.”

It’s easy to leave a legacy!

A bequest is easy – just ask your attorney to draft a codicil to your existing will or, if you don’t have a will, now is a good time to have one prepared. A bequest to the University of Miami can be a specific dollar amount, a percentage of your residual estate or trust, or you can give specific items of personal property or real estate.

You don’t have to be wealthy to leave a legacy – any size gift can make an impact for generations to come.

To learn ways to make a bequest or for sample bequest language, please visit www.miami.edu/plannedgiving or contact Cynthia Beamish, Executive Director, Office of Estate and Gift Planning at (305) 284-4342 or um.plannedgiving@miami.edu.

Professor Robert F. Moore

In his long career at the University of Miami School of Education and Human Development, Professor Robert F. Moore has provided guidance and advice to generations of students and prepared teachers from all walks of life to be effective leaders in the classroom. As President Donna Shalala said at a recent Black Alumni Scholarship reception, “Bob is everyone’s mentor here at the University.”

A nationally recognized leader in the field of special education, Moore says, “Today, we train our education majors to teach children with disabilities in an inclusive, general classroom setting – a different approach than in the past. Our University is ahead of the curve in helping teachers develop the skills they need to teach children with a wide range of learning styles and abilities.”

A native of Tuskegee, Alabama, Moore earned his undergraduate degree at Fiske University and a master’s degree and a doctorate (Ed.D.) in special education at Indiana University. He taught at Fiske for several years before joining the UM faculty in 1975. Moore was named Professor of the Year in 1999 by the Panhellenic Council and was also inducted into the Iron Arrow honorary society. He has been professor in residence for many years at Bel-Aire Elementary School in Cutler Bay, which recently named one of its buildings in his honor.

Moore served as associate dean for the School of Education from 1981 to 1994, and was acting dean for two years. He also guided UM education programs in The Bahamas, the Cayman Islands, Nevis, and the Virgin Islands, and last summer led a UM field teaching trip to South Africa (see *article on page 11*). “It was a very successful experience, both in terms of what our undergraduates learned and also in the impact the program had on the South African students,” he says.



Dr. Robert F. Moore (center) with teachers and UM student teachers at Bel-Aire Elementary School.



(From left) Dr. Miriam Lipsky, Dr. Gloria Pelaez, Dr. Moore, and TAL Department Chair, Dr. Beth Harry with a plaque that will go in the school’s Robert Moore Building.

Moore now serves as assistant provost for undergraduate education and director of the Office of Academic Enhancement, and is also a resident master at Mahoney Residential College. “Being part of the living and learning community at Mahoney has been a great experience for me,” he says. “I enjoy living on campus and being close to all the activities.”

For many years, Moore served as president of the board of trustees of Bertha Abess Children’s Center, a nonprofit that served children with special needs. After the center closed several years ago, an anonymous donor provided a \$10,000 gift to the University to establish the Robert F. Moore Scholarship Fund. “Since then, I have been contributing my own resources and asking my friends and colleagues for their support,” says Moore, who also donates through the Annual Fund and supports the University of Miami Alumni Association. “By growing the scholarship fund, we can provide assistance to students who have the drive, energy, and passion to become great teachers in the future. I believe in the importance of giving back to our University, and I encourage other faculty and staff members to support a school or a program that has special meaning for them.”

Faces of Education Lee Butler Shoots for the Top

When the University of Virginia Cavaliers won the Atlantic Coast Conference (ACC) men's basketball championship in March, Lee Butler, B.B.A. '06, M.S.E.D. '10, was right there to celebrate. Even though he's a fan of the Hurricanes – and played point guard on the UM basketball team a decade ago – Butler is now focused on the overall success of one of the nation's most important athletic conferences.

"I really enjoy creating a great student athlete experience," says Butler, who currently serves as the ACC assistant commissioner of championships, assisting in the management of the Dr Pepper ACC Football Championship Game and the ACC Men's Basketball Tournament. He also oversees ACC tournaments in seven other sports, including men's soccer, softball, tennis, field hockey and fencing – a new program that began this year.

The University of Miami is one of 15 members of the ACC, which is considered to be one of six collegiate power conferences in the country. In 2013, the Hurricanes won the ACC Men's Basketball Tournament, which has been held every year since 1954, and is still considered one of the best of any conference.

In his role with the ACC, Butler also manages regular-season and championship officiating programs, presides at sports' committee meetings, and provides valuable input for legislative proposals from ACC committees to the appropriate conference administration bodies. He is currently a member of the Collegiate Event and Facility Management Association and the NCAA Field Hockey Committee.



A native of Woodbridge, Virginia, Butler played basketball from the time he was five years old, including a boys and girls club league in elementary school. From 2004-06, he played for the Hurricanes' team while earning a bachelor's degree in business administration. "I still enjoy playing basketball



and baseball," he said, adding that his brother Deon Butler played football at Pennsylvania State University (PSU), was drafted by the Seattle Seahawks, and was a wide receiver in the National Football League for four years.

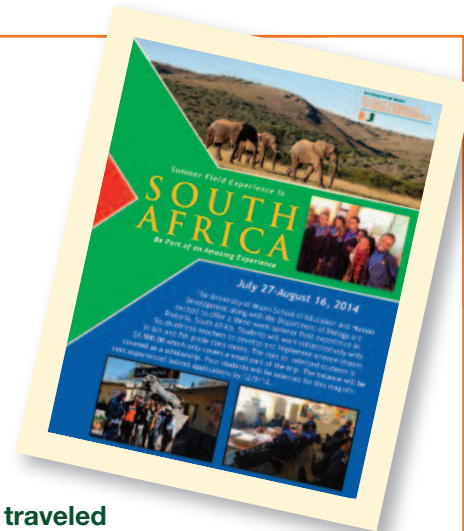
"My dream was to play college ball and as a walk-on for the Hurricanes, I achieved that dream," he said. "I knew that I wanted to work in athletics after earning my degree, so I applied for an internship with the ACC. It was a great experience, and I stayed in touch with them after I came back to Miami."

Butler then spent three years working for the UM Athletics Department as the assistant director of event management while earning a master's degree in sport administration from the School of Education and Human Development. "It was an amazing program, with great professors like Warren Whisenant," he recalled. "I remember Dr. Andrew Gillentine (former SEHD professor) telling me that 'no job is too small to do well,' and that advice has stayed with me through the years. Whenever I've been given a task to do, I've tried to do it better than anyone else."

When he's not working or playing sports, Butler enjoys deep sea fishing with his Hurricane friends, and working out on a regular basis. "I enjoy college athletics and am glad I went back to school to get my degree in sport administration," he said. "It's a demanding job that requires long hours, but if you have a passion for sports, this can be a very rewarding career."

students

Students Teach in South Africa in Collaborative International Program



Through a dynamic international outreach program, four School of Education and Human Development undergraduates traveled to South Africa last summer, where they taught science to sixth and seventh grade students.

"Our students spent three weeks collaborating with classroom teachers in Pretoria, explaining concepts like circuit boards and earthquakes, while supplementing the materials they were using," said Professor Robert F. Moore, assistant provost for undergraduate education and director of the Office of Academic Enhancement. "It was very successful, both in terms of what our undergraduates learned and also in the impact the program had on the South African students."



Moore, who is also professor and assistant chair of the Department of Teaching and Learning, led the 2013 summer travel group, which included students Michelle Backus, Kristen Hord, Laura Frizell and Pascal Arnold. All but Frizell have since graduated.

Professor Michael Gaines, Department of Biology, and assistant provost of undergraduate research and community outreach, originated the University of Miami's initiative eight years ago in partnership with the University of Pretoria and the South African Ministry of Education.

This summer, the School of Education and Human Development and the Department of Biology are teaming up again to offer another three-week summer field experience in Pretoria from July 27 to August 16. Moore said four students will be selected, and part of the costs will be covered by scholarships.

Last year, the four students in the Department of Teaching and Learning (TAL) prepared for the trip by enrolling in a three-credit course taught by Gloria Artecona-Pelaez, director, Teacher Preparation and Accreditation. The TAL students used email and Skype to communicate with the teachers in Pretoria in developing lesson plans based on South Africa's common core standards.

"The South Africa experience provided an amazing opportunity for our students," said Artecona-Pelaez. "They were able to immerse themselves in a different culture, learn from seasoned teachers, and most importantly, engage in teaching sixth and seventh graders on a daily basis."

Upon their return, the students were able to reflect on their teaching experience and compare and contrast the U.S. and South African educational systems, according to Artecona-Pelaez. "They also had the opportunity to share their experiences with other students in our teacher preparation program," she added. "It was a life-changing experience for all involved. Even those of us who stayed behind!"



Building High-Impact Nonprofits

Highlights of Recent Sessions in the Leonard Turkel Nonprofit Network Series

Editor's Note: The Leonard Turkel Nonprofit Network (LTNN) – co-hosted by the University of Miami School of Education and Human Development, the School of Business Administration, and Catalyst Miami – provides a series of professional development workshops designed to strengthen and support community organizations. Other sponsors include The Peacock Foundation, Turkel Brands, The Miami Foundation, and the University of Miami Office of Civic and Community Engagement. Here are highlights of recent workshops, held at the Newman Alumni Center

Managing Your Blind Spots



Helen Turnbull, Ph.D., C.E.O. of Human Facets, spoke on “Adjusting Your Mirrors and Managing Your Blind Spots” at the February 19 session. She focused on how to create an inclusive work environment and overcome unconscious biases and blind spots.

At the workshop, School of Education and Human Development Dean Isaac Prilleltensky said, “We all have our blind spots because our brains are programmed to seek meaning and cause. We don’t like randomness or coincidence, so when things don’t match up, we try to reframe them quickly, such as putting people in a certain category. If we are concerned about inclusiveness, here is where we have to do the work.”

Picking up on that theme, Turnbull said most nonprofits and business organizations “hire for diversity and manage for similarity.” The challenge, she said, is to widen the box and look more closely at “in-groups” and “out-groups.” That means thinking about the people in the organization that you hear and those you now ignore.

“We all need to adjust our mirrors and take a closer look at the people who are now in our blind spots,” she said. “That may mean expanding the size of your personal in-group to let in more people or doing a better job of listening to others. It’s hard work, but it’s central to building a more inclusive organization.”



Helen Turnbull and Dean Isaac Prilleltensky.

Building a Learning Organization

On March 19, Professor Scot Evans, School of Education and Human Development, and Catherine Raymond, Ph.D., founder and C.E.O., Raymond Consulting, Inc., provided tips on “Building a Learning Organization,” including demonstrating results for funders and constituents.

“Building in time for reflection and learning is a practice that can lead to organizational transformation,” said Evans. “We all get busy in our daily work, but we need to step back and talk with our colleagues and constituents about what we can do better. This



process – called double-loop learning – takes time, but by confronting our underlying assumptions can contribute to creating a culture of learning.”

Raymond focused on how to tell a compelling story about a nonprofit’s results and impact, such as including constituents in a report in order to personalize the statistics. She also suggested researching national studies and reports to put a nonprofit’s results into a broader context. “Connecting your program activities to outcomes documented in the literature can help you build a compelling case,” she said.

Advocate and Serve

Advocacy was the focus of the January 15 session, which featured Edmundo Hidalgo, president, Chicanos Por La Causa, Inc., and Aaron Dorfman, executive director, National Committee for Responsive Philanthropy (NCRP).

Since 1969, La Causa has been fighting for justice, education and social services for Chicanos in Arizona, said Hidalgo. “We are a grassroots organization with a business model that puts dollars back into the community through a credit union, food bank and other social services designed to give Chicanos a hand up – not a handout,” he said. “Today, we are still fighting for immigrant rights and a seat at the table with decision-makers.”



(From left) Daniella Levine moderates a discussion with Aaron Dorfman and Edmundo Hidalgo.

Hidalgo emphasized the importance of partnerships in addressing challenges like affordable housing, jobs, and education. “I believe partnerships are critical to nonprofits, because no one has the resources to do everything by themselves,” he said.

In his presentation, Dorfman emphasized the importance of a link between advocacy and services. “That combination plays a key role in many ‘wins’ for nonprofits,” he said. “A grassroots approach that brings in people directly affected by issues can also be an effective advocacy strategy.”

Dorfman also noted that foundation investments in nonprofits that focus on social change can produce positive returns for marginalized communities. Citing the study, “Leveraging Limited Dollars,” he said researchers documented \$26.6 billion in benefits for \$231 million in foundation funding – a return of \$115 for every \$1 – over a five-year period. “If you work for a nonprofit or serve on a board, increase your commitment to advocacy,” he added. “It really pays off.”

Sharing Leadership

Daniella Levine, former C.E.O., Catalyst Miami, was one of four speakers to discuss “Shared Leadership to Achieve Results” at the December 11 session. She was introduced by School of Business Administration Dean Gene Anderson, who noted the importance of taking a fresh look at nonprofit leadership.

In the first part of the workshop, Prilleltensky spoke about the importance of making sure everyone’s voice is heard in the organization. “People want to feel like they matter,” he said. “They also want to be part of something new and exciting and innovative. So if you are a leader, you need to engage everyone in your organization and align their ideas and efforts to promote change.”

Later in the session, Caesar McDowell, president, Interactive Institute for Social Change, and professor of practice of community development at MIT, emphasized the need to reach out to socially excluded members of the community.

“We have to imagine the future we want to create, while supporting the system we are trying to change,” he said. “No wonder that many of us in nonprofits feel a bit divided at times.”

McDowell then presented five ideas for transforming society:

1. **“But for the grace of...”** Put yourself in the place of the “others” in your community.
2. **“Let nature guide.”** Remember that people, like plants and animals, are interdependent with each other, and that nature is patient.
3. **“Rethink social capital.”** Start building a community based on caring and empathy that provides a foundation for learning, trust, and productivity.
4. **“Design for the margins.”** Rather than trying to make a program work for most constituents, design it for those on the fringes – people with more resources will be better able to adapt to the changes.
5. **“Unleash the power of questions.”** Remember that every change effort begins with someone asking why and give people the freedom to express themselves.



Caesar McDowell.

Supercharging Your Online Marketing

On April 16, Alex de Carvalho, regional development director, Constant Contact, provided nonprofit leaders with a flow of advice about online tools in his talk, “Supercharge Your Social Media and Email Marketing.” de Carvalho was introduced by Marilyn Neff, associate dean, who noted the importance of email in connecting with constituents and reaching out to prospective donors.

“Email was really the first way to communicate online to a mass audience, and it provides the foundation for Facebook, Twitter and other social media accounts,” de Carvalho said. “It’s an extremely effective branding and marketing tool that with four times the return on investment (ROI) of ‘snail mail.’ Email is also very flexible, and you can use different tactics and measure the responses you get.”

Presenting a number of illustrations – and interacting with attendees – de Carvalho showed how nonprofits’ email newsletters have evolved through the years from text-heavy bulletins to colorful online publications with compelling images and branding logos.

“Remember that you have to provide value to readers,” he said. “You can use storytelling techniques to talk about challenges and opportunities your organization faces. Keep it warm and engaging, and readers will share it on their social media sites – a modern approach to word-of-mouth marketing.”

“Nonprofits can use social media sites like Facebook to give ‘friends’ a behind-the-scenes glimpse at the organization,” de Carvalho said.

In his talk, de Carvalho gave attendees more than a dozen practical suggestions for effective email communications, including the following:

- Less is more. “No one likes long emails,” he said. “If they want to read more, give them a link that takes them to your website.”
- Focus your message on one clear point. Don’t confuse the reader by jumping from topic to topic.
- Include a clear and easily understood call to action, such as a donation or volunteer request.
- Use phrases like “urgent need” or “limited opportunity” to increase the likelihood of a response.
- Include the organization’s logo, but put the name in text as well, some email services block images.
- For content, draw on your organization’s resources or other sources, rather than trying to “reinvent the wheel.”
- Bring in outside voices, including clients and constituents.
- Before sending an email, test it by sending it to your own device and see how it looks.
- Use analytic services from your email provider to see who opened your message, and clicked on a link.
- Test response rates from sending emails at different times or during different days of the week.

Finally, de Carvalho noted that email messages can easily be “recycled” for social media sites, adding, “You can maximize exposure, while being consistent in your communications.”



Alex de Carvalho

Examining the Use of Language in Math *(from page 4)*

The conceptually based units were aligned with Common Core State Standards and infused explicit instruction of language features for selected word problems. The goal was to promote students’ reading and language comprehension of what the problem asked them to find or solve.

Additionally, teachers received professional development and a handbook with math explanations so that they could teach ELLs how to clearly communicate written understandings of the “why” and “how” behind their problem solving.

“We noted that teachers’ knowledge of these language-related issues improved over time,” said Secada. “That’s important because when the teacher models language use to explain mathematical reasoning, teacher-student engagement can increase. When students also model this language behavior, understanding of mathematics principles and processes can deepen.”

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Publications and Presentations

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It is with regret that we note the untimely passing in March 2014 of Janette Klingner, a former SEHD faculty member and a leading scholar in the field of special education. Although she left Miami to join the University of Colorado faculty in 2002, she continued to collaborate with her former colleagues at UM. She will be greatly missed, both professionally and personally.

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