

In this Issue

- P3** Dean's Message:
Committed to Leadership
- P4** Faces of Education:
Teplitzky Family
- P5** Changing K-12 Education
- P6** Boxing Promoter Gary
Shaw Offers Advice
- P7** TAL Graduate Honored
- P7** Doctoral Degree at 62
- P8** Students Launch American
Sign Language Club
- P8** Student Admitted to
Bouchet Honor Society
- P9** Peace Corps Student
Offers Advice
- P10** Graduation
- P11** New Graduate Programs
- P12** Mental Benefits of Dance
- P13** De Oliveira Heads TESOL
- P14** Textile Artists Exhibition
- P15** Community Activist
Si Kahn
- P16** CEW-RC Training
- P17** In Memoriam
- P19** Publications and Papers

To make an online gift to the
School of Education and
Human Development, go to:
www6.miami.edu/alumni/giving/

Editor: Marilyn Neff, mneff@miami.edu
Writer: Richard Westlund
Production: Armenteros & Martin
©UMSEHD 2017

Greg Norman and Alex Rodriguez Offer Tips for Success at UM Sport Industry Conference



Alex Rodriguez, center, with professors Tywan Martin, Paul Resnick, Warren Whisenant, Alicia Jessop, Windy Dees, and Sue Mullane.

Greg Norman believes that to be successful in sports or business, you have to continually challenge yourself. "I never wanted to be the number one golfer in the world – just to be the best I could be for myself," he said in a keynote talk at the School of Education and Human Development's second annual Sport Industry Conference on March 23-24 at the Watsco Center. "Know your aspirations, don't be afraid to ask questions, and keep learning."

More than 250 students, faculty, alumni, and sport professionals took part in the conference, which also featured a keynote conversation with Major League Baseball All-Star Alex Rodriguez and ESPN sports broadcaster Jorge Sedano.

"In sports and business, it's all about people," said Rodriguez, founder and CEO of A-ROD Corp., which has businesses in the U.S. and Latin America. "To win a championship, you have to build a team with complementary skills and all pull in the same direction."

(continues on page 2)

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

To learn more about our School, please go to www.education.miami.edu.

UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



UM Sport Industry Conference

(from page 1)

Alicia Jessop, professor in the school's Department of Kinesiology and Sport Sciences, welcomed the attendees to the conference, which was co-sponsored by the School of Education and Human Development, USport Administration, UOnLine, Delaware North, Experience, and United Capital. "Our conference is gaining a national reputation for attracting top leaders in the sport industry who come here to share their insights and knowledge with the students in our classrooms and online programs," she said.

The two-day conference included nine panels on topics like building fan engagement, finding new revenue streams, appealing to Millennials, and career opportunities for women in sport (see related article, page 6).

"With all the great professional and collegiate teams here, Miami is a great location to learn about sports and business," said Adam White, a senior majoring in sport administration, and CEO, Front Office Sports. "The UM program is second to none in terms of the quality of the faculty and the focus on getting the experience you need to start a successful career."

In his talk, Rodriguez talked about his two dreams in life. "Ever since I was 10, watching Mets games with my dad, I wanted to play in Major League Baseball and be the CEO of a Wall Street company." Along with his remarkable baseball career, Rodriguez began investing in apartments, and his company now owns or manages more than 9,500 units. His other ventures include automotive dealerships, a chain of fitness centers in Mexico, and the new UFC Gym Kendall in Miami.

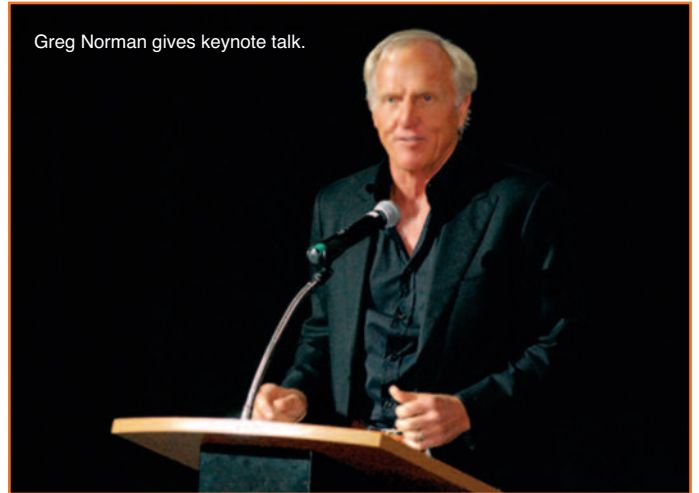
"Making mistakes is part of the learning curve," Rodriguez said. "But you can learn so much from your mistakes, as I did from the darkest part of my career."

Prior to his keynote, Norman and members of his investment team heard pitches from four finalists in "Greg Norman's Search for the Next Great Sports Entrepreneur." Candidates from eight countries submitted hundreds of applications in hopes of an opportunity to receive the financial backing to jumpstart their ventures.

Ben Reynolds and Michael Prendergast traveled from New Zealand to present their entrepreneurial venture, Spalk, a crowd-sourced sports commentary platform. Other finalists were Scott Rapp, M.D., of Fiomet LLC, whose Smartrap wearable technologies help users improve performance and rehabilitation; Jose Torbay, Grint LLC, a golf handicap and GPS tracker; and Pete Bastawros, World Class Creations, which adds video gaming, fantasy gaming, and social media elements to golf.

"Each of the four finalists has embraced something they believe the consumer market needs," Norman said. "Whether we invest with them or not, I hope they are all successful."

Greg Norman gives keynote talk.



Creating Learning and Networking Opportunities

One of the goals of the Sport Industry Conference is to give students an opportunity to have one-on-one interactions with professionals in the sports industry, according to Chloe Harrison, senior and president of USport. "Having professionals from throughout the country to speak with our students is invaluable." Attendees at the conference agreed. "Getting your name out there is the biggest thing," said Brian Embry, a student in the sport administration master's degree program. "Hopefully, the networking will help me get my foot in the door after I graduate." "The UM online Sport Administration program was phenomenal," said Raul Diaz, M.Ed. '16, who attended with his son Isaiah and is looking at career opportunities. "The professors maintain high academic standards, while being very helpful and caring. They want to see you succeed." Jen Schuman, a teacher at Leadership High School in San Francisco and adjunct professor in sports psychology at John F. Kennedy University, brought a contingent of her students to the conference. "This whole trip has been a learning experience for them," she said. "My students are getting that business knowledge they are going to need out there in the real world."

dean's message

Committed to Leadership

Every day, our students, faculty, and alumni demonstrate their commitment to leadership. For example, our annual Sport Industry Conference – now in its second year – has already gained a national reputation for bringing leaders in professional and collegiate sports, media, and sport-related businesses to our campus. That creates new opportunities for learning and networking opportunities for our students and our faculty in the Department of Kinesiology and Sport Sciences.

In this issue of *Perspective*, you can read how Luciana de Oliveira, chair of our Department of Teaching and Learning, was named president-elect of the TESOL International Association, which leads the way in advancing our understanding of teaching English-language learners.

The students and faculty in our Department of Educational and Psychological Studies are making important contributions to their fields of research, while supporting our University's mission of service to the community. For instance, our Dunspaugh-Dalton Community & Educational Well-Being Research Center (CEW-RC) hosted an important training session to help South Florida agencies better serve their clients dealing with trauma, substance abuse, and other issues.

Looking forward, our school is preparing a new strategic plan that will revolve around three key pillars: a culture of belonging, educational innovation, and health and wellness. We will be sharing more information about our plans in the coming months.

As we prepare to graduate a new generation of leaders this spring, let me thank you for your support and wish you a happy and healthy summer.

Isaac Prilleltensky

Dean and Professor
School of Education and Human Development
Erwin and Barbara Mautner Chair in Community Well-Being
Vice Provost for Institutional Culture, University of Miami



About Our Mark

The 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:

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

To view a short film
about the School's
focus on well-being,
visit:
vimeo.com/52027102

Faces of Education: Teplitzky Family

Robyn Kerzner Teplitzky, B.S.Ed. '82, believes in the importance of Jewish education at the University of Miami, in her Connecticut community, and across the nation. "Throughout my career, I have focused on serving the Jewish community," she said. "Today, the need for education has never been greater."

Robyn and her husband Jeffrey, an attorney and accountant with Teplitzky & Company, LLC, have been actively involved with Jewish organizations throughout their lives. Robyn is now senior director of the Mandel Center for Leadership Excellence at the Jewish Federations of North America in New York. "In that role, I work with Jewish federations throughout North America, helping to develop leadership skills," she said.

The Teplitzkys have a strong family connection with the University of Miami. Their son Jacob is a freshman and an active member of Hillel and the President's 100. He is following in his mom's footsteps by studying in the School of Education and Human Development. Their daughter Molly is in the law program at Emory University in Atlanta.



They are also supporters of the school's Jewish Learning Matters (JLM) program, sponsored by the Jack and Harriet Rosenfeld Foundation Program in Jewish Education. JLM peer-reviewed resources – including lesson plans, book units, songs, stories, projects, crafts, videos, and research-based

strategies – help Jewish educators throughout the country connect with a new generation of learners.

A native of Connecticut, Teplitzky left the cold winters behind when she enrolled at the University of Miami. "My father wanted me to go to business school, but that was not for me," she said. "I enjoyed my psychology classes and becoming an RA (resident assistant) in the dorms, so I pursued my interests and earned a degree in educational psychology with a minor in Jewish studies."

Teplitzky was involved with many campus activities, and earned the distinction of being one of the first women inducted into the university's Iron Arrow honor society. "I took advantage of all UM had to offer," she said in a 2011 interview. "I went beyond my comfort zone and expanded my horizons to become a USBG senator, a Greek 'little sister,' a student life intern, and an international Hillel representative. The friendships I made and the life changing opportunities I experienced strengthened my commitment as a Miami Hurricane."

After graduation, Teplitzky headed back north, and earned a master's degree in social work (MSW) from Wurzweiler School of Social Work, Yeshiva University. She returned home, met her husband, and raised their family in their native community.

Teplitzky is active in the greater New Haven community and served as a committee member of Yale-New Haven Hospital and the Community Foundation for Greater New Haven. She is a founding member of FOOD4KIDS New Haven, a community service project of the Women's Philanthropy at the Jewish Federation of Greater New Haven and Jewish Family Services. In 2016, Teplitzky received the National Kipnis Wilson Friedland Award from the National Women's Philanthropy of the Jewish Federations of North America.

Teplitzky has been active with the Anti-Defamation League (ADL) for more than 25 years. "Two of my passions are anti-discrimination, and anti-bullying," she said. Currently, she serves as Connecticut Regional Chair of the Anti-Defamation League and is a member of the National Advisory Council.

Reflecting on her education at the University of Miami, Teplitzky said, "It was the diverse opportunities that I experienced that allowed me to develop my leadership skills. I became interested in government and politics, and making a difference in society. I am very proud to be a UM alum and will continue to share that pride."

Changing K-12 Education One School at a Time

Elaine Liftin, Ed.D. '75, knows that effective school leadership can have a powerful impact on student performance. "We believe that principal leadership is the catalyst to ignite school improvement across the board said Liftin, who is president and executive director, Council for Educational Change (CEC), a statewide nonprofit based in Weston. "In fact, about 40 percent of students' academic performance can be tied to the leadership of the school."

To strengthen those leadership skills, the CEC facilitates collaboration between business executives and school principals in several ways, including its Partnership to Advance School Success (PASS©) and Executive PASS programs. Currently, there are 156 active PASS and Executive PASS partnerships statewide, including 89 in Miami-Dade and six for Broward.

"Through coaching, mentoring, and other resources, principals gain the benefit of the business perspective on topics like motivation, communication and management," Liftin said. "It's like a mini-MBA program."

The Council for Educational Change's programs include:

- PASS©, where CEOs mentor principals and commit \$100,000 for the school
- Executive PASS®, a one-year partnership between a business leader and a school principal
- Florida Leadership Academies™ for principals, assistant principals, and teacher leaders
- The Wachovia Teachers and Teaching Initiative to train and retain new teachers
- A science and math teacher retention program funded by the Helios, Wal-Mart, and JPMorgan Chase Foundations
- A principal support program funded by the John S. and James L. Knight Foundation
- A summer Leadership Academy with a focus on science, technology, engineering, and math funded by the Carnegie Foundation
- A pilot project for the National Board Standards for Accomplished Principals



CEC Chair Steve Wasserman and Elaine Liftin, president and executive director.

Improving K-12 Education

Throughout her professional career, Liftin has worked diligently to change K-12 education one school at a time. In the late 1990s, she led a successful campaign to launch the South Florida Annenberg Challenge, funded through a \$100 million challenge grant from the Annenberg Foundation.

With the support of the late philanthropist Leonard Miller – the founder of Lennar Corporation and a major donor to the University of Miami – the South Florida Annenberg Challenge became the Council for Educational Change in 2002.

Since then, the CEC's innovative approach to improve the quality of K-12 public education across Florida has impacted the future of 1.56 million students, more than 39,000 teachers, and 5,300 school-based leaders in 67 school districts.

One example is the CEC partnership between Miami Northwestern Senior High School Principal Wallace Aristide and Miami Parking Authority CEO Arthur Noriega V. The high school now has an A/B rating, after 14 years of being rated F and D. The CEC partnership also helped to increase Northwestern's graduation rate from 55 percent to 82 percent, and assisted with generating more than \$9 million worth of scholarships for seniors.

"Elaine is the ideal leader for promoting educational change," said CEC chair Steve Wasserman, executive vice president, South Florida, Colliers International. "She is passionate about

(continues on page 18)

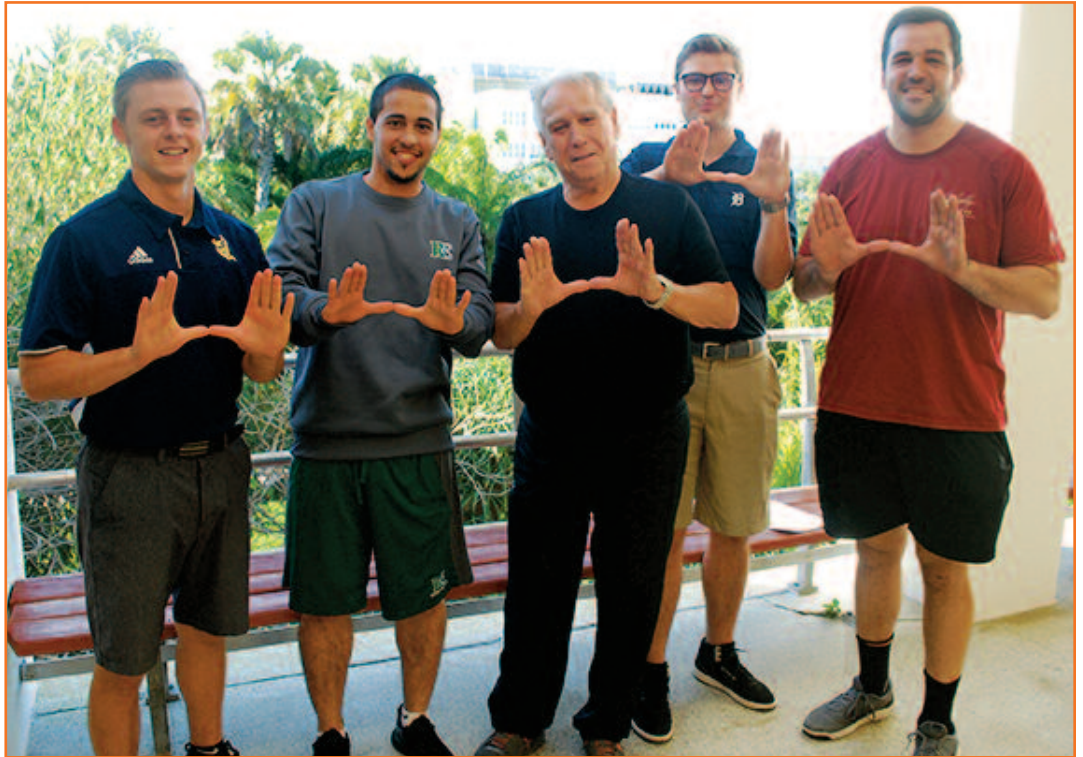
Boxing Promoter Gary Shaw Offers Advice to Sport Administration Students

Strong ethical values are essential to effective leadership in sports, according to longtime boxing promoter Gary Shaw, B.Ed. '69, president and CEO of Gary Shaw Productions. "There are different types of leadership, such as leading the charge or guiding the team as a coach," he said. "But either you are ethical or you're not."

Shaw brought decades of experience in the boxing world as a guest lecturer to undergraduate and graduate students in Professor Sue Mullane's Sport Administration classes this spring.

Shaw began his professional affiliation with boxing in 1971, when he was appointed Inspector to the New Jersey State Athletic Control Commission. In 1999, he became the chief operating officer of Main Events, a boxing promotional company whose events included Lennox Lewis vs. Mike Tyson, the biggest grossing pay-per-view fight. Shaw created the initial concept and helped develop the TV series ShoBox: The New Generation, a live boxing program on Showtime.

In his talk to master's degree students, Shaw cited Swiss philosopher Henri Frédéric Amiel in noting there are two roads to achievement. "You can go for the gold and think about what other people can do for you," he said. "Or you can go for the golden rule, and consider what you can do for others. So, don't sacrifice your values and your family in the pursuit of fame and finance."



(From left) Sport Administration graduate students Drew Walker, Brandon Surita, Jack Vlasic, and Bryan Embrey, with Gary Shaw in the center.

To build a successful career in sports, or other professional disciplines, Shaw suggested the following:

- Be polite and personable
- Listen to others to get their views, before you speak up
- Think before you speak
- Learn negotiation skills
- Align your career priorities with your values
- Never go back on your word
- Don't let adversity keep you down

Finally, learn how to market yourself. "When you leave the university, you will have to sell yourself to get a job and start your career," Shaw said. "Work hard, gain experience and protect your reputation."

TAL Graduate Honored as Teacher of the Year

Sarah M. Kreuz, B.Ed. '11, was honored as Coconut Creek High School Teacher of the Year for 2016 and nominated for Broward County Teacher of the Year. She has been at Coconut Creek High School for two years. She now teaches English literature to high school freshmen in the school's new magnet program: Creek Technical Academy. Prior to teaching in the magnet program, she taught English literature to both sophomores and seniors.

"My approach to teaching every day is one of respect, love, cultural relevancy, and high expectations," Kreuz said.

Coconut Creek High School Principal Scott Fiske nominated Kreuz for Broward County Teacher of the Year because of her "passion, compassion, knowledge and strong pedagogy." He said that "Ms. Kreuz is a teacher that exhibits love for her students, school, and chosen profession each and every day."

Kreuz' commitment to teaching and her school community are evidenced through her positive contributions to the school every day, both in and out of the classroom. "I spend my lunches with my students checking their grades and making personal connections with them," she said. Kreuz also helped her students start a monthly newsletter for the school, and she is an active member of the School Advisory Council (SAC). Her deep commitment to public education, her school, and her students is demonstrated through her work as both a formal and informal mentor to many new teachers.



Alumnus Earns Doctoral Degree at Age 62



*M*ichael Laneve, B.Ed. '77, played football at the University of Miami and spent 25 years working as a high school football coach and school administrator. After earning two master's degrees during his career, Laneve recently completed his doctoral degree in organizational leadership with honors at age 62. He plans to work in the public schools of the City of Chicago in programs that teach leadership.

Students Launch American Sign Language Club

When Daniel Tirado graduates from the University of Miami in May, he can take pride in helping to establish an American Sign Language (ASL) club on campus.

"My parents Regina and Eliseo are deaf, and I felt it was important to create a welcoming ASL community for students," he said. "We formed the club last year, and have a strong board that is very passionate about ASL. Our members include siblings who use ASL and students who want to work with the deaf."

Kirsten Schwarz Olmedo, lecturer in the Department of Teaching and Learning, teaches ASL – which is now a four-semester program – and serves as club advisor. "Our ASL program provides an opportunity for students to learn another language," she said. "It also allows them to learn about the deaf culture, breaking down the myths, as well as technology, like mobile apps, and other accommodations to help the deaf."

Olmedo says there is no talking at meetings of the ASL club or during the ASL classes on campus, or during community events. "We have presenters from the deaf community, watch videos together, and take part in a monthly book club," she said. "Our club and the students in the ASL program have really blossomed in the past two years."



ASL Club students enjoy a holiday dinner in December.

Student Admitted to Bouchet Honor Society

*P*atrice Fenton, a doctoral student focusing on special education, has been admitted to the Bouchet Honor Society, and will be attending the society's annual



conference at Yale University. She will be graduating in May from the School of Education and Human Development.

Named for Edward Alexander Bouchet, the first African American doctoral recipient in the United States, the Edward Alexander Bouchet Graduate Honor Society (Bouchet Society) recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate.

Yale University and Howard University were the co-founding chapters in 2005, and the University of Miami also has a chapter.

The Bouchet Society seeks to develop a network of preeminent scholars who exemplify academic and personal excellence, foster environments of support, and serve as examples of scholarship, leadership, character, service, and advocacy for students who have been traditionally underrepresented in the academy.

Peace Corps Volunteer Offers Advice on Building Collaborative Relationships

By Kareen Sanchez, M.S.Ed '01

When it comes to relationships, whether personal or professional, trust is an important factor. As a Peace Corps Master's International student in SEHD's Community and Social Change Program, I combined graduate school with Peace Corps service.

During one of my graduate courses on managing community organizations at the University of Miami, I researched ways to effectively work and collaborate with future Dominican people and organizations. I read "Leading Across Boundaries" by Russell Linden, where he describes seven strategies for working across cultures. For example, developing relationships and trust can be very time consuming, but it is important that leaders are patient and remember to "go slow to go fast."

This means that for genuine collaboration to begin, you need to take the time to build a certain level of trust and understanding, especially for different cultures that haven't worked together in the past. Through my graduate studies, I prepared for my Peace Corps service and knew that I needed to work on relationships before work.

From August 2014 to October 2016, I served as a youth, families, and community development promoter in a border community in the Dominican Republic. From day one, I focused on relationship building. As a first-generation Mexican American, I had the advantage that I was Latina and was already fluent in Spanish. During the first three months of service, I focused on visiting houses, sitting in plastic chairs, drinking coffee, answering people's questions, and playing with kids. My counterpart introduced me to community members and local organizations. Whenever a community member invited me to a meeting, party or funeral, I would go. I spent valuable time with my host family and understanding my large community of 30,000 people.

In addition, I collected surveys, conducted focus groups, interviews and observation for my community diagnostic. Through the process of community integration, I was able to meet a lot of people, understand my community's needs and resources, and plan projects for the future.

I give the same advice to fellow youth volunteers who just arrived on site or anyone interested in Peace Corps service. Take the time to develop relationships in your community because it will make you successful during your service. It can be with your host mom, youth, teachers, community leaders, etc. Even though you may have a low Spanish level,

make an effort to spend time with people. Remember that conversations can also be non-verbal. Also understand the importance of the community diagnostic as a tool to meet people in your community and ask questions before you actually begin to work.

Before any collaboration begins, there is a lot of pre-work and relationship building that must happen. It can be challenging to work with people from different cultures, but it is very important that volunteers go slow and use strategies to form genuine relationships and trust with community members. In order to build trust, you can share accurate information, offer help during a crisis, take a personal interest, or make good on commitments. One easy way to build trust with Dominican people is to eat together and talk to one another.

I know that actually developing trusting relationships can be a challenge, but you will have enough time during 27 months. So the bottom line is that "without trust, little collaboration is possible," as Linden wrote. It is that simple and significant, but challenging and rewarding work.

Relationships are so important to me even after service has ended. I haven't forgotten about my host families, my counterparts, my youth, or my Dominican friends, and we still communicate by texting. I am so happy that my Dominican host mom got a visa to visit me in Los Angeles for Christmas and stay for two weeks!! She had never been on a plane or been to the United States, so it was a great experience for her and my family.



graduation

The School of Education and Human Development honored its fall semester 2016 graduating class with a reception on December 15.



Faculty Senate Approves New Graduate Programs

This spring, the University of Miami Faculty Senate approved a series of new on site and online graduate programs in Applied Learning Sciences. The doctoral (Ed.D.) and master's (M.S.Ed.) degree, and certificate programs in the Department of Teaching and Learning received final approval by the Faculty Senate this year and are scheduled to get underway in 2018, according to Walter G. Secada, professor of Teaching and Learning and senior associate dean for the school.

"On behalf of the school, I want to thank Dr. Secada for his leadership on this proposal, and congratulate the Department of Teaching and Learning for launching this exciting and innovative program," said Dean Isaac Prilleltensky, Ph.D.

Secada said that the Ed.D. program, which will be directed by TAL Associate Professor Ji Shen, is designed for professionals who will be assuming leadership roles in organization teams, as well as educators, psychologists, healthcare executives, trainers, and researchers.

"Our programs will help professionals develop their expertise in the design, analysis, and evaluation of learning environments," Secada said. "The learning sciences have very broad applications in business, schools, professional firms, nonprofits, museums, and other organizational settings where human learning is a desired outcome."

For example, a supervisor at an engineering firm might use research from the learning sciences to create more-meaningful work experiences for interns and entry-level staffers at that firm. A museum professional could make use of insights gathered from the learning sciences to design exhibits and dioramas and to create scientific experiences that are more accessible to the museum's diverse visitor clientele. An educator might apply this knowledge in face-to-face classroom interactions or to create more-meaningful online learning settings. Healthcare professionals could use insights from the learning sciences to improve communications with their patients.

Current plans are to enroll the first cohorts for the online program in spring 2018 and shortly thereafter, fall 2018 or spring 2019, for the on-campus offerings. For more information about these programs, visit <http://sites.education.miami.edu/tal/>.

"Our programs will help professionals develop their expertise in the design, analysis, and evaluation of learning environments."

— Walter G. Secada



Master's Fair

Promoting TAL master's programs at Miami-Dade College's Master's Fair on April 5 were, from left, Orema Lee, program coordinator, Professor Beth Harry, and Professor Mary Beth Calhoon.

KIN Study Shows Mental Benefits of Dance Classes

A study at the School of Education and Human Development showed mental improvements after 10 weeks of dance classes. The findings suggest that exercise might improve mental function by learning new movements, as well as improving aerobic capacity.



Nicolle, a graduate of UM's Doctorate in Exercise Physiology program, led the study and used the findings and analysis as his doctoral thesis.

Forty volunteers, from 40 to 80 years old, participated in 10 weeks of either ballroom or aerobic dance classes. Subjects were tested for mental function, both on a computer and using a movement test in a physical environment at the beginning and at the end of the study.

The study, "Impact Of Dance Complexity on Computer-Based And Movement-Based Cognitive Performance," was conducted at UM's Laboratory of Neuromuscular Research and Active Aging, in collaboration with Arthur Murray Dance Studio. Sean

Why compare aerobic to ballroom dance? The ballroom dance group was focused on learning new steps (movement patterns), while members of the aerobic dance group were busy trying to keep their heart rate up (aerobic capacity).

The researchers found that both groups improved mental functioning. Michela Laureti, of Arthur Murray Ballroom Studio, explained that the mental benefits of ballroom dance come from the process of learning new steps, as well as working with partners. Aerobic dance is thought to improve blood flow and oxygen delivery to the brain, and the aerobic dancers might also have had to pay attention to quickly changing movements.

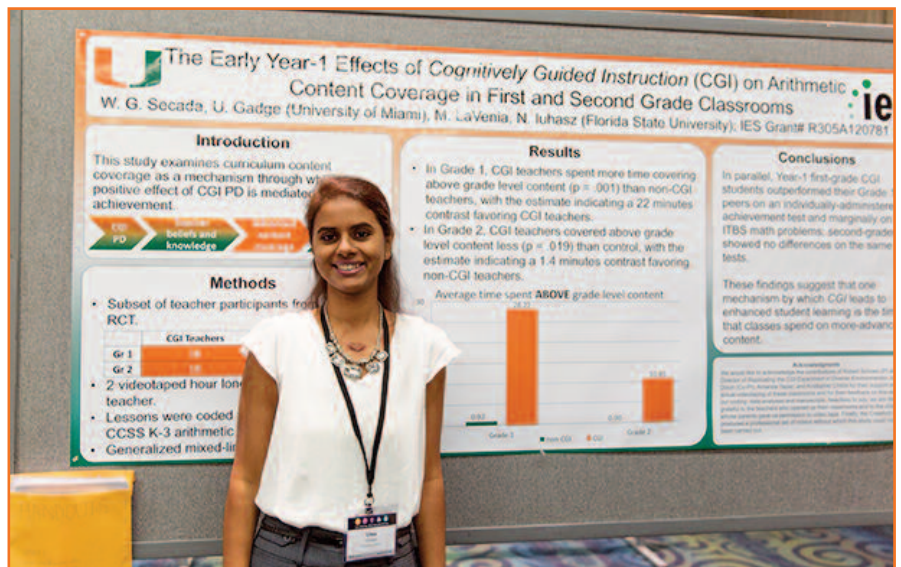
Nicolle explained that the goal wasn't just to see what kind of dance improves mental function, but to understand how the brain and mind work.

He believes that "the brain adapts in specific ways to what is demanded of it. It doesn't have to be dance. Everything with a mental demand will make the brain adapt. The mental benefits of dance classes are probably different than those of rock climbing.

"We would expect dance classes to improve mental functions related to rhythm and coordination, while learning something like rock climbing would probably challenge the brain to improve mental functions related to anticipation, planning, and problem solving," he said.

IES Conference

Uma Gadge, a graduate student in the Department of Teaching and Learning, presented her paper on cognitively guided instruction during the poster session of the Institute of Education Sciences Conference in December in Washington, D.C.





Doctoral students at the TESOL convention 2017 in Seattle. (From left) Carolina Rossato de Almeida, Dr. Luciana C. de Oliveira, Loren Jones, Kristin Watson Kübler, and Irina Malova.

De Oliveira Becomes President-Elect of TESOL International

Luciana C. de Oliveira, professor and chair, Department of Teaching and Learning, became president-elect of TESOL International Association at the organization's annual meeting in Seattle. "It's a historic time for TESOL, as I am the first Latina, first Latin-American, first South-American, and the youngest woman to be elected president of TESOL in its 51-yr history," she said.

De Oliveira was also honored by the American Educational Research Association (AERA). She was selected as a co-recipient of the 2017 Midcareer Award from AERA's Second Language Research (SLR) Special Interest Group. This award honors an outstanding scholar who has developed a research agenda covering significant issues in the field of second/foreign language pedagogy and instruction between 6 to 15 years after earning a doctoral degree.

"The reviewers of your nomination package were particularly impressed with your extensive publication record, grantsmanship, and leadership within the field, as well as the depth and breadth of your community engagement," said Liv Thorstensson Dávila, clinical assistant professor, University of Illinois at Urbana-Champaign. In the words of one reviewer, "de Oliveira's publication record, especially in terms of practitioner-oriented publications, is impressive! She is super productive! Her program of research is focused, and she has made significant contributions to teachers' pedagogical practices."

Textile Artists Contribute to Climate Change Exhibition at Richter Library

Climate change science, art, and education converged at Richter Memorial Library on March 1 for the opening of “Piecing Together a Changing Planet,” a multimedia exhibition featuring 26 textile art quilts created by Florida artists.

“Amid the grave and imminent threats posed by climate change and rising sea levels, a spirit of resilience animates everything we do at the University of Miami,” said President Julio Frenk at the evening reception. “While much of our emphasis is on science and technology, we must also remember that the arts are a critical component in addressing these challenges. The stunning artwork on display here teaches us about the beauty and fragility of our natural world.”



Linda Eads' textile artwork, “Troubled Times”

The multimedia event also highlighted “Climate Change: A University of Miami Special Report,” available online at www.climate.miami.edu. The UM report focuses on the complicated forces behind climate change and the implications for cities, transportation, renewable energy, health, education, politics, and other issues.

“When I read the climate change report, I felt it was a great match for our textile artists,” said Linda Eads, B.Ed. '69, artist, educator, founder, and inaugural principal of MAST Academy, the first marine sciences magnet for Miami-Dade County Public Schools. “Blending science and art can help communicate our shared concern about changing climate conditions.”

Eads said she enjoyed “hooking” large rugs, but set that hobby aside during her career as an educator. Now retired, she drew on her artistic skills to create “Troubled Times,” a work reflecting red and orange flames shooting upward into a polluted sky.

Eads said the juried textile exhibit was the brainchild of artist Maya Schonenberger, a member of Studio Art Quilt Associates Inc. (SAQA), an international organization that creates and promotes innovative art exhibitions worldwide. She curated the exhibition, which debuted at Biscayne National Park's Dante Fascell Visitor Center Gallery in 2014. The exhibition has traveled to nine other national parks, and continued its journey after the Richter Library exhibition concluded on April 7.

At the reception, Charles Eckman, dean of libraries and university librarian, welcomed the 150-plus attendees to Richter Library's Cuban Heritage Collection room. “Along with these magnificent textile quilts, we have curated an exhibit of books and archival materials, including photographs of the 1926 Miami hurricane, works by environmentalist Marjorie Stoneman Douglas, and a board game created by University professors that teaches how to prevent mosquito-borne disease.”

Another speaker was Josh Lomat, chair of the student Energy and Conservation Organization (ECO-Agency), who emphasized the importance of the Green U sustainability initiative. “My generation is eager to find solutions for climate change,” he said. “I am optimistic about the future of our University and our planet.”

Community Activist Si Kahn Speaks on Social Justice

Si Kahn, a leading community organizer, author, and folk musician, believes in the importance of social justice. In a recent visit to the University of Miami, Kahn emphasized the importance of active student, faculty, and university participation in defending democracy.

Kahn's visit on November 14-15 was hosted by the School of Education and Human Development and the Office of Civic and Community Engagement. He gave a talk on "Defending Democracy in Difficult Times," using words and song to carry his message of activism.

Kahn also discussed his community organizing work in Appalachia and Alaska at a dinner with doctoral students in the school's Community Well-Being Ph.D. program. During his visit, he met informally with students and faculty members to learn about the collaborative work currently being conducted by the school with local community-based organizations.



Shadow Day at UM

Inspire U Academy, the aspirational peer mentoring program in the Department of Teaching and Learning coordinated by Professor Wendy Cavendish, hosted 40 students during an all-day campus event on April 5. University of Miami first-generation college student undergraduate mentors and Booker T. Washington Senior High student mentees enjoyed "shadow day," gaining authentic college experiences attending classes with their UM mentors.

CEW-RC Training Helps Agencies Build Capacity

Approximately 115 representatives from South Florida mental health and addiction treatment agencies and 12 graduate students took part in a special full-day training program, “Seeking Safety,” on December 14, hosted by the Dunspaugh-Dalton Community & Educational Well-Being Research Center (CEW-RC) at the School of Education and Human Development.



“Seeking Safety is an evidence-based, present-focused counseling model to help people attain safety from trauma and/or substance abuse,” said Daniel Santisteban, professor, Department of Educational and Psychological Studies, and director of the CEW-RC. “We had originally proposed training about 30 counselors, but we received an overwhelming amount of interest for this program, which is highly flexible and can be conducted with a wide range of clients, clinicians, and settings.”

The expert brought in to conduct the training was Joni Utley, Psy.D., a psychologist who trained with the developer of the Seeking Safety model, Lisa Najavits, Ph.D., professor of psychiatry at Boston University School of Medicine, and lecturer at Harvard Medical School. In addition to conducting trainings, Dr. Utley treats clients with post-traumatic stress disorders (PTSDs), including veterans of the military.

**For more information
on Seeking Safety, see
www.seekingsafety.org**

Santisteban said that this was the first of three training projects by the CEW-RC as part of a practice improvement network in which partners from the academic and community sectors work collaboratively to improve services to at-risk individuals and families in South Florida. Dr. Maite Mena and Raha Forooz Sabet, graduate student in the Counseling Psychology Doctoral Program, are co-leaders of the CEW-RC team that forms this partnership.

The training session at the Newman Alumni Center was supported by a grant by the Health Foundation of South Florida to build organizational capacity for agencies helping the community’s underserved populations. The CEW-RC is engaged with Banyan Health Systems, Center for Family and Child Enrichment, Fellowship House, Camillus Health Concern, and other organizations that are committed to practice improvement.

“This effort is needed because the development of EBPs (evidence-based practices) has far outpaced the adoption of these innovations,” Santisteban added. “This gap between research-proven interventions and typical clinical practice contributes to poorer outcomes, reduced client satisfaction/service utilization, and inefficient service systems. We believe that the CEW-RC can serve the community by helping to bridge this gap.”



The CEW-RC team looks at this initial training as the first step, followed by adoption, implementation, and practice consultation and support, Santisteban said. “We want to ensure that the dissemination of evidence-based treatments is carried out using evidence-based practices supported by implementation science.”

in memoriam

Liz Rothlein

Liz Rothlein, Ed.D., author, teacher, and administrator at the School of Education and Human Development, passed away on January 6 at her home in North Carolina. She served as associate dean with Dean Sam Yarger, now deceased, from 1994 to 2005, when she retired.

"I worked with Liz very closely for many years," said Shawn A. Post, a professor in the Department of Teaching and Learning. "She made invaluable contributions and provided superb leadership to our school for many years. May she rest in peace."

In addition to her responsibilities for the school's academic affairs and graduate students, Rothlein was a professor in the Department of Teaching and Learning, focusing on early childhood education, reading, and children's literature.

She contributed to numerous publications, including the "Read It Again!" series, "The Complete Guide to Thematic Units: Creating The Integrated Curriculum," "Holocaust Thematic Unit," and "Learning Through Literature." She was also the co-author of "Play in Preschool Classrooms: Perceptions of Teachers and Children," in the *Journal of Early Childhood Teacher Education*, and dozens of other professional articles.

Rothlein was also a principal investigator for a number of federal grant programs, including "Project LASER," which focused on preparing minority teachers to instruct young children with high incidence disabilities."

"I worked with Liz very closely for many years. She made invaluable contributions and provided superb leadership to our school for many years. May she rest in peace."

– Shawn A. Post
Professor, Department of Teaching
and Learning



Rothlein earned a bachelor's degree in elementary education and her master's degree in curriculum and reading from Miami University in Ohio, followed by her doctoral degree from Ball State University in 1975. She joined the School of Education faculty in 1976, was named professor of the year in 1981, received an alumni research grant award in 1986, and was tapped into the University of Miami Iron Arrow Society in 1997.

"Liz was a hard-working, kind-hearted, and dedicated professional who certainly loved this university," said Arlette Perry, professor and chair, Department of Kinesiology and Sport Sciences. "She was a great role model for me and a true friend."

Liz Rothlein and Sam Yarger
at a School of Education retreat
in the Keys.

Changing K-12 Education

(from page 5)

improving our schools, she understands the strategies, and she has the data that shows the positive results.”

Wasserman was an active member of the PASS program, raising \$150,000 to help Boyd Anderson High School in Lauderdale Lakes deal with issues like school violence, a high teacher turnover, and low student scores. “We put together a business plan that included an academic and career training program and introduced minority students to the college admission and financial aid process,” he said.

Last August, he became an executive PASS partner and led Dillard High School Principal Casandra Robinson and 140 teachers on a tour of six Broward businesses so they could get a firsthand look at the skill sets and career opportunities for their students. “Our businesses need talented students, and the council helps communicate their needs to the educational community,” Wasserman said.

A Noteworthy Career

A native of New York, who grew up wanting to be a teacher, Liftin got her wish soon after earning her bachelor’s degree at Hunter College in 1964. At the age of 18, she stepped into a fourth-grade classroom at P.S. 7 in Brooklyn a year after New

York City had desegregated its schools. In a newspaper interview at the time, Liftin said, “The bringing together of children of different backgrounds has real educational value. Children need to learn how to live in a multiracial, multicultural world.”

In 1966, Liftin and her husband Harvey moved to Miami, where she became a teacher at Allapattah Junior High, later becoming chairperson of the social studies department. She became interested in school leadership and applied the lessons she learned at UM as well as her experience in the classroom. “My doctoral thesis was on the behavioral characteristics of successful school principals,” she said. “I looked at which candidates were hired and which candidates were successful.

In the 1980s, Liftin held a series of administrative positions at Dade County Public schools, and then became principal at Oak Grove Elementary, which was in the midst of a major construction project. In 1993, she became principal-in-residence for the Florida Commission on Education Reform and Accountability, and later served as associate dean and associate professor at Barry University’s Adrian Dominican School of Education.

Drawing on those experiences, Liftin has established the CEC as an influential voice for better schools. As she said, “By working together, we can shape the future of education in Florida to the benefit of our students, our teachers and our communities.”

Planned Giving: The key to the future.

Help the School of Education and Human Development continue its vital mission well into the future by donating all or a portion of your retirement assets. ∞ 100% of your gift will go to the School to support its goals. Naming your heirs as beneficiaries of your retirement assets, on the other hand, can trigger taxes that may significantly reduce these assets. Consider making a gift to the School of Education and Human Development and providing for your heirs in a more tax-wise manner. ∞ It’s easy – complete a change of beneficiary form with your retirement plan administrator and advise us of your commitment so we can include you as a supporter of the School. ∞ Thank you!

FOR FURTHER INFORMATION, CONTACT:

CYNTHIA L. BEAMISH / Executive Director, Estate and Gift Planning
University of Miami / (305) 284-2914 / um.plannedgiving@miami.edu / www.miami.edu/plannedgiving

MARSHA TALIANOFF / Executive Director, Major Gifts
University of Miami School of Education and Human Development / (305) 284-5038 / mtalianoff@miami.edu

Publications and Papers

Connor, D. & **Cavendish, W.** (2017). Sharing power with parents: Improving educational decision-making for students with learning disabilities. *Learning Disability Quarterly*.

Cavendish, W., Kressler, B., Menda, A., & Espinosa, A. (2017). The promise and perils of RTI to address disproportionality in special education. In J. Allen & A. Artiles (Eds.), *Assessment Inequalities in Volume of the World Yearbook in Education* (Routledge).

Cavendish, W., Connor, D. & Rediker, E. (2017). Facilitating student and parent involvement in transition focused individualized education program (IEP) planning. *Intervention in School and Clinic*, 52, 228-235.

Kuenze, C., **Eltoukhy, M.**, Chang-Young, K., & Kelly, A. Impact of quadriceps strengthening response to fatiguing exercise following ACL reconstruction: a pilot study. *Journal of Science and Medicine in Sport*, 2017, 20(1), 6-11.

Kuenze, C., Kelly, A., Jun, H., & **Eltoukhy, M.** Effects of unilateral quadriceps strengthening with disinhibitory cryotherapy on quadriceps symmetry following ACL Reconstruction. *Journal of Athletic Training*. 2017

Chen, G., **Shen, J.**, Barth-Cohen, L., Jiang, S., Huang, X., & **Eltoukhy, M.** Assessing elementary students' computational thinking in everyday reasoning and robotics programming. *Computers & Education*. 2017, 191, 162-175.

Eltoukhy, M., Kuenze, C., Oh, J., Jacopetti, M., Wooten, S., **Signorile, J.F.** Microsoft Kinect can distinguish differences in over-ground gait between older persons with and without Parkinson's disease. *Medical Engineering and Physics*, 2017.

Eltoukhy, M., Kuenze, C., Oh, J., **Signorile, J.F.** Validation of static and dynamic balance assessment using Microsoft Kinect for young and elderly populations. *IEEE Journal of Biomedical and Health Informatics*. March 22.

Leyva-Pizano, A., Britton, J.C., **Eltoukhy, M.**, Kuenze, C., Myers, N.D., **Signorile, J.F.** The development and examination of a new walking executive function test for people over 50 years of age. *Physiology & Behavior*, 2017, 171(1):100-109.

Roberson, K., **Jacobs, K.A.**, White, M., **Signorile, J.F.** Loads and movement speeds dictate differences in power output during circuit training. *Journal of Strength and Conditioning Research*, 2017.

Roberson, K., **Jacobs, K.A.**, White, M., **Signorile, J.F.** Loads and movement speed affect energy expenditure during circuit resistance exercise. *Applied Physiology, Nutrition, & Metabolism*, 2017.

Kesten, S.M., Perez, D.A., Marques, D.S., **Evans, S.D.**, & Sulma, A. (in press). Fight, flight, or remain silent? Juggling multiple accountabilities throughout the formative stage of a neighborhood revitalization initiative. *American Journal of Community Psychology*, Special Issue on Ethics in Community Psychology.

Kivell, N., **Evans, S.D.**, Paterson, S. (in press). Community power structure analysis and the ethical considerations of "studying up." *American Journal of Community Psychology*, Special Issue on Ethics in Community Psychology.

Evans, S.D., Duckett, P., Lawthorn, R., Kivell, N. (2017). Positioning the critical in community psychology. In M. A. Bond, I. Serrano-García, and C. B. Keys (Eds.). *APA Handbook of Community Psychology: Vol. 1. Theoretical Foundations, Core Concepts, and Emerging Challenges* (pp. 107-128). Washington, DC: American Psychological Association.

McMahon, R., Abbamonte, J., Dévieux, J. Psychopathology Subgroups and HIV Risk Among Women in Psychiatric Treatment, *AIDS Behavior*, January 2017.

Myers, N.D., **Prilleltensky, I.**, Hill, C., Feltz, D. Well-being self-efficacy and complier average causal effect estimation: A substantive-methodological synergy. *Psychology of Sport and Exercise* (2017) 135e144

Myers, N.D., **Prilleltensky, I.**, **Prilleltensky, O.**, **McMahon, A.**, **Dietz, S.** and **Rubenstein, C.** Efficacy of the Fun For Wellness Online Intervention to Promote Multidimensional Well-Being: a Randomized Controlled Trial. *Prevention Science*, March 16, 2017.

Signorile, J.F., Rendos, N., Heredia-Vargas, H., Alipio, T.C., Cota Regis, R., **Eltoukhy, M.**, Romero, M. Differences in muscle activation between cable-based and selectorized weight-training. *Journal of Strength and Conditioning Research*. 2016, 30(10):2703-2712.

Ni, M., **Signorile, J.F.** High-velocity resistance training modifies force-velocity and power-velocity relationships in older persons with Parkinson's disease. *Journal of Strength and Conditioning Research*, 2017.

Potiaumpai, M., Martins, MCM., Rodrig, R., Mooney, K., **Signorile, J.F.** Difference in muscle activation patterns during high-speed versus standard-speed yoga: A randomized controlled study. *Complementary Therapies in Medicine*. 2017, 30(1):24-29.

Eltoukhy, M., Oh, J., Kuenze, C., **Signorile, J.F.** Improved Kinect-based spatiotemporal and kinematic treadmill gait assessment. *Gait & Posture*. 2017, 51(1):77-83.

Scientific Presentations

Barth-Cohen, L., **Shen, J.**, Chen, G., Jiang, S., & **Eltoukhy, M.** Elementary School Students' Computational Thinking Practices in a Robotics-Programming Environment. Poster session presented at the American Educational Research Association (AERA) Annual Meeting. San Antonio, TX. April 2017.

Signorile, J.F., Roberson, K.B., Potiaumpai, Woote, S.V. Patterns of change for parameters of power output in adults with Parkinson's disease and sarcopenic obesity. First Pan America Parkinson's Disease Congress, Feb 25-28, 2017.

Signorile, J.F. High-speed training: The application of scientific principles to targeted training. Foote Scholars, Feb 25-28, 2017.