Dear School of Education and Human Development alumni and friends,

Our university is undergoing a transformation that is unprecedented in the history of the University of Colorado. With the consolidation of CU’s two Denver metro area campuses, we now offer a comprehensive set of graduate programs in education, architecture, engineering, public affairs, business, the arts, medicine, nursing, pharmacy, and dentistry. New energies and new opportunities to serve our students and communities are continually emerging, both within the individual schools as well as through collaborative initiatives.

The School of Education and Human Development has been actively involved in this transition as a facilitator and leader. As a faculty that has been immersed historically in P-12 education and mental health issues, we are keenly aware of the change process and of how to effectively respond. We have embraced the university’s transition to engage in our own reflection on change and to intentionally direct its purpose for the benefit of our graduates, professional partners and fellow researchers.

In these pages, you’ll read about the transformative powers of education in the lives of individual university students, in the progress of public school children throughout Colorado, in the positive changes throughout communities and in the effects of renewed research and policy. A number of P-12 and mental health issues addressed by our faculty and alumni are explored in these pages. Three articles focus on educational transformations for children—professional development schools and principals working to significantly increase student achievement, a center that is helping students become more engaged and responsible learners through assessment, and the work of an alumna who helps students in a youth correction facility change their life directions. Two focus on transformations for educators—the work that our education and liberal arts faculty are doing collaboratively with the support of a National Science Foundation grant to increase teachers’ knowledge in math and science as well as the establishment of the national Literacy Coaching Clearinghouse by one of our faculty. We also highlight the work of our counseling clinic, which has transformed the lives of so many of its clients, both on campus and in the community, as well as the contributions of two of our alumni—one of our state legislators and a former first lady of Colorado.

Enjoy reading about the contributions that all these people and our students make. And please welcome our enthusiastic new faculty members as they join us in transforming the worlds of P-12 education and mental health.

Sincerely,

Lynn K. Rhodes, Dean

LYNN K. RHODES
DEAN, SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Partnerships

Lynn K. Rhodes, dean of the School of Ed, launched the partner schools program in 1994 when she was associate dean of teacher education. New research and her own observations led her to believe there was a better way to train teachers.

Approximately 400 teacher candidates each year are placed into 27 schools in seven Denver-area districts through the School of Ed’s partner schools program. The partner model does away with the old idea that you can throw theory at a teacher-in-training for two years, put him or her in a public school as a student teacher for a few weeks, and then... Voila! Ready-Teacher! Instead, the program integrates theory and practice to train teacher candidates as it simultaneously renews the schools.

One of those principals is Lynn Heineman of Alsup Elementary School in Adams 14 Public Schools, located in Commerce City, north of Denver. The school serves a diverse population of families with significant economic needs and has been a partner school since 1994. In the four years since Heineman took the lead, Alsup has improved its academic scores, moving from a “low” ranking to a recent “average with significant improvement.”

In June, Heineman received the Wright Way Award from the Colorado Principals’ Center, and Alsup was also named one of five High-Flying Schools in the country during this year’s National Youth-At-Risk conference.

Heineman says that the partner schools program “absolutely” helped her to improve the achievement of Alsup’s students. According to Heineman, when teacher candidates enter the school with up-to-the-minute research and training and take risks, it has an impact on the school’s culture.

“We have elevated the professional conversations that occur,” Heineman says. “Not a day goes by when there isn’t an ‘Ah-Ha!’ moment in each nook and cranny of the building. Daily, teachers stretch further to reach the needs of every child in this school.”

Because the partner schools program has the potential to elevate teaching throughout a school, Rhodes says they purposely partner with schools that serve high-need students. “If you can learn to teach students who struggle the most with learning, then you can teach anywhere,” she says.

Dean Stecklein, principal at Aurora Central High School in Aurora Public Schools east of Denver, claims to have the perfect challenge for future teachers. He became principal four years ago. “At that time, the school didn’t have much farther to stretch further to reach the needs of every child. When I took this job, I felt that if I had any skills at all, the only way we could go was up,” Stecklein jokes. He welcomed the partner school program in January 2006.

Stecklein definitely has the necessary abilities. He was recently named the Colorado High School Principal of the Year by the Colorado Association of School Executives. His students’ ACT scores have improved every year and there is a renewed sense of school pride. The new teachers, he says, will walk into their first job with a much richer background than those from a traditional training program.

According to many people within the partner schools, the teacher candidates are hot hiring prospects; districts have even become savvy at holding on to them. Samara Williams, an Alsup Elementary site coordinator and program graduate, considers the program a year-long interview for assessing a future teacher’s strengths and weaknesses.

Principal Heineman agrees, noting that she’s hired 12 teacher candidates in the last four years. “When I hire a teacher from the partner program, it’s like I’m getting a second-year teacher,” says Heineman.

Heineman observes that the richness of the partner schools program reveals itself when a school continues to use the resources left by the teacher candidates who have passed through its halls. “Past interns have left toys or sculptures as thank you gifts at the end of their program,” says Heineman. “Now they also have full-blown curricula. The legacy of their impact lives on, year after year.”
Polishing the mirror of self-perception is a task that requires patience, care and understanding—especially when that image reflects an entire family. Through a partnership with the university’s Student and Community Counseling Center, graduate students in the counseling program at the School of Education and Human Development have unique opportunities to help families communicate better.

“Many people are surprised to learn that our team of graduate students and supervisors offer 10 free counseling sessions for all families within the Denver Public Schools,” says Pat Larsen, the center’s director. “Our graduate students are front line ambassadors who really enter the hearts and minds of the Denver Public School families.”

Practicums and internships for the master’s degree in counseling psychology and counselor education provide students with experience in addressing a wide variety of issues ranging from divorce to behavioral problems. Because the master’s program and the funded center are integrated within the university, there is more freedom in servicing the client.

“Often, institutions are problem-focused, and clients may view us as just another negative part of the system,” says Amy Bergan, an intern on track to work for mental health/counseling agencies. “We create an atmosphere of openness and fun, allowing clients to put down their shields.”

In cases of divorce, intern Marinda Hines says, “Our goal is to improve the adults’ cooperative co-parenting skills. They can learn to agree on how to discipline their child and establish routines such as bedtime, regardless of which home the child is in.”

Every session is conducted with two counseling graduate students and a supervisor who is “behind the glass.” Two-way mirrors, headphones, audio and video recording allow supervisors to advise live, a rarity among counseling-clinic clinics. The practicum lasts a full semester and requires 150 hours of training, though, as Hines observes, “Most students like to take advantage of the program and facilities and average 250 hours.”

“The staff is very thoughtful, friendly and supportive. This has definitely helped my granddaughter with more effective ways to express herself!”

“While we know about successful communication is that when clients have a novel counseling experience or dramatic intervention, the results are powerfully transformative,” states Larsen. Ruth Possell, a supervisor and psychotherapist at the center, is one of the experts leading student counselors in a technique referred to as “reflecting teams.” Ruth and her students literally change places with a family in session, allowing parents, grandparents and kids to sit and watch from inside the observation room. Team members play the role of family members and reflect upon what it must feel like as they enact a situation and demonstrate how to better communicate.

With the professional care provided by the university’s center team, families are able to look beyond the surface chaos of everyday life and make an important rediscovery. They are able to recognize and remember the deep connections and love they share.
Shifting the Learning Paradigm
Innovations in Classroom Assessment

Redefine the purpose of classroom assessment, and students redefine—and improve—their own learning process. For four years, the School of Education and Human Development has taken a leading role in creating and implementing innovative assessment models that go well beyond the state’s mandated assessments. Two university-related projects, Preparing Tomorrow’s Teachers for Data-Driven Decisions (pre-service) and the Colorado Consortium for Data-Driven Decisions (C2D3, in-service) have yielded impressive results.

According to recent Colorado school district studies conducted by the Northwestern Evaluation Association, the average annual learning point increase for a student to reach the next grade level ranges from three to five points. Students who have been through the C2D3 program show an increase of more than 20 points in the same time period.

Director of both projects, Julie O’Brian says, “The power is in the total shift from teacher-focused to student-as-learner process. This program transforms our vision of what learning is about through the lens of assessment.”

What, exactly, is the essential difference between the C2D3 approach and traditional assessment? Metaassessment. It’s a complex word for a simple underlying idea: learning clarity. This quality allows an individual to step back and witness oneself as a learner, to recognize what one knows, what one doesn’t know and what needs to be changed. Using techniques and practices from the C2D3 program, students and teachers discover how to expand their metaanalytic abilities. The skills are applicable to every facet of learning. And the good news is that metaassessment is teachable.

Until now, conventional classroom assessment, such as the state achievement test has been outcome-focused. C2D3 works on a different perception. Clusters of questions tell teachers not only whether a student is grasping concepts, but also how one gathers information. It informs teachers what they can do Instructionally for each child and for groups of learners.

The exciting difference about C2D3 is that this system puts learning back into the hands of students—starting as early as kindergarten. In-depth engagement allows children to self-monitor their own progress, as well as work collaboratively through peer assessment.

“Sometimes when you get things wrong, because I rushed and skipped step four,” a 6th grader at a school in Adams County. “I see that I got the stem and leaf problem wrong.”

O’Brian’s passion for educational initiatives began when she worked for Colorado’s Governor Roy Romer in the 1980s and 1990s. She enthusiastically notes, “All kids can learn. Now we can tell them: Here’s how!” C2D3’s classroom assessment polishes the keys to learning—goal-setting, targeting, support questioning, progress monitoring—and turns them over to students. “Bad” marks are no longer bad because testing is a process of learning, a resourcefulness for teachers, administrators and policy-makers as an ongoing, interactive resource rich in information about literacy coaching.

Literacy Coaches Create Winning Teachers

Literacy coaching is new territory that’s well worth exploring.

This opinion is shared by both the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), who funded the establishment of an organization dedicated to increase the knowledge base, research and practice of literacy coaching. The organization, the Literacy Coaching Clearinghouse, actively works with coaches to lead professional development initiatives for schools and districts in grades K-12. Both the IRA and NCTE understand that literacy coaching is an important component to the success of No Child Left Behind including Reading First and Striving Readers.

The role of a coach is different than that of a reading specialist. A specialist is hired primarily to offer direct services to groups of students as well as provide professional development for teachers. A literacy coach does limited direct work with students and instead focuses the majority of energies on supporting teachers. As a fitness trainer benefits a top athlete, a trained literacy coach acts on the classroom teacher’s behalf as a trusted colleague who helps achieve chosen goals effectively.

Literacy coaches work side-by-side with teachers—through modeling lessons in the classroom or observation and discussion. Literacy coaches do not conduct evaluation on teachers or policies; they help teachers implement quality instruction. Their presence in a school or district passes the latest information on literacy teaching directly into the hands of teachers, who can then more readily help students.

Nancy Shanklin, a literacy professor in the School of Education and Human Development and the inaugural director of LCC, is enthusiastic about the immediate and long-range benefits of literacy coaching. “Response to our national web site, launched in October 2006, shows the interest as well as the potential for this field. Our site serves teachers, administrators and policy-makers as an ongoing, interactive resource rich in information about literacy coaching.”

Literacy coaching is progressive, and it is also a part of Colorado’s history. The general educational coaching field has strong roots throughout the state, leading national efforts along with New York and Massachusetts.

Coaching has the advantage of being adaptable to the specific needs of a particular school or district. The Literacy Coaching Clearinghouse is also a way to confront teacher retention, especially in urban areas. Going forward into 2008, the Clearinghouse is developing self-assessments for coaches at all levels and plans to create online professional development pathways and to network with professional associations in other content areas, such as math and science.

Major characteristics of effective literacy include collaborative dialogue for teachers and facilitation of a school or district’s vision about literacy that is site-based and connected to overall district goals. In discussions of what’s necessary to become a good literacy coach, the quality of “resiliency” ranks high. As a newly emerging specialty, the role of literacy coach is one that is designed for just that, ready to adapt to the educational needs of a rapidly changing society.

For more information, visit the website at www.literacycoachingonline.org.
Transformation

National Grant Improves Middle School Teaching, Learning in Math, Science

From U.S. Secretary of Education Margaret Spellings to the local press, the message is getting out: this country needs to improve student performance in math and science to be competitive in a global marketplace. Here’s the rub: how exactly can one achieve that goal? Faculty at the university are exploring ways to improve teaching and learning in science and math at the middle school level through a five-year federal grant. Now in its third year, the program is beginning to yield success stories and genuine excitement.

The Rocky Mountain Middle School Math and Science Partnership (RM-MSMSP) is a National Science Foundation-funded project that targets middle school teachers and students. The project links seven Denver metro school districts with faculty from University of Colorado at Denver and Health Sciences Center and four other university partners. The primary goal of the project is to increase the number of highly qualified and high quality middle school teachers in math and science and provide opportunities for middle school students to learn more about math and science through after-school initiatives and specially designed summer camps.

The partnership is focused on strategies to improve math and science learning with an ultimate outcome of creating an innovative and productive workforce that is competitive in the world marketplace.

Guiding this complex undertaking are Doris Kimbrough (College of Liberal Arts and Sciences, chemistry) and Carole Basile (School of Education and Human Development, teacher education).

The RM-MSMSP strategy toward achieving the goal for teachers is a multi-pronged approach that begins with 17 two- or three-week content-focused summer institutes that include topics in the following general math and science areas: biology, geology, physics, chemistry, algebra, calculus, geometry, discrete math, math modeling, probability and statistics, and history of math.

Four follow-up Saturday sessions during the academic year augment the summer institutes and provide a focus on instructional practice in the classroom with an aim for added improvement.

All courses are co-taught by a representative of the College of Liberal Arts and Sciences, the School of Education and Human Development and K-12 school districts. Courses use reform-based teaching practices and problem-based models so that teachers can understand the content from both a theoretical and practical point of view.

Of special note is the specific focus on the challenge facing teachers in classrooms to make abstract math and science concepts understood by the high percentage of English language learners who attend Colorado schools. Many young people are learning English at the same time they are learning academic concepts. They may be conversant in casual exchange, but gaining facility in the world of academic vocabulary is an added challenge.

Instructors and teacher participants in the RM-MSMSP courses are learning sheltered English instruction strategies that specifically focus on these issues.

In a number of cases, 10–15 teachers have participated from one school. One case is Everitt Middle School in Jefferson County Public Schools, west of Denver. This school is in an area where younger families of more diverse ethnicities, language and socio-economic backgrounds are taking the place of older, more homogeneous families. Student progress in mathematics has been variable. To improve the situation, 14 members of the Everitt School staff, including the principal, special education teacher and librarian, participated in RM-MSMSP sponsored courses.

“My impression of college professors has been blown out of the water… I was impressed by the compassion of my two co-instructors, and I’ve learned sooooo much.”
— K-12 School District faculty member

The principal observed that all teachers were feeling more capable and comfortable in assisting students, and their efforts became a topic of conversation among the student population. “Because several of us are taking the courses together, students are intrigued by the fact that the adults in our school are taking a class ‘for fun’ and doing homework,” noted one educator. “The modeling of life-long learning has made an impression on the relationship of being an adult and learning.”

Impact from the RM-MSMSP grant work has resulted in three new Title II grants being awarded to these districts and the university by the Colorado Department of Education. Approximately $1.4 million goes to the projects over the next three years to expand the work begun in the RM-MSMSP.

For more information, visit http://rmmsmsp.cudenver.edu.
Teachers take a hands-on approach to learn and teach science and math.

“Even after all these years, I learned a few math topics that were new to me like using graph theory to explore puzzles. In my courses, I keep teaching less…I keep seeing the wisdom of employing ‘less is more.’”

— School of Education and Human Development faculty member

From the middle school student end, think fun. One-week sessions for non-residential campers are sponsored by RM-MSMSP in collaboration with the university’s pre-collegiate programs and by neighboring Metropolitan State College of Denver. Activities include exploration of the planet’s atmospheric conditions, engineering through the design of robots, crime scene investigation and forensic data studies, and global positioning systems mapping of the earth. One-week residential programs are also offered at Fort Lewis College in Durango and Colorado State University in Ft. Collins.

Topics presented in the CSU camp included physics, mechanical engineering, water resources, light and optics and biotechnology. Field trips to the CHILL radar station were rated by campers as “excellent.” The 2006 Fort Lewis summer camp sessions were uniquely structured to provide in-depth coverage of a student’s chosen topic: agroecology, astronomy or water quality. Students could focus on new information each day within their chosen area; they can also study the same subject or another in consecutive years.

In a follow-up survey, the RM-MSMSP-supported summer camps received consistently high rankings from participants, instructors and counselors, and students reported higher interest levels in math and science. Most parents report they would recommend the camps to others and would send their children again.

“The effects of this NSF grant will be far-reaching,” says Basile. “The middle school years are crucial to a student’s success. It’s critical to capture kids’ interest about math and science during these years if we expect them to think about preparing for college, a possible career in math and science, or being good citizens who understand how knowledge in math and science helps them solve problems and make decisions for the next century. We are fortunate to have a grant that allows us to provide students with access to quality teachers, extra-curricular programs, challenging courses, and environments that promote math and science education. The challenge, as with everything, will be sustainability and institutionalization. We hope that with a new and growing interest in math and science education, we can build on past history in this area and continue to have an impact on student learning.”

Four years ago, a handful of Educational Leadership and Innovation students joined forces to form Doctoral Students of Color (DSOC), a group interested in engaging the School of Education and Human Development in conversations about race and equity.

Since then, the organization has hosted welcome receptions for new PhD candidates, sponsored book study groups and mounted annual symposia featuring eminent scholars.

For its annual symposium this March, the group, in collaboration with faculty from the Educational Leadership and Innovation program, invited Jean Anyon, the groundbreaking author of Radical Possibilities: Public Policy, Urban Education, and a New Social Movement, for a series of talks and meetings. Discussions revolved around the book’s central premise: that public policies governing minimum wage, transportation access, jobs and affordable housing trump educational policy when it comes to perpetuating poverty and other issues afflicting urban and low-income schools.

To prepare for Anyon’s visit, students and School of Ed faculty read and discussed her book. “The most interesting thing to come out of this,” says Shelley Zion, one of the founders of DSOC instrumental in bringing Anyon to campus, “was how those who participated” (in the book discussion) “began to think: does the School of Education have a responsibility or a right to push for social change?”

During her appearance, Anyon gave an evening presentation, which drew more than 100 attendees from the community and across departments. Next day, she met separately with doctoral students, faculty and deans to explore how they might foment the kind of beyond-the-classroom social and public policy changes articulated in Radical Possibilities.

“Internally, the conversation has been about making sure that equity in education is something that is included in course work,” Zion explains. “Now, we are looking at learning more about the factors outside of school.”

According to Deanna Sands, associate dean of research and leadership, DSOC, which was founded by PhD students Zion, Omar Montgomery, Elyse Yamauchi and Khushnur Dadabhoy, has helped transform the school’s awareness of how to foster and embrace diversity more fully. “Feedback from this group, in part, has served as a catalyst for faculty in the school to understand that we had issues regarding recruitment and retention of faculty and students of color as well as issues with supporting a culture in which diversity is valued.”

“The School of Education and Human Development has made a commitment to work on issues of equity and diversity,” Zion adds.
Changing Classroom Culture  
From Immigration to Technology Issues: Two Dissertations

Dissertations by two newly-minted PhDs could transform classroom culture for immigrants from the former USSR and teachers seeking to deepen kids’ computer skills.

Natasha Watson and Venita Doughty are the most recent recipients of the Outstanding Graduate Award from the School of Ed Educational Leadership and Innovation program for their ethnographic studies, contributing to the greater discussion about educational equity and access in the United States.

In Watson’s case, she spent a year-and-a-half studying 36 high school students who recently relocated to Colorado from former Soviet states. Her goal: to understand their academic and social identities as young expatriates. Raised and educated in Siberia herself, Watson discovered that she held her own biases concerning immigrant students from conservative Christian backgrounds.

“I transformed,” she says. “I came in with my Russian nationalist frame of mind, thinking that these religious students didn’t aspire to education. It’s a lot more complex than I thought, and more complex, too, in how school officials, teachers and community members regard these kids.”

Watson found that in school “Russians” are lumped together, though they may have different, even fractional national or ethnic backgrounds. They are also perceived through stereotypes that involve organized crime, alcoholism and poor academic performance.

Watson’s dissertation illuminates the fact that “racism and discrimination aren’t reserved for people of color,” explains Associate Professor Sheila Shannon, who co-chaired Watson’s dissertation committee with faculty member Maria Thomas-Buzic.

During her research, Watson mentored four students who have become the first in their community to attend a four-year university—the University of Colorado at Denver and Health Sciences Centre. “I have changed in many ways,” says Watson, who is now in the process of launching a student mentoring organization for Colorado immigrants from the former Soviet Union.

Venita Doughty looked at school culture through a different lens—technology. Working in an after-school program and as a classroom technology consultant in an urban elementary school for three years, Doughty made discoveries that may help debunk the myth that teachers don’t care about computers.

An instructional designer by profession, Doughty discovered that integrating technology more effectively into classrooms is not a matter of teacher will, as many have charged, but more a problem of computer numbers, technical support, maintenance, training and teacher planning hours. To really meet teacher and student needs, Doughty also learned that educational software must be extremely flexible and developed more collaboratively than it is today.

“She shows on a ground level,” says Honorsine Nocen, faculty chair of Doughty’s dissertation committee, “that it’s not just a lack of interest in the part of teachers; it’s a lack of resources.”

Solano is actively helping to craft those better policies in the Colorado legislature. A second-term Democrat from House District 31 in Adams County, outside of Denver, Solano chairs the House Education Committee and has authored some significant pieces of education-related legislation. After 29 years in the classroom, Solano naturally considers education a legislative focus. But her completion of a master’s degree in 1992 from the School of Education and Human Development was at least as important as her job experience in driving her policy goals.

“The classes I took at the downtown Denver campus were exceptional,” she says. “I had taught for at least 15 years when I went back to get my master’s, and the program really guided me in a new direction. It made me realize that there’s not one answer when you’re teaching kids. They respond differently and you must adapt.”

Accordingly, Solano has worked to loosen some of the constraints imposed upon students and teachers by the state’s mandated achievement test. “We test our kids to death in this state,” she says. “We haven’t done a very good job in Colorado of providing opportunities for early childhood education,” she says. “But study after study has shown that one of the best ways to improve high-school graduation rates is to expand access to pre-school.”

In 2007 Solano sponsored HB 1246, which authorized alternative testing options for students who face special challenges that tend to drive scores downward. The bill also eliminated certain penalties that tended to fall most heavily on schools with transient populations.

Solano also champions early childhood education. In 2007 she sponsored HB 1062, which establishes a statewide system of councils to help set standards and broaden access to early childhood education. Just as important, the bill created a statewide early childhood education office, which falls under the lieutenant governor’s purview.

“We haven’t done a very good job in Colorado of providing opportunities for early childhood education,” she says. “But study after study has shown that one of the best ways to improve high-school graduation rates is to expand access to pre-school.”

Spoken like a true leader.
Rambotics team members included specially-shaped hairstyles as part of their team uniform.

Changing Life Directions
Academy Wins a FIRST

When science and technology team up with a dedicated teacher and ingenious students, the results are transformative. They can even lead to winning a U.S. regional championship and a place of national honor in the country’s final competitions.

Ridgeview Academy of Watkins, Colo., celebrated a stand-out victory for the FIRST (For Inspiration and Recognition of Science and Technology) 2007 event while competing against elite academic and corporate teams from all corners of the state. Led by Russell Busch, who is pursuing a master’s in information and learning technologies (ILT) degree at the School of Education and Human Development, the students immersed themselves in designing and building original working robots. The Ridgeview Rambotics team applied their skills with creativity, perseverance and a requirement of the competition referred to as “great usability professionalism.”

Ridgeview Academy is a charter school in Denver Public Schools that serves the Division of Youth Corrections. All members of the robotics team have been convicted of felony crimes within the youth system.

The FIRST Robotics Championship is informally known as the “Super Bowl of the World.” A test of engineering ability and innovation, the multinational competition resonates with pride from foremost innovator Dean Kamen, the creator of the Segway transportation device. The FIRST challenge reaches more than 32,500 high school students on 1,480 teams in 57 regions throughout 15 countries.

Undoubtedly the best-dressed team in the competition, the Ridgeview Academy Rambotics donned tuxedo shirts and bow ties for the greeting but existing three-day event. As they progressed through the quarters into the semi-finals, there was a clear indication that the Red Alliance partner team consisting of Ridgeview Academy, Montclair High School (New Jersey) and Arvada High School in nearby Jefferson County had a superior advantage. The winner was determined in the final round of the best-two-out-of-three championship match after a disastrous robot breakdown in the first match. Ridgeview Academy and their partners rallied to win the regional championship.

Ridgeview Academy was honored with the Underwriters Lab Industrial Safety Award and the Johnson and Johnson Sportmanship Award, as well as a peer award for the strongest defense. They finished a close second for the Chairman’s Award, the highest award given for representing the FIRST community by demonstrating core values and engaging community involvement to raise awareness of the power of a science and technology career.

Traveling to Atlanta for the national finals, Ridgeview Academy Rambotics had a strong start, but not an ultimate first place. Despite their losses, Team 1583 and its alliance partners held the highest match score in its division. The overall ranking after two days of play was 46 out of 86, an impressive beginning for a team’s first entry. Students on the team said they would not have traded this experience for anything. It was, in the words of a team member, “the most awesome off-site event in Ridgeview history.”

Project Title and Grant Period
Principal Investigator - Total Amount
Funding Source
Adams 12 Five-Star Schools Contract
Teachers (2007–2008)
Gutierrez, Cindy K. $311,179
Adams County School District 12
Shawker, Shila M. $152,530
U.S. Department of Education
Drallol, Yuanhui C. $156,180
FIPSE Comprehensive Program U.S. Department of Education through Colorado School of Mines
Center on Evidence-Based Practice: Young Children with Challenging Behavior (2002–2007)
Smith, Barbara Jean $147,217
U.S. Department of Education through University of South Florida
Center on Personal Preparation Policy and Practice (2006–2007)
Smith, Barbara Jean $147,217
U.S. Department of Education through University of Connecticut
Smith, Barbara Jean $150,000
U.S. Department of Education through Vanderbilt University
Collaborative Bilingual Education Teacher Training (2007–2007)
Chopra, Ritu $1,252,258
U.S. Department of Education
Collaborative Learning and Understanding and Cultivating the Transition from Arithmetic to Algebraic Reasoning (2006–2007)
Clark, Kelvin K. $117,644
National Science Foundation
O’Brien, Julie Rae $830,103
U.S. Department of Education through Colorado Department of Education through Centered ROCS
Colorado Consortium for Preparing Tomorrow’s Teachers to Use Data (2003–2007)
O’Brien, Julie Rae $15,601,818
U.S. Department of Education
Colorado Library Advisory Board (CoLAB) Library Services to Special Populations Scholarship (2006–2007)
Summers, Lauren L. $10,000
Colorado Department of Education/Colorado State Library
Bingham, Frank $15,000
Caron Foundations
Comprehensive Training Opportunities for Paraeducators Serving Students with Autism (2006–2007)
French, Nancy J. $76,478
Colorado Department of Education
Comprehensive Training Opportunities for Paraeducators Working in English Language Acquisition (2003–2007)
Chopra, Ritu $1,937,200
U.S. Department of Education
Spyer, Laurie Allen $20,000
Denver Public Schools
Gutierrez, Cindy K. $178,476
Denver Public Schools
Marlow, Michael P. $26,680
National Park Service
Early Childhood Special Education Leadership Post Doctoral Fellowship (2007–2011)
Smith, Barbara Jean $783,437
U.S. Department of Education
Evaluating and Developing Educational Resources and Junior Ranger Programs for Colorado National Parks (2005–2008)
Marlow, Michael P. $141,477
National Park Service
Steven, Phillip L. $1,380,838
U.S. Department of Education through University of South Florida
Expanding Quality in Infant and Toddler Care (2006–2007)
Wetmore, Donna $33,073
Colorado Department of Education
Iowa & Maryland Training Opportunities for Paraeducators (2002–2007)
Chopra, Ritu $600,000
U.S. Department of Education
Identification and Analysis of Factors Contributing to Sustainable Community Use of Research-Based Intervention Practices (2004–2007)
Snavely, Philip L. $170,016
U.S. Department of Education through Tennessee Voices for Children
Increasing Teacher and Student Science Content Knowledge (2005–2007)
Marlow, Michael P. $154,473
U.S. Department of Education through Colorado School of Mines
O’Brien, Julie Rae $21,000
Inte! Corporation
Galeano, Yolanda $21,000
Rose Community Foundation
Steven, Phillip L. $1,809,917
U.S. Department of Education
Literacy Coaching Clearinghouse (2006–2008)
Wiliam, Nancy E. $71,000
National Council of Teachers of English
Metro Area Regional Professional Development (2006–2007)
Sofel, Doreen M. $33,624
Colorado Department of Education through Adams County School District 55
Zien, Bradley D. $356,416
U.S. Department of Education through Arizona State University
Zien, Bradley D. $545,046
U.S. Department of Education through Arizona State University
Arend, Suzanne K. $87,741
U.S. Department of Education through Arizona State University
North Central Association of Colleges and Schools Commission on Accreditation and School Improvement (2006–2007)
Santo, Christian/Brandon/Inselin $150,000
North Central Association
Paradigm Effectiveness Study (2003–2007)
Frank, Nancy $1,569,067
U.S. Department of Education
Paradigm to Special Education Teacher (2004–2007)
Frank, Nancy $451,700
Colorado Department of Education
Teachers for a New Era Learning Network (2005–2011)
Blanchet, Wanda J. $56,000
Academy for Educational Development
Spyer, Laurie Allen $868,829
U.S. Department of Education through University of Colorado
Rocks Mountain Middle School Math Science Partnership (2004–2009)
Beale, Karen/Embruck, Donna $1,499,994
National Science Foundation
Southern Colorado Collaborative Training Opportunities in Mathematics Education for Instructional Team Leaders (2006–2007)
Chopra, Ritu $110,012
Colorado Commission on Higher Education
Teacher Learning in Networked Communities of Support (2005–2007)
Boesch, Caroline/Neuhart, David $10,000
National Commission on Teaching and America
UCAN Earn AmericaCorps Program (2006–2008)
Simmers, Lisa Lyn $6,000
Colorado Campus Compact
Undergraduate Science Course Innovations and Impact Project (2007–2008)
Ratz, Priya, Mara Ascoli $198,567
National Science Foundation

42 Grants Totaling: $29,254,267
School of Education and Human Development Centers

If you want to know what the School of Education and Human Development is doing to make the world a better place, go to the center. That would be the Center for Collaborative Educational Leadership (CCEL). Centers within the CCEL sponsor research and policy studies, engage in model demonstration and product development, conduct longitudinal studies on the effectiveness of early intervention procedures, provide education and training to people across the country and collaborate with professional organizations and local communities.

CCEL is the locus for 42 externally-funded research and development projects with contracts exceeding $39 million. Students have the opportunity to participate in the extensive research and services in the various centers and institutes in CCEL.

Center for Evidence-Based Practices in Early Learning (CEBPEL)
Barbara Smith, research professor
CEBPEL aims to develop, implement and evaluate comprehensive early intervention systems that address the developmental needs of young children with special needs, their families and the personnel who serve them. CEBPEL raises awareness and increases implementation of positive, evidence-based practices for the prevention and remediation of challenging behavior with a database to support those practices.

Colorado Principals’ Center
Frank Bingham, executive director
The Colorado Principals’ Center inspires and develops effective leaders across the state. The center provides professional development opportunities on state and local school systems to assure quality, culturally responsive practices, early intervention, literacy and positive behavioral supports.

National Institute for Urban School Improvement (NIUSI)
Shelley Zion, project director
NIUSI is developing powerful networks of urban districts and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Districts include Chicago, Cincinnati, Clark County (Las Vegas), Denver, the District of Columbia, Hacienda La Puente (Los Angeles), Houston, Miami-Dade, New York City (Region 10 and District 7).

Paradicator Resource and Research Center (PAR2A)
Ritu Chopra, assistant research professor
PAR2A promotes optimum learning for all students through research and training on the roles, responsibilities, career development, preparation, supervision, and employment of paraprofessionals and is designed for paraprofessionals, school professionals and administrations in public education.

Professional Development in Autism Center (PDA)
Lauree Spero, assistant research professor
PDA ensures students with Autism Spectrum Disorder have access to high-quality, evidence-based educational services in local school districts. Training and support is provided for school districts, families and communities including awareness, consumer, implementer and leadership training.

Front Range Board of Cooperative Educational Services for Teacher Leadership (FRBCELS)
Susan Sparks, executive director
The Front Range BOCES for Teacher Leadership seeks to improve student achievement through collaborative and quality professional development and is funded by 18 member districts and the School of Education and Human Development. Last year, 5,000 educators in 65 school districts (in Colorado and beyond) enrolled in professional development training opportunities offered by BOCES.

National Center for Culturally Responsive Educational Systems (NCCRES)
Shelley Zion, project director
NCCRES supports state and local school systems to assure quality, culturally responsive practices, early intervention, literacy and positive behavioral supports.

Center for Collaborative Educational Leadership (CCEL)
Alumna
Dedication to the advancement of early childhood education is what made Beatrice (Bea) Romer begin her master’s degree program—while she was First Lady of Colorado and raising seven children. A recognized leader in family and children’s initiatives on the state and national levels, Bea’s passion for early childhood education now continues with The Bea Romer College of Parental Arts, due to open in fall 2007 at Stanley British Primary School in the Lowry area of Denver.

During her stay in the governor’s mansion, Bea Romer’s quest for a fuller understanding of early childhood education led to the completion of a master’s at the University of Colorado at Denver and Health Sciences Center (then UCDC).

“I liked the educational psychology program in the School of Education and Human Development because of the depth of content and flexibility in being able to tailor my degree.”

Her most recent initiative, “The Bea Romer College of Parental Arts (www.bearomercollege.org), offers parenting skills classes that cover the entire continuum of children and their caregivers’ development.

“We provide professional understanding to parents, grandparents and caregivers. My goal is to take the early childhood knowledge that I learned at the School of Ed and make it available to those in parenting roles from all walks of life.”

Support for Bea’s vision has come from the works of educator Erik Erikson and the contributions of the Rose Foundation and Denver’s Susan Morris, who co-founded the Equal Educational Opportunity Foundation.

“Staying in touch with like-minded colleagues is something I value. That includes keeping connected with the school as an alumna; this is where the field of early childhood education is continually evolving. Lifelong learning allows you to contribute your life experiences and keep up to date.”

Through The Bea Romer College of Parental Arts, people will understand what parenting decisions best support the growth of a healthy, stable child as well as the development of the parent or grandparent.

“Through attending classes at a city college, people encounter older, more serious students who are ready to learn and apply their knowledge.

“You go to a university such as UCDC/HSC with a real goal in mind. Mine was to help parents have less anxiety and experience greater joy during their parenting years.”

Outstanding Alumna

Learning for Life

Dedication to the advancement of early childhood education is what made Beatrice (Bea) Romer begin her master’s degree program—while she was First Lady of Colorado and raising seven children. A recognized leader in family and children’s initiatives on the state and national levels, Bea’s passion for early childhood education now continues with The Bea Romer College of Parental Arts, due to open in fall 2007 at Stanley British Primary School in the Lowry area of Denver.
ABOUT THE COVERS:
Hands-on experiences inspire middle-school students to enjoy learning math and science. See story page 8.