The School of Education and Human Development is not only active in the classroom—it is a leader in educational equity, impacting policy and practices key to a diverse range of core issues. As the first member of my family to attend college, I recognize education’s power in building futures for young students and the school’s contributions to making the University of Colorado Denver a premier research institution.

— M. Roy Wilson, Chancellor
Graduate of Harvard Medical School

2008–2009
Programs:

Initial licensure programs
- Elementary Education
- Secondary Education (all core subjects)
- K–12 Special Education
- Early Childhood Special Education

Graduate degree programs
- Administrative Leadership and Policy Studies
- Counseling Psychology and Counselor Education
- Curriculum and Instruction
  - English Education
  - Linguistically Diverse Education
  - Literacy, Language and Culturally Responsive Teaching
  - Math and Science
- Early Childhood Education
- Educational Leadership and Innovation
- Educational Psychology
- Information and Learning Technologies
  - Information and Learning Technologies
  - School Library and Instructional Leadership
- School Psychology
- Special Education
Leadership for Educational Equity

The statistics are startling.

- More than one-fourth of Colorado’s students qualify for free or reduced lunch.
- The proportion of Latino students in Colorado is growing five times faster than the proportion of Latino teachers.

These and other statistics in this fall’s Edition provide a stark reminder that equity continues to be a major challenge in our education and mental health systems, a challenge that will undermine the vitality of our democracy if we do not find significant ways to address the issues and how they play out in people’s lives.

Because we felt a moral imperative to address the many equity challenges in education and mental health, faculty and staff of the School of Education and Human Development committed to a new mission and vision in the last year, as well as to a common understanding of how the school should prepare our students to serve our community and conduct research that makes a difference in education and mental health settings. To us, leadership for educational equity means service, commitment to social justice, respect for and celebration of diversity, innovation in urban education and mental health and a focus on the future.

Our mission is to prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

Our vision is to be a leading school of education providing national expertise on educational issues and socially-just solutions for urban and diverse communities. Through innovative research and partnerships, we strive to be passionate agents of change, inspiring upcoming generations to learn from the past and shape the future.

Simply put, leadership for educational equity drives everything we do. We are motivated by an inclusive spirit and a desire for positive change at all levels of education. Our faculty, students and alumni are deeply involved in the most critical and relevant issues in education and human development, from exploring fundamental questions about learning and development to developing interactive ways to teach today’s increasingly diverse students. As you will read in the following pages, their work as teachers, mentors and researchers has far-reaching impact on our communities.

We are committed to developing forward-thinking educators and counselors who have a deep sense of critical inquiry, a great desire to live their lives purposefully, a passion for giving back to the community and the cultural competence needed to serve urban, diverse populations.

Our deep and sustained connections with schools, districts, community organizations and policymakers in Colorado, our extensive network of alumni, our conscientious students and our influential faculty are some of our greatest strengths.

As always, you are an important part of our future. Many thanks for your continued support!

Sincerely,

Lynn K. Rhodes, Dean

The School of Education and Human Development at University of Colorado Denver is the largest graduate education school in Colorado.

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

The School of Education and Human Development at University of Colorado Denver is the largest graduate education school in Colorado.

Learn revealing facts. Look for this symbol throughout the publication.
These are real words from actual teacher education students last fall semester, describing how they felt during their first few weeks in UC Denver’s partner schools. Becoming a teacher is not easy—but the rewards of the profession are tremendous.

Each year, approximately 400 teacher candidates are placed into 26 schools in six Denver-area districts, where they spend 100 of 180 days in a classroom. The teacher education program integrates theory and practice to prepare teacher candidates and achieves a dual mission: value for the candidate and value for the partner school.

Students who choose UC Denver have a strong desire to change the world, impact the lives of children and strengthen the teaching profession.
From day one, the teacher candidates are immersed in real teaching experiences at their partner schools. At the same time, they attend courses on campus.

**Professional Learning Day**

“Working as a teacher candidate takes determination, courage and emotional support,” says Cindy Gutierrez, director for the teacher education program. “And that’s what we give them here at UC Denver.” Gutierrez started Professional Learning Day, an important workshop designed to reassure and guide teacher candidates, as an “opportunity for students to gather as a group and reflect upon their experiences.”

Professional Learning Day is another step in the ever-maturing, nationally recognized teacher preparation and licensure program that is preparing outstanding teachers and renewing Denver-area urban schools. The school’s deep and sustained connections with schools, districts and community organizations make UC Denver’s partner school program number one in the state of Colorado.

At the workshop, participants broke into small groups representing two to three partner schools.

“I was definitely one of those people with the ‘deer in the headlights’ look,” says Michael Tanner, a teacher candidate at Alsup Elementary School in Commerce City. The workshop “really lit up the darkness and gave me more direction for my path as a teacher.”

According to Tanner, the event was “engaging and stimulating” because many teaching techniques were introduced throughout the day, helping candidates to analyze and better understand their own experiences and helping integrate what they learned into the classroom.

For example, small groups were asked to break down the teaching roles that the teacher education program uses as a framework—teacher as scholar, instructor, student advocate, leader and professional—and to create a visual illustration of those roles. The groups built pictures of how their courses and experiences fit together to create the best possible teacher.

“You’re in the middle of all kinds of new teaching experiences—the program helps!”

– Judy Heidemann, teacher candidate at Montview Elementary School, Aurora
in Westminster. However, he wasn’t standing before the rookie teacher candidates to brag; he was there to encourage. Basile let them know that he too had experienced that panicked feeling.

Basile says that his goal in speaking to the teacher candidates is to give them faith in the program and in themselves. “While I was speaking,” he says, “I saw people taking deep breaths.”

Heidi Lang agrees. A teacher candidate at Cherry Drive Elementary School in Thornton, Lang says, “He gave us some good advice. I need to be brave, ask questions, try new things, ask why, give back and be comfortable with making mistakes.”

**Continuous Renewal**

Gutierrez believes that Professional Learning Day is more than just a support measure for the students. It also improves the teacher education program.

“I want our teacher candidates to understand that their program is broader than just about them; it is really about urban school renewal,” she says.

Lynn Heintzman, principal at Alsup Elementary, takes as many teacher candidates as she can and works diligently to hire graduates from the program.

“Each year, we hire former teacher candidates as classroom teachers, which means that we offer better first-time instruction for our students,” she explains. “Every year, we improve the quality of teaching at our school.”

Heintzman also believes other areas of the program strengthen annually. “We’ve done great work lately with including site professors in our district principal work,” she says.

A site professor is a School of Education professor who is “on loan” to a partner school. He or she typically spends one day a week in the school and helps the teacher candidates transfer theories being taught at the university directly into the partner school classrooms.

“When the site professors attend our districtwide principal meetings, they stay more connected to the issues we’re facing. They can offer us more help and can take things that they’ve learned back to the university. It’s a continuously renewing process,” says Heintzman.

Ultimately, the teacher candidates are most appreciative of the new perspective they receive as a group when they join together for one comprehensive, supportive day.

Vanessa King, who had been a “glorified receptionist” prior to tackling the teacher education program, says the day helped affirm her decision to become a teacher.

“It was refreshing to be in a group of people who genuinely want to better the lives of others through education.”

— Vanessa King, participant in the Professional Learning Day

24.6 percent of Jefferson County’s students are from underrepresented groups. Jefferson County School District aims to graduate all students.
In the business world, Cindy Stevenson would be known as a Fortune 500 CEO.

Her actual responsibilities are no less daunting. She leads 85,000 students and 12,000 employees in 150 schools toward a common educational goal. With a top-notch administrative staff, Stevenson oversees an annual operating budget of $600 million. The total rises to $1 billion in assets when adding in capital reserves and district bonds.

When it comes down to it, she has her priorities straight. Providing opportunity and an excellent education for all students is her number one concern. “As superintendent, I’ve worked hard to cultivate a core value system in our district. The guiding value is our dedication to seeing all our students graduate from our schools with good prospects for their futures. We want every child to leave us more skilled, more self-confident and more passionate about learning than when they entered our schools,” says Stevenson, superintendent of Jefferson County School District.

So when it came time for UC Denver’s alumni association to choose the winner of the prestigious annual Alumni Leadership Award, which is awarded each spring at the commencement ceremony, Stevenson was their top choice.

“Our committee chose Dr. Stevenson because she successfully leads the largest school district in the state of Colorado,” says Carol Heller, director for alumni relations. “In addition, her passion for learning, her partnership initiatives with UC Denver’s National Science Foundation grant, teacher education program, principal preparation program and English language acquisition program, as well as her former leadership role with UC Denver’s Colorado Principals’ Center all set her apart as worthy of recognition.”

Dean Lynn Rhodes can’t say enough good things about Stevenson and her connection with UC Denver’s graduate school of education. “Dr. Stevenson taught here, and served as interim director of the Principal’s Center. But more importantly, she has given continual great attention to partnerships with our university—partnerships that prepare new teachers and new principals and increase the skills of experienced teachers in areas such as English language acquisition and math and science. What Cindy does is set a tone about the importance of partnerships, establish expectations for the outcomes of those partnerships and name people in her immediate leadership team to manage and lead those partnerships. This may seem like a simple thing to do, but she is the only superintendent in the Denver metro area who has done this effectively and consistently over a number of years.”

Stevenson describes her partnership work with UC Denver as experience that “formed the basis for ongoing personal and professional relationships that influence me to this day.”

“I believe the School of Education and Human Development has contributed to my ability to lead and to blend theory with practice,” Stevenson says. “And, my interactions with staff taught me the importance of continuous learning.”
When it comes to creating outstanding teachers, face time in the classroom is essential. Experience makes a better teacher, but how does a new teacher get the right experience? And, how can future teachers meet job contacts who can give them an extra advantage when they’re searching for a teaching job? Creating relationships between partner schools and teacher candidates is the answer.

**An all-around win for students, teachers and partner schools**
The career paths of two Goldrick Elementary School teachers showcase the school’s philosophy in action.

Celia Guardiola earned her teacher education license from the School of Education and Human Development last year. True to the interactive emphasis of the program, she spent 114 days at Goldrick Elementary School. Guardiola clearly made a good impression. When a second grade position became available, administrators quickly offered it to her.

“It was an easy transition to teach here because I had the support of teachers with whom I had established relationships last year,” says Guardiola. “Coming fresh out of the UC Denver program, I felt like I was ready. The course work and the internships were intense. To this day, I refer back to my textbooks and the ideas that my professors shared, and I apply those principles in the classroom.”

Guardiola is particularly positive about the two-way flow of experience and information between her education and teaching at Goldrick. “I was able to study the curriculum Goldrick Elementary is using and incorporate that into my school work at UC Denver. At the same time, my course work at UC Denver helped me face real classroom insights and challenges.”

Erika Krueger is further along in her career. In her fourth year, she teaches first grade at Goldrick. She also serves as a clinical teacher and a mentor for teacher candidates. While completing her teacher education program at UC Denver, she taught at, and was subsequently hired by, Goldrick.

Like Guardiola, Krueger appreciates how effectively her course work applied to her classroom teaching. “When we learned about classroom management, I designed a management plan and tried it with my students. If I had any questions I could ask my fellow students, professors and Goldrick colleagues as well. With the support and coaching of all these experienced professionals, I improved very quickly.”
According to Krueger, another key feature of her UC Denver education was access to pertinent resources. “We used the latest and most relevant textbooks that coincided with the programs that partner schools were teaching. For example, when Denver Public Schools implemented a new literacy program six years ago, UC Denver adopted texts that matched that program. Those texts taught me exactly how to implement the literacy program at my school. That school eventually offered me a position, partly because I could implement the program from day one of my teaching.”

Through her internship experience, Krueger also developed close relationships with students and parents. “This community is very close-knit, so having already established strong relationships with people here was probably a very attractive factor to the people who hired me.”

Administrators influence their communities

Jennifer Skrobela’s career followed a similar path. She earned her UC Denver teaching certificate in 2000 and completed her master’s course work soon after. With four teaching internships under her belt, Skrobela was faced with the pleasant dilemma of choosing between two offers. “I had excellent internships at Manual High School and Adams City Middle School. Instructionally speaking, the course work at UC Denver was very thorough. I had a sound understanding of how to chunk instruction and vary my instructional approach.”

Skrobela eventually chose to return to Adams City Middle School and taught there for more than four years. Administrators soon saw her innate talent for school administration and asked her to step out of the classroom and into a special assignment. “As part of my professional development, I did every administrative task there was,” says Skrobela. “In time, I applied for the assistant principal position at Adams City High School and have been there since 2005.”

It wasn’t long before Skrobela embarked on a program to improve students’ performance. “We started by pinpointing areas where we knew student scores were lower. Then we reviewed data and put specific instructional targets in place. Over the course of two years, we’ve raised scores by 10.5 percent. That’s in contrast to a three-year decline in CSAP scores previously.”

Skrobela’s contributions earned her the Colorado Assistant Principal of the Year Award for 2008. “It was an overwhelming honor,” says Skrobela. “My teaching and administration preparation both have come from UC Denver. I attribute my success to that and the wonderful students, parents, teachers and administrators I work with.”

Since earning a PhD in educational leadership from UC Denver, Ronald Cabrera has earned a number of awards. These include the Impact on Education Award for exemplary service to Boulder Valley Schools. “I’ve applied the knowledge and tools I received at UC Denver in a number of positions where I worked with teachers, taught teachers or did research,” says Cabrera.

When he was deputy superintendent for Adams County District 50, one of his passions was working with the AVID program. “We targeted underachievers to get them more engaged in learning and thinking about their futures and going on to college,” says Cabrera. Under Cabrera’s leadership, the program flourished. “The statistics we have on kids who’ve participated show that their CSAP scores and graduation rates have been higher than those who don’t.”

Over the summer, Cabrera became the superintendent for Thompson School District.

“It is so satisfying to watch graduates go on to lead productive, rewarding careers that make a real impact in their communities. And we know that our programs, especially those with partner schools, contribute to their success,” says Dean Lynn Rhodes.
Fortunately, things are changing—and the School of Education is leading the way. With support from Ritter, the National Science Foundation and business and nonprofit partners, the school has launched a wide range of initiatives that can make a significant difference.

Basile, together with a colleague in UC Denver’s chemistry department, leads the school’s largest STEM initiative, the Rocky Mountain Middle School Math and Science Partnership (RM-MSMSP). Launched in 2004, this five-year program with $12.5 million in NSF funds has improved science and math teaching for 600 middle school faculty and has excited more than 20,000 students in three public school districts.

Teachers in the program take college-level courses in more than a dozen subjects, learning how to improve their math and science instruction and inspire student achievement. Their learning experiences include visits to science industries in the private and public sectors. They meet with economic-development analysts to understand the dynamics of Colorado’s economy.

“Industries, universities and school districts need to reach out to each other and establish connections between education and workforce issues,” says Basile. “Teachers are isolated in the classroom. They can’t guide students or help them understand why math and science are important if they don’t understand it themselves.”

Basile and her colleagues are now launching a new initiative: Transforming Experiences GK–12. Also funded by the NSF, GK–12 will place eight STEM graduate students in middle school classrooms as teaching fellows for one year. The initiative will enhance relationships as well as skills.

“Math and science faculty need to be better grounded in the K–12 process” says Basile. “These grants put a new slant on science and math education. Professors at the School of Education and Human Development have developed a fresh, multi-pronged approach to getting teachers and learners excited about the STEM subjects: science, technology, engineering and math. It’s an initiative that has great potential for University of Colorado Denver alumni and future graduates. Leading companies in industries from aerospace and bioscience to energy exploration are either headquartered here or highly active in the state. The jobs they’re creating are the foundation for the next round of economic growth in Colorado.”
We can’t solve problems by using the same kind of thinking we used when we created them.”

– Albert Einstein

People are starting to make connections and find new ways to partner with each other. If we can facilitate that, we will have succeeded.”

– Carole Basile

And there are new possibilities created by a two-year, $500,000 grant from the National Governors Association. Colorado is one of six states to receive funding, designed to foster relationships, collaboration and partnering opportunities. “It’s a chance to build a real STEM community,” says Basile.

First, the grant established the statewide Colorado STEM Network, a UC Denver-hosted clearinghouse for information about STEM education, employment and investment.
Angelina Walker knew that becoming a teacher wouldn’t be easy. Neither of her parents had graduated from college and there were financial barriers to overcome. But both parents encouraged her dream and Walker was steadfast in her mission. “I knew I wanted to teach,” she says. “Not going to college just wasn’t an option for me.” In the end, her determination prevailed.

Her journey toward higher education began in high school. Walker took advantage of the university’s precollegiate programs, completed classes on campus for college credit and succeeded in receiving a scholarship. Her top choice for a university? UC Denver.

In the undergraduate teacher education program, Walker gained practical application experience through an internship at Montview Elementary in Aurora. “There are some things you simply can’t prepare for unless you have teaching experience,” she says. Her School of Education mentor, Philip White, guided her along the way. “His teaching is what I aspire to—knowledge-based, yet realistic.”

By working hard, keeping her goals in sight and taking advantage of university resources, Walker finished her bachelor’s degree as the outstanding undergraduate in the School of Education and Human Development in 2006. She continues to excel in the classroom and in the community.

Now enrolled in a master’s program in linguistically diverse education at UC Denver, Walker is sharpening her bilingual communication skills and discovering innovative ways to reach students and parents.

Walker spent her first year as an educator teaching a diverse group of fourth graders at Fletcher Elementary in Aurora. Located in the neighborhood where Walker grew up, it’s also her current home. The student population is 74 percent Hispanic and 90 percent diverse. More than 80 percent of students qualify for free or reduced lunch. “I want to stay in the neighborhood I teach in,” she says. “It keeps me grounded in reality.”

Having personal and professional ties to the neighborhood is beneficial to Walker and her students. She’s familiar with the demographics and the history of the area on different levels and uses this knowledge to spark success in her students. To increase parents’ support in the classroom, Walker sends home letters and homework assignments in both English and Spanish every week.

Outside of the classroom, Walker volunteers with Lambda Theta Nu, a local Latina sorority that promotes cultural awareness and fosters Latina leaders. “I love the Lambda values—community service and promoting Latinas in higher education,” she says.

She also has started a mentoring program in Adams City High School in another metro Denver district where she works with local Latina adolescent girls, encouraging them to become the leaders of tomorrow.

As her teaching progresses, the students remain her motivation. “These kids inspire me to work in my neighborhood because without strong role models or strong leaders in this neighborhood, they won’t have anyone to turn to,” she says. “This is my passion. It’s why I do what I do.”
Diverse Teacher Pipeline Project with Denver Public Schools

More than half of the students in Denver Public Schools are students of color—almost 75 percent are Latina/o or African American. But those students seldom find themselves in a classroom led by a teacher of color, and that is a problem.

“In our efforts to recruit high-quality, diverse teachers, DPS is working with the University of Colorado Denver to promote the Diverse Teacher Pipeline Program,” says Ken Santistevan, DPS assistant to the superintendent for community relations. “We hope the university will be able to recruit diverse students from our schools and that those students will come back and teach in our district.”

DPS already works with the School of Education and Human Development on a number of initiatives, Santistevan adds. “We have several partnerships, including a principal’s program, a teacher education program and a math-and-science initiative.”

With this particular program, the School of Education will work closely with DPS human resources and the school district’s community advisory councils to provide encouragement, and eventually great jobs, for diverse students in DPS and members of the community who show enthusiasm and dedication to teaching in urban schools. “The diverse teacher pipeline represents another option that we can offer to our students,” says Santistevan. “We look forward to working with UC Denver to make this program a reality.”

Opening Pathways to Teaching Project

Assistant Professor Margarita Bianco believes that students of color should be recruited as early as possible into the teaching profession. That’s why Bianco and the School of Education are getting ready to launch another innovative partnership with DPS and four other diverse metro Denver school districts. The project, Opening Pathways to Teaching, will help guide diverse students from their freshman year in high school through college.

High school students in the Opening Pathways program will earn credit toward their college degrees by completing a course titled Introduction to Urban Education. They also will receive extensive mentoring from current teacher candidates who are students at UC Denver, and the participants’ parents and families will be involved throughout the process. CU Succeed, a University of Colorado Denver program that enables high school students to earn college credit, also will be a partner.

“Students of color have a better chance of success when their teachers look like them and understand their culture,” says Bianco. “But the teacher pool isn’t as diverse as the student population. Our student population is becoming increasingly diverse while our teachers remain predominantly Caucasian females. There aren’t enough teachers of color to go around.”

Bianco, who is actively seeking funding for the Opening Pathways program, hopes to launch the initial planning stage as early as the 2009–2010 academic year. It will eventually roll out in one DPS partner high school, and one partner high school in each of four other districts: Aurora, Jefferson County, Adams 12 and Adams 14.

“Many students of color don’t have the greatest experiences in public schools,” Bianco says. “If school was not fun as a student, why would it be fun as a teacher? My work in this area is really my service to the university, the School of Education and the community. It supports our strategic plan by focusing on issues of equity and diversity.”
A child has a hard time adjusting to a new school. A family experiences loss. A teen is depressed. The needs for counseling are as varied as people. But going to that first appointment is difficult.

“Seeking counseling for yourself or a loved one is a sign of strength,” says Patricia Larsen, director of the Student and Community Counseling Center at UC Denver. “It shows that you have insight and that you’re open to improvement.”

Larsen directs the center, which provides free and low-cost professional therapy to college students on campus and members of the community. Part of the School of Education and Human Development, the center is staffed by psychologists, professional psychotherapists and advanced graduate-level practicum students.

“In 1979, we focused on seeing a few people for training purposes,” says Larsen. In 1996, the center expanded and formed a partnership with Denver Public Schools. “We went from sleepy to busy with 200 client sessions per week.”

Today more than 35 percent of the center’s clients come from the community, while the rest are UC Denver students. More than half of the clients from the community are children and families from Denver Public Schools. Any DPS student can have 10 counseling sessions at no cost.

“Our clinic opens its doors to families and children who would otherwise not have access to mental health care at all,” says Larsen. “There are many families who are uninsured or underinsured and can’t afford the high costs of essential mental health services. Even public hospitals and mental health centers refer to us because they are unable to handle everyone who needs services. Often a family member will tell us, ‘I’ve called 10 places in town already and you are the first people who have said yes, you can help us!’ ”

Counseling staff use a strengths-focused family systems approach. Rather than looking for pathology and problems, counselors look for individual and family strengths and then find ways to amplify them.

“For example,” explains Larsen, “if a family member is acting out, we step back and look at the whole family. Often, we discover it’s something as simple as a communication issue or a difference in parenting styles.”

The center is also one of the few in the Denver area to use family play therapy as a counseling tool. Family play therapy involves all family members using media such as puppets, drawings or other toys to communicate in a way that both adults and children can understand.

“Traditional play therapy models often would have just a child and a therapist in a room working together,” says Larsen. “We have found that bringing the whole family together can yield faster results.”

All clients receive a full intake evaluation. If there’s a need that the center can’t handle, clients are referred to other affordable community resources.

“Our client evaluations tell us we’re making a positive difference in their lives. We create a helpful counseling experience, advocate for them and connect them with additional community and school resources,” says Larsen.

Contact the counseling center at 303-556-4372.
Barbara Dray, assistant professor in special education and teacher education, came from SUNY Buffalo State College where she was an assistant professor in the Department of Exceptional Education. She earned her PhD in special education with a concentration on multicultural education from the University of Texas at Austin in 2005. Her previous education includes a master’s in special education with a concentration on bilingual studies from the University of New Mexico in Albuquerque and a BS in education from SUNY College at Fredonia. Her research interests include preparing white teachers for multicultural/multilingual classrooms as well as language and literacy development for multilingual students with and without disabilities.

“I am excited to become a part of the faculty in the School of Education and Human Development at UC Denver because of its interdisciplinary collaborations and focus on research and scholarship. I look forward to being in the mountains again...in the Mile High City!”

Bryn Harris is an assistant professor in school psychology. Harris comes from Memphis, Tennessee, where she was a postdoctoral intern at the University of Tennessee Health Science Center. She earned her PhD in August 2008 in school psychology from Indiana University, a BA in psychology and Spanish with a minor in anthropology from Kenyon College and various cultural immersion programs in Latin American countries. Her previous education included a master of science in educational psychology from Indiana University. Her research interests include assessing and defining giftedness in English language learner populations, cultural competency and bilingual psychoeducational evaluations.

“I’m looking forward to working with a dedicated group of faculty invested in researching, teaching and advocating for underrepresented groups.”

Shruti Poulsen, an assistant professor in the counseling psychology in counselor education program, joins us from Purdue University where she was a continuing lecturer in the Department of Child Development and Family Studies. Poulsen received her PhD from Purdue in 2003. She received her master’s and her BA in child, family and community services from the University of Illinois at Springfield. She received her teacher certification in 1987 from the Montessori Institute of Los Angeles. Her research interests include multiculturalism, cross-cultural issues and implications for teaching, clinical practice and training, immigration processes and implications for family development, functioning and health, cross-cultural issues and family physical and mental health, and bridging the gap between research and practice.

“When I interviewed at the School of Education and Human Development at UC Denver, I felt an immediate personal and professional connection with the faculty and students. The experience left a lasting impression on me that the university is a place that I would be happy to call my professional and academic home for years to come.”
It was a one-two punch for educators in America. The No Child Left Behind Act passed in 2001, and in 2004 came the re-authorization of the Individuals with Disabilities Education Act. They changed the way schools measure progress of students from diverse backgrounds.

“Both of those pieces of legislation required, for the first time, that schools look at differences between student subgroups rather than combining them,” explains Shelley Zion, the founder of the Culturally Responsive Urban Education (CRUE) center. “That legislation started to make people more aware that schools in general do a poor job meeting the needs of kids of color who are linguistically diverse and those with special education needs.”

The numbers are telling. According to the National Assessment of Educational Progress, there is a 20- to 40-point gap in reading and math scores between white and Hispanic students and white and African-American students ages nine and 13. Those numbers, combined with a growing influx of second-language English learners, have helped spawn a wealth of new programs. One key to success: help teachers better understand those backgrounds.

The School of Education and Human Development has been an innovator, establishing the CRUE center and certification program.

CRUE offers a graduate certificate program that explores race, class and culture in the public school systems, emphasizes the importance of connecting with community and families of students and develops tools so students from diverse backgrounds can thrive. The center also offers two-day workshops. Thanks to a $500,000 federal grant, it is in the process of revamping the curriculum for the school’s teacher education programs to better prepare new graduates to work with various learners.

“We are trying to move past the assumption that there is only one way for children to learn and behave in schools and one way for schools to operate,” says Zion. “Schools today have to be flexible and get to know the populations they serve, then adjust and modify instruction to be effective.”

More innovation is occurring at UC Denver as the School of Ed forges a collaboration with a university in Mexico, and hosts summer cultural immersion programs.

Maria Thomas-Ruzic, senior instructor, spent seven months on a Fulbright teaching linguistics and language education at the Benemérita Universidad Autónoma de Puebla (BUAP) in Mexico, helping establish a new master’s program for English-language teachers and developing an important collaboration between the two universities. Each summer, master’s students travel to Mexico to participate in two-week bi-national lab-style courses alongside Mexican counterparts in the BUAP English-language teaching program. They attend lectures together, observe K-12 and university English classes and guest-teach in K-12 classrooms.

In 2007, eight BUAP students visited the School of Ed, and 10 will visit in 2009. Thomas-Ruzic believes the exchange experiences offer invaluable insight to both groups about how different people learn and teach language and provide a venue to talk about cultural differences that may influence what goes on in the classroom.

Thomas-Ruzic also helps coordinate two-week study trips to Guanajuato, Mexico, and U.S./Mexico border areas. In the latter, students visit border crossings, schools and factories and connect with community organizations serving immigrants. They spend time with families with Denver connections. “These may be the parents or cousins of their students back in Denver,” says Thomas-Ruzic. “It makes it very real.”
### Active Grants

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<td><strong>Building a Methodology for Developing and Evaluating Instructionally Sensitive Assessments (2008–2011)</strong></td>
<td>Ruiz-Primo, Maria Araceli/Sands, Deanna</td>
<td>$999,964</td>
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<td><strong>Center on the Social and Emotional Foundations for Early Learning (2006–2011)</strong></td>
<td>Smith, Barbara Jean</td>
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<td><strong>Classroom Implementation and Evaluation of the Spanish Version of the Wilderness Module from the “Views of the National Parks” program</strong></td>
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<td>U.S. Department of Education</td>
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<td><strong>Colorado Clinical Translational Science Institute Evaluation (2008–2013)</strong></td>
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<td><strong>Colorado Mathematics, Science and Technology Education Coalition (COMSTEC) (2007–2009)</strong></td>
<td>Basile, Carole</td>
<td>$50,000</td>
<td>National Governor’s Association through COMSTEC</td>
</tr>
<tr>
<td><strong>Comprehensive Training Opportunities for Paraeducators Working in English Language Acquisition (2002–2008)</strong></td>
<td>Chopra, Ritu</td>
<td>$1,931,200</td>
<td>U.S. Department of Education</td>
</tr>
<tr>
<td><strong>Denver Public Schools Contract Teachers (2008–2009)</strong></td>
<td>Gutierrez, Cindy K.</td>
<td>$155,000</td>
<td>Denver Public Schools</td>
</tr>
<tr>
<td><strong>Developing Education Curriculum Grades 9–12, Fort Davis National Historic Site (2007–2009)</strong></td>
<td>Marlow, Michael P.</td>
<td>$11,000</td>
<td>National Park Service</td>
</tr>
<tr>
<td><strong>Evaluating and Developing Education Resources and Junior Ranger Programs for Colorado National Parks (2006–2008)</strong></td>
<td>Marlow, Michael P.</td>
<td>$41,477</td>
<td>National Park Service</td>
</tr>
<tr>
<td><strong>Evidence-Based Intervention for Severe Behavior Problems: The Prevent-Teacher-Reinforce Model (2004–2008)</strong></td>
<td>Strain, Phillip S.</td>
<td>$1,580,000</td>
<td>U.S. Department of Education through University of South Florida</td>
</tr>
<tr>
<td><strong>Evidence-Based Intervention for Severe Behavior Problems: The Prevent-Teacher-Reinforce Model (2008–2011)</strong></td>
<td>Strain, Phillip S.</td>
<td>$1,260,000</td>
<td>U.S. Department of Education through University of South Florida</td>
</tr>
<tr>
<td><strong>Pro-Comp Results Evaluation and Analysis (2008–2009)</strong></td>
<td>Walters, Bonnie/Teske, Paul</td>
<td>$385,000</td>
<td>Denver Public Schools</td>
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<tr>
<td><strong>Project TOP Teachers “LDE—Transition of Paraeducators to Teachers of Linguistically Diverse Education (2007–2008)</strong></td>
<td>Chopra, Ritu</td>
<td>$142,000</td>
<td>Colorado Commission on Higher Education</td>
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<td><strong>Rocky Mountain Middle School Math Science Partnership (2004–2009)</strong></td>
<td>Basile, Carole/Kimbrough, Doris</td>
<td>$12,495,644</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td><strong>Science Theater Education Programming System (STEPS) Project (2008–2011)</strong></td>
<td>Marlow, Michael P.</td>
<td>$100,000</td>
<td>National Science Foundation through the Space Science Institute</td>
</tr>
<tr>
<td><strong>Strengthening of the Processes of Investigation, Education and Technological Innovation (2008–2009)</strong></td>
<td>Ruiz-Primo, Maria Araceli</td>
<td>$199,496</td>
<td>Secretaría Nacional de Ciencia y Tecnología e Innovación, Republic of Panama</td>
</tr>
<tr>
<td><strong>Teacher to Ranger to Teacher Program Assistance (2007–2008)</strong></td>
<td>Marlow, Michael P.</td>
<td>$32,700</td>
<td>National Park Service</td>
</tr>
<tr>
<td><strong>Technical Assistance Center for Evidence-Based Practices to Improve the Social-Emotional Development of Young Children with or at Risk of Disabilities (TACEI) (2008–2012)</strong></td>
<td>Smith, Barbara Jean/Strain, Phillip S.</td>
<td>$2,949,637</td>
<td>U.S. Department of Education through University of South Florida</td>
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<tr>
<td><strong>UCAN Serve AmeriCorps Program (2008–2009)</strong></td>
<td>Sisneros, Lori Lyn</td>
<td>$12,500</td>
<td>Colorado Campus Compact</td>
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<tr>
<td><strong>Undergraduate Science Course Innovations and Impact on Student Learning (2007–2008)</strong></td>
<td>Ruiz-Primo, Maria Araceli</td>
<td>$196,567</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td><strong>Views of the National Parks: Grand Canyon Geology (2007–2009)</strong></td>
<td>Marlow, Michael P.</td>
<td>$10,000</td>
<td>National Park Service</td>
</tr>
</tbody>
</table>

**37 Grants Totaling: $38,311,237**
Centers within the School of Education and Human Development 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.

**Center for Assessment, Research and Evaluation (CARE)**
Maria Araceli Ruiz-Primo, associate professor
CARE focuses on the development, evaluation and use of assessment and its impact on instruction and learning. At its core, the center focuses on urban and diverse educational contexts. The ultimate goals of this center are conducting research, providing professional development, influencing the development of public policies, supporting the development of graduate students and serving local and state communities.

**Center for Continuing Education and Professional Learning**
Shelley Zion, executive director
The center coordinates all professional development and continuing education initiatives, across all academic programs and professional development programs/centers in the School of Education. The center has a lead role in the ongoing preparation of professionals who work in diverse schools, agencies, and related settings—via partnerships between those settings and the school.

**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.

**Center for Transforming Learning and Teaching (CTLT)**
Julie Oxenford O’Brian, director
CTLT’s innovations in technology and data-driven decision making are making a positive impact on pre-K to post-secondary educators across Colorado through professional development, mediating the educational technology marketplace and providing Web resources and state leadership in technology.

**Colorado Principals’ Center**
The Colorado Principals’ Center inspires and develops courageous leadership in principals and other educational leaders. The center provides professional enrichment, renewal and training for practicing principals, assistant principals, aspiring principals, central office supervisors and others in instructional leadership positions.

**Culturally Responsive Urban Education (CRUE)**
The Center for Culturally Responsive Urban Education (CRUE) is committed to developing the capacity of educators and school systems in Colorado to meet the needs of culturally, linguistically and economically diverse urban students by preparing school personnel in culturally responsive pedagogy and practice, and pursuing a research agenda that guides improvements in our work.

**Evaluation Center**
Bonnie Walters, director
The Evaluation Center provides program and project evaluation assistance to schools, districts, universities and other nonprofit educational agencies to improve decision making and student performance.

**Front Range Board of Cooperative Educational Services for Teacher Leadership (BOCES)**
The Front Range BOCES for Teacher Leadership seeks to improve student achievement through collaborative and quality professional development and is funded by 19 member districts and the School of Education and Human Development. Last year, 3,000 educators in 65 school districts (in Colorado and beyond) enrolled in professional development training opportunities offered by BOCES.

**Paraeducator 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 administrators in public education.

**Positive Early Learning Experiences Center (PELE)**
Phil Strain, professor
PELE develops, implements and evaluates comprehensive, early intervention systems to address developmental needs of young children at risk for school failure or with special needs, including severe behavioral disorders.

**Professional Development in Autism Center (PDA)**
Laurie Sperry, 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.
Scholarships

Adventures in Teaching

My teaching adventures have taken me from the center of Denver to the heights of Nepal. They’ve also resulted in the creation of profound friendships with like-minded colleagues. Sally Tague was such an individual. We both believed in hands-on teaching methods that provide experiential learning in science and mathematics—through labs, field trips and related real-world activities. Through direct experiences and focused reflection, children develop lifelong knowledge and skills that prove to be memorable.

Think back to the teachers you had at pivotal moments in your life. Teachers have unique opportunities to uplift young lives. I’ve seen firsthand, through several generations, what a scholarship can do. My father came from humble beginnings but was able to graduate from Purdue because of a full scholarship.

Math and science education, from elementary through high school levels, is in need of help. My top priority is to create math and science scholarships that will support potential teachers. I want to leave a legacy like my parents did, which is why it is my privilege to endow the Sally J. Tague Memorial Scholarship Fund as a tribute to my former colleague. Because Sally was a dynamic educator and a humanitarian extraordinaire. And because good things can come full circle—to inspire and honor every member of your extended family.

The Sally J. Tague Memorial Scholarship in Science and Mathematics

Sally Tague, a graduate of UC Denver, exhibited extraordinary devotion, imagination and creativity in teaching thousands of children from prekindergarten to fifth grade, not only in the classrooms, but also through her television show. Her hands-on experiments in biology and the earth sciences created an enthusiasm for learning in students, teachers and lab volunteers.

With children uppermost in her mind, Sally developed and implemented many humanitarian efforts that included providing tools for women and their families in Ethiopia to gain self-sufficiency and creating orphanages within the country.

In 1998, representing Colorado, Sally received the Presidential Award for Excellence in Mathematics and Science Teaching in Washington, D.C.

Ways to Give

- Cash
- Securities
- Real estate/property
- Bequests/deferred giving
- Retirement plan assets

We welcome a confidential discussion about your tax-deductible gifts. Contact Carroll Christman, CU Foundation, 303-315-2066, 303-358-1522 or carroll.christman@cufund.org.
ABOUT THE COVERS:
These statistics illustrate the inequity found in Colorado’s education system. While the numbers may seem startling, educators face these challenges every day. It is this reality that drives the School of Education and Human Development to achieve their mission of leadership for educational equity.
Percentage of students of color completing bachelor's degrees in Colorado: 15.3%

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25 percent of Colorado students qualify for free or reduced lunch.

Languages spoken by students and their families in Denver Public Schools:

124

51% of entering Colorado high school freshmen with special needs graduate.

Students from affluent families are nearly 7 times more likely to earn a bachelor’s degree as students from poor families.

Percentage of teachers of color in Denver Metro: 10.6%

Percentage of students of color in Denver Metro: 41.7%