**MISSION** | Leadership for Educational Equity

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.

**STRATEGIC GOALS**

- Impact leadership and practice through our students and other stakeholders.
- Foster an environment in which all faculty, staff and students can excel and be recognized.
- Ensure an organizational culture that invites, engages and retains diverse faculty, staff and students.
- Increase recognized and/or funded research and programs.
- Increase and diversify funding. Link allocation of funds to strategic goals.
- Develop and maintain flexible, effective and efficient infrastructures.

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**2009–2010**

**TEACHER EDUCATION LICENSURE PROGRAMS**

- Elementary Education
- Secondary Education (all core subject areas)
- K–12 Special Education
- Early Childhood Special Education

**UNDERGRADUATE DEGREE PROGRAMS**

- College of Liberal Arts and Sciences BA and BS degrees with teaching licenses in Elementary Education and Secondary Education (all core subject areas)

**GRADUATE DEGREE PROGRAMS**

**Masters**

- Administrative Leadership and Policy Studies
- Counseling Psychology and Counselor Education
- Curriculum and Instruction
- Early Childhood Education
- Educational Psychology
- Information and Learning Technologies
- Special Education

**EdS**

- Administrative Leadership and Policy Studies
- School Psychology

**DOCTORAL DEGREE PROGRAMS**

**EdD**

- Leadership for Educational Equity

**PhD**

- Educational Studies and Research

**CONTINUING EDUCATION**

- We offer an exciting array of professional development courses and programs designed to help busy educators and mental health professionals master current challenges in today’s schools.

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The Edition magazine is produced annually for alumni and friends of the University of Colorado Denver by the School of Education & Human Development, Campus Box 106, P.O. Box 173364, Denver, CO 80217-3364.
Dear alumni and friends,

Our educations are the culmination of all our experiences—all our teachers and administrators from preschool through university, the curriculum we encountered, even what we learned from the educational environment, like the relationships we formed and the rules and policies that affected our learning. Our educations, particularly the outcomes of our schooling, were influenced by many educators and others who supported us in discovering and aligning our educational needs and aspirations with eventual careers.

In excellent P–20 education systems, from preschool through elementary, middle school, high school, two- and four-year colleges and graduate education, educators collaborate to ease the transitions that students experience as they move to each new level of schooling. The ultimate goal is to prepare students to succeed in college and then in the competitive workforce and as citizens in our democracy.

At UC Denver, we’re actively involved in bolstering the P–20 education work that Governor Ritter has fostered in Colorado. We believe it’s time to take constructive, creative action now to address the gaps in our current education system, by strengthening the P–20 system such that more students attain their goals. As the largest graduate school of education in Colorado, and the largest producer of educational leaders in the state, our approaches and practices are preparing educators, administrators and mental health professionals who will greatly influence Colorado P–20 education for many years to come.

In this issue of the EDition, we are delighted to showcase the many facets of our P–20 initiatives, including the work of Janet Lopez, PhD, who joined the University of Colorado Denver in 2008 as the university’s director of P–20 education. Lopez is finding ways to better connect the work of university faculty and staff who are involved in hundreds of education-related efforts. As she connects people and projects across the university and the community, she is increasing the power and impact of the work and is helping us reexamine campus practices, policies, research and community engagement.

You’ll also discover how our P–20 education initiatives and efforts are attracting outstanding new educators and mental health professionals when you visit the School’s new Web site: ucdenver.edu/education. The site offers a fresh look and feel that captures the visionary mission of the School and our vital work in the community—through unique videos, interactive graphics, faculty pages, news stories and more.

We’d like to continue sending you news about the School and our ongoing efforts and plan to begin issuing the EDition three times per year—by mail in the fall and electronically two other times during the year.

So that we can continue to send you the EDition via mail and via e-mail, visit ucdenver.edu/education, click on Alumni & Friends and update your contact information today.

Sincerely,

Lynn K. Rhodes, Dean

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

The School of Education & Human Development at the University of Colorado Denver is the largest graduate education school in Colorado.
It’s just after 3 p.m. on an irresistible spring afternoon at Montbello High School, and throngs of students have begun to pour out the front door into the sunlight. With a soundtrack of pulsing base from car stereos, they gather on the lawn, around friends’ trucks and at the adjacent park, parting into not-so-subtle cliques: Latinos in one area, African Americans in another and Asians in another. Meanwhile, inside the library, there is work to be done.

“We have a problem in our community and we need to acknowledge it,” says Gerardo Ceballos, an outspoken senior seated at a table with eight fellow students and a teacher candidate from UC Denver’s School of Education & Human Development. Voices crescendo as the diverse group candidly discusses the ethnic tension and gang violence each has witnessed, or been party to, during their school years. But they also seem keenly aware that this day isn’t just about airing gripes. It’s about solutions. “If we start talking about it, maybe our generation can be the one to change it,” says Ceballos.

Ceballos was one of more than 80 Montbello students who sacrificed a spring afternoon to gather in the library April 30 to ponder the question: “How can we strengthen the Montbello community?” The lively after-school event was the latest in an ongoing series of after-school seminars created three years ago at the school, as part of SEHD’s teacher candidate Legacy Project.

Since the early 1990s, each group of teacher candidates has been required to help develop a project at their professional development school that goes beyond their own classroom and has a lasting impact. “By developing a legacy project they are stepping into leadership roles that go far beyond what their job is from 8 a.m. to 3 p.m. in the classroom with these kids,” says Cindy Guiterrez, director of the teacher education program at SEHD. “It’s also a way for them to give back to a school that has helped prepare them to be a good teacher.”

With roughly 300 teacher candidates working in nearly 30 area schools each year, the broad-based Legacy Project has yielded literally hundreds of diverse school projects over the years—each one catered to an individual school’s unique needs.

At Goldrick Elementary School, teacher candidates developed a program to provide small, targeted reading groups for children during the school day. At Westview Elementary School, they created a series of posters—using photographs of students—to educate kids about good nutrition. And at Aurora Central High School, teacher candidates developed a new “Breakfast Club” where students can talk openly about things like body image and dating.
In 2008, AmeriCorps began to offer $500 mini grants to help teacher candidates carry out their projects.

“They would often come up with these incredible ideas, and it would land on their own backs to pay for them,” says Guiterrez. “The grants have really helped.”

One of the most enduring and far-reaching projects has been the Montbello after-school seminar program, which began in 2007 as the brainchild of SEHD senior instructor John McDermott.

A public school teacher for more than 32 years, McDermott had established a voluntary after-school dialogue series at Horizon High School, where students could flex their critical thinking skills as they discussed everything from art to politics to literature to the news of the day.

He saw no reason why a similar group wouldn’t fly at the more-urban Montbello High School, and—as the site professor working with teacher candidates there—suggested they start something similar.

“Many people look at our inner-city schools with deficit thinking. They assume the students aren’t interested in school—that they are only there because they have to be. Here at Montbello the teachers and teacher candidates believe in challenging their students and holding high expectations for student learning,” McDermott says. “When these students are challenged, and allowed to express their own voice, they respond. They feel like they are being honored and that is very motivating.”

Since the first quarterly after-school seminar, turnout has blossomed from just five students to more than 80. The teacher candidates—drawing suggestions from students—select a topic and provide reading material in advance. (Past topics have included the book, “Articles of War,” and a discussion of “What it means to be a warrior.”) Then the group comes together (lured by grapes, cheese and crackers, veggie trays and cookies) for a chance to freely speak on topics that aren’t often spoken about at all.

“This is an opportunity to get to know them on a more personal level,” says teacher candidate Shannon Baird, noting that teacher candidates only intervene when the students get off topic.

When asked “How can we strengthen the Montbello community?” they had plenty to say.

More than 120 students submitted written answers, with a selection printed out and distributed in advance for discussion. Then they packed into the library to discuss writings of both hope and concern. In print and out loud, some lamented “blacks vs. Mexican brawls,” and gang and ethnic rivalry that played out in crowded hallways and classrooms. Meanwhile, others offered optimistic examples of marching in unity at a Martin Luther King Jr. parade, or joining forces to remove graffiti and clean up trash around the school.

“Many people look at our inner-city schools with deficit thinking.”

― John McDermott

“Race, color and culture don’t matter,” wrote one. “We are all united.”

As the one-hour seminar began to draw to a close, a teacher candidate at each table shouted out a plan of action that students had come up with collaboratively.

• Communicate with people I don’t know.
• Clean up the school so we can be proud of it.
• Make your own path; don’t be afraid to be different.
• Be respectful of each other.
• Plan more seminars [to continue the dialogue].

“I think us even being here today could help a lot,” says Ajahnique Chapman, 17. “At least it’s a start.”
The outlook for children with special needs has improved vastly in recent years, as educators have emphasized earlier screening and strived to incorporate such youth into full-inclusion classrooms.

But when it comes to keeping them in school, assuring their teachers are well-trained and fostering better relationships between them and their typically developing peers, there is work to be done, experts say. The School of Education & Human Development is leading the way, with the state’s most successful early childhood special education program and a host of national initiatives.

“Early intervention can prevent or reduce delays in development and reduce the severity of disabilities,” says early childhood special education senior instructor Suzanne Adams, pointing to studies that show it can minimize need for special education long-term, and boost graduation rates.

The dropout rate for students with disabilities is twice that of general education students, with one in three leaving school before graduation, according to the Annie E. Casey Foundation. Dropout rates among children with severe emotional disturbance are as high as 50 percent, says UC Denver professor of educational psychology Phil Strain.

Since 1980, UC Denver has been one of the few schools in Colorado to offer an Early Childhood Special Education (ECSE) license. Roughly 75 percent of the state’s ECSE license holders are SEHD graduates. In 2006, the school unveiled an online program, providing educators in distant communities a convenient way to advance their schooling.

Adams says early intervention must be family centered, culturally responsive and inclusive.

“In the past, children with special needs were really separated out into self-contained classrooms, or pulled out by a special educator,” she says. “The goal should be to individualize activities for children with special needs, so they can participate in and benefit from the natural routines of the classroom.”

For decades, the Positive Early Learning Experiences Center, which Strain founded, has developed and implemented early intervention systems.

In 1981, Strain founded the LEAP program to teach teachers how to foster better communication between preschoolers with autism and their peers. “We teach the typically developing children how to initiate and sustain contact with children with autism,” he says. The program has trained thousands and is in place at 100 sites across the U.S.

Strain also helped develop the Technical Assistance Center on Social and Emotional Intervention for Young Children, a federally funded grant to provide training about early interventions for youth with, or at risk of, developing delays or disabilities. UC Denver is also collaborating with the Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University, a similar effort to promote healthy social development in children 5 and younger.

Strain says the programs pay off, not only for children, but also for taxpayers.

Studies show that for every $1 spent on early intervention, $7 is saved in the long run.

“Over time these children develop social interactions and meaningful friendships with peers. They develop language that enables them to be effective communicators of what they need and want, and long term, once these children hit elementary school they need fewer special education services,” says Strain. “It is extremely encouraging.”
Good News from TEACH Grants

Seventy-one of the School’s students received more than $199,000 from the new federally funded Teacher Education Assistance for College and Higher Education (TEACH) grant program during the 2008–09 school year. Grant-seeking students were awarded a maximum of $4,000 per year towards their studies. In order to receive the grant, each student promised to teach full time for at least four years in schools serving low-income students. Degree-seeking students specializing in specific high-need teaching fields qualified for the grants.

“Our School prepares education leaders to serve in urban and diverse communities. And many of our students already plan to work in low-income schools after graduation. This makes the TEACH grant a tremendous new opportunity and true financial benefit for our students,” said Dean Lynn Rhodes.

Tanya Witt, a graduate student studying special education at UC Denver, is a recent recipient of the TEACH Grant.

Ms. Witt is in her 40’s and works full time teaching special education at Aurora Central High School while attending graduate school. “The TEACH Grant funding was a nice surprise for me since I’m on a tight budget,” said Witt. “I went through UC Denver for my teacher licensure; but, without the TEACH Grant funding, I’m not sure I could have afforded to complete the full master’s degree program in special education and I’m very grateful for the opportunity. In addition, the TEACH Grant helped me make a thoughtful commitment to continue working at low-income schools for some time to come. And, that’s important.”

To learn more about TEACH Grants, visit ucdenver.edu/education and click on Financial Aid. For a list of low-income schools that qualify, go to www.tcli.ed.gov.

Streamlining Linguistically Diverse Education

In 2008 and early 2009, faculty and administrators at UC Denver, Metropolitan State College of Denver and Denver Public Schools created a unique collaborative agreement that will ultimately encourage more students to pursue endorsements and master’s degrees in linguistically diverse education. The agreement makes it possible for teacher candidates at Metro State to apply their English language acquisition coursework at Metro State to a master’s degree and/or enhance their preparation to work in Denver Public Schools serving student for whom English is a second language. The new agreement streamlines linguistically diverse education pathways across the two higher education institutions, making it very cost effective for Metro State education students to go on to complete a linguistically diverse education endorsement and master’s degree through UC Denver.

Students who pursue this pathway may also be eligible for scholarship support under the Urban Teacher Preparation program and the new federal TEACH grant program.

“It has been a great pleasure to work on this agreement together with our colleagues at Metro State and Denver Public Schools,” said Honorine Nocon, associate professor of linguistically diverse education at UC Denver’s School of Education & Human Development. “We are all in the same business and share the same goal: training teachers who are prepared to serve the needs and draw on the strengths of K–12 students whose first language is not English.”

Melissa Martinez
Student, Linguistically Diverse Education Endorsement Program
School counselors are powerful forces of good in the P–20 educational pipeline. They help students achieve success in school and take new, exciting paths after graduation. In Colorado, there’s a growing need for effective school-based counseling within secondary schools. University of Colorado Denver alumni who graduate with a master’s degree in the counseling psychology and counselor education program with a specialization in school counseling are rising to the challenge.

“UC Denver’s rigorous school counseling program helps students become excellent counselors who strongly advocate for students from all backgrounds,” said Farah Ibrahim, professor in school counseling.

In 2008–09, the Colorado Department of Education distributed $4.7 million to qualifying schools through the School Counselor Corps Grant Program as a result of Colorado House Bill 1370. The grant funding was designed to meet the following goals:

- increase the availability of effective school-based counseling within secondary schools
- increase the graduation rate within the state
- increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education

As a result of the legislation, 77 new school counselors were funded statewide. One of those individuals is Kevin Falk, a 2008 graduate of UC Denver’s school counseling program. He serves as an outreach counselor at Jefferson High School in Edgewater.

Jefferson High School received two grant-funded counselors because it has the highest dropout rate in Jefferson County. The grant funding helped the school go from three to five school counselors. Kevin and his colleague Suzanna have made some significant progress in the short time that they’ve been at the school by providing the following support services:

- contacting all recent dropouts at the school personally and encouraging more than half of those students to continue their studies
- working at an after school program for freshmen, where students who are failing can make up assignments for 100 percent credit
- providing free individualized after-school tutoring
- helping students fill out college and financial aid applications
- encouraging undocumented students that education is important and that they should have ambitious goals

When asked about his best day at Jefferson High School to-date, Kevin is quick to answer. It’s the day that he presented a framed college acceptance letter to an African-American student at his school. The student had under a 1.0 GPA and was failing five classes when Kevin first met him; but, Kevin took him under his wing, offered free after school tutoring and encouragement, and the student’s educational goals began to take shape. “He started tearing up when I presented the framed acceptance letter to him,” said Kevin. “I think it’s because the letter symbolized hope, a fresh start and a chance to change his life for the good. This was one of my best days at Jefferson. I really felt like I made a difference in his life.”

Professor Ibrahim commented that she could see during Kevin’s training that he would be a dedicated professional with a strong commitment to social justice and human rights.
Congratulations go out to Dan Cohan, principal of Pomona High School in Jefferson County, who is the 2009 Colorado High School Principal of the Year. Cohan graduated from UC Denver’s School of Education & Human Development in 1996 with a master’s in administrative leadership and policy studies and a principal license.

Pomona was a struggling school on the brink of losing its accreditation when Cohan became principal in 2005. Since then, the school has achieved high-performing status the last three years.

“This type of award belongs to the entire school community including teachers, staff, students and parents,” said Cohan. “Our school started seeing incredible results after we really made efforts to engender a positive school culture—where respect, trust and high expectations abound. Now our students feel valued. And, students know that, both academically and socially, they are a part of something bigger than themselves.”

Cohan remembers his days in UC Denver’s principal licensure program fondly. He also finds it inspirational that five current Jefferson County principals were part of his principal cohort program alone. “I enjoyed the rigorous, collaborative learning environment we had in our cohort,” said Cohan. “We learned from talented professors and from one another while developing a strong passion for why we were seeking a school principal position in the first place.”

Sharon Ford, a retired professor who taught in UC Denver’s principal licensure program, remembers Cohan as “intelligent and very professional in his demeanor with apparent leadership ability. I wasn’t surprised to hear that he had been recognized with this award,” she said. “In my mind, he stood out as someone who would excel in his career.”

Cohan was selected by his peers in the Colorado Association of Secondary School Principals (CASSP). The award recognizes leaders who have succeeded in providing high-quality learning opportunities for students. Selection criteria include proven educational leadership, resolution of complex problems, development of self and others, and a record of community service.

Cohan has been principal at Pomona since 2005. Previously he served as an administrator in Jefferson County and briefly in Douglas County Schools.
Moving Toward a Seamless Education System

Janet Lopez, PhD, joined the University of Colorado Denver in fall 2008 as the new director for P–20 education initiatives. In her new role, Dr. Lopez works closely with the School of Education & Human Development, the School of Public Affairs, and other academic units at UC Denver, to proactively implement smart P–20 solutions and to build strategic university P–20 learning opportunities and partnerships.

Lopez came to the university with outstanding knowledge and experience. Previously, she worked as the deputy director of Colorado Governor Bill Ritter’s P–20 Education Council where she assisted the Council in formulating state policy recommendations for the Governor regarding his education policy agenda. Lopez earned her PhD in 2007 from the University of North Carolina at Chapel Hill School of Education in Culture, Curriculum and Change. Her research focuses on access to higher education for low-income Latina/o students; and, Lopez currently serves on the boards of The Latina Initiative, a nonprofit that cultivates the civic and political engagement of Latinas in the state of Colorado, and Colorado Youth for a Change, a group addressing the dropout crisis in Metro Denver.

“P–20 stands for preschool to graduate school education efforts,” said Lopez. “To conceptualize the optimum P–20 education system, imagine a Colorado education system where no one drops out.” This means that a child’s education begins with prenatal care and continues through higher education and postsecondary training. It also assures that all high school students will graduate and receive some form of postsecondary education.

P–20 education requires an intense level of wraparound support that extends beyond the borders of a schoolhouse. During early childhood, it requires quality learning environments (excellent teachers and appropriate assessments) as well as resources with supports for parents to help their young learners succeed socially, emotionally and physically. In K–12, it necessitates that school curriculum and instruction are embedded with high expectations for every student, complete with relevant curriculum to engage learners and encourage adults both inside and outside the school. All teachers will understand how to support the needs of every learner. And, aid for struggling students and opportunities for academic enrichment for children include not only school resources but also community partnerships with other sectors of society. As students progress through this model, they are motivated to continue on to a wide range of postsecondary options and training that include pathways to financial stability, and appropriate job training for the new and rapidly changing global economy. Most of all, students are encouraged to keep the spirit of learning alive as they age, by keeping their minds active through life-long learning.

In the future, P–20 data systems will follow students from early childhood into postsecondary. Data systems will help educators replicate success and deploy resources to the individuals and schools who need it most. This also insures that students and their academic growth can be followed throughout their academic careers.

UC Denver’s P–20 education initiative emphasizes education reform that responds to the quickly evolving demographics of both Colorado and the nation. “Our initiative is focused on increasing postsecondary access to all, addressing the severe achievement gap in Colorado as well as nationwide, and examining how we are recruiting and preparing our own students for jobs in the global economy,” said Lopez.
The UC Denver P–20 initiative focuses on three important areas:

1) How the University’s own research and policies contribute to creating a more seamless education continuum for more students (i.e. School of Education faculty members Alan Davis and Mark Clarke conduct research on how to improve the learning of English language learners in targeted middle and high schools with high Latino student populations.)

2) How the University can establish new statewide and nationwide partnerships and collaborations with a “P–20” mindset (i.e. The Center for Education Policy Analysis in the School of Public Affairs staffs and provides policy reports to the Governor’s P–20 Council), and

3) How the University can encourage and facilitate successful transition and graduation from higher education (i.e. CU Succeeds provides pre-collegiate services for Metro area high school students as well as college-completion services and resources for those who attend the University.)

“The University is well aware of the steps we need to take to shift towards a P–20 paradigm,” said Lopez.

“And, we know that all parts of the educational system must work together to support the learning and success of every child.”

Locally and regionally, UC Denver’s research, policy and practice have already made a tremendous impact on the city and state education communities. The P–20 education initiative indicates UC Denver’s plan to deepen the positive ripple effect. “Ultimately, we’d like to serve as a model for other universities,” said Lopez. “UC Denver will not only continue to imagine what a seamless education system looks like for all students to achieve; we intend to strategically build our efforts and partnerships to make P–20 a reality.”

IMAGINE A COLORADO EDUCATION SYSTEM WHERE NO ONE DROPS OUT.
A New Level of Leadership

The School launched a new EdD degree program last April in response to the demand for this degree from prospective students and local educational organizations. The school accepted its first 15 students into the new doctoral program last summer.

The new doctor of education degree is called Leadership for Educational Equity. Its core curriculum will take each doctoral cohort three years to complete. It will consist of weekend and online classes, and/or summer sessions. Core curriculum covers equity in urban and diverse communities, leadership and learning, and inquiry.

“It’s an attractive option for working professionals who want to explore, research, problem-solve and take action on the critical challenges facing urban and diverse schools and communities,” said Deanna Sands, associate dean of research and professional education at UC Denver’s School of Education & Human Development. “The EdD program aims to prepare transformational individuals who will promote equity and access to P–12 education, community and community college contexts.”

Students in the program will be exposed to real-world problem-solving in schools, school districts or community-based educational contexts; context-specific best practices; interdisciplinary connections; public policy work; and innovative, applied inquiry. Each cohort of 15–20 students will advance through the program in which faculty aim to cultivate an environment of intellectual dialogue and academic and professional growth.

“The new EdD program, along with our PhD program, enables us to prepare our students more precisely for their careers and leadership roles,” said Lynn Rhodes, dean of the UC Denver’s School of Education & Human Development. “The PhD now will include only students whose career goals are to work as higher-education faculty or in research centers while the EdD will focus on preparing students whose goals are high-level leadership positions in school districts and other education organizations.”

Students applying to the EdD will select a focus of concentration from two options. The instructional leadership concentration area is designed for individuals who want to hone their skills in adult learning to become professionals who hold or seek to move into positions such as teacher leaders, coaches/mentors, program coordinators, curriculum directors or instructors at teaching universities/colleges or community colleges.

The executive leadership concentration area is designed to deepen individuals’ skills in community relations to become professionals who hold or seek to move into senior management positions inside school districts, higher education policy organizations or community-based education organizations. Roles may include that of a director, deputy, superintendent or president.

For more information on the new degree, visit www.ucdenver.edu and click the Academic Programs button.
Imagine a school where students as young as kindergarten pull up to computers to conduct research, collaborate with classmates on digital reports and post them online for teachers to edit and parents to see. In middle school, iPods and cell phones would be utilized as teaching tools, rather than dismissed as distractions. In high school, students would spend half their time seated in the classroom, and the other half taking courses online—such as Chinese or Russian—that their school doesn’t offer.

Teachers and librarians would use social networking tools (such as Twitter, Ning and Facebook) to learn from each other, or to alert students to new books in the library or upcoming after school activities. And when it came time for those educators to further their own schooling, they too would turn to the digital world.

No need to imagine. That future is here to a large degree, say experts in UC Denver’s information and learning technologies (ILT) program—and teachers had best be prepared for more changes.

“You have this generation of students that has been brought up to be very cooperative in their learning, very multitask oriented, and have lots of digital technology available,” says Laura Summers, an assistant ILT professor and coordinator of the school library program. “They come to school and expect that technology to be there too, along with educators who can help them analyze all that information.”

To meet that need, a growing number of educators and professionals are turning to UC Denver’s ILT programs, to learn not only how to incorporate technology into the classroom, but also how to design online courses for all ages and facilitate them in a way that keeps students engaged.

“It’s not just about PowerPoint lectures and tests and discussions online,” says ILT professor Brent Wilson. “It’s about real problem-solving and collaborative activities that can make it better than sitting in a classroom.”

For eight years UC Denver has offered a 15-credit certificate in information learning technologies. In recent years, it has bolstered the program, with students able to earn a two-year master’s with an emphasis on K–12 teaching, eLearning (designing and facilitating courses for colleges, governments or businesses) or school library. About 90 students graduate each year, most of them K–12 educators.

Meanwhile, many others hope to get jobs designing courses for cash-strapped businesses that would rather have employees sit at a computer for a seminar on, say, company ethics policies, or customer service protocols, than fly them cross-country to sit in a classroom. “There are costs involved in training people and this can be a great savings,” says Wilson.

eLearning is also transforming the way teachers and teachers-to-be are learning, with the School of Education & Human Development now offering more than one quarter of its summer 2009 courses online, including the distance learning for principals program, special education for school professionals and all ILT courses.

Summers says enrollment in the school library program (which focuses on the changing role of the librarian in the digital age) has doubled in the 2.5 years since she began allowing students to take courses online: “We have students from as far away as Croatia, the Netherlands and Alaska.”

As individuals, schools and corporations try to foster quality education in the face of shrinking budgets, it looks as though technology—while not a cure-all—will be a big part of the solution.
While we benefit from diversity in countless ways, the impact entails challenges for our schools. English language learners struggle to stay in school, meet reading and writing proficiencies, and graduate. And with more than 100 languages spoken in districts such as Denver Public Schools (including 25,000 Spanish speakers), the problem is notably acute here.

Qualified, credentialed teachers are only part of the solution: policies, programs, and instructional practices must be revised to meet this daunting challenge. So the School of Education & Human Development is partnering with middle and high schools to improve English language learners’ ability to thrive in school. In eight schools throughout the Denver metro area, we’re focusing on improving teacher knowledge and practice through coursework and classroom coaching, and creating data-based decision-making teams that help school leaders equitably serve older students with diverse language proficiencies.

“This program is an ambitious attempt at systemic reform of both the university, and the school district,” says Mark Clarke, faculty leader for this federally funded program. “We have to change how we approach the problem if we’re going to have a chance to succeed.”
Edward Cannon, PhD, LMFT, LPC, joined the school as an assistant professor in the counseling psychology and counselor education program in the clinical mental health concentration. He completed his doctoral studies at the College of William and Mary. While working as a counselor educator in the Washington, D.C. area for several years, he maintained an active clinical practice with individual adults, as well as with families. His research interests include promoting cultural competence and moral/ethical development in counselor trainees, and issues of diversity in community mental health. In his free time, he travels as often as possible, and trains for marathons.

“I am excited to join the School of Education & Human Development because of its focus on social justice issues, and the dedicated faculty who are committed to nurturing community-school-family partnerships.”

Jung-In Kim, PhD, joined the school as an assistant professor in the educational psychology/research methods program following completion of her doctoral studies at the University of Texas at Austin. Her research interests include identifying influences among parents, teachers, and society on learning and motivation of ethnically and culturally diverse students. In her free time, she enjoys reading books and listening to music with a cup of coffee. 

“I am very excited to join the School of Education & Human Development! Faculty members seem to be very dedicated to serving urban, diverse populations, and I am very happy to be part of the team.”

Ron Tzur, PhD, joined the school as a professor in the mathematics education program. He completed his doctoral studies at the University of Georgia, Athens. Upon graduation, he assumed an assistant professor position at Pennsylvania State University. From there, he moved as an associate professor to North Carolina State University and later, as full professor, to Purdue University. Ron’s research interests focus on children's conceptual learning of mathematical understandings, teaching that nurtures such learning, and teacher education that can re-form teachers perspectives and practices. He has developed a comprehensive model that ties all three, which has been successfully implemented with elementary and secondary mathematics teachers so none of their students will be left behind. In his free time, Ron listens to music, dances Israeli folk dancing, hikes, and bikes.

“I am thrilled to join the School of Education & Human Development because of its focus on both diversity and top-notch scholarship, which in the imperative domain of mathematics education means understanding how to nurture every child’s mathematical powers and enthusiasm.”
More than a decade has passed, but Lola Salazar remembers the call as if it were yesterday. It was April 20, 1999, the morning of the deadliest school shooting in U.S. history. The phone rang, and on the other end was her ninth-grade son, calling from a friend’s house to say he was frightened but safe after fleeing the cafeteria at Columbine High School.

“It was the scariest thing,” recalls Salazar, a UC Denver graduate, former Jefferson County teacher and mother of two. Shaken, but relieved to be home with her kids, she posed a question: “I thought, ‘What can we do now to help?’” Ever since, she’s been doing just that.

Since making a $50,000 gift to the nonprofit Jefferson Foundation to provide grief counseling and other services in the Columbine aftermath, Salazar has become a model of philanthropy, with she and husband Rob donating hundreds of thousands of dollars and years of volunteer work to an array of educational causes. She also served for three years as the School of Education representative on the UC Denver alumni board.

“She has an energy that is just contagious,” says Carol Heller, director for alumni relations.

While Lola’s husband Rob attended college, funded by a grant from the Latin American Education Foundation, Lola worked and raised two children. When it was her turn to get her master’s at UC Denver, the Jefferson Foundation helped pay her way.

“I loved teaching. I loved seeing those light bulbs go on and feeling like I was making a difference,” she says.
Selected Research Grants

The School of Education & Human Development continues its tradition of using its academic resources and vision to benefit the needs of children and families. We celebrate the scholarship and creativity of our faculty and staff whose fine work has shaped our School, improved equity in urban and diverse schools and communities, and secured $34 million in external funding for current projects over the past years. Fifteen faculty and two professional staff secured external funding, garnering a total of 40 research awards. Below are brief narratives highlighting key research projects.

**Improving Problem-Solving in Mathematics**
Karen Koellner, PI with Jennifer Jacobs, PI
Edward Wiley, University of Colorado Boulder
Hilda Borko, Stanford University

*Toward a Scalable Model of Mathematics Professional Development: A Field Study of Preparing Facilitators to Implement the Problem-Solving Cycle.*
National Science Foundation, DRK-12 Discovery Grant: $1,499,497

This four-year project investigates the scalability of the problem solving cycle (PSC) model of mathematics professional development and accompanying facilitation materials. The study provides ongoing support to a group of middle school mathematics instructional leaders so that they can develop the skills to successfully implement the PSC with the mathematics teachers in their schools. The research addresses teacher preparation and support, implementation of the problem solving cycle, and how the model impacts middle school student mathematics achievement.

**Innovations in Standardized Student Assessments**
Maria Araceli Ruiz-Primo, PI

*Building a Methodology for Developing and Evaluating Instructionally Sensitive Assessments.*
National Science Foundation, DRK-12: $1,015,927

It has been argued that the large-scale standardized assessments students take may not be directly tied to the curriculum they are studying. This situation sets up a tension between the knowledge and skills students are able to demonstrate on a particular assessment vs. the student knowledge and abilities that assessments do not probe. This project addresses this tension by building and testing a comprehensive approach for developing instructionally sensitive assessments that can provide a better picture of the extent to which science instruction impacts student achievement.

**Ensuring that ALL Teachers are Prepared to Teach ALL Children**
Donna Sobel, co-PI
Deanna Sands, co-PI
Cindy Gutierrez, director, teacher education

In collaboration with all UC Denver teacher education faculty

*Achieving Special Education Equity through Diversity (ASEED).*
U.S. Department of Education: $496,823

This project was initially created to ensure that special education graduates would be well prepared to serve students with high incidence disabilities who were from culturally and/or linguistically diverse backgrounds. Because the teacher education program in the School is a merged licensure program that prepares both general and special education teachers, ASEED was expanded to support, revise and improve the entire teacher education program and to integrate content and learning experiences that are rooted in culturally responsive educational practices across the curriculum to better support the needs of all students in urban schools. The changes will ensure that all teacher candidates are prepared to effectively teach and serve diverse populations and communities.

**Addressing Autism**
Phillip Strain, PI

*LEAP-USA (Using Science-based Approaches).*
Institute on Education Sciences: $1,600,000

LEAP-USA is a randomized controlled trial of LEAP’s two-year intensive coaching package on outcomes for children and families who participate in LEAP replication sites. The study, which is underway, will compare social, cognitive, language and autistic symptoms across 200 children each in intervention and comparison groups. Results from the initial cohort of participants show that children in the LEAP replication classes are making 1.3 months developmental progress for each month enrolled. By comparison, children with autism in high-quality comparison classes are making one month’s progress for each month enrolled.
Selected Research Grants and Centers

Electrifying Interest in Science, Technology, Engineering and Math

Doris Kimbrough, PI
Carole Basile, co-PI
Mike Jacobson, co-PI
Jackie Kapushion, co-PI

Rocky Mountain Middle School Math Science Partnership, National Science Foundation: $13,099,644

This project is designed to enhance middle school student achievement in math and science, mainly by providing math and science content courses to middle level teachers. UC Denver partners with seven school districts and four other higher education institutions. Since the project’s inception in 2004, twenty math and science courses have been developed primarily as summer institutes with a follow-up during the academic year. Courses are co-taught by College of Liberal Arts and Sciences, School of Education & Human Development, and K–12 faculty. More than 500 teachers have participated in the professional learning. The grant also has supported more than 400 students in summer camp experiences and after-school programs.

Promoting Innovation and Accelerating Research Into Clinical and Community-Based Practice

The Evaluation Center
Bonnie Walters, director
Katie Nearing, senior evaluator; project lead
Marc Brodersen, senior evaluator; project coordinator

Colorado Clinical Translational Science Institute Evaluation (CCTSI). $1.5 million evaluation budget as part of UC Denver’s Anschutz Medical Campus Clinical and Translational Sciences Award totaling $76.9 million, funded by National Institutes of Health, Dr. Ron Sokol (PI)

The Evaluation Center is conducting a comprehensive formative and summative evaluation of the CCTSI. The summative evaluation examines the effectiveness of the CCTSI in promoting innovation and accelerating translation of research into clinical and community-based practice to impact the nation’s health.

Centers

School of Education & Human Development research centers provide a forum for study and dialogue in topical areas, connect with the professional community and generate and disseminate findings that impact the lives of children and families.

Center for Continuing and Professional Education
Shelley Zion, executive director

Center for Transforming Learning and Teaching (CTLT)
Julie Oxenford O’Brien, director

Colorado Principals Center
Jim Brickey, director

Culturally Responsive Urban Education (CRUE)
Shelley Zion, executive director

Evaluation Center
Bonnie Walters, director

Front Range Board of Cooperative Educational Services for Teacher Leadership (BOCES)
Cathie Hill, executive director

Laboratory for Educational Assessment Research and Innovation (LEARN)
Mara Araceli Ruiz-Primo, associate professor/director

Paraeducator Resource and Research Center (PAR²A)
Ritu Chopra, executive director

Partnerships for Evidence Based Practices in Early Learning
Barbara Smith, research professor

Positive Early Learning Experiences Center
Phil Strain, director

Professional Development in Autism Center
Laurie Sperry, assistant research professor

For more information on our centers, visit www.ucdenver.edu/education and click on “Centers” in the upper right-hand corner of the homepage.
Think of it as a no-strings-attached-mini-MacArthur Fellows grant. It will soon be a reality thanks to the generosity of Dean Lynn Rhodes, who has created an endowment of $25,000 to establish the first faculty award in the School.

“The award will annually honor a faculty member who is an exceptional, committed leader, and helps the School move into the future,” says Rhodes.

She made the gift to encourage others to do likewise. “An important part of my role as Dean is fundraising,” Rhodes said. “Now that I’ve made this financial commitment to the School, it’s easier to encourage others to give to our faculty and our students. I know how great it feels,” she said.

Laurie Bond Memorial Scholarship

As her friends and family tell it, Laurie Bond was born to be a counselor. She was an innately good listener, with a wealth of empathy and a knack for providing the right advice at the right time. When it came to school, she couldn’t have loved it more.

“That was her thing,” says Wendell Bond, recalling the years Laurie spent pursuing a degree in UC Denver’s counseling psychology and counselor education program. “She was really in her element there.”

Tragically, after a lengthy battle with cancer, Laurie succumbed on August 2, 2002, at the age of 53, with just six credits remaining in her master’s degree. Seven years later, her memory lives on, with the Laurie Bond Memorial Scholarship and Assistance Fund providing $1,500 annually to help graduate students in the department, and another $1,500 helping uninsured families get counseling. To date, the fund has distributed more than $9,000 in celebration of Laurie.

Laurie volunteered with hospice organizations before enrolling at UC Denver in 1994. Just a year later, she was diagnosed, but even cancer didn’t keep her from class. She juggled chemotherapy and surgeries with lectures and exams for four years before she grew too ill to continue.

‘It was such a blow that she couldn’t finish the program,” says Wendell, a Denver geologist. “We wanted to further the work she was so in love with but could never finish by funding someone else who can do it in her name.’

If you would like to donate to the Laurie Bond Memorial Scholarship, visit ucdenver.edu/education and click on Give Now.
ABOUT THE FRONT COVER:
This circle of hands, ranging from the hands of a preschooler to the larger hands of a master’s degree student, symbolize P–20 education at its best. See page 8 to learn more about P–20 education.

Jefferson High School students, Jose Sanchez and Maria Arroya, walk by the mural by Colorado artist Leticia Tanguma. The mural depicts the history of Edgewater, Jefferson High School and surrounding neighborhood towns. It portrays a diversity of people and how this diversity adds to the beauty of the community.