

edge

CU Denver
School of Education
& Human Development



PARTNERING IN RURAL COLORADO

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University of Colorado Denver



CU IN THE CITY

THIS ISSUE

1 **A Letter from the Dean**
SEHD is engaged and partnered.



Yvonne Wiening, SEHD partner, principal of Hoenhe School.

2 PARTNERING IN RURAL COLORADO

New and ongoing rural partnerships benefit educators, not-for-profits and community members.

4 **Committed to Strategy and Alignment in Early Learning and School Policy**
Kristie Kauerz will bring the National P-3 Center to Colorado.

5 **School Psychology Program Rises to the Top**
Our School Psychology program is now accredited on contingency by the American Psychological Association.

6 **Access for All**
Linda Bowman leads the development of an EdD area of study for higher education leaders.

8 **“Oh, the Places You’ll Go!”**
Sally Nathenson-Mejia promotes books, multiculturalism in the classroom.

10 **The Culture of Counseling**
Farah Ibrahim helps her students explore counseling clients’ worldviews, cultural identities, privilege and oppression.

12 **Changing Lives, Including Her Own**
Meet Breanna Gutierrez, early childhood education MA student.

14 **Connecting with Students on Their Level**
Special education teacher Brian Thomas enjoys helping students find their purpose.

15 **Grants**
Selected funded projects.

16 **SEHD Year in Review**
Review some of our key accomplishments.

18 **New Faculty**
Meet 15 new faculty members.

20 **ThingStudio: Teaching and Learning in the Future Tense**
Reimagining teaching and learning as it should and could be—across classrooms, disciplines, networks and time zones.

Inside back cover:
Continue Your Education at CU Denver
New Continuing and Professional Education program offerings.



A LETTER FROM THE DEAN

Engaged and Partnered

This fall is my sixth as dean of the School of Education & Human Development. I feel truly lucky to be leading such a remarkable, talented and dedicated faculty and staff and to be part of such a dynamic, growing and changing university. Together, we have introduced many new degree programs with graduate and undergraduate options, developed our continuing and professional learning center, continued our highly regarded research and scholarship, and designed many of our face-to-face program offerings to include an online option. We are dedicated to the success of each and all of our students.

Our work can be found throughout the Front Range and across the state of Colorado, including in rural contexts. The defining quality of our work is that it is “engaged and partnered.” What does this mean?

Our engaged and partnered faculty spend significant time with colleagues in school districts and communities where together they identify problems of practice that become research agendas and develop certificate and graduate programs that are customized, relevant and impactful. For example, our EdD Leadership for Equity students work in teams with student, faculty and district colleagues to address authentic and meaningful research questions generated by the district and to provide short-cycle quick turnaround recommendations using improvement science methods. Dr. Shannon Hagerman, executive director of our continuing and professional education center, also partners with district leaders to learn the professional needs of a particular district in order to design program offerings for their context. Our teacher preparation program is a residency experience, with district partners collaborating with our faculty to prepare the next generation of teachers.

Being engaged and partnered assures that we are investing our time and resources on important and relevant issues and that our programs are preparing educators and leaders with insight into and understanding of today’s schools and communities. Colorado is a state made up of diverse communities, and our students develop their skills and knowledge in these contexts alongside their faculty mentors.

If you visit the Lawrence Street Center, you might not find the faculty in their offices. Instead, you might find Dr. Bryn Harris conducting developmental assessments in Denver Public Schools as a bilingual school psychologist, or Dr. Scott McLeod leading workshops in Jeffco on future-ready schools, or Dr. Kent Seidel and Dr. Julie O’Brian and their students evaluating the social emotional learning curriculum in Jeffco and Boulder Valley Schools. If you visit schools in Adams 14, you might find Dr. Lucinda Soltero-González working with teachers to support the writing development of dual language learners. In Aurora, Dr. Ron Tzur and his PhD students might be conducting research on the best way to support young children learning fractions. If you want to meet with me, we will have to have an appointment, because otherwise I might be at a board meeting for the Denver Preschool Program or at the Z Place in Green Valley Ranch in a meeting of the early childhood innovators group. We are engaged, partnered, visible and working hard in the many communities in Colorado! Inside this edition of the Edge, you will learn more about the many ways our faculty and students are engaged in our local and state communities.

All the best,

Rebecca Kantor

Rebecca Kantor
Dean

DEAN
Rebecca Kantor

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SEHD partner Shonie Pachelli, principal at Fisher’s Peak Elementary School in Trinidad, with children

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ABOUT
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PARTNERING IN RURAL COLORADO



Amid Colorado's short-grass prairies, hidden-jewel farming communities and small historic mountain towns, educators, not-for-profits and community members are feeling the pinch. School districts are facing remarkable challenges finding and retaining highly qualified teachers, especially in high-needs fields like special education, math and science. Not-for-profits and human service agencies in rural Colorado are having issues finding individuals with the necessary degrees who are fully trained to serve their diversifying communities. Historically, these challenges have existed partly because of these communities' distance from universities that prepare teachers and other service professionals.

"I believe strongly in our rural partnership work. Together, we're inspiring teachers and human services professionals who will stay and contribute for many years to come."

Barbara Seidl, associate dean of teacher education and undergraduate experiences

For the past 23 years, CU Denver's School of Education & Human Development has been actively addressing these statewide needs and breaking down traditional barriers through key partnerships, innovative technological solutions and grant-funded opportunities. As the higher education landscape continues to change and evolve, CU Denver expects these grassroots, customizable partnership programs to expand because they're an efficient method for partners and the university to move their missions forward.

"It's really great to work in communities where we know we can invest, and be committed to places and children and families who don't always receive the attention that larger cities receive," said Barbara Seidl, associate dean of teacher education and undergraduate experiences. "Our partnerships reach from the heart of the city to communities throughout the state. We are 'CU in the City' and across Colorado! We are doing work in places where, if we weren't, no one would be. And that really is having an impact on children."

Students at Fisher's Peak Elementary School in Trinidad

"Living and working within a rural community, it is difficult to find affordable and quality professional development for our teachers and staff. CU Denver provides that and more to my school!"

Yvonne Wiening, principal of Hoenhe School

SEHD has a multi-pronged strategy to partner with rural communities to address the crisis:

GROW-YOUR-OWN High school programs

CU Denver hosts a Rising Rural Educators Gala for rural students who have been identified by their teachers as having the potential to be great future rural teachers. The gala serves not only to recognize and celebrate these students and their family members and friends but also to elevate the image of rural teaching as a valuable and important career choice.

GROW-YOUR-OWN Undergraduate programs

In 2017, CU Denver and local rural district partners launched a first-of-its-kind undergraduate rural residency program with Otero Junior College in La Junta. Together, we designed a clinically rich four-year teaching degree in elementary education. In the summer of 2018, we added a new partnership with Trinidad State Junior College. Students obtain their associate's degree on the community college campuses during the first two years. Starting in year three, they work primarily with CU Denver faculty, teaching courses locally and through online coursework. Throughout the four-year program, students are deeply involved in early clinical experiences and participate in a full-year teaching residency during their senior year, leading to a BA in Education and Human Development and a teaching license from CU Denver. In Trinidad, students also have the option to earn a BS in Human Development and Family Relations from CU Denver.

GROW-YOUR-OWN Graduate teacher program

ASPIRE to Teach, CU Denver's alternative teacher licensure program, is a highly personalized and low-cost option for individuals in rural Colorado who already have a bachelor's degree and have decided to pursue a teaching career. The program provides on-the-job training while candidates earn a paycheck as a teacher in a school. The program has served over 100 candidates in 50 rural districts. It's the most popular alternative teacher licensure program in the state, with more than 1,000 graduates in five years.



"The high-tech, high-touch program provides personalized coaching to teachers in 18 fields, including math, science and special education."

Continuing and professional education

Rural teachers are often expected to handle multiple subject areas while preparing youth for college, career and civic readiness. This is where focused continuing education, funded by multiple CU Denver federal grants, has attracted and helped retain rural teachers.

"We intentionally co-construct all of our various programs and professional learning opportunities in partnership with rural schools and districts to ensure teacher candidates and current teachers engage in content-specific curricula and meaningful clinical experience," said Cindy Gutierrez, director of SEHD's Office of Partnerships.

"Grants like NxtGEN, an \$8.5 million five-year teacher preparation grant, have made a world of difference to educators in rural Colorado," said Ritu Chopra, executive director of SEHD's Paraprofessional Resource and Research Center. "And, we have just secured another grant called Ensuring Preparation of Inclusive Childhood Educators (Project EPIC-ECE)." Project EPIC-ECE is working with early childhood programs across the state to infuse special education lessons into the curriculum.



COMMITTED TO STRATEGY AND ALIGNMENT IN EARLY LEARNING AND SCHOOL POLICY

Kristie Kauerz, EdD, expert in early learning and school policy, joined the faculty of the School of Education & Human Development in August.

Kauerz, previously a research assistant professor at the University of Washington, specializes in bridging the worlds of early childhood education and K-12 education through policy, research and practice. Kauerz has a deep history in Colorado, having served as early childhood policy advisor to former Colorado governors Bill Ritter and Roy Romer and held leadership roles developing infrastructure that spans the birth through elementary school continuum in Colorado and the nation. She brought the National P-3 Center to Colorado.

“Kristie will bring her framework for creating alignment between ECE and K-12 education to Colorado. She will also add a critical policy perspective to the school’s early childhood education curriculum in the EdD Leadership for Educational Equity program. Her work will enrich the broader community and move us closer to the goal of providing quality pre-kindergarten education opportunities to all children throughout Colorado,” said CU Denver SEHD Dean Rebecca Kantor.

Kauerz joins the university as a clinical associate professor in the Administrative Leadership and Policy Studies program. Her scholarship will focus on ECE and K-12 policy development and systems alignment so that children have more seamless and supported early learning opportunities, from early childhood through elementary school.

“I am eager to collaborate with faculty whose work is dedicated to improving the organizations and systems that support young children’s learning and development. I am also humbled and excited to ‘come home’ and rejoin a deep and wide network of community leaders who are making Colorado a place where all children are valued, healthy and thriving,” said Kauerz.

Kauerz is director and principal investigator of the grant-funded National P-3 Center, which will be housed within the SEHD. The center focuses on quality learning opportunities for children from birth through elementary school, or Preschool through 3rd Grade (P-3).

Leaders in Colorado’s early childhood education community join CU Denver and the SEHD team in welcoming Kauerz back to Colorado:

Jennifer Landrum, president and CEO of Denver Preschool Program, “It is a big win for Colorado that Kristie Kauerz is returning to our state and bringing the National P-3 Center to CU Denver. Her past contributions to Colorado’s early childhood landscape through her work in the office of Governor Roy Romer, on the Policy Matters initiative in the early 2000s, and her leadership in the development of the Colorado Early Childhood Framework paved the way for much of the good work Colorado has accomplished for children over the past 15-plus years.”

Susan Steele, executive director of the Buell Foundation, “We are so pleased to welcome Kristie back. She is a thought leader and longtime friend to Colorado’s work to improve outcomes for young children and their families across the state. Her expertise in connecting systems through the PreK-3rd Grade Framework as well as in advancing leadership skills in the field will be particularly valuable at this time.”



SCHOOL PSYCHOLOGY PROGRAM RISES TO THE TOP

In late September, CU Denver’s School Psychology program hosted an event to celebrate an important milestone. The PsyD program is now accredited on contingency by the American Psychological Association, which is no small feat. It is one of only nine school psychology PsyD programs in the country to receive APA accreditation, and the only one west of the Mississippi. The accreditation signifies to the public that our training program meets the highest standards in the profession.

The foundational mission of the program is to train culturally and linguistically responsive school psychologists. All of the courses revolve around themes of equity and social justice. And, it is one of only two APA-accredited programs in the country that offers an optional bilingual school psychology concentration.

APA accreditation opens the door to additional internship, job and leadership opportunities for students.

The program faculty—Franci Crepeau-Hobson, associate professor; Bryn Harris, associate professor and program director; and Rachel Stein, clinical assistant professor—attended the celebration. So did current and prospective students, supervisors, community leaders, and faculty and staff from CU Denver.

Jack Davenport, a third-year student in the program, was excited about the new accreditation. “It opens up a lot of prospects for graduates of the program, including more opportunities for APA-accredited internships. It also provides an easier path towards licensure post-graduation.”

Jennifer Sill, a third-year student, really enjoys the classes in the program. “They give us a lot of opportunities to learn the different kinds of routes and job types we can take within school psychology.” The program has a 100 percent job placement rate.

Catherine Thompson, a fourth-year student, is in the internship phase of the program. “I think that this accreditation is a great tribute to the hard work of faculty in the program and how they have put the curriculum and experiences together. It’s a wonderful program. I feel so prepared working in the schools, as well as completing my internship this year.”



“Our students are visible in our schools and community,” said Crepeau-Hobson. “They are very involved in promoting important issues like youth suicide prevention with groups like the Second Wind Fund, a nonprofit suicide prevention program.”

THE PROGRAM HAS A 100% JOB PLACEMENT RATE.

The program is proud to partner with school districts across Colorado, the American Psychological Association, the Centers for Disease Control and Prevention, the Colorado Department of Education, the Department of Pediatrics at Anschutz Medical Campus, the National Association of School Psychologists, Project ECHO and the U.S. Department of Education.

“Well, I’ve been stalking the program online for a few years,” said a prospective student at the celebration. “The accreditation is a big deal because it offers a lot more mobility—not just in terms of geography, but in terms of how flexible you are with the degree.”

ACCESS FOR ALL

Education faculty member leads the development of an EdD area of study for higher education leaders

Linda Bowman (MPA '92, PhD '95), clinical professor in the Leadership for Educational Equity program and interim vice provost for student access and achievement at CU Denver, has spent a career leading community colleges in Colorado—13 of them as president and more than 25 years in leadership in the Colorado Community College System. It is also where she developed her passion for educational access, equity and social justice in higher education. She knows higher education leaders can make the difference if they share that passion and are empowered with tools for positive change.

Bowman was hired by CU Denver's School of Education & Human Development (SEHD) to lead the development of the new Doctor of Education, Leadership for Educational Equity concentration in higher education. She will be working with others this year to get ready for the first classes. The new offering

empowers leaders in higher education to improve educational access, equity and success in diverse urban and rural communities. The three-year cohort-based program provides a hybrid online and on-campus format that's accessible to working professionals.

"The time is right for this program, and CU Denver is the right place for it," Bowman said. "We have the commitment of faculty and the administration to shape the future of leadership in higher education with an equity mindedness that will serve the students of the future."

An alumna with passion

Bowman, who joined the CU Denver faculty in January, holds bachelor's degrees in English and Spanish and a master's degree in English. She began her career teaching in K-12 classrooms but soon moved to teaching and administration at the college level.

Then, she developed an interest in community colleges that led her to CU Denver, where she earned a master's degree and doctorate in public administration.

"I had a terrific experience as a student here," she said. "It was a turning point for me in terms of being able to rethink systems and strategies for student success."

Bowman has served as president of three colleges and compiled 26 years of leadership in the Colorado Community College System. She was a Fulbright Senior Specialist in Hong Kong and has contributed to key policy initiatives, including credit transfer, public higher education advocacy and funding, and concurrent credit offerings for high school students.

"I feel very fortunate to have this opportunity to come into this institution, which I love anyway, and be part of this program, which I believe will really change opportunities for thousands of people—that's a thrill," she said.

THE TIME IS RIGHT FOR THIS PROGRAM, AND CU DENVER IS THE RIGHT PLACE FOR IT.

A leader for leaders

The first student cohort in the Doctor of Education, Leadership for Educational Equity in Higher Education program will begin coursework in summer 2019.

Through the hybrid course format, students will meet in person for one week in the summer and one week in the winter, and will engage in collaborative online courses in between. SEHD administrators are working with CU Online and the new Office of Digital Education to construct an online format for the program that maximizes meaningful learning experiences and faculty interactions along with convenience.

"This structure helps accommodate people's working lives and allows them to practice and test things they are learning," Bowman said. "People who are already working professionals in the field bring so much into the conversation."

The curriculum will focus on the leadership skills needed to improve access, equity and success for college and university students. Students will study, for example, law and ethics, organizational cultures, finance and strategic resource allocation, power and privilege, and predictive analytics.

The program will offer a unique support service through which students can receive executive coaching for up to a year after graduation.

"As leaders are moving up in responsibility, the role of coaching is critical to their success," Bowman said. "I have provided this service, and I know that having someone who understands

your work and can provide you safe and confidential feedback can help you navigate the challenges of each new day in your career."

An advocate for access

Bowman points to large-scale demographic changes in the United States as a contributor to the need for this program, as well as the exodus of the baby boomer generation from the workforce.

"We know that across higher education, students from diverse populations have not been as successful as they should be," she said. "Higher education provides the best way we know for dealing with many significant societal challenges and inequities. We know that we must be intentional about student success. Folks who have educational opportunities are able to rise. For that to happen, we must provide both quality and support."

From her work as a college faculty member, administrator and president, and in her current position as board chair for the Denver Scholarship Foundation, a partner with CU Denver, Bowman sees what those efforts can bring.

While other similar education degree programs exist around the country, Bowman said they don't offer the specialized format of SEHD's new degree.

"This degree enables and supports current leaders in higher education to continue their work while completing their degree," she said. "The graduates of this program will be successful leaders for higher education in the future."



“OH, THE PLACES YOU’LL GO!”

Lynn K. Rhodes award winner promotes books, multiculturalism in classroom

Although she has taught two basic tenets of education for nearly 40 years, Sally Nathenson-Mejia, PhD, associate professor in CU Denver’s Responsive Literacy Education program, considers her life’s work anything but basic. In her mind, reading and writing open the door to the world for children, and no better tool exists to help crack that door open than a good book.

Nathenson-Mejia’s passion for her work has shone through so much during her 30-plus years at the University of Colorado Denver that she was chosen for the 2018 Lynn K. Rhodes Endowed Faculty Award. With recipients selected by former Dean Rhodes, and current Dean Rebecca Kantor, the annual endowment recognizes School of Education & Human Development faculty members who contribute significantly to the school and community.

Hired by Rhodes in 1987, Nathenson-Mejia said she admired the former dean’s writings in graduate school and values her years of mentorship. “So, yes, the award is a big deal. Lynn brought me here and taught me how to teach adults. It means a lot.”

CU Denver’s Responsive Literacy Education program offers popular on-campus and online master’s degree options for individuals who wish to advance their knowledge and training to work with diverse student populations as they develop reading, writing and oral language skills.

Sally Nathenson-Mejia has created many long-term relationships with her students, still mentoring and learning from teachers she had in class as long as 25 years ago.



“So much good thinking”

A lifelong lover of books, Nathenson-Mejia’s belief in them as a teaching tool was cemented in graduate school, where she learned their effect on improving language and cognitive skills, among other things. “I know how powerful it is to be able to sit with a child and read a good book,” said Nathenson-Mejia, noting the captivating force of the enchanting art and animated words of quality children’s literature.

“When we read to kids, we’re also helping them to learn to use their imaginations, to visualize things in their heads, to think about what might come next or what maybe came before,” said Nathenson-Mejia. “There’s just so much good thinking that goes on when you are engaged with a child and a book.”

A multicultural difference

Nathenson-Mejia focused her career on dual-language teaching after falling in love with the emphasis during clinical training in Puebla, Mexico. “I was just fascinated,” she said of watching children mastering two languages congruently at the school. “That really made it very clear to me that this is what I wanted to do.”

After earning her bachelor’s degree, she returned and worked for four years at the Puebla school, marrying fellow teacher and now CU Denver alumnus Enrique Mejia (MA ’08), who teaches Spanish in the Department of Modern Languages. The couple raised two daughters in a bilingual environment.

“When you grow up with one language, you learn one set of words and one way of looking at the world. But when you are learning two languages, you usually are also learning two cultures, so there are two lenses that you are looking through. And kids are amazing at how they are able to do that,” Nathenson-Mejia said.

Research that bonds

Embracing diversity became an important cornerstone for Nathenson-Mejia, who encourages teachers to take advantage of the shared learning potential that varied languages and cultures present.

One of her research projects was aimed at bridging cultural barriers that can sabotage teacher-student relationships in diverse classrooms. She and colleagues armed preservice students with culturally diverse versions of her favorite tool — books.

After teaching the students techniques for using the books in the classroom, the teachers sent them out in the field. “It helped them understand their students more and feel like they could create relationships,”

Nathenson-Mejia said. “They were astounded at how much the children responded.”

A meaningful project

Nathenson-Mejia recently translated a children’s book written by SEHD colleague Maria Uribe, senior instructor of literacy and urban community teacher education, after Uribe witnessed a profound example of how cultural differences can affect a classroom.

A normally happy little girl showed up to the kindergarten class Uribe had been working with quiet and distraught. Her parents, Uribe learned, had just been deported, leaving the child to live with relatives. Uribe quickly wrote “Todos Vamos Estar Bien” or “We’re Going to be Alright” to depict the girl’s experience.

“Teachers can use the book to help the kids talk about what’s going on in their lives,” Nathenson-Mejia said. “It’s not changing the situation, but it’s giving kids a way to see their own lives reflected and to see that they are not alone.”

Proud of her work with SEHD, Nathenson-Mejia said encouraging culturally responsive literacy enriches everyone. “We all care about our kids. We are all human and alike in so many ways, but we are also all different in so many wonderful ways.”

SALLY IS WELL-KNOWN BY HER STUDENTS AND COLLEAGUES AS A PERSON WHO ALWAYS SHOWS UP AND DELIVERS, AND SHE DOES SO WITH GOOD HUMOR AND GRACE.

—SEHD DEAN REBECCA KANTOR





THE CULTURE OF COUNSELING

Deeply exploring counseling clients' worldviews, cultural identities, privilege and oppression is key to helping them heal.

Every day, culturally diverse counseling clients walk into clinics, schools and private practices throughout the world to share their deepest concerns, hopes and dreams. Each person brings a unique sense of self that is complex and multifaceted. Whether clients are trying to build a better self-image or navigate the disparate demands of work and society, or if they are dealing with serious depression, drug addiction, suicidal thoughts, culture shock, racism or sexism, counseling is a critical step to making things better. Clients from diverse backgrounds, many of whom have historically not been adequately served by the profession, often feel especially vulnerable as they step through the door. They hope that the counselor who is listening to them is able to understand their concerns, accept and empower them.

Farah Ibrahim, PhD, professor of Counseling at University of Colorado Denver's School of Education & Human Development and co-author of the new book "Intentional Group Counseling: Best Practices for a Multicultural World" (Ibrahim, Ivey, Pedersen, & Ivey, 2017), has given hundreds of seminars and research presentations on negotiating cultural differences. She concentrates on preparing future counselors to work effectively with clients from several cultural contexts. Her deep understanding of how immigration and diversity impact mental health stems from her childhood in the rough part of Pakistan known as Sarhad, or North-West Frontier Province, where it was quite normal to see men with rifles on their shoulders and bullets strapped across their chests walking down the street. Since then, she has lived, taught and counseled in several cultural contexts, including England, Pakistan and the United States.

Most of the counseling texts and research Ibrahim studied as a student were written by white men. As she progressed through her counseling training and clinical expe-



Farah Ibrahim and students in her multicultural counseling course.

riences, she started to wonder what was going on. The models she had been taught in graduate schools weren't working for women or for her diverse clients. She realized that different counseling models work for different people and that the counselor's ability to better understand culturally diverse clients' worldviews was key to their healing and progress in therapy. To help solve these issues, Ibrahim developed and published several important resources for counselors around the globe, including "Scale to Assess World View" (1984), "Cultural Identity Check List" (1990, 2008), "The U.S. Acculturation Index" (2007), "Cultural Competence and Responsiveness Survey for Educators" (2005), and "Privilege/Oppression Inventory" (2017).

Ibrahim works with a team of counseling faculty at the University of Colorado Denver who have a deep commitment to teaching the new generation of counselors about multicultural counseling, social justice advocacy and exploring intersectionality of client identities. "We look at the individual not just by gender, or by just sexual orientation, or just by race or culture, but holistically." Counselors have to understand the intersectionality of an identity to see how much power a person may have, or believes he/she/ze has, based on gender, sexual orientation, social class, education level, etc. It is important to focus on intersectionality, because people are treated differently based on what characteristics are valued by a society. And if you don't have any power, and don't feel you have power, you really cannot live your life fully or achieve your goals. We're all about empowering diverse clients."

counseling methods for our diverse society. "Diverse individuals have opened up to me. There are some bad counselors out there. And, even people who think they have had multicultural training struggle when working with culturally different clients. This can be detrimental to diverse clients. There's a lot of unfinished business in people's lives that never gets closure because they don't know where to go and who they can trust. After a bad experience, many clients will not seek help; this can be dangerous."

Ibrahim encourages all of her current counseling students at CU Denver to get out into the world and volunteer in order to understand their prospective multicultural clients. "I think that this is also part of the social justice venture that we are into," said Ibrahim. "I am really encouraging them to volunteer, to go out to schools, community mental health centers and other community agencies where you have people that need services. They require social skills, or just need support. The student volunteers offer healthy coping mechanisms and also validate their feelings and what they're going through, and teach them how to cope effectively."

"What I say to our students is that clients come in with a primary issue (or the presenting problem), which is the issue that they want to work on. My secondary goal is to always empower them within their own identities. For example, if it's the gender part that is weakening them, then I try to empower them there. I try to find what's right

IBRAHIM ENCOURAGES ALL OF HER STUDENTS TO GET OUT INTO THE WORLD AND VOLUNTEER IN ORDER TO UNDERSTAND THEIR PROSPECTIVE MULTICULTURAL CLIENTS.

"To me now, worldview (beliefs, values and assumptions) is the core of a person," said Ibrahim. "This is acquired in a social-cultural environment: how they were brought up, how they were socialized, what religion were they socialized in, how educated their parents were, how educated they are, and ability and disability issues. Looking at all these variables gives me an image of the intersectionality of identity, which helps in figuring out how powerful this person feels in a given society."

And, while mental health professionals who are recently trained and licensed by accredited universities generally receive some multicultural counseling training, Ibrahim is concerned about counselors who received their training many years ago and who have not kept up with newer

with their gender, how they stood up for themselves and what they did to reinforce their power as a gendered being."

Ultimately, Ibrahim said, helping her students succeed in the profession is at the core of everything she does. "My students last semester completed an advanced multicultural course where they had to do a social justice project. They chose to complete the project at a high school in Aurora where more than 100 languages are spoken. The counseling students went there and asked the teachers and students what they would like to work on (a needs assessment). Then they developed a counseling intervention and conducted it. They did a superb job. And, the school wants them to come back next year to foster skills, build empathy and create positive bonds among students."



CHANGING LIVES, INCLUDING HER OWN

Breanna Gutierrez, MA student, Early Childhood Education

Breanna Gutierrez's passion for teaching began in middle school. She was struggling to be successful academically, and then something life-changing happened. A teacher and a counselor helped support her tremendously. At times, Gutierrez pushed them away, but they never gave up on her. To this day, she recognizes them both for believing in her ability to overcome obstacles. Their persistence inspired the young woman to eventually become a teacher herself in order to help all children and their families reach their fullest potential.

Today, as an early childhood special education teacher in the Adams 12 school district, Gutierrez provides specialized instruction to three- to five-year-old children who have developmental delays and disabilities. Some of the children join her classroom on the day they turn three. "It's a nice birthday present for them," she said.

Gutierrez sees school as a gift that will last these children a lifetime. She is there to recognize the potential in each of the children in her class and do everything she can to promote their growth. "We are one of their first teachers other than the parent," Gutierrez said. "We set the foundation of whether they are going to love school or not."

What she enjoys most about her job is "watching that light bulb turn on over their head. Sometimes you're teaching the child the same thing over and over again for two weeks. But when they finally get it, that's what I love—watching it click."

A big component in the children's success is developing strong partnerships with families, something Gutierrez learned during her Working with Families, Professionals and Communities class. "Prior to the program, I didn't think that parental involvement was as important as data or outcomes," she said. "But as early childhood professionals, we serve a very diverse population of children."

Recognizing the importance of diversity and social justice informs the decisions Gutierrez makes in the classroom every day. "Making the right decisions for children and their families provides all families with the opportunity to reach their fullest potential. It is our responsibility to advocate for them, making sure they have equal access to play and learn and grow and develop in our care." The results can be astounding.

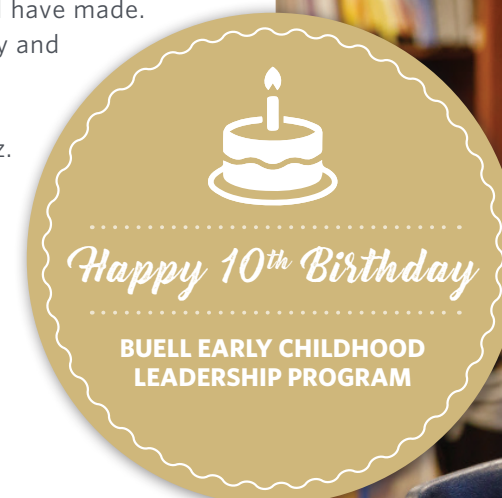
In April, as the school year winds down, Gutierrez really notices the change. "So many aspects of their growth start to stand out. You see it in their behavior. The relationships they've developed with their peers. The relationship they've developed with you. You see it in your data. It's very emotional. I know that the time's coming to say goodbye. It's a really bittersweet moment."

GUTIERREZ SEES SCHOOL AS A GIFT THAT WILL LAST THESE CHILDREN A LIFETIME.

But having served as an early childhood teacher then lead teacher at Arapahoe Ridge Elementary School before stepping into her current role, she knows the cycle will begin again, with new achievements blossoming for each child. In her work toward earning her master's degree, she has felt a similar sense of growth in herself. "I absolutely love the program at CU Denver," she said. "I truly feel as though I've flourished." Her colleagues have seen her growth too: in fact, they encouraged her to apply for the special education position she holds today. "This is my dream job," said Gutierrez. "When I began my master's program, I had a five-year plan." She achieved that plan—to be hired as an early childhood education specialist—in her very first year as a student at CU Denver. "A year into the program, I did it somehow."

What makes her achievement all the more impressive is that she's done it while raising three young daughters, working and attending graduate school full time. SEHD's faculty have been especially supportive, she said, naming former senior instructor Alissa Rausch and associate professor Cristina Gillanders as mentors. "I saw Dr. Gillanders two weeks ago, and she asked how I'd been," said Gutierrez. "I told her that going back to grad school was probably the best decision I have made. I've had so many opportunities educationally and professionally that I couldn't be happier."

That sense of fulfillment motivates Gutierrez. She encourages others who are scared to go back to school to give it a try. Just as her middle school teachers supported her when she was struggling, she believes in supporting others, whether they are the children in her classroom or adults hoping to fulfill their own dreams.





CONNECTING WITH STUDENTS ON THEIR LEVEL

Special education teacher says SEHD set him up to make a difference. Brian Thomas bristles when talking about colleagues who label students as problem kids before they even know the teens. The University of Colorado Denver graduate wants to make sure all kids get a fair chance in school.

Thomas moved to Denver “on a whim” and oriented his compass toward the School of Education & Human Development. His experience was life changing, shaping him as a person and directing him toward special education, where he plans to help kids find their purpose sooner in life.

The right path

“These are the kids who need us the most,” said Thomas (Teacher Licensure '17, MA '18) as he reflected on his education and first year of teaching early into his summer break. “I really have a connection with them,” he said, recognizing that these students are sometimes written off and are struggling with special challenges.

He wins his students over with jokes, conversations about rock music, and a creative teaching style.

Beyond lesson planning

Sold on SEHD from the day he wandered into its offices to ask about the program, Thomas said his education went well beyond writing lesson plans. It reshaped the way he thinks, acts and communicates with people.

Thomas largely credits his success to the faculty’s passion and their immersion as teachers in the field. “They were

really influential. I paid a lot of attention to how they were teaching me as well as to what they were teaching,” said Thomas.

SEHD’s emphasis on early clinical experience was another chief attraction, he said. The program requires clinical experience throughout, beginning in the second semester. “It definitely helped,” Thomas said.

“Brian is one of those students who saw opportunities, sought guidance from faculty and then actualized them,” said Nicole Winowiecki, instructor, Special Education. “He served as a co-president for the on-campus Student Council for Exceptional Children while a student at CU Denver. This became a springboard for an elected two-year term board position with the state organization, Colorado Council for Exceptional Children.”

Making a difference

Connecting with kids and making learning fun comes easy to Thomas, a lover of everything outdoors who also plays drums in a local rock band called Lost Shapes. “I like being around the kids,” said Thomas, who sports drumstick tattoos on one arm and colorful koi on the other. “I have a lot of the same interests, so I connect with them on their level.”

As a special education teacher at Northfield High School, Thomas’s job involves helping students with cognitive and behavioral challenges move beyond school and transition into life. “That’s something I take really seriously,” he said.

As fun as his job can be at times, it isn’t always easy, but Thomas knows he has what it takes. “I’m very good at staying calm. I don’t get worked up, like, ever,” he said. And every time he sees a student change or make even the smallest stride toward finding direction, that’s all he needs. “Seeing that with these kids is just the most rewarding thing ever.”



GRANTS *Selected Funded Projects*

FIVE-YEAR EVALUATION OF MAJOR NATIONAL SCIENCE FOUNDATION GRANT

SEHD’s Evaluation Center, led by Bonnie Walters, executive director, will receive \$229,680 to evaluate a \$3 million National Science Foundation grant called Improving Undergraduate STEM Education: Hispanic-Serving Institutions Program. Primary work on this grant is based at New Mexico State University, California State University, Northridge and Doña Ana Community College. The grant will build STEM education, training and research capacity through a Hispanic-Serving Institutions (HSI) Resource Hub.

\$1.2 MILLION NATIONAL SCIENCE FOUNDATION INNOVATIVE TECHNOLOGY EXPERIENCES FOR STUDENTS AND TEACHERS (ITEST) GRANT

The Bessie Coleman Project: Using Computer Modeling and Flight Simulation to Create STEM Pathways, funded by the National Science Foundation’s ITEST program, provides unique learning opportunities for underrepresented students in the Rocky Mountain and mid-Atlantic regions of the United States by leveraging Universal Design for Learning. \$76,534 of the grant funds are allocated to CU Denver. The project, led by PI Jacqueline Leonard of the University of Wyoming, co-PI Geeta Verma of CU Denver and two additional co-PIs, is named for the first African-American woman to receive a pilot’s license. It explores three interventions for teachers and students in before- and after-school clubs and summer camps: 3-D computer modeling and game design to develop computational thinking (CT) and spatial visualization skills; flight simulation software along with drones and Raspberry Pis to apply CT to aviation and aerospace; and field trips and guest speakers to inform teachers and students about STEM-related careers.

\$32,568 STUDENT-CENTERED LEARNING GRANT

The Critical Civic Inquiry: Student-Centered Learning grant, funded by Jobs for the Future, will investigate how students can be supported to take ownership of their learning and how learning can occur anytime, anywhere. Shelley Zion (MA '01, PhD '07) of Rowan University is the PI for the grant. Carlos Hipolito-Delgado of CU Denver and Ben Kirshner of CU Boulder are co-PIs. This research will use Critical Civic Inquiry (CCI), a student-centered learning approach. Students who participate in the study will identify a compelling problem or challenge related to equity, study that problem through original research, and then advance their ideas by sharing their work with school leaders, policymakers or other public audiences to propose equitable structures and solutions.

\$704,441 PRESCHOOL QUALITY GRANT

CU Denver, NORC at the University of Chicago and Tarrant Consulting have been awarded a \$704,441 grant from the Walton Family Foundation. Diana Schaack, assistant professor at SEHD, and Vi-Nhuan Le at NORC serve as co-PIs for the grant. Their work will support the State of Arkansas in scaling high-quality pre-kindergarten programs in order to support young children’s social-emotional, cognitive and language skills. First, they will investigate the current early childhood data landscape in Arkansas and make recommendations regarding the creation of an integrated early childhood data system. Next will come a pilot study that examines the key features of pre-kindergarten programs associated with children’s kindergarten readiness to help provide guidance to policymakers about potentially impactful strategies for improving pre-kindergarten along dimensions that may bolster children’s academic and language skills.

\$400,000 TEACHER RESIDENCY GRANT

Colorado Department of Education, CU Denver, Denver Public Schools and the University of Denver received a \$400,000 grant from the Institute of Education Sciences to study what makes teacher residencies effective as a teacher preparation strategy and how to share approaches to assess teacher candidates’ performance. Ultimately, the goal for the partners is to develop a strong blueprint for teacher preparation, including valid and manageable assessment systems, so that all preparation programs are designed to provide candidates with strong preparation. PIs for the grant are Rebecca Kantor, Dean, SEHD, and Karen Riley, Dean, Morgridge College of Education, University of Denver.

\$185,830 RESEARCH AND PRACTICE PARTNERSHIP GRANT

A recent Hewlett Foundation grant will support CU Denver researchers in collaboration with numerous rural Colorado districts as they refine and expand their Student-Centered Accountability Program (S-CAP). S-CAP is a partnership of the six founding rural districts (Buena Vista, Buffalo, Holyoke, Kit Carson, La Veta and Monte Vista) with Battelle for Kids (Ohio), Generation Schools Network and the Colorado Rural Education Collaborative. CU Denver researchers Kent Seidel and Julie Oxenford O’Brian, along with several doctoral students, are serving as the research partners for the three-year project, providing technical assistance on a variety of qualitative and quantitative data collection methods and processes. The goal is to develop a sustainable data-driven process of continuous improvement and peer review among the districts that can put local needs, interests and strengths in the spotlight while meeting state accountability goals.

YEAR IN REVIEW



TWO COMMUNITY-BASED RESEARCH PROJECTS ADDRESS GENTRIFICATION

Antwan Jefferson, clinical assistant professor, co-chaired a 40-member Denver Public Schools Strengthening Neighborhood Initiative Steering Committee during the first phase of a citywide effort to review how rapid gentrification is changing Denver's neighborhoods and public schools. In addition, Jefferson and Ben Kirshner of CU Boulder were co-PIs for a \$50,000 Spencer Foundation grant that brought 144 community organizers, educators and university researchers from across the United States to the URBAN Conference 2018: Place and Displacement in Denver, Colo. (May 17-19, 2018). There, participants engaged in community-based participatory research on gentrification, enforcement of immigration policies, practices of policing, school closures, mass incarceration and environmental racism. Through April 2019, the grant will continue to support collaborative research opportunities for community-based researchers who are addressing issues of place and displacement across the country.



TWO RECOGNITIONS FOR DISSERTATION

Sofia Chaparro, assistant professor, received two recognitions for her dissertation: the Bilingual Education Research SIG Award for Outstanding Dissertation from the American Educational Research Association and the Jolley Bruce Christman and Steven S. Goldberg Annual Award for Best Dissertation in Urban Education from the University of Pennsylvania. Her dissertation, titled "Language and the Gentrifying City: An Ethnographic Study of a Two-Way Immersion Program within an Urban Public School," focused on understanding the creation of a two-way immersion bilingual program in the context of gentrification and public school reform, as well as the effects on students and families enrolled in the first two years of the program.



THREE WEEKS AND OVER 700 HOURS OF SERVICE TO SCHOOLS AND COMMUNITIES IN SEVILLA, SPAIN

Sevillian, Moorish and European interwoven cultures and language provided unique experiences for our SEHD undergraduate students. Sixteen students took daily walks down narrow cobblestone streets to serve in child development centers, community centers, immigrant and refugee services, community gardens, elementary schools and high schools. At the core of their service hours and experiential education was the mission of the School of Education & Human Development and the Human Development and Family Relations program: to serve through a diversity and social justice lens. Faculty members **Ruben Viramontez Anguiano** and **Sarah Harrison** were proud of our students' willingness to learn about a new culture and, at the same time, serve the community.

YEAR IN REVIEW



SIX STUDENTS TRAVEL TO D.C. TO PRESENT RESEARCH

Arliss Howard, Raquel Issac, Frida Silva, Diego Ulibarri, Tania Soto Valenzuela and Maria Velasco, students in SEHD's Right to Learn Undergraduate Research Collaborative (R2L), along with associate professor **Manuel Espinoza**, presented their research into educational rights at Georgetown Law School's Law, Culture and the Humanities Conference in Washington, D.C. The trip and presentation were made possible by grants from the Spencer Foundation, CU Denver's Office of Research and Creative Activities, Division of Student Affairs, Office for Undergraduate Experiences and SEHD.



2018 NATIONAL EXCELLENCE IN DIVERSITY AWARD

In March 2018, our school won a prestigious national award for promoting diversity in teacher education, the 2018 AACTE Best Practice Award in Support of Multicultural Education and Diversity from the American Association of Colleges for Teacher Education, the largest and most significant professional association for teacher education. We were honored because we have a successful track record in identifying diverse talent, launching multiple innovative pathways into teaching, and preparing individuals to teach in fulfilling ways. **Suzanne Adams, Cindy Gutierrez**, and **Barbara Seidl** accepted the award.

TRANSFORMATIVE EARLY CHILDHOOD LESSONS — 6,495 MILES AWAY

Elizabeth Steed, associate professor, led six graduate and doctoral students on a two-week global study of early childhood intervention in the Republic of Georgia. They visited four inclusive preschool centers in three cities: Tbilisi, Kutaisi and Batumi. Additional learning opportunities included early intervention home visits, meetings with nonprofits, a visit to an evaluation center and an all-day workshop on inclusion. Participants had the opportunity to reflect on system characteristics that support or hinder the implementation of evidence-based practices and the influence of culture on practice. The students brought back new inspiration for their work as early childhood leaders and wonderful memories of good food, beautiful cities and the lovely Georgians who are now friends.



TOP 25

Cheryl Matias, associate professor, was honored in *Diverse: Issues in Higher Education* magazine's March 2018 issue as one of the top 25 women in higher education who are making a difference. Her research focuses on whiteness. Matias is the faculty founder of Research Advocacy in Critical Education (R.A.C.E.), a collaborative think tank that brings together activists, educators, students and community members to pursue racial and social justice in education. She was twice awarded CU Denver's Rosa Parks Diversity Recognition Award.

NEW FACULTY



Adriana Alvarez, assistant professor in the Culturally and Linguistically Diverse Education program, earned her PhD from the University of Colorado Boulder. She comes from the University of Texas at Austin, where she was an assistant professor. Her research centers on biliteracy development and pedagogy for emergent bilingual students and families.



Michael A. Barla is a clinical assistant professor in the Early Childhood Education program. He received his EdD from Maryville University. Most recently, he worked at Fontbonne University as an assistant professor. His research interests include the assessment process in early childhood special education and antibiotic work in early education.



Linda Bowman, clinical professor in the Leadership for Educational Equity program, earned her PhD at CU Denver. She has spent a career leading community colleges in Colorado—13 of them as president and 26 years as a leader in the Colorado Community College System. She was hired to lead the development of CU Denver's EdD concentration in higher education.



Jorge Chavez, associate professor in the Human Development and Family Relations program, earned his PhD from the University at Albany. Previously, he served as an associate professor of sociology at Bowling Green State University. His research focuses on the success of Latino adolescents in family, school and community contexts; the impact of social and immigration policy on Latino families and their schools; and integrating developmental, social and ecological perspectives toward understanding the racial and ethnic differences in mental health, problem behaviors and violence.



Paula Gallegos, senior instructor in Educational Foundations and Teacher Education, earned her PhD from CU Denver. Since 2014, she has worked as the NxtGEN undergraduate residency coordinator and as a lecturer for undergraduate teaching courses. Her research is on Meso-Hispanic Meso-American urban public high school students and how their loss of a native language affects their identity and educational outcomes in high school.



Laura Goodwin is a professor in the Research and Evaluation Methods program. She received her PhD from CU Boulder and is returning to the SEHD faculty after many years of high-level administrative roles at CU Denver, including the associate vice chancellor for academic affairs role she held from 2003 until this year. Her research includes statistical and measurement concepts and techniques, research and measurement in early childhood education, and mentoring in higher education.



Jennifer Greiving, instructor in the Human Development and Family Relations program, is in the second year of her PhD coursework at CU Denver. She has served as a lecturer and co-instructor for a variety of undergraduate courses and is currently co-leading an undergraduate learning community. Her research interests include globalization and families, graduate student-parents, online learning and community outreach.



Kristie Kauerz, clinical associate professor in Administrative Leadership and Policy Studies and director of the National P-3 Center, received her EdD from Columbia University and most recently worked at the University of Washington. She specializes in bridging the worlds of early childhood education and K-12 education through policy, research and practice. She has held leadership roles in Colorado and across the nation to develop alignment strategies and infrastructure that span the birth through elementary school continuum.

NEW FACULTY



Andrea Laser, instructor in the Early Childhood Education program, received her MA from CU Denver and is currently in her dissertation year toward earning an EdD from SEHD. She has extensive experience working with children and families in inclusive public preschool and elementary school settings and, most recently, worked as an early childhood special educator for Boulder Valley School District.



Joshua Martin, alternative licensure instructor for ASPIRE to Teach, is currently pursuing an EdD at CU Denver. His previous work experience includes a special education consultancy role with Aurora Public Schools and a special education coordinator role at KIPP Memphis Collegiate High School. He is dedicated to organizational leadership and the use of research-based practices for instruction, intervention and systematic change.



Diana Schaack, assistant professor in the Human Development and Family Relations program, received her PhD in applied child development from a joint program at the Erikson Institute and Loyola University Chicago. Prior to becoming an assistant professor, she was an assistant research professor at CU Denver and the University of California, Berkeley and an assistant professor at San Diego State University. Her research focuses on the relationships, settings and policies that foster optimal child and teacher development in early childhood education settings.



Kate Schamu, alternative licensure instructor for ASPIRE to Teach, completed her MA in international teaching through Framingham State University in Costa Rica and recently earned her Colorado teaching credentials through CU Denver's ASPIRE to Teach program. She has taught in Costa Rica, Denver Public Schools and Littleton Public Schools. Her competencies include dual language learner instruction, STEM instruction and student motivation.



Lucinda Soltero-González, assistant professor in the Responsive Literacy Education program, earned her PhD from the University of Arizona. She comes to us from CU Boulder, where she worked as an assistant professor and as a consultant for the BUENO Center for Multicultural Education. Her research and scholarly work center on language and literacy teaching and learning in emerging bilingual learners.



Rachel Stein, clinical assistant professor in the School Psychology program, received her PhD from the University of California, Santa Barbara. Her experience includes working as a postdoctoral fellow in the Irving Harris Program in Child Development and Infant Mental Health at Anschutz Medical Campus. Her research interests include prevention and early intervention to support mental health and cross systems collaboration.



Rebecca Vlasin is a clinical assistant professor for the Buell Early Childhood Leadership program. She earned her EdD from CU Denver and recently worked as the chief program officer at Clayton Early Learning, leading a team of 200 employees working in the early learning sector in communities across Colorado. Her higher education experience includes instructor and research roles at Iowa State University and the University of Nebraska-Lincoln.



thinkstudio

Pamela Laird, Brad Hinson, Michael Zinzer, Remi Kalir

THINQSTUDIO

Teaching and learning in the future tense

How universities, faculty and students adapt in the internet age is a point of speculation and evolution. How do we ensure our traditional rigor and engagement in the institution of tomorrow? How do we leverage technologies to teach effectively in an on-demand society? How might we rethink or reinvent education in the digital age? These are the questions that guide the ThinkStudio community at CU Denver.

ThinkStudio, which began as a grassroots faculty community, continues to gain momentum in this exploration. The project received a seed grant from Chancellor Dorothy Horrell in 2016-17 to initiate and lead campus conversations about the scholarship of teaching and learning in the modern age. With an open community framework and faculty invitation, the project has grown into a formal strategic initiative in partnership with CU Online and the newly formed CU Denver Office of Digital Education (ODE).

Reimagining teaching and learning as it should and could be—across classrooms, disciplines, networks and time zones—comes naturally to the leaders of ThinkStudio:

- **Brad Hinson**, ThinkStudio lead and assistant dean, Information and Academic Technology, School of Education & Human Development
- **Remi Kalir**, ThinkStudio lead and assistant professor, Information and Learning Technologies, School of Education & Human Development
- **Pamela Laird**, ThinkStudio lead and professor, Humanities, College of Liberal Arts and Sciences
- **Michael Zinzer**, ThinkStudio lead and associate professor, Psychology, College of Liberal Arts and Sciences



“ThinkStudio has been a happy accident. It really came to be through a discovery of like-minded individuals around campus who were pondering similar questions about where we are headed in this era,” said Hinson. “We discovered one another and began sharing our likes, dislikes, hopes and dreams around teaching and learning in the networked age, in the gig economy. We imagined new learning designs and structures; we played and shared with technical innovations and possibilities; we put the rules aside and entertained how different it could be outside of the status quo—like a startup with a blank slate.” Hinson added, “This led to a community of innovation and experimentation—an energized collective of faculty focused on excelling in the digital space as individuals and as an institution. People lit up.”

“ThinkStudio is a forum that provides timely, evidence-based advice and trainings to enhance teaching and learning, but it does much more,” said Sheana Bull, assistant vice chancellor for digital education in CU Denver’s Office of Digital Education. “It creates a cohesive, collaborative and inclusive CU Denver culture of innovation by crossing disciplinary boundaries and by bridging school and college commitments. It is also becoming known nationally in the digital pedagogy networks. We believe that this project will enable faculty to enhance both the online and in-person education experiences for students and are thrilled that the project is offered through our office.”

Interested in joining this exploration? Please find ThinkStudio at <http://think.studio> for news, schedules and opportunities.



Heather Johnson, associate professor, Math and Science, with students

Our Continuing and Professional Education (CPE) program offers educators, technologists, librarians and educational leaders more than 30 options online and in school districts across Colorado, all with a strong focus on diversity and social justice. Our students have one thing in common: the desire to take the next step in their professional journey. If you are hoping to gain additional support, practical insights and inspiration in your field, we offer flexible and convenient programs to further develop your skills, support your community and help you remain at the forefront of your profession.

“The flexibility that we have within Continuing and Professional Education to design programs and learning opportunities that match specific needs in school districts and learning environments is what makes us different,” said Shannon Hagerman, executive director of Continuing and Professional Education at CU Denver’s School of Education & Human Development. “And, in the coming year, we have some exciting new offerings to add to the Continuing Education mix.”

Leadership Academy

In 2019, with the firm belief that leadership development and school improvement go hand in hand, we will be launching an educational Leadership Academy. The academy is designed to support education leaders in their efforts to lead successful and thriving schools. It will have diverse cohorts with real-world applications convened by expert faculty to advance professional learning by addressing four main features:

- Connecting students to the best and latest research in education
- Leadership development focused on continuous improvement
- Engaged learning for broad and diverse learners
- Contextual real-world learning experiences

“While other organizations might focus on one feature at a time, we have envisioned a more expansive view,” said Hagerman. “The Leadership Academy is uniquely designed to be able to provide learning in every single one of those spaces.”

Certificates, Endorsements and Professional Development

We will also provide a cross section of new certificate and endorsement offerings to meet the needs of a variety of school districts. These offerings, forged through meetings with superintendents and district specialists, can be tailored to meet specific areas of focus. “I think choice is something the field wants to have, and we’ve heard from superintendents that this is something they appreciate with us,” said Hagerman.

CONTINUE YOUR EDUCATION AT CU DENVER

For licensed teachers interested in specializing in special education, CPE now offers an opportunity to complete their special education endorsement while serving as a special education teacher. The year-long program costs only \$3,250.

Another new program is the English Learner Professional Development offering. Taking advantage of the efficiency and convenience of e-learning, this online professional development opportunity allows teachers throughout Colorado to meet the newly established CDE requirement for licensure renewal for only \$249.

Our offerings can serve as building blocks toward your next CU Denver degree.

Contact us today to learn more at cpe@ucdenver.edu.



“Instead of offering prepackaged and predefined solutions for educators, we tailor continuing education to meet the contextual needs of those seeking to springboard their careers.”

Shannon Hagerman, executive director, Continuing and Professional Education



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SAVE THE DATE ALUMNI & FRIENDS EVENT

Thursday, December 6, 2018



SIGNing the Song with William Martinez

Lawrence Street Center – Terrace Room
1380 Lawrence St., Denver, CO 80204

Reception: 6 p.m.

Performance: 7–8 p.m.

Cost: Free

Born to a single mother who could not hear or speak, Denver native William Martinez is now a celebrated Broadway performer. Martinez credits his success to the support and encouragement of his eighth-grade music teacher, Norma Freeman, who helped him discover his voice through music. Join us for this one-man show in which he will be paying tribute to teaching and its transformative impact on children through song and American Sign Language.

RSVP <http://www.event.com/d/gbqmrfr>