

edge

CU Denver
School of Education
& Human Development



THIS ISSUE



14 **WHAT'S NOW & NEXT IN DIGITAL TEACHING & LEARNING**

Digital (r)Evolution Through the Eyes of Brad Hinson

- 1 A Letter from the Dean**
SEHD is pursuing a bold, transformative agenda
- 2 Preparing Innovative Education Leaders**
ALPS teams up with accomplished local leaders
- 4 The New PsyD degree**
Tiffany Joel appreciates the intense field experiences
- 6 First District-Led Undergraduate Teacher Residency in the Country**
Teaming up with DPS to better prepare new teachers
- 8 The Research Matchmaker**
Meet Kent Seidel. Join the free research network.
- 10 Re-Imagining Education for Young Children**
Dean leads study tour in Reggio Emilia, Italy for 35 Denver-based educators
- 12 New Human Development and Family Relations Area of Study**
A passion for humanity
- 16 Decoding Ethnic Labels**
Are you Chicano, Latino or Hispanic?
- 18 New Faculty**
New faces
- 19 Grants/Published**
Selected funded projects. Selected SEHD research.
- 20 EDU**
A new concept for professional learning
- 21 Lynn K. Rhodes Faculty Award**
Congratulations to Diane Estrada
- 21 Remembering Professor Bill Goodwin**
Help SEHD endow the William L. Goodwin Scholarship Fund



DEAN

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ABOUT

Edge is published annually by the University of Colorado Denver School of Education & Human Development for college alumni and friends. Send correspondence to Julia Cummings, CU Denver School of Education & Human Development, Campus Box 106, P.O. Box 173364, Denver, CO 80217-3364.

A LETTER FROM THE DEAN

Dear alumni, colleagues, friends and supporters,

HOPE YOU LIKE THE NEW LOOK, name and feel for our yearly publication about the School of Education & Human Development. Why Edge, you might ask? We chose this name to communicate that we are at the leading edge of work across our combined fields in teaching, mental health, research and service. We are pursuing a bold, transformative agenda that changes the way we work to effect positive growth in our communities and beyond. In this year's issue, you will see some of this agenda and meet several colleagues who have joined the team, adding strength and depth to our collective faculty and staff.

On the education side of the house

We are leading the way on measuring learning outcomes in teacher preparation. After a very successful national accreditation review last spring, we were nominated to be in the "profiles of promising practices in teacher preparation" being assembled by the Bill and Melinda Gates Foundation and we were selected by Colorado Department of Higher Education and Rose Community Foundation to serve as a resource to the state's higher education community on the alignment of our curriculum with state reform initiatives.

In late September, we learned that we won a \$8.5 million five-year teacher preparation grant from the U.S. Department of Education. We will use the grant to recruit and prepare highly qualified teachers for urban and rural schools in Colorado.

We launched our new BA with areas of study in early childhood, elementary, special education and human development and family relations. We now have excellent options for all kinds of students interested in becoming teachers, including bachelor's degrees, teachers' licenses in combination with a College of Liberal Arts and Sciences degree, post-baccalaureate teacher licensure and alternative licensure pathways. We excel at supporting the intention to become a teacher when it emerges at any point in a person's life. All of our programs are committed to extensive field experiences in our partner school network, strong content and pedagogy preparation, and strong understanding of cultural and linguistic differences among learners.

In September, we introduced an innovative approach to career-long professional learning called EDU. Located in Denver Place on 18th and Curtis as well as virtually online, EDU is a place to find customized, individualized professional development opportunities and a network of peers with whom to plan, learn, and try new things. **Visit www.foreducators.org.**

On the human development side of the house

Our first class of students for the new PsyD (doctorate in psychology) in School Psychology have arrived. The PsyD replaces our EdS (educational specialist degree) and sets the trend in Colorado. One of the advantages of the PsyD is the ability of our graduates to qualify for insurance coverage so that they may conduct assessments for families on a private basis.

As part of our new BA, we created a program track in Human Development and Family Relations. This program is meant for those interested in working with children, families and communities in agency roles, in community advocacy, and as part of a preparation for careers in child and family law, medicine, social work and counseling.

Our Counseling program also received high praise in its spring national accreditation review. Our students and faculty are enjoying the beautiful newly renovated Student and Community Counseling Center in the Tivoli, site of all of our practicum experiences.

Schoolwide

We continue to be productive in our ability to attract funding to support our research endeavors. We launched a new center called C-PEER, the Center for Practice-Engaged Educational Research. Kent Seidel, inaugural director, joins our faculty from the University of Denver to implement a bold new direction for research with our teacher, school and district partners around the state.

We have also invested in a new Office of Digital Initiatives and Innovation and a very talented new director, Brad Hinson. Brad brings a wonderful repertoire of experience and skills to help us take our teaching with technology and multiple media to a new level.

These are just samples of the ways that we are at the leading edge. We continue to count on and need your support and participation. It takes a village to improve the quality of lives and help all develop to their fullest potential.

My very best regards,



Rebecca Kantor





Students Steven Shaw and Anabel Rafoul

PREPARING INNOVATIVE EDUCATION LEADERS

Administrative Leadership and Policy Studies program quadruples in size, adds inspiring faculty, heads in bold new directions

HAVE YOU CONSIDERED furthering your education to pursue an educational leadership path? Consider your alma mater. CU Denver's Administrative Leadership and Policy Studies program (ALPS) graduates serve in school districts as principals, assistant principals, superintendents and central office personnel. The program has quadrupled in size in the last two years due to its relevant curriculum and cohorted experiences, positive word-of-mouth from current students' experiences with outstanding faculty, emphasis on leadership in diverse settings and reasonable cost.

Partnering for Success

"People seek high-quality leadership programs like ours because it's a complex job to successfully lead in public education today," said Rod Blunck, associate clinical professor in ALPS. "Future educational leaders know that they will benefit from faculty mentors and a cohort of smart peers who will help them navigate the fast-changing educational policy environment in Colorado. This cohort learning experience includes evidence from students for meeting standards, performance-based assessments, strong accountability systems and successful PLACE test preparation. We use these tools to prepare principals for the type of on-the-ground performance that produces strong organizational achievement."

Public Schools). The program is delivered by instructional teams comprised of university faculty and successful school leaders who work with our students on important issues in schools that make a difference. Our new cohorts, which focus on charter, innovation, rural and Denver Metro schools, contribute to the program's success. Students work in context to develop their leadership practices. This spring, we start a new partnership with Cherry Creek School District to prepare principals. We are also offering principal licensure at the CU South Denver location at The Wildlife Experience. For a complete list of upcoming options, visit ucdenver.edu/education/alps.

Second/third career professionals. The ALPS classroom has become a "cool melding of thoughts, backgrounds, experiences and empathies that are unified by a strong passion to make education better for years to come," said Blunck. "We are admitting business leaders who have a passion for educational leadership,

TWENTY YEARS AGO, THE GENDER SPLIT WAS 80 MALE / 20 FEMALE.

ALPS program offerings (principal licensure and executive leadership) are made possible through longtime (20-plus-year) partnerships with seven Denver metro school districts (Denver Public Schools, Jeffco Public Schools, Boulder Valley School District, Adams County School District 14, Adams County School District 50, Douglas County School District and Aurora

Trending in Educational Leadership at CU Denver

What makes today's ALPS student body different from educational leadership students from years past?

More women. Twenty years ago, the gender split was 80/20 (men to women). Now, it's flipped. The ALPS program is currently 80/20 (women to men). "More women are saying, 'I can do that job,'" said Blunck.

Younger participants. Students enter the ALPS program as early as age 25.

► Connie Fulmer, professor
Rod Blunck, associate clinical professor



NEW FACULTY

some of whom already have an MBA. Our cohorts are filled with students from a variety of settings: proprietary schools, innovation schools, charter schools, rural schools and large metropolitan schools. It's fascinating to watch the epiphanies that occur. Our learning environments are conducive to discussion, exploration and actualization of goals."

Students are busier than ever. The ALPS hybrid model combines the best balance of in-person and online learning. In the classroom, students learn how to collaborate, address conflict, work with people from a variety of cultures and analyze data. Online, students complete coursework when it works best for them and their current circumstances.

Extra job-placement help. "At the end of the program, we evaluate student resumes and conduct practice interviews," said Blunck. "We will also make phone calls on students' behalf when we see outstanding potential."



THE GROWTH AND CREDIBILITY of the program has allowed Blunck and Connie Fulmer, a veteran ALPS professor, the chance to hire four former school superintendents: Cindy Stevenson, Ron Cabrera, Jim Christensen and Sam Sakurada. "We are fortunate to have hired these inspirational leaders who have spent their careers in high-quality organizations and who are committed to the next generation of educational leaders," said Blunck. "These people can change your life and career forever."



Cynthia Stevenson has served education for 40 years. Her roles included first-grade teacher, principal, assistant superintendent, deputy superintendent and, for nearly 12 years, superintendent of Jeffco Public Schools, the largest school district in Colorado. Stevenson was Colorado Superintendent of the Year in 2010 and was one of four finalists for the national award. In 2013, she was named a national Leader to Learn From by *Education Week*. To her, education is a moral imperative, and she is looking forward to continuing to serve children through her work with CU Denver and the Colorado Association of School Executives.



Ron Cabrera has served in public education for more than 34 years in Colorado and Washington. His early jobs included middle school teacher, high school language arts and science teacher, track and cross-country coach, student council advisor and other teacher leadership roles. As district leader and executive coach, he was successful as an elementary and high school principal; a central office leader in curriculum, instruction, at-risk student programming, English Language Learners and federal grants; and a part of senior-level leadership in assistant superintendent and superintendent roles.



Jim Christensen has been a visionary educator for 28 years. He served as a math teacher, principal and, for the past 16 years, superintendent. He led four districts to demonstrate significant improvements in academic achievement. During the past four years, he built from scratch a start-up school system in Houston, Texas, called Arrow Academy. His honors include National Reading Recovery Leader of the Year and finalist for Colorado Leader of the Year. His district in Douglas County was recognized as one of the nine best places to work in America.



Sam Sakurada has more than 30 years of service in Colorado schools. After leaving his job as a chemistry teacher, he served on executive leadership teams in School District 271 and Adams County School District 50. His talents lie in coaching others to maximize their potential. Sakurada has worked as a Navigating the American Education System (NAES)-trained mentor of principals, a Colorado Department of Education trainer for principal mentors at charter schools and an International Coach Federation certified coach. His awards include Outstanding Chemistry Teacher and recognition by the American Chemical Society.

AN INSIDE LOOK

AT CU DENVER'S NEW DOCTOR OF PSYCHOLOGY (PSYD) SCHOOL PSYCHOLOGY DEGREE



PsyD student Tiffany Joel at her practicum site.

JOEL HOPES TO ADD ETHNIC DIVERSITY TO THE FIELD.

"My favorite part of the experience has been shadowing a school psychologist in the field and conducting assessments with children," explained Joel. "Essentially, any opportunity I have to interact with kids face-to-face has been a solid reminder that I've chosen the right path."

Joel is captivated by a career in school psychology because she's passionate about helping children. "School psychology emphasizes the resilience and strengths in children and is very aligned with the way I approach life," said Joel. There's something about working with ethnically and socioeconomically diverse populations that she finds especially energizing and magnetic. And, Joel hopes to add ethnic diversity to the field. "As a biracial person, I have a deep understanding of what it means to be ethnically and culturally diverse. I hope to be a role model for students who may not often see people of color in the field of mental health."

Intense field experiences in a variety of professional settings position students for success

TIFFANY JOEL moved to Denver from Vancouver, BC, with her seven-year-old daughter specifically to attend CU Denver's School Psychology program. Now an academic year toward obtaining her doctor of psychology (PsyD) degree, she's more certain than ever that coming to CU Denver was the best choice she could have made. The jagged, snowcapped mountain panorama from Denver was a draw. The program's national reputation, intensive field-based opportunities and strong focus on social justice sealed the deal.

The PsyD continues the school's long tradition of rigorous, in-depth, supervised clinical experience and our 31-year history of training school psychologists. The 94-credit-hour course of study includes coursework, practica, an externship, a capstone project and an internship. This doctoral program replaces the EdS degree we previously offered. Field experiences include opportunities to serve children who present with a range of behavioral, psychological and social challenges, as well as those from culturally, ethnically and linguistically diverse backgrounds. Completion of this program leads to a PsyD in school psychology, licensure as a school psychologist by the Colorado Department of Education, and prepares graduates to apply for licensure by the Colorado State Board of Psychologist Examiners. The program welcomes applicants who have earned a bachelor's or master's degree in psychology or education, as well as other relevant fields.

"Students begin applied coursework in practice settings the very first semester and continue supervised practical experiences throughout the program," said Franci Crepeau-Hobson, associate professor, School Psychology. "In addition to public school settings, opportunities for field experiences include clinical sites such as residential treatment facilities, hospitals, neuropsychology clinics and autism centers. These experiences allow our students to develop advanced knowledge and skills in screening, psychological assessment, direct and indirect interventions, prevention strategies and research."

Another huge selling point for the new PsyD is the fact that it is one of only three doctoral programs in the nation to offer an optional bilingual school psychologist concentration, and the only one in the state of Colorado. "The nation is becoming increasingly diverse, and over 20 percent of schoolchildren speak a language other than English at home," explained Bryn Harris, assistant professor, School Psychology. "There is a growing demand for training bilingual school psychologists who are linguistically and culturally responsive to the needs of English language learners and their families. Bilingual school psychologists are highly sought after in all school districts, as they are uniquely trained for the changing linguistic and cultural demographics of school districts across the country."

"CU Denver stands head and shoulders above other programs I researched in terms of providing students with the opportunity to be in the field from day one," said Joel. "I am confident in my choice of schools." For more information, visit www.ucdenver.edu/education/spsy

70-80%

**OF CHILDREN AND YOUTH
WHO RECEIVE MENTAL HEALTH
SERVICES OBTAIN THAT CARE
IN THE SCHOOL SETTING**

TEAMING UP

WITH DPS TO CREATE FIRST DISTRICT-LED UNDERGRADUATE STUDENT TEACHER RESIDENCY

Collaborating to better prepare new teachers



◀ **VENUS ROBINSON AND LINDSEY KNICKERBOCKER** have good reason to be excited. They are two of the first six CU Denver students to find inspiration and gain real-world classroom teaching experiences through the new Student Teacher Residency program with Denver Public Schools (DPS). The program, a unique collaboration between DPS, CU Denver and Metropolitan State University with generous support from Rose Community Foundation, is designed to help students put their coursework knowledge into practice while fine-tuning the strategies and skills needed to improve student growth and learning in DPS classrooms. Over time, the initiative is expected to grow to a cohort of 30 CU Denver undergraduate students each year.

"As a part of the Student Teacher Residency program, I get to be in the classroom four days a week for the entire year," said Knickerbocker. "I get to be with the students so much more. I want to be the best teacher I can be right away, so I want to get the most experience I can get. This program aligns with what I need to be the best for my students as a first-year teacher and beyond."

Robinson reflects, "I come from a long line of educators. My grandparents were educators. Being a teacher is in my blood, and I can think of no better use of my time than to learn to be an effective teacher in an urban community. This program will help me to realize my goal of giving back to the community through teaching."

This "grow our own" DPS program was initiated by DPS Superintendent Tom Boasberg as part of a district talent management strategy. It aims to better support and train future teachers. By offering students a full-year opportunity to work in a single classroom while paired with a mentor teacher, the program strives to ensure a smoother transition for new teachers into the DPS culture, as well as the foundational training and support needed for a long, successful career with DPS.

"There are many things we will be teaching the residents, including organizational culture, employee etiquette, the richness that comes

from diversity in our classrooms, data skills, DPS curricular initiatives and a deep understanding of the new teacher effectiveness models," said Shannon Hagerman, director of teacher preparation pathways for Denver Public Schools. "More than that, we want the residents to develop relationships, support mechanisms and professional identities so that they will enjoy teaching in DPS for many years to come."

After completing the residency and graduating with a bachelor's degree, students like Knickerbocker and Robinson will receive priority hiring status for a full-time job in Denver Public Schools.

"Mentor teachers are handpicked very carefully for this program," said Sarah Flanders, program manager at DPS. "Mentors come from schools with strong leadership and academic growth. They have strong student achievement data, solid teacher evaluation scores, excellent communication skills and are highly reflective leaders who have strong skill sets to coach learners."

"Rose Community Foundation is supporting the Student Teacher Residency program because it is driving innovation as the first district-led student teacher residency in the country," said Janet Lopez, senior program officer at Rose Community Foundation. "This is a great opportunity to engage with the work of teacher residency, a model that the foundation knows to produce effective teachers who stay in



McMeen Elementary, a participating school in this residency, is a place where diversity is celebrated. More than 27 different languages are spoken among its students.

the classroom. The program, if successful, will create more highly qualified teachers in hard-to-staff positions in DPS and will also create a promising model that we know creates high-quality educators.”

“CU Denver looks forward to expanding the options available to our undergraduates through the Student Teacher Residency,” said Barbara Seidl, associate dean of academic programs and undergraduate experiences at CU Denver. “This new venture will significantly enhance our rich 20-plus-year history of partnering with DPS to prepare exceptional urban teachers. Our current program provides extensive practice-based experience, but this new venture will allow

our candidates to be immersed in strong DPS classrooms for even more time, as well as gain an added endorsement in linguistically diverse education. We look forward to partnering more deeply with district leaders around the development of curriculum that is context-specific to DPS.”

\$8.5 million federal grant

WILL EXPAND THIS PROGRAM TO RURAL SCHOOLS IN COLORADO



Barbara Seidl, Janet Lopez, Cindy Gutierrez, Sarah Flanders, Shannon Hagerman

THE RESEARCH MATCHMAKER

New education center connects researchers and educators



IMAGINE A THIRD-GRADE TEACHER in Davenport, Iowa, struggling to teach fractions to a class of students with academic challenges. Now imagine a researcher in Denver, Colorado, who has just published a two-year study of effective ways to teach fractions to special-needs students. Traditionally, those two individuals—one with need for real-world assistance and the other with research expertise in that exact area—would likely never connect with each other.

Kent Seidel, PhD, wants to change that. A self-proclaimed “research matchmaker,” Seidel has joined the School of Education & Human Development as the inaugural director of the new Center for Practice Engaged Education Research (C-PEER). “What we’re doing with C-PEER may be a first in the country,” Seidel said. “We are matching researchers with educators, we are matching information with need, we are matching tools with teachers seeking those tools and ultimately, students will benefit.”

Traditional Education Research

To better understand why C-PEER’s approach is unique, it helps to look at how research has traditionally been done in the field of education. Typically, a researcher applies for a grant, finds a study site in a local school district, recruits a school and a teacher, collects data, analyzes the data and publishes the results in a scholarly journal—an article that few people, including the teacher who participated in the study, will ever see.

“Researchers have not been rewarded for working outside their silo, across departments, disciplines and institutions,” Seidel said. “They are not rewarded for publishing for a general audience. Research tends to stay in one world, and the classroom stays in another world.” Researchers are rewarded for picking apart a complex problem and drilling down to study its essential parts. Seidel refers to this as “assembly required” research, which is hard to use in day-to-day practice in the classroom. To a non-researcher, “assembly required” results feel fragmented; they address a micro-problem. A classroom teacher would have to find multiple studies and “reassemble” them to get help addressing big-picture issues.

Education researchers face another challenge. They cannot predict their results will be true in all populations because it is almost always impossible to set up a controlled, randomized study in education. No two teachers, no two groups of students, no two schools, no two

districts are alike, so at best, a researcher can usually only say that findings “show promise.” Depending on the circumstances, research findings can have very different results in classrooms across the country.

“This is one reason research often doesn’t connect with practice,” Seidel said. “At C-PEER, we’re tackling these problems head-on. We are setting up a network for researchers and educators to work together across school, district, higher education and research sites.”

“We are very excited about the launch of C-PEER,” said Dean Rebecca Kantor. “It is a research center that leverages our strong partnerships with schools and communities in order to engage in research *with*, not *on*, schools, communities and districts.”

The C-PEER Difference

C-PEER wants both educators and researchers to think differently about how they do their work, with a goal of helping educators use research as an additional tool in their toolbox to help students learn. "Teachers can change their world if they want to," Seidel said. "We will provide some resources to help them."

C-PEER's roles include:

- » using or doing research to give teachers realistic expectations—neither too high nor too low—for their students
- » serving as a clearinghouse to share information about what teaching strategies are succeeding around the country
- » personalizing promising research by trying it out in different populations and revising recommendations to fit different student needs

Seidel emphasizes that C-PEER wants educators to be sophisticated partners with researchers because teachers understand the "context" of their students: what happened in previous grades, in their family and in their community. "Teachers are closest to kids," Seidel said. "They are the best and possibly only ones who can find something valuable in research to improve learning results."

In turn, teachers and administrators will be able to look to C-PEER for real solutions in real time. C-PEER can help a school or district set up research focused on its goals and perform ongoing evaluations of new education approaches. "C-PEER's main focus will be rapid-cycle impact and improvement research to help us work with our partners to identify when teaching practices are working, for whom and in what ways," Kantor said.

C-PEER: Living Up to the Name

In addition to leading C-PEER, Seidel will do personal research focused on performance-based approaches to improving educator support and school quality. He will also work closely with SEHD faculty who are already involved in practice-engaged research, including faculty members in teacher education, culturally and linguistically diverse education, the Center for Transforming Learning and Teaching and a variety of doctoral programs.

Seidel envisions a day when C-PEER does what the name implies: facilitates the connection between researchers addressing the problems of educators and educators striving to improve daily instruction. To launch the center, he has begun connecting with local districts and school leaders. He is also developing a website that ultimately could curate research findings in a way that best makes sense to teachers as well as to researchers.

He understands that his approach to education research might be seen as novel—even threatening—to other institutions of higher education, but he believes that rapid advancements in technology enable competitors to work together in advancing the field.

"We're saying to the world that there is more than enough work to go around," Seidel said. "Our goal as researchers in education is to improve the outcomes for kids being educated. If competition blocks us from doing the best possible work for kids, then we have to think about competition in a new way."

► Kent Seidel,
director of C-PEER

ARE YOU AN EDUCATOR, SCHOOL ADMINISTRATOR OR RESEARCHER WHO WOULD LIKE TO GET INVOLVED WITH C-PEER?

PLEASE VISIT C-PEER.ORG TO JOIN THE FREE RESEARCH NETWORK



RE-IMAGINING

THE POTENTIAL AND EDUCATION OF YOUNG CHILDREN



A tour through the historic city of Reggio Emilia for the Denver delegation.

ATTENTION TO THE IMPORTANCE and potential of the early years of a child's life has never been greater. We know how important a child's first years are because of new knowledge gained from brain research and economic studies. Both show the return on investment for children whose development is promoted in their early years versus the cost of repairing the consequences of poor development in later years. In city, state and national policy forums, educators and legislators are discussing ways to invest in quality early care and education from birth to age 12.



Early education has also been the focus of Dean Rebecca Kantor's career. This spring, she organized a study tour for 35 Denver-based educators to learn about the early childhood and elementary programs in Reggio Emilia, Italy, a place long recognized around the globe for its approach to early childhood education, the quality and creativity of its programs and especially for the extent of the community's commitment to its children. Dean Kantor has been a collaborator with Reggio educators for 20 years and is eager to share what she knows with Denver's educator community.

Italian educators and researchers provide a full week of seminars, presentations, school tours and various ways to experience the local culture. The Denver delegation—educators from Montessori, Head Start, local districts, university faculty and students—spent hours discussing what they learned and the environments they experienced. What they discovered is that the people of Reggio are not interested in sharing a "prescription" for the world to follow. Rather, their intention is to create dialogue: to question together what lessons may be learned, what possibilities we see in their work for our own settings and what ideas we might share with them.



Crostolo statue, Piazza Camillo Prampolini, Reggio Emilia

95% OF REGGIO EMILIA'S CHILDREN ARE IN INCLUSIVE CARE AND EDUCATION PROGRAMS

The Reggio Emilia project began just after World War II in a city that was a site of resistance and therefore was destroyed by the war. The first school was built out of the rubble of the war—its discarded tanks and bombed-out buildings. Citizens, from the start, committed themselves to the quality of education for all the children in their city. Today, 95 percent of Reggio Emilia's young children are in inclusive care and education programs, and thousands of educators, legislators and leaders from countries around the globe travel every year to see and learn what the citizens of Reggio have accomplished.

The environments in Reggio's schools are indeed beautiful and, most important, support the teaching and learning that takes place in them. The curriculum is rich and based on a very powerful understanding of children as natural scientists, curious about the world around them and capable of extended collaborations and investigations. But the real inspiration of the programs in Reggio Emilia is the commitment of its citizens to high-quality education, whether

via tax dollars, volunteer participation in the daily life and governance of the schools, or citizens serving as articulate ambassadors to the city's many visitors each year. There is a fundamental belief in the rights of children as citizens, including children with disabilities, who are fully included in every classroom.



A PASSION FOR HUMANITY AND COMMUNITY

First program of its kind in the United States to offer bilingual (Spanish) Human Development and Family Relations courses

MARIA AZUCENA GARCIA has a heart for humanity, community and health. She is clever, encouraging and fully bilingual in English and Spanish. She works full-time at the Rocky Mountain Youth Clinics, studies full-time at University of Colorado Denver and is the single mother of two amazing kids, 13-year-old Maximus and 8-year-old Olivia.

Maria is studying at CU Denver with the purpose of developing the knowledge, skills and tools she will need to work with underserved mothers and children in a community and public health setting. To realize her goal, she is minoring in CU Denver's new Human Development and Family Relations (HDFR) concentration in the School of Education & Human Development. She is enrolled in courses that will provide her with the skills to understand diverse families and their communities, leadership, program development, evaluation and more.

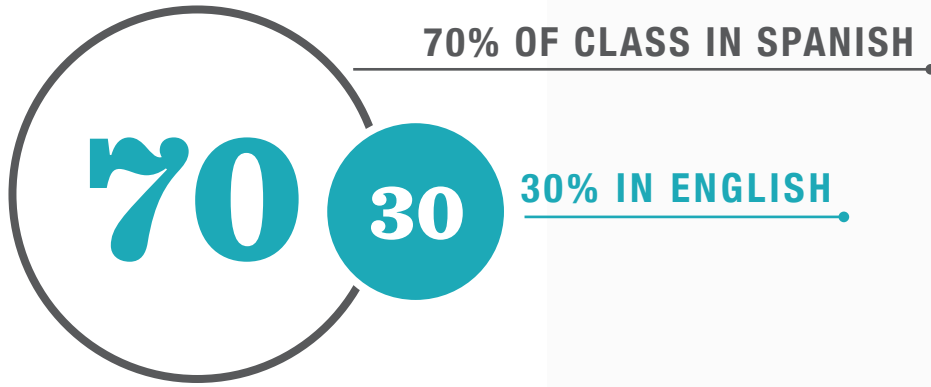
HDFR can be taken as a concentration within SEHD's new bachelor's degree, as a minor paired with another CU Denver degree or as course electives. This program track is breaking new ground in the nation. It is the first program of its kind in the United States to offer bilingual (Spanish) HDFR, with classes delivered 70 percent in Spanish (in-classroom instruction) and 30 percent in English (classroom readings). At CU Denver, HDFR is the only program that focuses on family relationships with schools and communities. HDFR classes offered this fall include Latino Families in Schools and Communities; Leadership and Organizations; Love, Family and Human Development; Child Ecology; and Introduction to Higher Education.

"The Human Development and Family Relations classes are giving me a good foundation to better understand diverse families in the community," said Garcia. "My passion in life is to help those in need. This is what I love to do. I want to help people even if it's something as simple as translating a letter or helping them communicate. In HDFR classes, I'm learning about cultural differences and how to be flexible, patient and understanding while working with culturally and linguistically diverse families. I'm learning about the social factors that affect a human's physical, cognitive and emotional development. And, I'm really excited about the bilingual HDFR classes because I think they're going to facilitate the vocabulary that I need to be able to communicate with Spanish-speaking families in the community."



Maria Azucena Garcia reads to children at Pioneer Elementary School, a dual language program school in Lafayette, Colorado.





The HDFR program track is being led by Rubén Viramontez Anguiano, associate professor in the School of Education & Human Development, who is very popular with his undergraduate students and recently moved to Colorado from Ohio. Dr. Viramontez Anguiano has worked with diverse families, schools and communities and taught HDFR for almost 20 years. He is making sure that the curriculum and service-learning experiences provide students with a strong knowledge base to pursue careers or graduate studies in individual, couple and family therapy; human development and family studies; higher education administration and student affairs; school counseling; social work; and other helping professions.

resources to serve local and global communities. Garcia has volunteered at Confluence's Cinco de Mayo festival and during Saturday information sessions for community members. She also was part of the Confluence team at the Colfax Marathon, which helped raise money for at-risk youth.

"My experience volunteering at Confluence has been great. Jude and Cindy Del Hierro, Confluence's founders and directors, are amazing people who encourage learning, growth and transformation in their community. Everything they have accomplished in their community is amazing."

"OUR GOAL IS TO EMPOWER STUDENTS TO WORK WITH CULTURALLY AND LINGUISTICALLY DIVERSE FAMILIES."

"Our goal in HDFR is to empower students to work with culturally and linguistically diverse families. Our discipline has worked with diverse families in communities and schools for over 160 years. As the founding HDFR program leader, my objective is to bring that rich tradition of working with and researching family systems through a strength-based perspective to the CU Denver campus. Moreover, I am also looking forward to offering the bilingual HDFR format for different concentrations and courses."

Gaining practical experiences with people, communities and organizations is critical. All HDFR courses include a service-learning/experiential education component. Garcia started volunteering at Confluence Ministries as part of her service learning. The mission of the organization is to connect, mobilize and empower diverse people, organizations and

HDFR classes are available to nontraditional students and people who have busy schedules. Garcia says, "You don't have to be a traditional 18-year-old student. You can be a 24-year-old or a 50-year-old. I'm a single mother, and it is great to know that they have evening courses available to accommodate my work schedule."

"The minor in HDFR is going to give me the tools I need to work successfully with diverse families in the community."

► Rubén Viramontez Anguiano, associate professor



WHAT'S NOW & NEXT IN DIGITAL TEACHING & LEARNING

Digital (r)Evolution Through the Eyes of Brad Hinson





When Brad Hinson, SEHD's new director of digital initiatives and innovations, joined CU Denver in August 2013, people got excited.

A self-described disruptive innovation enthusiast, Hinson's history as a technologist, online educator and digital media expert quickly took shape in SEHD. Within weeks, his dot-com orientation and vision for next-generation education established him as an invaluable resource in our learning community. "We are living in a historic moment as a society, evolving how we learn, teach and thrive in the wired world. Connected learning creates access and opportunity for students like at no other time in history, and it's our job as educators to test, shape and embrace this evolution," said Hinson. Educators are finding a new balance in the way instruction takes form, a balance in which students still go to school and have face-to-face interactions within a community of scholars but also do a portion of their work online, either night or day.

"Our focus in the SEHD distinctly includes development of our online programs, but is actually more broad and inclusive, with a focus on blended learning. We're combining the best of multiple worlds," said Hinson. "Blended learning is a mix of learning spaces (online, hybrid, face-to-face and real-world experiences), a mix of media (text, audio, video, graphics) and a mix of technology (computer, tablet, phone, camera, etc.) to achieve the best possible remix for the lesson at hand." This is a student-centric philosophy and strategy, positioning the SEHD distinctly as an ally to the connected learner of the modern era. "This blend of options allows students to pursue learning that is individualized, self-paced, self-actualized and personalized."

Hinson maintains that the real educational technology innovations begin when educators get fired up about new technologies and leave fear in the dust.

"There are an abundance of cool gadgets, web tools, hardware and software available for teaching and learning today," said Hinson. "But the truly outstanding innovations come from the people who are using these tools effectively and creatively. It's a key part of my job to find these folks, partner with them, empower them and nurture this digital development. I seek these people out for selfish reasons as well, as I'm addicted to their enthusiasm and creativity. They aren't necessarily super-technical individuals. They just aren't intimidated by the technology, and they have a willingness to try new things. This is what I consider digital literacy. No fear and an open mind for what technology offers.

I find great joy in partnering with teachers who have this drive, this willingness to try and to challenge notions of 'how it's always been done.'"

What Lies Ahead

"We have five priorities moving forward," explains Hinson. "Those are online student engagement, quality assurance, online community, digital media and blended learning. Ubiquitous, mobile, on-demand and high quality... this is the new normal."

SEHD's priorities will continue to evolve, but in the next year we'd like to broadly increase our use of digital media in our courses and extend the SEHD learning community via social media. Social media is not just for fun and games; rather, it is the foundation for building personal learning networks (PLN) within and among our constituents. PLNs are "professional development 2.0" for modern educators—an interactive collection of colleagues, professional associations, artifacts and professional activities. PLNs are also personal guides, as you may ask questions and gather resources from your personal community of practice. The PLN has emerged as a core component of the modern educator, and as such will be embedded within the

our classroom technology in a variety of ways. Foremost, we will move toward a bring-your-own-device (BYOD) classroom to allow students with a variety of personal devices—tablets, smartphones, laptops—to connect and interface, interact and collaborate easily. This will bridge the students within our facilities. This will allow mobile learning to emerge, connecting the classroom experience distinctly with experiences and people from the outside world. This will nurture our pedagogy to keep pace with the networked world, which is mobile first, cloud based, agile and adaptable."

For Hinson, who moved here from Oregon, adventure is calling, even outside of the tech world. "My wife and I distinctly selected Denver to put down roots and raise our boys. I would say that Colorado is proving to be everything we had hoped it would be, offering an abundance of activities and a very solid cool-factor."

THIS IS THE NEW NORMAL

pedagogies and curriculum of our digital initiatives. Starting this fall, we will start to see a steady growth of social media as an extension of the SEHD learning experience and the broader SEHD learning communities.

SEHD is proactively experimenting with breakthrough models: adaptive learning, digital badges, alternative credentialing, gamification, massive open online courses (MOOCs)—the list is long and growing. And, we're planning some changes to the physical space as well.

"I would like to see our physical classrooms evolve to be smarter and more blended with online activities and the real world beyond our campus," said Hinson. "The basic smart room components are in place, but we hope to up-level



► Brad Hinson, director of digital initiatives and innovations

DE CODING ETHNIC LABELS



If you are of Latin American descent, do you call yourself Chicano? Latino? Hispanic?

► Carlos Hipolito-Delgado,
associate professor

AS AN UNDERGRADUATE AT UCLA, Carlos Hipolito-Delgado, PhD, knew instinctively that the ethnic labels his fellow students chose said something about their perception of themselves and their values. “There was a very clear understanding that if you identified as a member of one group, you were not a member of the other groups,” Hipolito-Delgado said. “If you called yourself Hispanic or Latino, then being called Chicano was a four-letter word.”

Hipolito-Delgado, an associate professor in the School of Education & Human Development, identifies himself as Chicano because he believes it’s a way to recognize his indigenous ancestry. But his older brother identifies himself as Hispanic. His older sister identifies herself as Latina. “We all grew up in the same house with the same parents,” Hipolito-Delgado said. “But we all self-identify differently.”

His experiences with his family and as a student led Hipolito-Delgado to ask questions at the heart of a two-year research project: Why do people pick a certain label? Are self-identifying names much more than just labels?

The Research

Hipolito-Delgado’s research started with a survey that targeted a large group of students of Latin American descent. He found the students through undergraduate student groups active on social media. The survey included more than 100 questions touching on these topics:

- » What is your ethnic identity?
- » How much do you identify with your ethnic heritage, and how does that help you interpret the world?
- » How much do you associate with the culture and values of the United States?
- » Have you had experiences with racism?
- » How much do you buy into racial stereotypes about yourself?
- » How comfortable are you speaking English? Spanish?

Of course, the most important question was this one: If you were to pick a label, what would it be? Hipolito-Delgado found that the labels students chose created a spectrum of self-identifying names. Where students landed on that spectrum could be a key to unlock their perception of themselves, their heritage and their feelings about the United States.



The Results

At one end of the spectrum were students who identified as Hispanic. Hipolito-Delgado found that these students felt a stronger allegiance to traditional values of the United States. They were much less likely to identify with their own cultural heritage.

At the other end of the spectrum were students who identified themselves as Chicano. “People who said, ‘I am Chicano’ were significantly more likely to be more comfortable with their cultural heritage and much less likely to endorse U.S. values,” Hipolito-Delgado said.

Although Chicano is a label that traditionally has been associated with Mexican-Americans, Hipolito-Delgado points out that it may be more accurately associated with social and political activism. “I have white friends and Salvadoran friends who consider themselves Chicanos,” he said.



“HOW DO YOU IDENTIFY YOURSELF?”

Falling in the middle of the spectrum were students who identified themselves in three different ways:

- » strictly by heritage: Mexican, Brazilian, Guatemalan, etc.
- » as Latino
- » with a hyphenated term: Mexican-American, Guatemalan-American, etc.

By the time he published his research in *The Journal of Humanistic Counseling*, it was clear to Hipolito-Delgado that many students pick the label Hispanic because they feel it is less politically charged than any other self-identifier and carries far fewer political implications than the label Chicano.

It was also clear to Hipolito-Delgado that for students who do self-identify, no matter what label they choose, it is a *big deal*. “For counselors, it’s important to understand these labels make a difference,” Hipolito-Delgado said. “They can’t lump people into one group.”

Counseling with a New Understanding

Hipolito-Delgado, who teaches in the Counseling program, hopes his research will lead all mental health practitioners, whether they are counseling students or families, to realize that using the wrong term for someone can send the wrong message.

“It can derail counseling,” he said. “If you use the wrong term, there may be a perception that you don’t get who I am as a client. That person may never come back.” Hipolito-Delgado asserts that pushing a label on someone or on a group of people misses important distinctions. To avoid just that issue, he has a simple solution.

“Ask the question. Ask someone, ‘How do you identify yourself?’” he said. “Be brave enough to have the conversations that will help us understand each other better.”

NEW FACULTY



Robert Allan is an assistant professor with the Counseling program. He earned his PhD from Dalhousie University in Halifax, Nova Scotia. While earning his doctorate he worked as a part-time professor in Behavioural Sciences at Yorkville University, and maintained a private practice. His research focuses on counselors' experiences while learning evidence-based practices and the experience of shame.



Sam McNitt is an alternative licensure instructor in our ASPIRE to Teach program. He earned a master's degree in curriculum and instruction from CU Denver and most recently worked as an English teacher at Aurora Central High School.



Amy Boelé is an assistant professor with the Special Education program. She earned her PhD from the University of Colorado Boulder and most recently worked as an instructor and research assistant in CU Boulder's Educational Equity and Cultural Diversity program. Her research focuses on best practices for students with disabilities in the areas of discourse, literacy and assessment.



Luis Poza is an assistant professor with the Culturally and Linguistically Diverse Education program. He earned his PhD from Stanford University and most recently worked as a researcher and teaching fellow at Stanford. His research focuses on how ideologies influence the teaching of language and language use in linguistically diverse classrooms, particularly in bilingual education contexts.



Cristina Gillanders is an associate professor in the Early Childhood Education program. She earned her PhD from the University of Illinois at Urbana-Champaign and most recently worked as a research scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Her research and policy agenda in early childhood is focused on dual-language learners, particularly in Spanish-speaking communities.



Alissa Rausch is an instructor in the Early Childhood Education program. She earned her master's degree from the University of Colorado Denver and most recently worked as a graduate part-time instructor in CU Denver's Early Childhood Education and Early Childhood Special Education program. She is currently an EdD student here as well.



Remi Holden is an assistant professor in the Information and Learning Technologies program. He earned his PhD from the University of Wisconsin-Madison. His experience includes: co-chair of the national Playful Learning Summit and lecturer for the University of Michigan-Flint's School of Education.



Lori Ryan is a senior instructor in the Early Childhood Education and Buell Early Childhood Leadership programs. She earned her PhD from State University of New York at Buffalo and most recently worked as an adjunct faculty member at Metropolitan State University of Denver and as a Rose Community Foundation educational leadership coach and consultant. Ryan worked for 20 years as director of early childhood education and family engagement in a school district where she led applied research, innovative practice and the development of inclusive curriculum.



Julia Kantor is an alternative licensure instructor in our ASPIRE to Teach program. She earned her PhD from the University of Colorado Boulder. She most recently worked as an instructor at CU Boulder's School of Education. Her research has focused on narratives in the pre-service teacher classroom that are centered on issues of diversity and difference.



Kent Seidel is an associate professor in the Research and Evaluation Methods program. He directs of our new Center for Practice-Engaged Educational Research (C-PEER). He earned his PhD from the University of Cincinnati and most recently had a dual appointment in the Educational Leadership and Policy Studies and the Research Methods and Statistics programs at the University of Denver. Seidel's research focuses on performance-based approaches to improving educator support and school quality.

FUNDED PROJECTS

The School of Education & Human Development celebrates the scholarship and ingenuity of our faculty and staff, whose dedicated work has currently secured \$22 million in external funding for projects. Presently, 16 faculty and two professional staff lead and co-lead 31 grant projects. Highlights include:

Buell Early Childhood Leadership Program (2013–2015)

FUNDING Temple Hoyne Buell Foundation | \$874,255

The Buell Early Childhood Leadership Program (BECLP) prepares and credentials experienced and emerging leaders in early care and education settings who serve all children and families, including those with language, culture and racial diversity, and ability differences. Each admitted student (Buell Fellow) receives a scholarship for the 18 required credits to complete the graduate certificate. The certificate is offered in partnership with CU Denver's School of Education & Human Development, the Institute at Clayton Early Learning and the Temple Hoyne Buell Foundation. For more information, email becpl@ucdenver.edu.

Daniels Fund Boundless Opportunity Scholarships (2014–2016)

FUNDING Daniels Fund | \$20,000

Boundless Opportunity Scholarships are intended to benefit nontraditional students seeking the economic and social benefits of a college education. At SEHD, scholarships will be annually awarded to five students who are studying in Early Childhood Education programs, with an average annual award of approximately \$2,000 per student.

NxtGEN Teacher Preparation Program (2014–2018)

FUNDING U.S. Department of Education's Teacher Quality Partnership Grant Program \$8,523,405 (2014–2018)

CU Denver's NxtGEN Teacher Preparation program will recruit, prepare and retain 340 teachers for urban and rural schools in Colorado. Through this grant program, SEHD will help address teacher shortages in rural and urban areas. CU Denver is partnering with Denver Public Schools, 28 high-need rural school districts represented by the San Luis Valley, South Central, and Santa Fe Boards of Cooperative Education Services, the Colorado Department of Higher Education and the Colorado Department of Education.

ASPIRE to Teach Collaboration with Teach for America (2014)

FUNDING Monfort Family Foundation | \$100,000 to support both SEHD and Teach for America

SEHD and Teach for America (TFA) began partnering to prepare teachers in 2007, with TFA as the licensing agent and SEHD providing a master's degree. In 2013, SEHD was approved as an alternative licensure provider (ASPIRE), and deepened the TFA partnership to include partnering on the alternative licensure route. The TFA/ASPIRE partnership capitalizes on a shared vision and merges the strengths and assets of each organization to create a singular, premier licensure program and professional development for teachers in Colorado. Generous funding from the Monfort Family Foundation is supporting a new video coaching system that allows SEHD and Teach for America to better evaluate and support teachers statewide. The video coaching platform allows instructional coaches to observe candidates frequently. Teachers can video themselves teaching the same lesson or at the same time of day across a series of dates, allowing for more robust and in-depth coaching. Additionally, multiple coaches can observe the same videos, allowing for focus on different elements of teaching.

PUBLISHED

Selected Publications

Nancy Commins, clinical professor in the Culturally and Linguistically Diverse Education program, wrote a 2013 article based on research she conducted during her year as a Fulbright Scholar in Finland. The article in *European Journal of Teacher Education* titled "Pre-Service Teachers' Beliefs and Knowledge about Multiculturalism" demonstrates the common issues faced by teacher educators around the globe.

Mathematics education assistant professor Heather Johnson received the Linking Research and Practice Outstanding Publication Award from National Council of Teachers of Mathematics for a 2013 article in *Mathematics Teacher* titled "Reasoning about Quantities That Change Together."

Educational psychology assistant professor Jung-In Kim published a 2014 article in *Social Psychology of Education: An International Journal* titled "American High School Students from Different Ethnic Backgrounds: The Role of Parents and the Classroom in Achievement Motivation." The research supports cross-cultural competence regarding student motivation and autonomy needs.

Teacher education assistant professor Cheryl Matias, together with SEHD faculty colleagues Kara Mitchell Viesca, Dorothy Garrison-Wade, René Galindo and SEHD doctoral student Madhavi Tandon, published an article in *Equity & Excellence in 2014* titled "What Is Critical Whiteness Doing in OUR Nice Field Like Critical Race Theory?"

Maria Ruiz-Primo, professor in the Research and Evaluation Methods program, published a chapter in the *Handbook of Research on Classroom Assessment* that was used as one of the key documents for discussion at the 2013 annual American Educational Research Association conference.

Science education associate professor Geeta Verma coauthored *Critical Mass in the Teacher Education Academy: Symbiosis and Diversity*, published in 2014 (Champaign, IL: Common Ground Publishing).

Culturally and Linguistically Diverse Education program assistant professor Kara Mitchell Viesca wrote a 2013 article for *Race Ethnicity and Education* titled "Race, Difference, Meritocracy, and English: Majoritarian Stories in the Education of Secondary Multilingual Learners." "I learned a great deal about the dominant cultural narratives that exist in society as well as how they can perpetuate inequity," said Viesca.

EDU CENTER

Transforming professional learning for educators

THE SEHD INITIATIVE EDU (pronounced Ed-U) is a professional learning community where educator-members may drop in for a variety of evening and Saturday sessions or engage in online modules and webinars. “EDU is about empowering our members throughout their careers. We take an interest in not only their professional well-being but also providing a variety of engaging social activities and supportive emotional services like our call-in hotlines and support groups. Our events, services and activities are created by educators for educators—think educational co-op or an educator’s version of a community center,” states Laura Summers, director of EDU.

EDU is located at 999 18th St. and provides free parking for members. Individual memberships are priced at \$20 per month. There are also options for enhanced individual, team and group memberships, which include planning and/or instructional coaching with qualified educators. Members in other areas of the state can enjoy a host of online sessions, hotlines, virtual coaching and electronic resources. For example, webinars about 21st-century teaching and learning, student engagement strategies and technology integration are offered monthly. School teams and districts may also seek support in induction for new teachers and post-teacher-evaluation professional learning and/or coaching to address any gaps in the Colorado Teacher Quality Standards.

As Summers explains, “The educational landscape is changing quickly for our teachers with everything from Common Core to educator effectiveness, so we want to do everything we can to keep quality teachers in the educational profession for the entire span of their career. Mentorship and personalized coaching can make a difference in teacher retention.”

Teachers may call or drop in after work to strategize on lesson planning, brainstorm how to work with individual students, or figure out an individual educational plan with our certified special education coach. Support groups for classroom management, stress management and conflict management are a few examples of how EDU would like to support teachers’ well-being with an as-needed, just-in-time approach.



Shane McArdle, high school English teacher in Denver Public Schools

WANT TO GET INVOLVED? QUESTIONS? VISIT FOREducATORS.ORG

The professional learning opportunities are designed to build community and align with Colorado Teacher Quality Standards and Colorado Academic Standards. Members count participation credits to get ahead, including relicensure, salary movement and credit toward a degree. Some of the professional learning offered will include a book study focused on multicultural children’s literature, a challenging behavior collaborative problem-solving group, a lesson study team for math teachers, a lesson study team on literacy across the content areas and an understanding culture hotline. There will also be some joint opportunities between the SEHD’s partnership schools and EDU to offer a facilitation workshop and grant-funded team-inquiry experiences, where selected school teams investigate a problem of practice to improve teaching and learning.



Valerie Horton, district elementary differentiation coordinator in Cherry Creek School District



FIRST RECIPIENT OF THE LYNN K. RHODES FACULTY AWARD

T HIS YEAR MARKED the first presentation of the Lynn K. Rhodes Endowed Faculty Award. The award was generously created by former Dean and longtime faculty member Dr. Lynn Rhodes. It allows the current Dean to honor an SEHD faculty member for extraordinary service to the school and/or the community.

In 2014, the award went to Dr. Diane Estrada, associate professor in Counseling. Estrada was selected because of her exceptional performance as a faculty member, her significant contributions to SEHD and the community, and her leadership.

"Dr. Estrada steered the transition of the Counseling program during a very demanding time of reorganization, additional hiring and accreditation review," said Dean Kantor.

"With Dr. Estrada's leadership, the Counseling program passed the accreditation review with high marks, maintained very strong enrollment numbers and hired Dr. Robert Allen of Halifax, Nova Scotia, to join the faculty. I am thrilled to recognize her tireless commitment and passion for her work and her colleagues. I am grateful to Dean Rhodes for making it possible."

Dr. Rhodes reported that she took Dr. Estrada to lunch to celebrate the award. "It was wonderful to reconnect with Diane personally and to hear about the work that she and the Counseling faculty have done to maintain and even increase the quality of the education that they provide to professionals who safeguard the mental health of our communities. Diane's leadership is key to the success of the program, and her selection by Dean Kantor was welcome news."

IN MEMORIUM

Remembering Professor William Goodwin

I N MAY 2011, the School of Education & Human Development lost a dear friend and colleague following his difficult and courageous battle with melanoma. For more than 40 years, Professor William Goodwin oversaw both the Educational Psychology and Research Methods and Early Childhood Education programs at SEHD. He also served as CU Denver's liaison to three alternative teacher licensing programs in area private schools: Stanley British Primary School, Boulder Journey School and Friends' School. Many of you will remember Bill's humor, his humble and approachable nature and his talent for keeping students engaged. Bill was the author of numerous books and articles in the areas of educational psychology, research methods, measurement and evaluation, early childhood education and alternative teacher certification. He was the recipient of many awards and honors at CU Denver as well as within his professional organizations.

This fall, the William L. Goodwin Memorial Scholarship Fund began awarding scholarships to students enrolled in CU Denver's Educational Psychology and Early Childhood Education programs. Scholarship applicants must have successfully completed at least six credit hours of coursework in either program, with a GPA of at least 3.0 and a letter of recommendation from a faculty member.

Thanks to the generous support from the Goodwin family, Bill's former students and members of the community, we have raised a significant amount of funding for the scholarship and hope to be able to endow the William L. Goodwin

Memorial Scholarship Fund in the next few years. An endowment will allow this scholarship and Bill's legacy to live on in perpetuity as the William L. Goodwin Memorial Endowed Scholarship Fund.

"Bill loved his students and colleagues in the Educational Psychology and Early Childhood Education masters programs, and particularly treasured his work at the Boulder Journey School, Stanley British Primary School and Friends' School," said Laura Goodwin, associate vice chancellor for academic affairs and professor at CU Denver. "I know that he would be honored and humbled by this scholarship fund, and thrilled that it is now in a position to begin awarding scholarships



to deserving students. Thank you so much to everyone who has contributed so generously to the fund!"

If you'd like to make a contribution to help fund student scholarships in memory of William Goodwin, you may donate directly online at www.cufund.org/goodwinscholarship. You may also send a check made out to the CU Foundation with the memo line "In Memory of Bill Goodwin" to Kyle Jaccaud-Smith, University Development, 1380 Lawrence St., Suite 1325, Denver, CO 80204.



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SAVE THE DATE

SEHD Alumni Reception **What's Worth Fighting for in Education**

KEYNOTE SPEAKER
Andy Hargreaves

WHEN
Monday, April 6, 2015
5:30-8:30 pm

WHERE
1380 Lawrence Street
Terrace Room, 2nd Floor

RSVP
ucdenver.edu/education

Reach us at 303.315.6300
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