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School of Education
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FALL 2015

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EDITORIAL MANAGEMENT

Julia Cummings

WRITING

Christopher Casey, Julia Cummings, Courtney Harrell, Vicki Hildner

EDITORIAL REVIEW

Faith Marcovecchio

DESIGN AND PRODUCTION

Anabliss Design + Brand Strategy

COVER ILLUSTRATION

Stuart Briers

PHOTOGRAPHY

Nathan Armes, Glenn Asakawa, Casey Cass, Rene Galindo, Trevr Merchant

ABOUT

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A LETTER FROM THE DEAN

Dear alumni, colleagues, friends and supporters,

WE HAVE SO MANY EXCITING initiatives and growth areas in the SEHD. In this issue of *Edge*, we introduce you to several students who are turning their passion into professional success in our new program offerings, all of which are rooted in understanding diversity, advances in technology, proven approaches and real-world practice.

Strong evidence of SEHD's momentum and growth:

- » SEHD is one of only two Colorado schools of education ranked in the top category by *U.S. News & World Report* (the other being our sister school at CU-Boulder).
- » SEHD is a campus leader in online and blended offerings, as well as in the general integration of technology as a tool for supporting instruction delivery and student learning.
- » Our faculty produced a record number of publications and academic presentations in the past year. They published 62 journal articles, 30 book chapters and one textbook. They made formal presentations of their research at 190 conferences.
- » We are also the most active provider of alternatively licensed teachers in the state. Last year, we provided more than half of the preparation for alternatively licensed teachers in Colorado through our ASPIRE to Teach program, our residency partnerships with Stanley British Primary, Boulder Journey and the Friends' School and our partnership with Colorado Teach For America.

In this issue of *Edge*, we focus on two of the school's fastest growing areas: doctoral studies and research. The SEHD offers three distinct doctoral programs: the PhD, which is designed as research training and preparation for academic positions at universities; the EdD, an educational doctorate, which is designed as a cohort program with a focus on problems of practice in the districts and leads to leadership; and a PsyD in School Psychology, the first in the region. We have seen a 23 percent growth in our PhD and EdD program since 2010.

Doctoral programs are strong when the faculty succeeds in bringing in external support for the students and their joint activities. Our current level of external funding is \$29 million. We combine the School of Education & Human Development's research expertise with that of practice-based experts at our partner schools and districts. Our faculty and doctoral students identify, assess, research and solve problems together. The result? SEHD doctoral students are training with professors and teachers who are innovating and redefining best practices in the fields of education and mental health.



Research project apprenticeships are a major part of SEHD doctoral students' research training. You will read about PhD students Jeffrey "Hilario" Benzon, Nicola Hodkowski, Jaclyn Joseph, Katrina Marzetta, Amereen Nasim and EdD students Rosemary Allen and Adrian Niebauer. We also feature PsyD student Tiffany Joel. Their research and career passions span a wide range of subjects including diversity work in public schools, serving preschoolers with autism and other behavioral issues and improving STEM education. But they all have one thing in common: the opportunity to learn from numerous faculty members who are the "go-to" experts in their respective fields.

I hope you enjoy this issue of *Edge* and learning more about the incredible work that's taking place in education and human development at CU Denver. Alumni, I hope that our increasing strength brings even more value to your degree. We are proud of our achievements and look forward to celebrating them with you at the second annual Alumni and Friends event next spring!

My very best regards,

Rebecca Kantor

WAY AHEAD OF THE CURVE.

U.S. Secretary of Education praises teacher-preparation programs in the School of Education & Human Development

US. SECRETARY OF EDUCATION Arne Duncan said the University of Colorado Denver's School of Education & Human Development is "way ahead of the curve" in giving student teachers real-world classroom time and support—essential components to attracting and retaining the excellent educators the nation needs.

Duncan visited as part of an SEHD town hall discussion on "Partnerships & Pathways for Preparing Teachers" in the Terrace Room at CU Denver on June 9. He was joined by panelists Linda Abeyta, a CU Denver SEHD student finishing the Student Teacher Residency program in Denver Public Schools (DPS); Tania Hogan, a CU Denver SEHD alumna who is the Language, Literacy and Cultural Studies facilitator and teacher leader at Greenlee Elementary in DPS; and Tom Boasberg, DPS superintendent.

About 145 educators from across Colorado attended, including district officials, foundation leaders and Teach for America representatives. The panel discussion was followed by roundtable discussions on a host of education issues, including STEM preparation, special education and digital learners.



classrooms. Both of the programs leverage a partnership with DPS to advance teacher training, offer support systems and try new academic approaches—such as teachers making home visits to students—that strengthen education in the 21st century.

Although CU Denver didn't have these programs when she was a student 16 years ago, Hogan said SEHD was still "ahead of the game" in teacher preparation. "They're always thinking of ways to change the program. Looking at where it is now, they've made lots of changes," she said. "Now, with this teacher residency, they just keep changing the program to benefit what is happening in education."

Hogan noted that if it weren't for the post-graduation support she received from her CU Denver professors, as well as guidance from DPS colleagues and leadership in her school, "I wouldn't have kept going."

Abeyta, who did her student teacher residency at Denver's McMeen Elementary, said the key to being an effective teacher is getting to know the "whole child," and the only way to do that is to be in the classroom. "In my view, student-teacher preparation programs need to have teachers in the classroom as much as possible



U.S. Secretary of Education Arne Duncan, left, with Rebecca Kantor and CU Denver Chancellor Jerry Wartgow

The U.S. Department of Education is "thrilled to invest" in the innovative partnerships taking place in Denver, Duncan said. "We believe in your vision, we believe in your leadership, and we believe in your willingness to try stuff that is so important but hasn't been done before. The challenge is the vast majority of young teachers today in the country tell us they are not prepared to enter the classroom, and that is heartbreaking. It's not fair to them, and it's not fair to the children."

The way programs like CU Denver are developing education leaders and getting teachers into the classroom early "has to be the norm, not the exception," Duncan added. He said teacher preparation programs also need to embed technology as a teaching and learning tool as well as vigilantly measure whether the teachers they produce are effective in their careers.

Lack of support, not low salaries, is the main reason teachers leave the profession, Duncan

FORWARD-MINDED COMMUNITIES ARE LAUNCHING IMPORTANT PARTNERSHIPS AND NEW TEACHER PATHWAYS THAT ARE PART OF THE REFORM PUZZLE.

In introducing the panel, SEHD Dean Rebecca Kantor said the field of teacher preparation is in flux as educators face the urgent challenge of delivering the highest-quality education possible to an increasingly diverse student population. "Learning and therefore teaching has changed and will continue to change as our culture changes," Kantor said. "This has been and continues to be our commitment here at CU Denver—to be responsive and engaged always in continuous improvement and transformation."

SEHD's Student Teacher Residency program as well as NxtGEN, a first-of-its-kind undergraduate four-year residency developed in partnership with DPS, received praise from Duncan and other panelists for providing just what the nation's education system needs: mentorship, support and early exposure to teaching in real-world

so that they're comfortable, confident and ready to get to know that whole child."

For too long, Boasberg said, student teaching has been a "catch-as-catch-can" proposition. He said educators should look to preparation programs of other knowledge-based professions for guidance. In health care, for example, it's unthinkable to throw a new professional into the job without first being trained in a mentor/cohort group for a period of time.

"There needs to be such a profound increase of clinical opportunities for our teachers," Boasberg said. "That's going to require much stronger partnerships and willingness and training from districts, charters and employers who are willing to invest in aspiring teachers and in their training development."

said. He stressed that recruitment and retention of talented and committed young teachers is critical because about a million out of the 3 million public-school educators nationally are expected to retire in the next several years. "Our ability to attract and retain ... great talent over the next four, five, six years is going to shape public education in our nation for the next 30 (years). It really is a once-in-a-generation opportunity."

The secretary said forward-minded communities are launching important partnerships and new teacher pathways that are part of the reform puzzle. "Our goal is to find programs in communities like Denver and then invest and let them scale and learn from each other," Duncan said.

HIGHER ED WITH HIGHER CALLING.



Rubén Viramontez Anguiano

BEHIND THE DOORS OF AN OHIO FACTORY, Rubén Viramontez Anguiano found a fresh-faced, young Latina woman with great potential. She was punching in her time card every morning and taking the same place on the assembly line every day. Not only did this 18-year-old dream of attending college, her high school transcripts had boasted a 3.9 GPA. “Students like this don’t realize that the gap years between high school and college can affect financial aid, scholarships and the institutions they qualify for. These little misunderstandings add up to big obstacles in the college application process for many Latino families,” says Anguiano, professor of Human Development, Family Relations and Education, and recipient of SEHD’s 2015 Lynn K. Rhodes Faculty Award.

Unfortunately, this is just one of the many cases Anguiano has come across over the years. He credits these scenarios not to young people lacking interest in college but to families being intimidated by and not understanding university systems. So with the help of Anguiano, CU Denver has developed a Human Development and Family Relations (HDFR) program with classes and service-learning projects designed to tackle these kinds of obstacles head on.

The first of its kind in the United States, the program offers courses that are taught bilingually in both English and Spanish. The curriculum focuses on the importance of family relationships within schools and around the community. This is important, because student-support professionals, leaders of community-based organizations and family counselors are better able to serve a population when they first get to know its familial dynamics.

Anguiano has been practicing, researching and developing what he is teaching at CU Denver for almost 20 years. "You're really connecting to another person's world through language. You're connecting to their community. And as a 'helping professional,' that's the ultimate goal," explains Anguiano, who came to CU Denver specifically to help develop the new HDFR concentration in SEHD's BA in Education and Human Development. He believes that the program will be successful at CU Denver because it is well aligned with the school's mission, preparing professionals to foster success in diverse communities, and because CU Denver students are driven. "There's a diverse student body here that really wants to learn to work with Latino and diverse families," reports Anguiano.

The growing program currently has more than 40 majors and 12 minors. And, it is already receiving great feedback from students. "I love all the HDFR classes that I've taken," reports Maria Garcia, one of Anguiano's students. "[Anguiano's] classroom feels like a community. We all get to know each other, and it's a different way of learning."

WE'RE CREATING A NEW GENERATION OF PROFESSIONALS.

The program is also expected to give its graduates a competitive edge, especially in Colorado—a state with one of the top 10 fastest-growing Latino populations in the United States. It's estimated that Latinas and Latinos will make up one-third of Colorado's population by 2040.

HDFR students are inspired to pursue graduate studies at CU Denver and nationwide to gain an extra edge. HDFR is considered a pipeline program to CU Denver's Higher Education and Student Affairs, Couple and Family Counseling, School Counseling, Clinical Mental Health, Education and Human Development graduate programs in HDFR, as well as to similar programs and social work degrees at other institutions.



Carlos Hipolito-Delgado

NEW GRADUATE PROGRAM IN HIGHER EDUCATION

The HDFR to HESA Connection

University of Colorado Denver's highly acclaimed Counseling program has launched a new master's degree concentration in Higher Education and Student Affairs (HESA). This concentration, led by SEHD associate professor Carlos Hipolito-Delgado, prepares students to lead and make a difference in higher education, with an emphasis on enhancing students' abilities to serve culturally diverse and underrepresented students.

"Because we know that HDFR students are receiving excellent bilingual experiences in serving diverse individuals and communities," said Hipolito-Delgado, "we will be reaching out to them in hopes they will pursue the HESA counseling concentration."

HESA students develop the knowledge, skills and tools for careers in student affairs and college student services (including academic advising, Greek life, residential life and student programming) and college/university administration. Training includes two-semester-long internships in diverse higher education settings.

"I am hyped," said Hipolito-Delgado. "The HDFR and HESA students are dynamic and driven. They want to impact higher education to ensure all students have the opportunity to achieve. These students will improve the educational opportunities of generations to come."

With the curricula and service learning opportunities in CU Denver's bilingual Human Development and Family Relations program and CU Denver's new Higher Education and Student Affairs concentration, and professors like Anguiano and Hipolito-Delgado, we're confident that SEHD will help move the needle forward on college enrollment among Latino families. This is essential, because a 3.9 GPA is a terrible thing to waste.

For additional information on the HDFR and HESA programs, please contact education@ucdenver.edu or 303-315-6300.



Ken Lee, HESA student

IMPROVING THE LIVES OF COLORADO'S REFUGEES.



By Student Teaching and Volunteering

MARTHA CHAVEZ'S freshman-year volunteer work at Sun Valley Youth Center changed her career goals and her major at CU Denver. The center is a spark of hope in Colorado's poorest neighborhood, a community with a large number of refugees who are striving for better schools, better jobs, better nutrition and better overall opportunities. It was here that Chavez found her purpose and her passion as she provided bilingual math tutoring at the after-school care program. A young girl looked her in the eye and casually announced, "Miss Martha, you would make the best teacher."

"It was at this moment that I realized that I wanted to interact with diverse young children in person and make an impact on their lives. I wanted to share knowledge and hope with refugee and at-risk youth when so many others just walk away."

Soon after this experience, Chavez went to an SEHD open house and changed her major to the BA in Education and Human Development with a concentration in Elementary Education. A year later, she added SEHD's Human Development and Family Relations (HDFR) program as her minor. This year, she's participating in a yearlong internship in a Denver Public Schools high-need elementary school as part of SEHD's Denver Student Teacher Residency.

Chavez was attracted to the CU Denver undergraduate program because SEHD graduates are recognized as among the most prepared in the nation to support diverse languages, cultures and abilities in the classroom. She was also impressed by SEHD's close partnerships with local schools and community organizations, many of which are the longest running academic partnerships in the country.

Chavez loves her teacher education classes at CU Denver, where faculty make learning theories come alive. She also loves the out-of-classroom learning. "The intensive, well-supported residency work and mentoring experiences inspire me," she said. "I go into the classrooms and feel

like 'Yes! This is what I want to do.' And, it's all interconnected with what I'm learning in the classroom [at CU Denver]." Chavez will graduate with more than 1,200 hours of classroom experience, hours that far exceed the average teacher training for first-year teachers.

Chavez's passion for understanding and improving the lives of children in her future classrooms spurred the addition of her HDFR minor. HDFR classes help Chavez remember that her students have a family life outside of school that significantly influences what goes on in the classroom. "Why not minor in something that will help me in the classroom and help me understand the children who walk into the classroom?" said Chavez.

One of Chavez's favorite classes was called Food Justice, taught by SEHD associate professor René Galindo. "I am going to take what I have learned in this class and apply it for the rest of my life to become a better teacher," said Chavez. "Dr. Galindo made the class impactful for all of us. He really walks the walk. He is an avid gardener, probiotic-maker, beekeeper and more. He taught us about food deserts, where within a certain radius, it's hard to get fresh fruit and vegetables. It's heartbreaking to see.

We also saw signs of hope, like GreenLeaf Community Garden. GreenLeaf is run by high school students who grow pumpkins, cilantro, squash, cucumbers, carrots and more. They also learn how to sell the produce. This course inspired me to bring plant life into the classroom and teach urban children about planting food and good nutrition."

"Martha is a very thoughtful and caring student who brings a strong commitment to everything she does in and out of the classroom," said Galindo. "She always looks for opportunities to volunteer, such as working with refugee children at a community garden this summer. Her ongoing volunteer work with refugees reflects her commitment to social justice."

Since her first volunteer experience at Sun Valley Youth Center, Chavez's compassionate spirit to volunteer just grows and grows. Currently, she teaches weekend English as a second language courses at A La Source, a community center for refugees and immigrants. "I like it because I get to meet and help people from all over the world, including Iran and the African Congo. The number of refugees is growing in Colorado, and they really need our help."

THE NUMBER OF REFUGEES IS GROWING IN COLORADO, AND THEY REALLY NEED OUR HELP.

DENVER STUDENT TEACHER RESIDENCY

Because she is deeply committed to working with Denver's children in the city's classrooms, Chavez was accepted into the Denver Student Teacher Residency, a partnership between Denver Public Schools and CU Denver. Her final year at CU Denver involves paid residency work at Ashley Elementary. She will work alongside a highly qualified mentor teacher in a mixed first- and second-grade Spanish instruction class teaching science, social studies and English literacy.

"I will have a lot of responsibility from the start," said Chavez. She will create lesson plans and actively teach in the school. Chavez will also be considered a priority candidate in the Denver Public Schools hiring cycle. **For more information about this opportunity, please visit studentteacherresidency.org.**





**MAXIMIZING
LEARNING
IN THE
DIGITAL AGE.**

Remi Holden,
assistant professor

THESE DAYS, REMI HOLDEN, PHD, says, the average student walks into a classroom with more knowledge in their pocket than in their teacher's head. Whether in elementary school, high school or college, a student is only a smartphone query away from an answer to any problem. So what is the role of the teacher in a world where knowledge is so easily accessible?

"Teachers need to be good facilitators," Holden, an assistant professor in the School of Education & Human Development, says. "We need to filter knowledge, ask powerful questions and show students how to navigate these new venues of learning that are all around us. We never want a mobile device to replace a teacher. Rather, we need to retool our ways of thinking about teaching."

Holden has spent his career thinking about learning—about how it has changed with new technologies and how teachers can become designers of meaningful learning experiences. Now he's joined SEHD's Information and Learning Technologies program to help more students question their assumptions about what learning looks like.

In spring 2016, SEHD is launching a new undergraduate Digital Media and Learning minor, open to students from any discipline and designed to promote the use of emerging technologies in students' chosen majors and careers. Holden has been a key player in launching this minor, which will help students explore how new media, storytelling, mobile learning, games and networks can be leveraged to solve problems, advance civic engagement and design more participatory futures. In preparation for the launch, Holden described three things students and teachers need to understand about learning in a digital age.

We learn through civic engagement

Holden's first experience in a formal classroom was as a middle school math teacher in the South Bronx. He was a self-described terrible math teacher, largely because he did not explore ways to connect math to his students' everyday practices, cultures and commitments to social justice. That all changed when Holden became a director of civic engagement programs for high school students across New York City. His students' classroom was no longer inside a school building—it was the city of New York itself. Instead of completing exercises in a textbook, his students began researching community-based and interest-driven issues that they cared deeply about, like access to healthy and affordable food. Investigations of food security featured his students interviewing store owners, conducting food security audits and connecting

this real-world issue to mathematics practices such as data collection and analysis. Then, Holden's students presented their quantitative and qualitative research findings to city council officials and members of the mayor's office to advocate for policy change.

WE HAVE LEARNING ENVIRONMENTS ALL AROUND US.

Today when you go to New York, you will see green carts with affordable fresh fruits and vegetables in low-income neighborhoods. That's partly because Holden's students took advantage of their learning environment, presented their findings to civic officials and helped change legislation. That's a math and civics lesson his students will remember—a lesson that never could have happened only in a classroom.

We learn across settings

Holden comes from a family of educators—both formal schoolteachers and academics, as well as artists, dancers and personal trainers who teach in informal settings. Much of his own learning and early teaching occurred outside of school at a summer camp.

"Whether in the classroom, on the shores of a lake, in a forest or on an urban street corner, we have learning environments all around us," he says. "They all have opportunities that can allow for deep learning. Students' learning doesn't stop when they walk in and out of the classroom, and we should take advantage of that and forget the confines of a traditional classroom."

Holden will promote learning across settings at CU Denver in his new role as creative research collaborative fellow with InWorks, CU Denver's "academic skunk works" committed to interdisciplinary innovation that addresses complex social problems. The inaugural team of fellows with very diverse expertise will advance mobile technologies research to better understand how people participate in civic conversations across everyday settings.



We learn through play and games

People also learn through unstructured play and the constraints of games. Holden says many theorists and researchers have already demonstrated how games become transformative learning experiences. Therefore, he is passionate about encouraging teachers to incorporate more gaming and playfulness in their classrooms, including games that are co-designed with students.

"Schooling tends to limit the ways in which we play with ideas," he says. "Games are a structured way of reintroducing playfulness, a sense of exploration, curiosity and creative expression in a formal learning environment."

Holden teaches a graduate-level games and learning course, and his students play games every week—card games, online games, board games, all kinds of games. As they play, new lessons and insights always emerge. The lessons are always memorable and cause students to question, though a critique of game design, how other learning experiences may be created and enacted.

Technology, a passion for civic engagement, the many environments outside the classroom and games can all be tools to amplify learning, and, Holden says, it's time to start using them.

For more information about the Digital Media and Learning minor, please visit ucdenver.edu/education/digitalmedia.

OUR TIGHT-KNIT DOCTORAL COMMUNITY.

Students Teaming with Faculty on the Leading Edge

THE NEXT FEW PAGES offer a snapshot of the high achievers and unmatched research opportunities found in the doctoral community at CU Denver's School of Education & Human Development. Coming here as a doctoral student means joining a tradition of innovation and teamwork: learning from top minds, seizing extraordinary research opportunities and eventually catapulting into leadership positions inside and outside of academia.

We offer three distinct doctoral programs: the PhD, which is designed as research training and preparation for academic positions at universities; the EdD, an educational doctorate, which is designed as a cohort program with a focus on problems of practice in the districts and leads to leadership; and a PsyD in School Psychology, the first in the region. We have seen a 23 percent growth in our PhD and EdD programs since 2010.

Our doctoral students are diverse in background, in philosophy, in work experience and in focus. Their research and career passions span a wide range of subjects, including diversity work in public schools, serving preschoolers with autism and other behavioral issues, and improving STEM education. Some are Colorado natives. Others come from California, Pennsylvania, Washington, D.C., Vancouver, British Columbia, and Sussex, England. But they all have one thing in common: the opportunity to learn from numerous faculty members who are the "go-to" experts in their respective fields. Our faculty and doctoral students identify, assess, research and solve problems together—locally, regionally and around the globe.



Nicola Hodkowski, PhD student

Our PhD students include:



Jeffrey "Hilario" Benzon

For Benzon, a Washington, D.C., native who is currently working as a diversity administrator for Jefferson County School District, earning a PhD has been a lifelong dream. The credential will add to his 15 years

of experience as an elementary, middle and high school teacher, ESL resource teacher and high school administrator. "Continuing my learning and scholarship is extremely important to my work, my students and my profession," said Benzon. "I want to persist in contributing to the field of education through my research and my ideas."

Benzon's doctoral research is focused on discipline disparities in schools based on race, ethnicity, linguistic ability, gender and sexual orientation. He is especially interested in disrupting the school-to-prison pipeline through alternatives to traditional school discipline. "This program is challenging me to think critically and to consider multiple lenses and pathways about diversity and social justice work in schools," said Benzon. "It inspires me to find my own voice and to understand the research and theories of scholars who have paved the way."

Benzon's faculty mentors include Connie Fulmer, Sheila Shannon and Cheryl Matias. "Their scholarship, expertise and passion for education have allowed me to grow in ways that I could never have imagined," he said.

Nicola Hodkowski

Hodkowski was working as a teacher at Goldrick Elementary in Denver Public Schools when she realized that she wanted to go back to CU Denver to pursue her PhD. SEHD professor Ron Tzur was providing mathematics coaching and professional development to teachers in her school. And, she asserted, he inspired her. "When I realized the impact Dr. Tzur had on my teaching practices and therefore my students' increased understanding of mathematics, I became determined to make a broader impact on teachers, and ultimately their students," said Hodkowski. "The PhD was my way to get there."

Hodkowski is studying a cutting-edge math teaching technique that was developed by Tzur. It's called student-adaptive pedagogy. Her work supports a key component of the \$2,999,881 National Science Foundation grant recently awarded to Tzur and his five SEHD colleagues, which aims to implement and study a very innovative professional development intervention for upper-elementary teachers. Through this intervention, teachers will learn to tailor mathematics teaching to each student's needs and existing understandings, and thus improve multiplicative and fractional reasoning.

Hodkowski is thankful for the expertise, support and respect she receives from the SEHD faculty. She is especially thankful to Tzur, who inspired her to get a PhD. "His unconditional support and guidance for my learning has given me the ability to become the person I am today. He is my mentor, my teacher, my colleague and my friend. Simply put, I am cultivated to be the best by the best."



Jaclyn Joseph, PhD student, works closely with Phil Strain, professor at SEHD.

Jaclyn Joseph

Prior to starting her PhD studies at CU Denver, Jaclyn Joseph was primarily involved with the provision of support for young children diagnosed with autism and in performing consultations with school districts regarding challenging behavior. She also worked as a psychologist assistant performing psychological evaluations for children and adolescents with mental health and behavioral health needs and as an outpatient therapist supporting children and caregivers to improve caregiver-child relationships and reduce challenging behaviors in the home setting. "Through my work with children and adolescents with special needs, I started to realize the importance of investing time and effort in practices and programs that focus on the strengths and resiliency of young children with, or at risk for, disabilities, and their families," said Joseph. "I pursued my doctoral degree at CU Denver to specialize in this investment."

SIMPLY PUT, I AM CULTIVATED TO BE THE BEST BY THE BEST.

Joseph is currently gaining the content, research and policy knowledge that is required to contribute to the field of early intervention/early childhood special education as a researcher and consultant. "I am excited to become a member of the field that is able to lead efforts that support young children with disabilities and their families," said Joseph. Under the tutelage of faculty, she has published in multiple formats and presented at local and national academic conferences. She has also had the opportunity to collaborate with SEHD faculty members on a randomized controlled trial of Prevent-Teach-Reinforce for Young Children. This research involves working with local schools and child-care centers to partner with teachers to resolve challenging behavior in their classrooms.

Joseph's foremost faculty mentor is Phil Strain. "For my professional development, it is important to me that Dr. Strain is one of the leading researchers nationally in my field of interest," she said. "He balances supportive, thoughtful guidance with a clear-sighted vision of tasks to be performed. Through it all, he reminds me that the really important part is what we are doing for young children with special needs and their families."



Katrina Marzetta, PhD student

Katrina Marzetta

Katrina Marzetta came to CU Denver's doctoral program with plenty of experiential science teaching in her repertoire. She had been an instructor at the Denver Zoo, a researcher of rattlesnakes and reptiles at the Plains Conservation Center, a science teacher at Denver School of the Arts and a member of the geography faculty at Front Range Community College.

Marzetta is pursuing her PhD to become a tenure track professor and researcher. "I believe science literacy is imperative," she said. "Science understandings impact our present and future no matter who we are or where we live. I hope to help students understand the science behind important life decisions and discover the beauty and mystery of science. Additionally I want to share my knowledge and research with other educators so they can help increase their students' science literacy."

Marzetta's dissertation research involves place-based and experiential education. She is investigating a CU Denver undergraduate course that instructs students about urban agriculture at Five Fridges Farm in Wheat Ridge, Colorado. She will look at the impact that this course has on students' lives and their community. Her faculty mentors include Alan Davis and Bryan Wee. "SEHD faculty have given me amazing experiences in research and teaching as well as critical critique and unwavering support," she said. "They truly care about me as a person."

OUR TIGHT-KNIT DOCTORAL COMMUNITY.



Amreen Nasim

Prior to coming to CU Denver, Amreen Nasim was a high school science teacher in southern England. She taught biology, psychology and chemistry. After receiving her master's

degree from the University of Sussex, she knew she wanted to keep exploring learning theories. "I was intrigued by the behavior of my students, the complexity of classrooms and how STEM learning is evaluated around the world," she said. "So, I chose to come to America to learn about their education system."

Nasim plans to become a STEM education professor. "Aside from career aspirations, the doctoral degree is important for me because choosing to move to America meant leaving behind friends and family, and a doctoral degree gives me something significant, an academic achievement to show for my years of work."

Nasim's doctoral studies involve close collaboration with SEHD faculty member Bud Talbot on a \$1,078,848 grant from the National Science Foundation. This grant gives high-performing STEM undergraduate students a part-time job as a learning assistant (LA). LAs give fellow undergraduates active learning opportunities and support in larger introductory biology, chemistry and physics classrooms. The learning gains, achievement, retention and persistence of



EdD students Rosemarie Allen and Adrian Neibauer collaborate on a research project with Kent Seidel, associate professor and director of SEHD's Center for Practice-Engaged Educational Research (C-PEER). C-PEER provides opportunities for our doctoral students to work with real data sets and in teams with faculty and school leaders.

the new science students are tracked over time. "I am currently teaching the LAs how to give good instruction, covering topics such as metacognition and exploring pedagogical techniques. This is a hugely enjoyable experience."

As for the doctoral program overall, Nasim is very pleased. "My professors are very friendly and inviting," she said. "This has helped to make Colorado feel like home away from home."

Our EdD students include:

Rosemarie Allen

Rosemarie Allen, originally from Los Angeles, California, is completing her EdD at CU Denver to develop a keen understanding of learning, teaching and policy in the field of early childhood education. Her career goal is to become a full-time faculty member at a university and a national expert on racial inequities in early childhood education.

Prior to starting the program at CU Denver, Allen was a part-time faculty member at Metropolitan State University of Denver and a division director with the Colorado Department of Human Services.

As part of her doctoral work, Allen is working as an intern with President Obama's My Brother's Keeper Initiative. In this role, she is collaborating with the U.S. Department of Health and Human Services and the U.S. Department of Education to create an online course that will be offered nationwide called Culturally Responsive Pyramid Model Practices. "The course is designed to help educators recognize their implicit and explicit biases and the impact of bias on teaching and

A DOCTORAL DEGREE GIVES ME SOMETHING SIGNIFICANT, AN ACADEMIC ACHIEVEMENT TO SHOW FOR MY YEARS OF WORK.



THIS DOCTORAL DEGREE WILL ALLOW ME TO BECOME AN EQUITY-MINDED CHANGE AGENT IN MY SCHOOL DISTRICT.

Adrian Neibauer

Adrian Neibauer has worked for Cherry Creek School District for the last 12 years as a teacher and, most currently, as a technology and learning coach who ensures smart technology integration. He decided to pursue his EdD at CU Denver because of the program's focus on leadership for educational equity. "I am adamant that all students, especially those marginalized by the current public school system, receive equitable access to academic rigor," said Neibauer. "I want to ensure that students of color have access to meaningful educational opportunities in our school district."

"This doctoral degree will allow me to become an equity-minded change agent in my school district," he said. "I plan to have conversations with district leaders about how best to create a public school system that engages students of color behaviorally, affectively and cognitively. I want to be a part of an educational social-justice movement that will eventually close the academic gaps we see between different races of students."

Connie Fulmer is Neibauer's primary faculty mentor. "She has the highest of expectations for her students and has continued to push me toward academic excellence. She is a wonderful professor with clear objectives and a delineated path to achieve what she expects."

Neibauer especially likes working to solve real-world education problems together with members of the doctoral community. "This program is challenging me in how I understand systemic organizational change. Disrupting inequitable structures within a school or school district is not easy, and this program is inspiring me to find effective leverage points to enact and sustain change."

learning," said Allen. "It is a critical first step in addressing racial disproportionality in early childhood disciplinary practices. This topic has become my life's work."

Allen has three especially close relationships with doctoral faculty members. "Shelley Zion has given me the courage to have difficult conversations. I depend on her insight and wisdom and call on her whenever faced with hard decisions relating to equity. Elizabeth Steed is my 'go to' person for detail and honest feedback. I plan to publish with her. And Barbara Smith is my foremost mentor. She is my friend and someone I truly admire and aspire to be like. She is so humble that you'd never know she helped with the passage of early childhood sections of IDEA and with the subsequent implementation in states. She freely shares her knowledge, contacts and expertise. She pushes me farther than I thought I could go and expects excellence at every level. She knows when to hold your hand and when to let go."

Our PsyD students include:



Tiffany Joel

Tiffany Joel moved to Denver from Vancouver, British Columbia, with her seven-year-old daughter specifically to attend CU Denver's School Psychology program. The program's national reputation, intensive

field-based opportunities and strong focus on social justice attracted her to our campus. "Obtaining a PsyD allows me to become the first person in my family to earn a doctoral degree while also hopefully being a role model for my daughter as she gets older and pursues her own higher education."

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. 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. Next, I would like to work in middle or high schools that have been categorized as hard to serve. I'm especially interested in eliminating the factors that cause students of color to be disproportionately placed in special education and disproportionately excluded from gifted and talented programs."

Joel's SEHD faculty mentors include Franci Crepeau-Hobson and Bryn Harris. "Dr. Crepeau-Hobson taught me the importance of the role of psychological assessment in treatment planning and the importance of trauma-informed care in schools. And Dr. Harris has given me the chance to be involved in a national research project about autism diagnoses. We will publish an article together in the Journal of Autism and Developmental Disorders. She has widened my lens on what it means to practice in a truly culturally and linguistically sensitive way that honors all students."

DIVERSITY EVENTS & PROJECTS.

Connecting Global Human Rights with Issues Surrounding Language, Identity and Power



Luis Poza teaching his new course.

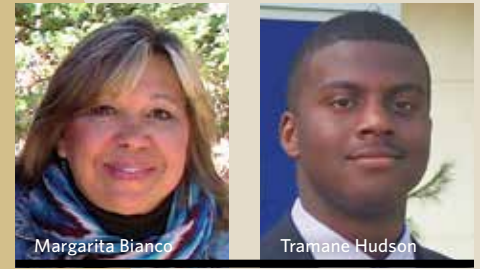
Luis Poza, assistant professor of Culturally and Linguistically Diverse Education, is teaching a new CU Denver course for all undergraduate students, regardless of major. The multidisciplinary course, called Language, Identity and Power: International Perspectives, engages students in broadening their thinking about their own and others' language identities and the critical importance of these issues worldwide.

"I'm really excited," said Poza. "It's a course that uses a lot of social science methodologies. We will be looking at many primary documents, including the constitutions of India, Guatemala

and Peru; the United Nations' Universal Declaration of Human Rights; and the Charter of Fundamental Rights of the European Union. We will study global policies around bilingualism in education and official language legislation. Students will get to really think critically and dialogue about the role of power, individual identity vs. national identity and how language rights play into that. It will help students develop an international lens for a lot of these issues. We will see that the U.S. isn't the only country that struggles to incorporate immigrants and local indigenous linguistic minority communities. It will offer insights into different ways of addressing these issues, some better and some worse."

"At the heart of my passion for multilingual education is this idea of equanimity on the basis of language and humanity," said Poza. "This course will highlight that language variation is very natural. It's a linguistic inevitability that language varies across time and across place. It's really a socialized process."

Poza is also busy working on developing a Bilingual Specialist endorsement for new and experienced teachers. He hopes to roll out this endorsement in fall 2016. "The need for specially trained bilingual educators is pretty dire, as I understand it, and a lot of teachers are being put in ELA-S classrooms just because they speak Spanish, even if they haven't been trained on how to teach Spanish or educate native Spanish speakers to promote bilingualism," said Poza. "We hope to begin solving this issue by certifying bilingual specialists."



Pathways2Teaching Founder and Student Participate in Symposium in Washington, D.C.

The Pathways2Teaching program was created six years ago by Margarita Bianco, SEHD associate professor of special education, to introduce high school students to critical issues of educational justice and to teaching as a potential career path. The program encourages students to attend college and then return to their communities as teachers and change agents.

The growing program has served more than 370 culturally and linguistically diverse students across school districts in the Denver area. It is also expanding nationwide. Bianco trained faculty and teachers for an affiliate program that recently launched in eastern Oregon, the Oregon Teacher Pathway.

The program is also gaining attention in the Washington, D.C., education circles. Tramane Hudson, a 2015 Pathways2Teaching graduate and current CU Denver student, and Bianco were invited by Khalilah M. Harris, deputy director of the White House Initiative on Educational Excellence for African Americans, to participate last May in the U.S. Department of Education's symposium on male educators of color.

More than 140 men of color from across the country who are committed to educating our nation's youth attended the event. Hudson was the only high school student who attended. He and Bianco interfaced with U.S. Secretary of Education Arne Duncan; John King, deputy secretary of education; and Ted Mitchell, under secretary of education, among others.

"I was honored to accompany Tramane to the symposium on male educators of color," said Bianco. "Mr. David Johns, the executive director of the White House Initiative on Educational Excellence for African Americans, invited Tramane up to the stage to welcome him to this special brotherhood. Male teachers of color from around the country applauded and later came up to Tramane to give him words of encouragement. It was truly powerful to watch."

Bringing an Education and Civil Rights Discussion to Life with Historical Documents from the National Archives in Washington, D.C.

“When you are finding things at the National Archives that few people have seen before, that’s what it truly means to be an educator.”

With those words, Manuel Espinoza, PhD, SEHD associate professor, set the stage for a 90-minute discussion of his research on three legal cases that led up to the 1954 United States Supreme Court case *Brown v. Board of Education of Topeka*, which decided that separate schools for black and white students was unconstitutional.

On this morning, Espinoza’s class was not made up of college students. Instead, two dozen high schoolers visiting CU Denver as part of the Pathways2Teaching program fixed their attention on him as he took them back in history.

“Ada Lois Sipuel Fisher was admitted to the University of Oklahoma because of a Supreme Court decision, but she was segregated because of a state statute.”

Espinoza had the students’ undivided attention as he told the story of Fisher, who, in 1949, was the first African-American admitted to the University of Oklahoma’s law school but was forced to sit in the back of the classroom in a separate section. The students took a moment to somberly read Fisher’s description of that experience: “I have tried to decide what racist action or situation over the years I have felt most acutely... I think perhaps walking past my classmates in the school of law classroom and climbing the levels up to the ‘colored’ chair was the most humiliating.”

Espinoza turned the discussion to important educational values—dignity and respect.

“The word ‘dignity’ never appears in the U.S. Constitution,” Espinoza said. “But it is a dignity document. Every time we work with people,

every time we educate someone, there are matters of dignity at stake.”

Espinoza turned his students’ attention to the case of George McLaurin, an African-American college professor who, in 1950, applied to the University of Oklahoma to do graduate work in education. When he was denied admission, he successfully sued and was admitted, only to find himself consigned to a desk in an anteroom, just outside the classroom.

He showed the students a photo of McLaurin at his desk. It hit home for Blanca Rodriguez, Collegiate Prep Academy senior.

“I have experienced what he has experienced, literally sitting in a corner, feeling like you were being segregated because of race,” she said. “I feel like I have an obligation to change segregation, inspire others of the same race to become more successful.”

Finally, Espinoza told the story of Heman Sweatt, an African-American whose protracted legal battle challenging the concept of separate but equal education led to his admission to the University of Texas law school in 1950.

“Until this case, segregation was not considered discrimination,” Espinoza told the students. “This case served to establish the notion that separation is inherently unequal—segregation is itself discrimination.”

Espinoza ended his presentation by challenging the visiting students to consider their education in the context of civil rights pioneers who have paved the way for new educational opportunities. “How are we to sagely emulate the lives of those people?” he asked. “Is there a way to walk in their footsteps?”



Manuel Espinoza, associate professor



William Anderson

Rising Leaders in Education Honored

Last spring, SEHD’s Office of Admissions and Outreach sponsored the second annual Rising Leaders in Education awards program banquet. This event recognizes and honors Denver’s future leaders in education and positive-change agents in the community. Sixty-three high school students received awards, thanks to nominations from teachers and school officials. William Anderson, social studies teacher at DPS and student in SEHD’s principal licensure program, presented the keynote speech on building leadership skills.



Aswad Allen, assistant dean, and Barbara Seidl, associate dean, with student awardees.

Celebration of Student Excellence

Together with SEHD faculty, the SEHD’s Office of Diversity and Inclusion hosted its inaugural Student Recognition Celebration last April. More than 125 individuals participated in honoring our students’ accomplishments and aspirations. The event included dinner, student research presentations and award presentations. Students with high grade point averages received silver and gold honors. Robert Thelen, Jordan Arellanes, Leticia Abajo Torrijos, Maria Velasco and Taylor Alcantar were awarded outstanding student awards for their leadership, academic achievements and service to the university community. Edwina Annan, Julie Miller, Aaron Williams and Andy Blevins received community service and citizenship awards for their strong commitments to community, equity and access to opportunity. Anna Ivanova received the leadership award for her commitment to promoting diversity and her work to create positive change.



Andy Hargreaves, keynote speaker

UPLIFTING EDUCATORS.

Inaugural SEHD Alumni and Friends Event

TREAT EDUCATORS with respect. Reward teachers 100 percent of the time who keep students engaged, absorbed and riveted. Make investments in education teams (human, social and decisional) for the greatest collective impact. Promote collaboration between public, private and charter schools. Elect and hire education administrators who uplift their employees' passions to produce remarkable results.



Nancy Shanklin, associate professor, with Jeffrey Miller



Aswad Allen, assistant dean of the Office of Diversity and Inclusion, welcomes guests

These are a few ways to develop a great education system, according to Professor Andy Hargreaves, who presented at the inaugural School of Education & Human Development Alumni and Friends event on April 6. Hargreaves holds the Thomas More Brennan Chair in Education at Boston College's Lynch School of Education and has recently received a round of high awards and accolades for his roles as scholar, author and widely recognized leader in international education reform. In January, *Education Week* placed him sixth in the United States in the annual RHSU Edu-Scholar Public Influence Rankings. Last spring, he shared the 2015 University of Louisville Grawemeyer Award in Education for ideas expressed in his book *Professional Capital: Transforming Teaching in Every School*.

"Currently, many people bully the adults who serve our children," said Hargreaves. "But I have found through many years of research that teachers thrive when they are treated with dignity and given freedom to exercise their professional judgment as teams for the collective good."

More than 80 SEHD alumni and friends enjoyed a networking reception and the insights and analysis on the current state of education by Hargreaves. The alumni and friends event was planned by SEHD's Office of Diversity and Inclusion. SEHD plans to make this an annual occurrence each spring.

"I really enjoyed connecting with other SEHD alumni at the event," said Paula Gallegos, SEHD PhD alumna. "My background is in urban secondary education, and I had a great 'aha' moment during Hargreaves' talk. I realized that student engagement through great teaching is key, with or without technology. I knew it intellectually, but Dr. Hargreaves really helped frame that conversation in a new way. It was liberating."

THERE CAN BE NO KEENER REVELATION OF A SOCIETY'S SOUL THAN THE WAY IN WHICH IT TREATS ITS CHILDREN AND THEIR TEACHERS.

"In the current age of pervasive technology, it can be easy to overlook how important it is to develop safe, relevant and engaging learning experiences," said Aswad Allen, assistant dean of diversity and inclusion at SEHD.

"Dr. Hargreaves offered a balanced, historical and contemporary view of the challenges educational systems encounter. It is my belief that the most fundamental ingredient for developing any student's capacity for a healthy sense of self and academic confidence is student engagement. It was both refreshing and inspiring to hear research-based evidence, ideas and concepts regarding the value of contextual student engagement."

"One of the ideas Dr. Hargreaves writes about is 'uplifting leadership,' said Rebecca Kantor, SEHD Dean. "The experience of listening to him for an hour as he shared just a few of his highly impactful ideas was truly uplifting. He has traveled the world to find highly engaged classrooms and shared pictures and descriptions of them to demonstrate the diverse ways different cultures create such engagement. Engagement, he reminds us, comes before achievement."

SPEAK OUT



UNDERGRADUATE STUDENT AMAL KASSIR

Amal Kassir, a very talented and passionate SEHD undergraduate student, gives a presentation to her class about the plight of Syrian refugees. Many of her extended family still live in Syria and 27 have been killed in the civil war. In the fall of 2015, she was interviewed on this topic by The Denver Post, 9News and Colorado Public Radio.

CU DENVER OFFERS A STATEWIDE ALTERNATIVE teacher licensure program called ASPIRE to Teach. The program provides supportive, high-quality, individualized learning options for adults pursuing a teaching career to increase the number of effective teachers around the state of Colorado. It has candidates spanning more than 30 school districts, 20 charter schools and four charter networks in Colorado.

In two years, ASPIRE to Teach has helped more than 300 Coloradans from a wide variety of backgrounds earn their teaching licenses. The growing program has another 210 inspired teachers-in-the-making this year, which represents a 67 percent growth in candidates since the inaugural cohort during the 2013-14 academic year. According to reports from the Colorado Department of Education, ASPIRE to Teach is currently the largest alternative licensure provider in Colorado.

Program growth can be attributed to several factors, including word-of-mouth by program alumni, the personalized nature and flexibility of the program, and increased partnerships with charter school networks, local and rural school

districts. Program satisfaction from alumni has created a pipeline of referrals; alumni cite the relationship, support and coaching expertise they received from their alternative licensure instructor (ALI) as the primary reason they encourage other teachers to consider the program. Upon entering the program, each candidate is assigned an ALI (pronounced "ally") who literally serves as an ally, working directly with the candidate throughout the program.

"Our ALI team is phenomenal," said Suzanne Arnold, director of ASPIRE to Teach at CU Denver. "Each ALI is a master educator with many years of exemplary teaching experience in K-12 classrooms. They focus on developing trusting relationships with each candidate and

customize the program based on the knowledge and skills each candidate brings to the program. In essence, they model for candidates how to differentiate the learning experience for their own students in the classroom. We take pride in our customer service, meeting all our candidates' needs, beginning with initial point of contact about our program."

Partnerships are also at the heart of program growth. The program has a unique partnership with Teach For America (TFA), and leverages the strengths of each program to support TFA teacher development. It serves as a one-of-a-kind university/Teach For America collaboration in the country, with ALIs working closely with TFA field coaches to provide wraparound

**THINKING
ABOUT THE
ALTERNATIVE.**

CU Denver's ASPIRE to Teach is now the largest alternative teacher licensure provider in Colorado

Jonathan Yonk, 2015 alumnus, ASPIRE to Teach and Spanish teacher, Fairview High School in Boulder.



Suzanne Arnold sits down at a recent retreat with alternative licensure instructors Sam McNitt, Leslie Prock, Evan McClintock and Erin Bache to discuss teacher support and development.

THE ALI TEAM SUPPORTS CANDIDATES AND EACH OTHER IN THE WORK OF TEACHER DEVELOPMENT.

support to candidates. Additional partnerships include Rocky Mountain Prep Charter School, Denver Public Schools, South Central Board of Cooperative Educational Services (BOCES), Pueblo City Schools and many others. "We are especially filling a huge need in rural Colorado with our high-quality fully online model through our online teaching modules, video-conference learning community meetings and video coaching," said Arnold.

"ASPIRE to Teach is all about innovation, teamwork and teacher development," said Arnold. The program consists of four components: online learning modules, video coaching, monthly learning community meetings and one-on-one monthly support consultations. Innovation is what drives the continuous improvement of the program. The expanding program numbers created a logistical challenge for the coaching component of the program. Thanks to a generous donation from the Monfort Family Foundation, the ALIs were able to pilot the use of a video coaching platform during the 2014-15 academic year. The gift enabled ALIs to nearly triple the total number of observations and coaching cycles for ASPIRE to Teach students. Video coaching also allowed the program to expand its impact statewide.

"I came into teaching knowing nothing," said Jenna Myers, ASPIRE to Teach alumna. "The videos have been fantastic. It was like my ALI was in my classroom a lot. I got feedback within 24 hours. I could change lessons the next day. He could tell me how my classes were going from an outsider perspective. It was much more relaxed from what I received from my school evaluator. I would set up my video and simply record my lesson. He would give me feedback, tips and tricks that I could put into place right away."

Another innovative aspect of the program is the high-quality curriculum delivered through online learning modules. ALIs facilitate learning in each module, reviewing submissions and providing written formative feedback until the candidate achieves proficiency in activity outcomes. More than 100 modules have been developed by the ALIs, who have expertise in content methods, special education and culturally responsive pedagogy for all learners.

Finally, perhaps the most unique aspect of the program is the nature by which the ALI team supports candidates and each other in the work of teacher development. Teamwork and collaboration is the norm for the team. Although each ALI has a unique caseload of teachers, the team's daily work often involves collaborating to problem-solve supports and solutions to challenges that arise for candidates in the classroom. In this way, they support each other's professional growth and development. Stop by the ASPIRE to Teach offices and you will see ALIs working together, watching candidate videos together, planning learning community meetings, strategizing ways to support candidates and brainstorming solutions to improve program systems.

"ASPIRE to Teach is most beneficial to career changers who are looking to apply their previous work and life experiences and start a new career in education. It enables them to start their new career without having to take an employment break for one or two years to go back to school," said Arnold. "That's the beauty of ASPIRE to Teach!"

TAKE ACTION

ASPIRE to Teach students are pursuing careers in:

- » Elementary education (kindergarten through sixth grade)
- » K-12 endorsements (art, drama, world languages, health, instructional technology, music and physical education)
- » Secondary endorsements (agriculture and renewable natural resources, business education, business/marketing, English, family and consumer studies, marketing, mathematics, science, social studies, speech and technology education)
- » Special education generalist (Age five through 21)

If you or someone you know is interested in ASPIRE to Teach, please email aspire@ucdenver.edu or call 720-639-9229.



WHITE HOUSE

In addition to her great directorship of ASPIRE to Teach, Suzanne Arnold has other claims to fame. In June 2015, Arnold was invited to the White House to attend the LGBT Pride Month Reception with her wife, Deb Harding. The invitation came by way of Deesha Dyer, the White House social secretary and a former high school student of Arnold's at the Milton Hershey School (1992). "It was a once-in-a-lifetime experience for us!" said Arnold. Capturing the event, a selfie with Vice President Biden includes Suzanne Arnold and her friend Allie from Philadelphia.

FUNDED PROJECTS

The School of Education & Human Development celebrates the scholarship and ingenuity of our faculty and staff, whose dedicated work has currently secured \$29 million in external funding for projects. Highlights include:

Student-Adaptive Pedagogy for Elementary Teachers (AdPed): Promoting Multiplicative and Fractional Reasoning to Improve Students' Preparedness for Middle School Mathematics (2015–2019)

FUNDING National Science Foundation | \$2,999,881

The AdPed project aims to implement and study a very innovative professional development intervention for upper-elementary teachers. Through this intervention, teachers will learn to tailor mathematics teaching to each student's needs and existing understandings, and thus improve multiplicative and fractional reasoning.

Beyond Active Learning: Learning Assistant (LA) Supported Pedagogies in Large Lecture Science Courses (2015–2019)

FUNDING National Science Foundation | \$1,078,848

The project team will observe, characterize and interpret the active learning methods employed in a large sample of learning assistant (LA) supported and non-LA supported science courses at the University of Colorado Denver, North Dakota State University and Florida International University. Their work will investigate how active learning methods and undergraduate learning assistant support contribute to the learning gains, achievement, retention and persistence of more than 10,600 biology students, 8,840 chemistry students and 7,620 physics students during each year of the four-year project. It will also provide critical insight into the learning of underrepresented/minority students in STEM.

RETIREMENT

Nocon inspired many through her teaching and scholarship



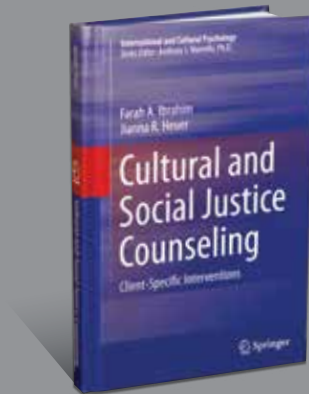
Congratulations to Honorine Nocon on her retirement after 13 years at CU Denver and a 28-year-career in education. She has been awarded the distinction of associate professor emerita for her research, excellence in teaching and outstanding service to the university.

Nocon joined the SEHD full-time faculty in the fall of 2002. She was awarded tenure and promotion to associate professor in 2007. In 2011, she was asked to serve as associate dean for academic programs and research.

She taught and provided leadership in multiple program areas: teacher education, linguistically diverse education and the doctoral program. She co-led development of an ongoing research collaboration between CU Denver and Denver Public Schools focused on studying school practices that support the success of students learning English as an additional language. She also led the efforts in developing SEHD's BA in Education and Human Development.

PUBLISHED

Selected Publications



Books

Farah Ibrahim, professor in Counseling, coauthored *Cultural and Social Justice Counseling: Client-Specific Interventions*, published in 2016 (Cham, Switzerland: Springer International).

Book Chapters

Counseling assistant professor Robert Allan authored a chapter in the book *Resilience Interventions for Youth in Diverse Populations* published in 2014 (New York: Springer).

Joanna "Joni" Dunlap, associate professor in the Information and Learning and Technologies program, published a chapter in the 2014 book *Real-Life Distance Education: Case Studies in Practice* (Charlotte, NC: Information Age Publishing).

Early Childhood Education associate professor Cristina Gillanders authored a chapter in the book *Spotlight on Young Children: Exploring Language and Literacy*, published in 2014 (Washington, DC: National Association for the Education of Young Children).

Counseling associate professor Carlos Hipolito-Delgado coauthored a chapter in the book *Internalized Oppression: The Psychology of Marginalized Groups*, published in 2014 (New York: Springer).

Sheryl "Sherry" Taylor, associate professor in the Literacy Language and Culturally Responsive Teaching program, coauthored a chapter in the book *The Cambridge Guide to Research in Language Teaching and Learning*, published in 2015 (Cambridge: Cambridge University Press).



**THESE STUDENTS WILL
IMPROVE THE EDUCATIONAL
OPPORTUNITIES OF
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Antwan Jefferson, clinical assistant professor