

FALL 2014

# education *views*

UNIVERSITY OF COLORADO BOULDER SCHOOL OF EDUCATION

## Center for Community-Based Learning and Research

# CU Engage

By Ben Kirshner

What is the purpose of the public university? And is it delivering on that promise? Students and employers are demanding more from a college education, such that graduates are prepared for the kinds of skills that can't be measured on a traditional test: Can you work in teams? Do you persist after failure? Are you capable of participating in different cultural practices and groups?

It doesn't stop there. Universities have a role in preparing students to become active participants in society who recognize and imagine solutions to major public challenges, ranging from racial inequality to climate change. To fulfill this role, vocational preparation needs to be embedded in a repertoire of democratic practices, such as dialogue and collective action that interrogate and address issues of social impact, power and justice.

CU Engage, a new campus-wide center housed in the School of Education, represents one response to these challenges. The mission of *CU Engage: Center for Community-Based Learning and Research* is to leverage the resources of the university to work collaboratively with community groups in addressing complex public challenges. Consistent with CU's Flagship 2030 Strategic Plan, the center

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Community members discuss their aims in partnering with CU Engage.

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# DEAN'S message

One of the School of Education's Strategic Goals that most sets us apart from other colleges of education is our intentional "in reach" to the rest of the CU-Boulder campus. Our goal is to "provide intellectual leadership to the campus on critical initiatives where we have demonstrated expertise in areas such as STEM learning, civic engagement and service learning, assessment and evaluation, and equity."

This strategic initiative builds on the success of our cross-campus Science, Technology, Engineering, and Mathematics (STEM) Education collaborations, especially the Colorado Learning Assistant Model, which we began in 2003. A key aspect of the Learning Assistant (LA) program is the help we provide to faculty in the STEM fields to transform courses to better support interactive learning. Importantly, we provide a course for the LAs so they can learn about the learning sciences research that helps explain why interactive learning and classroom dialogue increase student learning. Education faculty also partner with STEM colleagues to design research studies and develop outcome assessments as part of ongoing efforts to evaluate the effectiveness of instructional innovations.

Similarly, our new CU Engage: Center for Community-Based Learning and Research described in the front-page story will be a cross-campus resource. The work of CU Engage is deeply informed by the research expertise of our faculty focused on areas of youth development, civic engagement, deliberative democracy, informal learning environments, design-based research, and community-based participatory research. When the Provost asked us to bring together several thriving existing programs including CU Dialogues, INVST, Public Achievement, and Puksta Scholars, we agreed because these programs are highly congruent with our equity-focused mission. We saw how our scholarly and instructional expertise could help deepen and sustain the experiential learning opportunities afforded to CU undergraduates and enhance the benefits to community partners.

Two other efforts are under development and coming soon. With initial funding from the Provost, the School of Education's new Center for Assessment, Design, Research, and Evaluation (CADRE) will collaborate with departments across campus to improve assessments of student learning and to evaluate programs and methods that may have an effect on student learning. This issue of the newsletter also features (p. 4) another initiative, A Queer Endeavor, intended to support pre-service and in-service teachers in creating safe and inclusive learning environments for LGBTQ youth.

Each of these strands of work reflects the School of Education's commitment to integrate our work in teaching, research and outreach and to contribute to generalizable knowledge while immersed in the contexts of real institutional and community needs.

A handwritten signature in black ink that reads "Lorrie Shepard". The signature is fluid and cursive, with a long, sweeping underline.

Lorrie Shepard, Dean and Distinguished Professor  
Lorrie.Shepard@colorado.edu



will develop and sustain equity-oriented partnerships, organize opportunities for students to learn alongside community members and faculty, and support collaborative research methods focused on issues of public concern.

In doing so, CU Engage aims to advance and expand the prior work of the Institute for Ethical and Civic Engagement (IECE), which served a central role in community engagement at CU-Boulder for nine years. Several campus community-based programs, including CU Dialogues, INVST Community Studies, Public Achievement, and Puksta Scholars, will continue their important work as key programs directed by CU Engage. In addition, a new Leadership Minor will be housed in the School of Education and led by CU Engage.

### What is Community-Based Learning?

Students seek opportunities to apply their knowledge in meaningful ways; they crave a purpose beyond receiving a grade or reproducing information on

tests. The center's approach to student learning prioritizes experience (learning by doing), reciprocity (work *with* rather than *for* communities), and intellectual rigor rooted in academic disciplines. For example, students enrolled in an educational psychology course learn disciplinary content (how people learn) by working alongside youth in local after-school programs. Their experiences are structured through purposeful integration of theory and practice; students practice mentoring and tutoring skills while reflecting on their actions and assumptions, which are assessed through feedback on student field notes.

### What is Community-Based Research?

The center's research projects will bring people together with varied training and expertise to work collectively on issues of public concern and mutual benefit. Community-based projects can take many forms. In some cases community organizations invite a university researcher with particular content expertise, such as water quality



Center Director Ben Kirshner listens as community members dialogue about the role of CU Engage in their own work.

or renewable energy, to contribute to solving a resource issue. In other cases researchers with methodological expertise, such as ethnography or survey design, partner with community members to conduct locally focused participatory action research.

Led by Center Director Ben Kirshner and Associate Director Roudy Hildreth, the vision of CU Engage has been developed collaboratively through a series of discussions with staff, students, faculty, and community members. Check out [colorado.edu/cuengage](http://colorado.edu/cuengage) to learn more about the center and how you can participate. ■



## A Gift With a Return Policy

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\*Deduction will vary slightly with changes in the IRS Discount Rate. Annuity Rates are also subject to change based on the then current rate established by the American Council on Gift Annuities.  
PLEASE NOTE: These examples are for illustrative purposes only and are not intended as legal or tax advice. Consult your own legal and tax advisors prior to making any material decisions based on this data.

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## Crowdfunding Campaign to 'Break the Silence' for LGBTQ Youth Earns Over \$20K with Over 200 Supporters

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or contact Margot Neufeld  
at 303-541-1475 or  
[margot.neufeld@colorado.edu](mailto:margot.neufeld@colorado.edu).

In spring 2014, CU-Boulder launched its first-ever crowdfunding platform to raise funds through charitable contributions for projects that are not funded by the university but benefit Colorado communities. The groundbreaking documentary created by alumni **Bethy Leonardi, PhD** (2014, EFPP) and **Sara Staley, PhD** (2014, Literacy), *Breaking the Silence: Honoring the Voices of LGBTQ Youth and Allies in Supporting our Teachers*, was one of eight projects chosen to be included in the initiative.

The film draws from an April 2013 panel of LGBTQ youth talking with 75 pre-service and in-service teachers about creating safe and inclusive schools, as well as over 30 interviews with faculty, teachers, students, and community members. As one project of A Queer Endeavor, a broader School of Education initiative led by Leonardi and Staley, the film aims to “break the silence” in the local community and to reach out to other communities by collaborating with schools of education across the country.

**We are thrilled to share that the campaign reached its goal of raising \$20,500 with over 220 supporters!** With the funds, A Queer Endeavor is completing the film and creating four short, focused videos with accompanying curriculum materials. The film and materials, to be released in January 2015, will be used in teacher education and in professional development.

We greatly appreciate the overwhelming support given to creating safe and inclusive schools. For information on A Queer Endeavor’s completed film, videos, and curricular materials, as well as other important projects such as their well-attended Teacher Institutes, go to [colorado.edu/education/aqueerendeavor](http://colorado.edu/education/aqueerendeavor). ■



## How Do Educational Leaders *use research?*

William R. Penuel

The U.S. Department of Education has awarded a five-year, \$5 million grant to the University of Colorado Boulder, the Center for Education Policy Research (CEPR) at Harvard University, and Northwestern University to create a national center that will study how educational leaders—including school district supervisors and principals—use research findings when making decisions and what can be done to make research more useful and relevant for those leaders.

At present, the body of research on how district and school leaders use research is small, but suggests that research is rarely used, and not used in the way researchers might expect. Politics are always present, and research findings are just one of many things leaders consider when making decisions. The new **National Center for Research in Policy and Practice (NCRPP)** will undertake a series of survey and case studies of how and when leaders use research and the conditions that support and hinder research use.

### A Team Approach

The center is fortunate to have a team with broad expertise. At CU-Boulder, the team includes Co-Principal Investigator **Derek Briggs**, who brings expertise in measurement, as well as Center Director **Caitlin Farrell**, Research Associate **Annie Allen**, doctoral students **Charles Bibilos** and **Leah Teeters**, and myself. **Heather Hill** at the Harvard Graduate School of Education, an expert in developing measures of subject matter knowledge for teaching, and **Cynthia Coburn** and **James Spillane** at Northwestern University, two leading policy researchers in the field, will also serve as co-principal investigators.

### Why Study Research Use?

Increasingly, educational researchers are focused on investigating “problems of practice,” that is, questions that are of pressing concerns to educators about how to improve teaching and learning. Importantly, this aims to increase the relevance of research to district and school leaders faced with difficult decisions of how to allocate scarce resources to expand all students’ opportunities to learn.

Other efforts are focused on improving the quality of research available to educational leaders about the effectiveness of programs. Since its establishment in 2002, the Institute of Education Sciences (IES) at the U.S. Department of Education has funded dozens of field-initiated efficacy and scale-up studies of interventions, released multiple evaluation studies of major policy initiatives, supported rigorous studies of programs through the Regional Educational Laboratories, and funded training grants to prepare new scholars to conduct more scientific research in education.

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But providing access to relevant, high-quality research is not sufficient for research to impact practice. We need to understand much more about the processes of research use, or what Vivian Tseng (2007) has called “the demand side” of research use. We need measures of research use to track progress at both the central office and school levels. We also need to understand better how school and district leaders currently use research. It is only by understanding how these local leaders actually make decisions, and the role of research in this process, that we can begin to design interventions that promote more effective uses of research. That’s what NCRPP is setting out to do.

## Measuring Research Use

If we want to study and improve the use of educational research, we need to develop good measures that are grounded in a definition of research indicated by the small number of studies on research use. We also need a sense of when and where leaders use research, so that we can observe it happening—in district meetings, school improvement committees, board meetings and the like—and how it influences decisions about policy and practice. Third, we need reliable measures that are valid for the purpose of drawing inferences about the frequency of research use and characteristics that support or hinder it, such as knowledge and attitudes. Derek Briggs and Heather Hill are tackling these challenges as part of the center’s measurement work.

An important resource we are drawing upon in our measurement work is an ongoing study of research use among district leaders funded by the William T. Grant Foundation that Cynthia Coburn, Caitlin Farrell, Annie Allen, and I are conducting. That study is helping us to identify research use in a wide range of contexts—in meetings with principals, in professional development for instructional coaches, in meetings of district curriculum staff—where educators are deliberating about new and existing programs and policies.

## Studying Conditions that Support and Hinder Research Use

NCRPP is undertaking two sets of case studies to better understand the conditions that support and hinder research use. In one set of studies, led by James Spillane and Cynthia Coburn, we are looking at the role that research evidence plays in how district leaders make decisions about instructional programs in mathematics and reading. In that set, we’ll also be examining the individual, organizational, and environmental factors that enable or constrain research use by district and school leaders.

In a second set of case studies, which I will lead with Cynthia Coburn, we are looking at research use in the context of research-practice partnerships. These collaborations between practitioners and researchers are organized to investigate problems of practice and solutions for improving district outcomes. In this set of studies, we are comparing research use in three types of partnerships: one in which the purpose is to evaluate policies and programs (research alliances), a second where the purpose is to design for instructional improvement at scale in single districts (design research partnerships), and a third where the purpose is to support rapid, continuous improvement in a network (networked improvement communities).

## Supporting Research Use in the Field

A key part of the center’s activities is to help leaders make use of our research findings. To support this aim, we are partnering with national organizations—The National Council of Supervisors of Mathematics (NCSM) and Council of State Science Supervisors (CSSS)—to reach district leaders in mathematics and science via their existing networks and conferences. We are collaborating with CEPR at Harvard to develop a training module for district assessment and evaluation leaders that synthesizes findings from the case studies for their own professional learning and reflection. CEPR will organize a conference designed to promote partnerships to plan research studies that further extend the center’s work. ■

*Tseng, V. (2007). Studying the use of research evidence in policy and practice. New York, NY: William T. Grant Foundation.*



*William Penuel is professor of Educational Psychology and Learning Sciences in the CU-Boulder School of Education. His current research focuses on teacher learning and organizational processes that shape the implementation of educational policies, school curricula, and after-school programs. He examines learning and development from sociocultural, social capital, and complex social systems perspectives. Professor Penuel’s teaching interests focus on research methodologies for the learning sciences, adolescent development, and educational technology.*





## PIE Master's Program Celebrates a Year of Mentoring and Learning

The Partners in Education (PIE) program is a unique opportunity for teachers entering their first through third years of teaching to work toward their Master's degree while benefiting from both intensive coaching with mentors and collaboration with other PIE teachers. In May, 13 teachers in the program gathered to celebrate the culmination of their first "PIE year," led by Program Coordinator **Penny Scott-Oliver** and Clinical Instructors **David Baker**, **Mary Jo Bode**, **Rychie Rhodes**, and **Flora Sanchez**. PIE teachers, who worked in Boulder Valley and St. Vrain Valley School Districts, reflected on the school year and shared an info-graphic that illustrated their beliefs about teaching and learning based on their experiences.

Remarkably, *all* PIE teachers highly recommended the

program to new teachers, citing the value of having a coach in their classroom three hours per week, personalized mentorship and feedback, group seminars, and professional development that was responsive to their daily needs. In addition, the six credits earned in the first "practicum year" counted toward both the districts' required induction programs and the Master's program that they would go on to complete.

As PIE teacher **Jamie Smith** put it, "I would absolutely recommend this program to others because of the incredible support and guidance it provides. It also is nice to work with other new teachers and get support from people outside of your school with new perspectives and ideas."

For more information, go to [colorado.edu/education/pie](http://colorado.edu/education/pie) or email [penny.oliver@colorado.edu](mailto:penny.oliver@colorado.edu). ■



## Lt. Governor Garcia Observes CU's 'Literacy Squared' Bilingual Model

**Lt. Governor Joe Garcia** led the second annual Colorado Literacy Week in May to encourage continued reading through the summer and to learn about best practices. On his statewide tour, Garcia visited the highly successful Literacy Squared® program at Godsman Elementary School in Denver. Developed by Professor **Kathy Escamilla**, Literacy Squared® uses research-based strategies to promote not just literacy, but biliteracy in Spanish and English. As a result, Godsman has achieved impressive reading and writing gains in both Spanish and English that have outpaced the district and the state.

Program Director **Sandra Butvilofsky** explained, "The teachers at Godsman have worked hard to implement Literacy Squared strategies, and have seen the benefits of doing so. Teachers have asked, 'Is there anything like Literacy Squared for math? We have seen our kids really learn using Literacy Squared strategies.'" Godsman first and third graders were thrilled to share their love of reading and writing with their Lt. Governor, who continues to emphasize early literacy as a state priority. ■

## The Aquetza Program

### Engaging High School Youth in Leadership, Education, and Community Empowerment

For one transformative week in July, thirty high school students from across the state engaged in the second annual *Aquetza: Youth Leadership, Education and Community Empowerment* summer program. “Aquetza” roughly translates as “lift your chin up” in Nahuatl, the language of the Mexica/Aztec indigenous people of central and northern México.

The program, co-founded and directed by Master’s student **Jasón Romero, Jr.** and PhD Candidate **Mike Domínguez**, was intended to revive a summer bridge program that CU’s United Mexican-American Students Association (UMAS) had led in the 1970s to bring Latin@ youth to the campus. Specifically, the program aims to “empower youth with strong ties to Latin@ and Chican@ communities across Colorado to develop powerful connections between academics and community development, begin to include a trajectory of higher education in their life plans, and see themselves as scholars and civic leaders.”

Together, Jasón and Mike created a weeklong program that includes interdisciplinary and collaborative learning, experiences of campus life and of meaningful sites of activism (such as UMAS and Teatro del Oprimido), and evening “Encuentros” presentations. At the same time, Aquetza offers teacher development through rich critical pedagogy for students

from UMAS and the School of Education. Teacher education students **Chelsea Hernandez**, **Kaela Lind**, **Greg Payne**, and **Hannah Tegt** participated this year.

As an example, students participated in a “Photo Voice” activity, in which they brought photos of positive and negative aspects of their own communities with them to Aquetza. After learning about history, political systems, and systemic issues, students were able to reexamine problems in their own communities and envisage ways to contribute to social change.

Said Domínguez, “It was inspiring to see CU students and youth engaged together in culturally sustaining pedagogy in a way that builds community and validates identity, while showcasing the amazing knowledge, abilities, perspectives, and vision these youth have to offer.”

Youth participation in Aquetza is funded by the School of Education, CU’s Office of Diversity, Equity, and Community Engagement (ODECE), CU’s Cultural Unity & Engagement Center (CUE), and important private donations.

Ed Minor student **Magnolia Landa-Posas** will co-direct the program with Mike next year with a new cohort of students. To learn more, email [Magnolia.Landaposas@colorado.edu](mailto:Magnolia.Landaposas@colorado.edu) or visit [sites.google.com/alcolorado.edu/aquetza-program](https://sites.google.com/alcolorado.edu/aquetza-program). ■



## *A Tribute to* **Janette Kettmann Klingner**

Subini Annamma, Amy Boelé, Patrick S. De Walt,  
and Brooke Moore



Professor Janette Kettmann Klingner was nationally renowned for her groundbreaking scholarship in Special Education focused on culturally and linguistically diverse students. In 2013, the American Educational Research Association's Special Education Research SIG honored her with the Distinguished Researcher Award in recognition for her contributions to the field. Janette served as president-elect of the Council for Exceptional Children (CEC), past president of CEC's Division for Learning Disabilities, vice president and fellow of the International Academy for Research on Learning Disabilities, associate editor for the *Journal of Learning Disabilities*, and co-editor of the *Review of Educational Research*. She tirelessly worked to advance justice in her work with the National Center for Culturally Responsive Educational Systems (NCCRESt), Denver Public Schools, and many other federally funded projects.

Janette located her scholarship in diverse fields that often were at odds. She brought to light the ways in which the vast academic landscape she navigated could be more inclusive, and in the process, she built bridges across fields, students, and colleagues. A former public school educator, Janette understood that students needed champions who advocated for and with their communities. As an advocate for diverse learners who are linguistically, culturally, and/or cognitively underserved, she offered a perspective that was grounded in rigorous research. Janette's profound influence on the communities she served cannot be overstated.

As Janette's advisees, we were fortunate to experience an equally impactful role that she served as a mentor. Each of us has been influenced by more than just her scholarly and intellectual acumen. Her spirit touched our lives deeply. Janette took us in—individually and collectively—as her academic family, second only to her immediate family, who were at the center of her life. A connected and attentive listener, she embodied and provided each of us a place to develop our own compassionate wisdom.

Janette's smile filled a room with warmth. Above all, she will be lovingly remembered for her deep connections and commitment to serve others. For those whose lives have been touched by Janette, we seek to honor her legacy by emulating that compassion.

*To honor Janette Kettmann Klingner, the Kettmann family has created a doctoral fellowship to support Educational Equity and Cultural Diversity program candidates in the completion of their dissertations. Go to [colorado.edu/education/janette-klingner](http://colorado.edu/education/janette-klingner) for more information and to contribute. ■*

# ALUMNI connections

## Honoring the Work of Professor Margaret Eisenhart



Renowned for her work in educational anthropology and ethnographic research methods, Professor Eisenhart has challenged researchers to value the knowledge gained through conventional ethnographic methods, such as participant observation, while at the same time imagining new tools and frames to interpret the diverse, complicated, and entangled qualities of modern life.

At the **International Conference of the Learning Sciences (ICLS)** held at CU-Boulder in June 2014, five doctoral alumni presented a special session in honor of Professor **Margaret Eisenhart**. The session, “Reimagining Cultural Forms, Ethnographic Methods and Researcher Responsibilities in Studying Engineering and Science Learning: Honoring and Building on the Work of Margaret Eisenhart,” was presented by **Karen Tonso** (1997, EFPP), Associate Professor of Education at Wayne State University; **Cory Buxton** (2000, C&I Science), Professor of Educational Theory and Practice at the University of Georgia; **Jrène Rahm** (1998, EPSY), Professor of Educational Psychology and Adult Education at the Université de Montréal; **Heidi Carlone** (2000, C&I Science), Associate Professor of Teacher Education and Higher Education at the University of North Carolina at Greensboro; and **Angela Johnson** (2001, EFPP), Professor of Teacher Education at Saint Mary’s College of Maryland.

Having begun their careers under the guidance of Professor Eisenhart, the group reflected on how her work had allowed them to develop new lines of thought in their own research. Renowned for her work in educational anthropology and ethnographic research methods, Professor Eisenhart has challenged researchers to value the knowledge gained through conventional ethnographic methods, such as participant observation, while at the same time imagining new tools and frames to interpret the diverse, complicated, and entangled qualities of modern life. In order to understand the ways in which people make sense of their worlds, it is important to consider their participation not in static cultures of which they are members, but rather in complex webs of social, cultural and political structures that influence their identity formation while they in turn impact the changing dimensions of those structures.

Tonso, Buxton, Rahm, Carlone and Johnson shared stories of their four studies in STEM education that took up Eisenhart’s challenges to use ethnographic methods in ways that reimagine cultural forms, bring new tools to examine the interconnectedness of learning and identity, and attend to the ethical obligations of researchers. Through studies that examined identity development, the influence of race, social class, and gender on learning opportunities, the meaningful incorporation of resources in an after-school program, and the use of actor networks as a practice of design in a multi-site ethnography, the group shared how Eisenhart’s contributions extend to theorizing, methodological strategies, and empirical results that provide a unique vantage point on how people learn and become, in science and engineering practices and beyond. ■



# CLASS notes

## ALUMNI

**Megan Bollen** (2013, Social Studies) is teaching middle school Geography and Ancient Civilizations at a Hmong charter school in the Milwaukee Public School District, Wisconsin. She is also teaching an evening World Geography course at Alverno College.

**Jeffery Willett, MA** (2013, EFPP) is the Assistant Director for Student Services in the MBA office at the Leeds School of Business. He was honored with the Marinus Smith Award in 2011, which recognizes exemplary staff and faculty who have shown caring and concern for their students.

**Brad Bartels, PhD** (2012, EFPP) was named Executive Director of the Colorado Education Association (CEA). A former teacher, Brad worked as General Counsel for the CEA and the United Food & Commercial Workers union for 24 years before moving to the Executive Director role.

**Mary Butler** (2012, Secondary English) is teaching AP Literature and World Studies at Legacy High School in Broomfield, CO.

**Graham Slater, MA** (2012, EFPP) is pursuing a PhD in Education, Culture & Society at the University of Utah. He studies how schooling impacts student identities through human capital ideology and standardized curricula and

testing. His work is forthcoming in the *Journal of Education Policy and Educational Studies*.

**Matt Gaertner, PhD** (2011, REM) is a Senior Research Scientist in the Center for College & Career Success at Pearson. In Chapter 14 of the newly released *The Future of Affirmative Action*, he reviews CU's approach as one of a few race-neutral strategies that may help increase diversity in the face of shifting legal parameters.

**Jose Garcia-Paine, PhD** (2011, EECD) is a Spanish and ESL teacher at Nederland Middle Senior/High School in Nederland, CO.

**Michael J. Orosco, PhD** (2007, EECD) is Assistant Professor in Bilingual Special Education at the University of California Riverside. He received the Samuel Kirk Award for the co-authored article, "Effects of Cognitive Strategy Interventions and Cognitive Moderators on Word Problem Solving in Children at Risk for Problem Solving Difficulties."

**Colleen Pfeifer, MA** (2007, EECD) is the lead faculty for the TESOL program at Santa Fe Community College in Santa Fe, New Mexico.

**Courtney Anderson (Campbell)** (2005, Elementary) taught 5th grade at a charter school in Oakland, CA and then on the south side of Chicago. Since getting her M.Ed. seven years

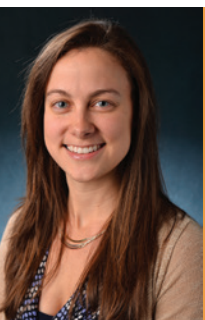
ago, she has been a reading specialist at a Catholic school in downtown Chicago.

**Zachariah Miracle** (1997, Social Studies) recently earned his MA in Special Education at Colorado Mesa University. He teaches special education at a middle school in Grand Junction, CO.

**BJ Meadows, PhD** (1984) completed 30 years as a public school science teacher, staff/curriculum developer, and principal for Jefferson County Public Schools. She and Marilyn Saltzman co-authored the book, *Building School Communities: Strategies for Leaders*, and are currently publishing another book that focuses on learning by doing. BJ currently teaches classes for OLLI at Denver University.

**Victor Willson, PhD** (1973), Department Head of Educational Psychology at Texas A&M University, is the inaugural Douglas J. Palmer Chair in Educational Psychology as of April 2014.

**Christine (Ricken) Williams** (1972, Elementary) retired in 2014 after over 40 years in education in Colorado and California. Her career included: State and National Presenter, Trainer, K-6 teacher, Director of K-12 Education, and 15 years as Assistant Superintendent in San Ramon Valley, CA.



## WELCOME NEW FACULTY

**Allison Atteberry** joins the School of Education as Assistant Professor of Research and Evaluation Methodology (REM). Her research focuses on policies and interventions that are intended to help provide effective teachers to the students who need them most. Specific topics include teacher preparation, high quality professional development, mentoring and peer collaboration, efforts to use measures of effectiveness formatively to improve practice, policies that target district responses to teachers and

schools based on measures of effectiveness, and incentives for the strongest teachers to work with the most disadvantaged populations. Dr. Atteberry's methodological strength is in thinking critically about what constitutes compelling evidence of causal effects in quantitative research.

Dr. Atteberry is coming from UVa's Curry School of Education, where she was both a Research Assistant Professor of Education Policy and an IES Postdoctoral Fellow. In 2011, she completed her doctorate at the Stanford School of Education in Policy Analysis with a graduate minor in the Statistics Department.

**sj Miller** joins the School of Education as Associate Professor of Literacy Studies. Dr. Miller's research focuses on social justice, Urban Education, pre-service and in-service Secondary Language Arts teacher dispositions, queer literacy, and marginalized/undervalued student literacies and identities. Recent books include *Change Matters: Critical Essays on Moving Social Justice Research from Theory to Policy* and *Generation BULLIED 2.0: Prevention and Intervention Strategies for Our Most Vulnerable Students*. Dr. Miller is a member of the Conference on English Education (CEE) Executive Committee, series co-editor of *Social Justice Across Contexts in Education* with Peter Lang Publishers, and incoming co-editor of *English Education*. Dr. Miller's long-term study influenced the newly-vetted CAEP Social Justice Standard 6.

New research will take Dr. Miller to a research site in Bloemfontein, South Africa where gender and sexual diversity will be studied in order to support new teachers as they teach about taboo topics. ■





## LEARNING in + out OF SCHOOL

- **OCT 29** Holistic Approaches to Early Education  
*with Michael Girodo, Head of School, Jarro Montessori*
- **NOV 19** Engaging Children's Emotions in Learning  
*with Professor Elizabeth Dutro*
- **DEC 10** How Children's Interests Develop  
*with Professor Bill Penuel*
- **JAN 21** Literacy Squared®: Valuing Bilingualism  
*with Professors Kathy Escamilla, Lucinda Soltero-González & Sue Hopewell*
- **FEB 18** How Children Learn Math & Science  
*with Professors Edd Taylor & Valerie Otero*
- **MAR 18** Standardized Testing & Special Needs  
*with Professor Derek Briggs*

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Lorrie A. Shepard, Dean

Kristen Davidson  
Editor  
Media Coordinator  
303-492-9019

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