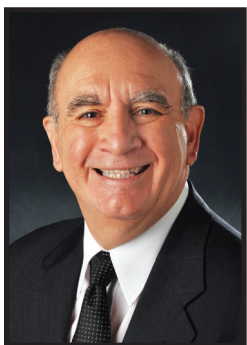


educationviews

UNIVERSITY OF COLORADO AT BOULDER SCHOOL OF EDUCATION

Phil DiStefano Takes Helm Of CU-Boulder Campus



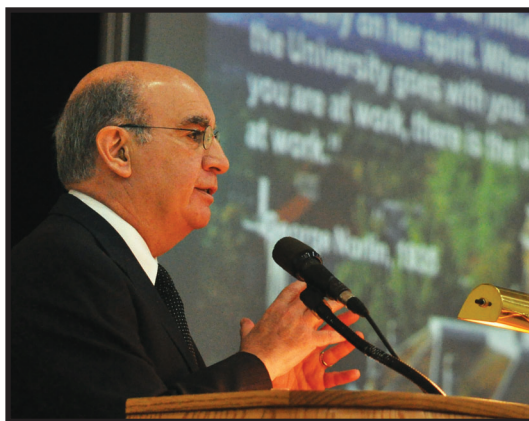
“We will fulfill the university’s highest ambitions...”

Dr. Phil DiStefano, newly named chancellor to the University of Colorado at Boulder campus, is hardly a newcomer to the School of Education. In 1974, he was appointed to the school’s faculty as an assistant professor of Curriculum and Instruction. His academic and administrative acumen propelled him to dean of the School of Education in 1986, a position he held for 10 years.

In his announcement, CU President Bruce Benson notes Chancellor DiStefano has “the leadership ability, expertise, and perspective to guide CU-Boulder through these challenging times and to build on the campus’s status as one of the great public institutions in the United States.”

“I humbly accept this appointment on behalf of all CU students, faculty, staff, and alumni,” says Chancellor

DiStefano. “Together, we will achieve great things for CU-Boulder in an exciting new century, and we will fulfill the university’s highest ambitions in research, teaching, and service.”



Chancellor DiStefano served as School of Education dean from 1986 to 1996.

Chancellor DiStefano fills the post vacated by G. P. “Bud” Peterson, who assumed the presidency of the Georgia Institute of Technology April 1.

A first-generation college graduate, Chancellor DiStefano built his career on solid administrative leadership and academic rigor. He plans to continue implementation of the university’s Flagship 2030 strategic plan, for which he was the steering committee co-chair.

Chancellor DiStefano served as interim chancellor from January 2005 to July 2006 and since mid-March after Dr. Peterson’s departure announcement. Chancellor DiStefano was named the sole candidate following the internal chancellor search and had served as provost and executive vice chancellor for academic affairs since 2001.

His career in education began as a high school English teacher in Ohio and his research specialty is literacy education. The School of Education is extremely proud to call Chancellor DiStefano one of our own!

Literacy: Beyond the Written Word

Words. Cobbled together masterfully, they captivate, compel, frighten, inspire, intrigue, or inform — to name a few possibilities. For some, words are so intrinsic they dictate their choice of profession. Such is the fate of the Literacy Studies faculty at the University of Colorado at Boulder’s School of Education.

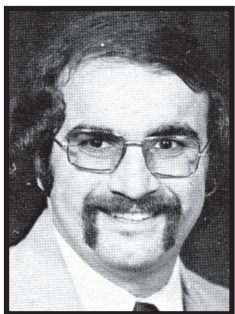
In addition to conducting stellar research, these faculty members teach the latest, proven instructional techniques, incorporating the needs of today’s diversified classrooms. The rich, robust curriculum for Literacy Studies is interwoven throughout the School of Education, from elementary licensure coursework and secondary English education, to MA and PhD programs in Curriculum and Instruction with an emphasis in literacy.

But what is literacy? It is no longer exclusively reading and writing, as it was 20 years ago. Today, literacy encompasses a broad range of expressive learning.

“Literacy used to be defined as reading and writing. Then, it was reading, writing, speaking, and listening. Now it is ‘literacies,’ and has to do with visual and communicative arts, and thus includes language, drama, visual arts — and of course reading and writing,” explains **Shelby Wolf**, PhD.

Dr. Wolf’s research focuses on how to engage K-12 students in reading and cultivate it as a lifelong passion. Currently, Dr. Wolf is leading a team of editors, creating *The Handbook of Research on Children’s and Young Adult Literature*. “The process is a bit like Noah’s Ark. We’re trying to fit

MESSAGE FROM THE DEAN



Phil DiStefano and Lorrie Shepard, new faculty, 1974, *School & University Review*

Phil DiStefano is a cherished friend and colleague to many in the School of Education. We are thrilled that he has been named CU-Boulder's new chancellor.

To those of us who know him, his success as an administrator is no surprise. I remember when he was first being considered for the position of vice chancellor more than 10 years ago. Some of my physics friends would take me aside and say, "Lorrie — no offense — but we just can't have someone from 'Education' as the vice chancellor for academic affairs." This was not possible, I was to understand, on a campus with a world-class reputation in the sciences. But he was appointed, and within a year all the fuss had quieted, because Phil has very strong commitments to research excellence as well as to teaching, and he was able to enact these commitments by making decisions that helped to get important work done. Plus, Phil was always good at pulling rabbits out of hats. In an institution plagued by limited resources from the state, it is helpful to have someone at the helm who can invent alternative strategies and piece together resources to make sure that priorities are pursued.

Remember Phil became dean of the School of Education at a very difficult time. In 1986, all of the education colleges in Colorado had just gone through a state efficiency review. CU-Boulder's program in Guidance and Counseling was discontinued, and its PhD in Administration was moved to the Denver campus. The school lost 13% of its credit hours overnight, and at national conferences the impression was

that Colorado's School of Education was a sinking ship. Newly appointed Dean DiStefano worked with the faculty and the vice chancellor to establish a vision for the school as a national center of excellence "in the teaching profession and in policy research." Seven outstanding new faculty were hired immediately and three more within two years, including Bob Linn, Margaret Eisenhart, Ken Howe, and Maria Reyes. Suddenly talk at national meetings changed noticeably. This transformational time and DiStefano's decade as dean are still thought of as Camelot.

In 2004, when the Boulder Faculty Assembly conducted an appraisal of DiStefano's performance as provost his strengths were identified as: "listening to faculty, staff, and students; treating all faculty fairly and inclusively; acting with integrity; creating an atmosphere of trust; supporting innovation in research; supporting innovation in teaching; managing conflicts among faculty, staff, and students; communicating openly and honestly with faculty; and working with faculty on new programs." We have every reason to believe that we can expect the same of him as chancellor, and we know he will be a wonderful spokesperson for the university, in the state, and in the community.

Phil, we wish you great success.

Lorrie Shepard, Dean
Lorrie.Shepard@colorado.edu

School of Education Shines During 'Recruiting Weekend'



Faculty and prospective doctoral students discuss the School of Education and enjoy a beautiful March day outside the Koenig Alumni Center. Seventy-seven percent of the "Recruiting Weekend" attendees confirmed their acceptance.

Twenty-five prospective doctoral students enjoyed a close look at the School of Education during the whirlwind, second annual "Recruiting Weekend" March 13-16.

Candidates attended the event kickoff Friday evening at The Attic Bar & Bistro in downtown Boulder, followed by Saturday morning breakfast at CU's Koenig Alumni Center where faculty presented specifics on doctoral degree programs. Saturday evening, Associate Dean Dan Liston and his wife, Michele Seipp, hosted dinner at their home and featured "Riolicious" fare from the Rio Grande Mexican Restaurant.

Dr. Liston says the event provides the School of Education "time to brag in a socially acceptable manner." Describing unique attributes of the school, he and Dean Lorrie Shepard credit its focus on teacher education, research, and social policy, and its elite research standing as one of only 60 U.S. university members of the prestigious Association of American Universities.

50th Reunion Celebration Declared 'Perfect'

Fifty years ago, classmates of 1959 walked in traditional cap and gown for their graduation from CU.

Back in their day, students relished nights at Tulagi's, dancing and gambling at the UMC's Club First Nighter, dancing at homecoming's Cotton Pickin' Ball, fraternity tricycle races at CU Days (which was almost canceled!), and dinner and drinks at The Sink. They even navigated the glitches of early computerization as the new IBM registration system left many without schedules.

Fast-forward to 2009, and the class of '59 is back on campus — this time for its 50-year reunion. Festivities included celebrations with newly named Chancellor DiStefano, and deans and students from their academic area. And, once again, the alumni walked into Folsom Field in cap and gown, leading the class of 2009 toward its graduation ceremony.

School of Education reunion participants enjoyed lunch, hosted by Dean Shepard, and listened as undergraduates discussed their teacher education programs and graduate students highlighted their research.

Among the attendees, Judy Charles, who, with her husband Bob Charles, endowed the first School of Education faculty chair, comments, "This was the perfect way to celebrate my 50th reunion. I loved seeing the dean and especially loved hearing

from current students. The School of Education has changed a lot since I was here and when I was a teacher. It was great to see some people I have not seen in 50 years."

Luncheon conversation centered on differences between the School of Education in 1959 and today. The most significant change is the requirement of practicum hours for teacher education candidates. Rather than completing them post-graduation, students begin their 800 hours (a considerable increase from 1959) during junior year.

Every year, the school looks forward to welcoming back its graduates — so class of 1960, it's your turn — we look forward to seeing you in May 2010!



Members of the class of 1959 celebrating their reunion at the School of Education are (left to right): Andrew Harris, Jetta Ballard Harris, Ron Zimmerman, Kay Woodruff Eberl, Sally Mixer Brudos, Darlene Venzke Nelson, Ruth Jones Tilsley, Jeannine Pulver Myers, Mel Cundiff, Judy Charles, and Cynthia Brunston Weber.

WISE Initiative Honors Wisdom of Women Donors

Alumnae and donors of the School of Education are very wise — this we have always known. Now these savvy women have the opportunity to share their wisdom, stay connected, and proactively represent our school.

And we do mean proactively!

A unique new membership group, Women Investing in the School of Education (WISE), has been formed to answer the call of women donors who want a more active role in directing their annual gifts. Mirroring the principles of a giving circle, WISE members pool donations and collaboratively award funding after reviewing proposals submitted by faculty and students.

Proposal requests may be for graduate assistantships, research grants, teacher education, outreach projects, or other special programming.

By combining resources and defining priorities, WISE members participate at the forefront of meeting the School of Education's pressing needs.

To join this powerful synergy, alumnae and donors simply pledge three consecutive annual contributions of \$1,000. Pledges may be fulfilled in annual, quarterly, or monthly payments.

Proposals for first-ever WISE funding will be reviewed and selected by members at the inau-

gural meeting, slated for Fall 2009. The actual meeting date will be announced soon.

Become an integral part of this stellar group of WISE women who believe in a commitment to educational opportunity, reform, and research. Join before July 31, 2009, and be a WISE Charter Member.

For more information about this unique opportunity to fund specific goals collaboratively, please contact Margot Neufeld, Senior Director of Development, 303-492-2990, or Margot.Neufeld@cufund.org.

Moving Beyond Words *continued from page 1*

40-plus scholars from around the world, all very famous people, into the ark of the *Handbook*,” says Dr. Wolf.

For **Donna Begley**, PhD, discovering evidence of potential obstacles to pre-kindergarten through middle-school students’ ability to read is a critical teaching skill. She stresses being alert to language, social, academic, or psychological barriers, which may cause students’ learning levels to slip. The goal is to address these problems “*before* students have failed, not *after* they’ve failed.”

“Students at the School of Education are very lucky because we have extensive research about not only how students learn best, but also what areas need to be explicitly taught,” says Dr. Begley. “We delve deeply into appropriate developmental expectations at various age levels and collectively work to solve problems.”

Unsolved learning problems, followed by failure, generate lifelong issues, contends **Gina Cervetti**, PhD. “As a reading professor, it seems self-evident: If students leave school without the ability to read, write, and discuss texts for academic and personal purposes, the educational system has simply failed them,” says Dr. Cervetti.

In her assessment class, Dr. Cervetti teaches how to use observation to discern reading development tendencies. With that information, her students are taught how to select, administer, and analyze assessments to design instruction.



Literacy Studies faculty and doctoral students meet bimonthly to read seminal articles, discuss career trajectories, and share students’ emerging dissertation ideas.

Anne DiPardo, EdD, has been fascinated with books since childhood when she and her librarian grandmother bonded during visits to the public library. Now, she is concerned about the “enduring achievement gap and its effect across economic and cultural boundaries of difference.”

“Today’s minimal literacy is not your grandma’s minimal literacy,” Dr. DiPardo tells her students. The demands of globalization, new text forms, changing business practices, and new ways of interacting politically have dramatically altered the range of tasks that fulfill literacy. She prescribes creating texts with an eye toward cultural differences in order to “open doors of opportunity.”

Elizabeth Dutro, PhD, concentrates on literacy engagement in high-poverty classrooms. Her research shows there is sometimes a striking fissure between how commercial educational programs score comprehension versus recognizing the knowledge children bring from their own experiences.

Dr. Dutro cites an example from her research. To assess comprehension, packaged reading curriculum directed teachers to expect certain responses to a Great Depression poverty story. Students in the study formed responses based on their personal histories with poverty and were scored as having not read the story successfully. Upon analysis, Dr. Dutro realized the official response assumed the readers’ relationship to poverty would be “grounded in the text only.” By integrating her research into instruction for teachers and scholars, Dr. Dutro strives to make literacy classrooms and schools “places of equity and engagement for all students.”

William J. McGinley, PhD, finds avenues to help young people experience the value and power of literacy in their lives now, rather than deferring to the future when literacy is tantamount to everyday experience. His work builds on the abilities germane to youth, such as their inventive language and its connection to reflectiveness and critical awareness. He hopes to “help teachers develop instructional practices that conceptualize language arts as something lived, not only as something written down.” The struggle, he explains, “is how we might create frameworks for incorporating these living/dialogic literacies into written-down literacies of school classrooms.”



Doctoral students, such as Andrea Bien (left), benefit tremendously from the relevancy of School of Education faculty research, contends Dr. Wolf (forefront).

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EYE ON RESEARCH

Writing Wounded:

Difficult Life Experiences in the Literacy Classroom

By Elizabeth Dutro

Children's hard stories pile up. In the midst of daily editing exercises, journal prompts, practice for district and state writing assessments, phonics practice, basal reading selections — hard stories enter the classroom: a young mother found dead in her bed, a daddy's slow death from what seems to be cancer, a girl preparing to testify against her mother's former boyfriend who sexually abused her, a baby brother's crib death, a little cousin fatally hit by a car, family members in prison, deaths of beloved grandparents, a cousin killed by gunfire, a move to a new foster family, a move back home from foster care, a pre-teen sister separated from her new baby.

As teachers, we cannot be complacent about how children's difficult life experiences function in schools.

It is a strange phenomenon in many urban high-poverty schools: Children's personal lives are ever-circulating and, simultaneously, scripted curricula increasingly foreclose classroom opportunities for students to narrate their lives. Further, the potential to reveal racist/classist policies and to connect empathetically is undermined by programs that encourage teachers to view children's difficult experiences as an inevitable part of a "culture of poverty" (Payne, 2005). In addition, as a class of third graders taught me, the curriculum can further concretize class dichotomies, appearing to invite children to share their experiences but not really wanting or expecting their stories at all. Whether or not the curriculum was listening, Julius wrote his story:

Some signs of hard times are when the gas bill shoots up to \$300 dollars. My dad was kicked out of work. Now we can't get gas for the car when it runs out of gas. The house bill could be a lot of money. My mom could not have enough money to pay the bills. She would have to borrow money from someone. It would not be a good thing to witness. A car bill can be another problem. If that bill is not paid we will not

have a car. Another hard time for me was losing my baby brother. Losing a brother is a very hard thing to get over. I was sad for a very, very long time. Another hard time is when there is not that much food left. We could starve to death. It would be too bad for it to happen to anyone in the world.

Once told, children's challenges are often relayed with pitying looks and shaking heads by the middle-class adults who surround them. In search for language, metaphors, and analytic lenses to make the difficult experiences and

cular and cyclical — implying no point of being "done." Rather, the compulsion and responsibility to witness and to testify are always present. In this view, the circle of testimony-witness begins when someone's difficult experience enters the classroom and demands that others bear witness. Faced with such testimony and in acting as witness, the listener may respond with personal testimony that, in turn, must be witnessed and, again, may prompt testimony from her witnesses.



Julius was the first child who asked me to tell the story of how my brother died. A few children had previously wanted to know his age or if it was an accident or an illness that had taken him, but they didn't probe for details and, always following their lead, I didn't volunteer more than the fact and feelings of my loss in connection to stories they shared with me. Julius, though, was different. One day, as I sat on a low cinder block wall, watching children play at lunch recess, Julius walked over and sat down beside me. "So, how did he die?" he asked, his eyes on the kickball game unfolding in front of us. "Well, he was playing in the mountains, by a stream — playing with his best friend — and a rock rolled down the hillside and hit him in the head." "It must have been a big rock." "It wasn't as big as you might think, but it was big enough and it was going fast. I guess we don't know for sure what rock it was, but we thought we might have found it." "Did he die right away?" Julius asked, looking at me now. "No, not right away. A helicopter came to take him to the hospital, but he died by that night." "Did you see him?" "Kind of. I saw the stretcher come up the hillside in the mountains. And, then, in the hospital, I saw him for a minute before his surgery. Just a minute." He asked a bit more — did my brother know I was there? No. So, they did surgery on his head? Yes, his brain. It didn't work? No, it didn't work at all.

Julius asked for these details a few weeks

One day, as I sat on a low cinder block wall, Julius walked over and sat down beside me. "So, how did he die?"

their functioning in classrooms matter in ways that help morph pitying looks into expressions of true empathy, I turned to the field of trauma studies. I am drawn to the ideas of "testimony and witness" (e.g., Felman and Laub, 1992) and Cathy Caruth's (1996) notion of "hearing the Other." Literary theorist Shoshana Felman and co-author Dori Laub, a practicing psychoanalyst, (1992) write about the crucial role of witnessing testimonies of trauma, with holocaust literature serving as one of their foremost examples.

The demands of pedagogical testimony and witness for which I am arguing are different, however, from those placed on readers (as in Felman & Laub's work) or on writers describing their own and others' lives. When I experienced testimony and witness in classrooms in productive, even transformative ways, it was not a linear, uni-dimensional process, but rather cir-

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Writing Wounded *continued from page 5*

after we had learned of our common membership in the small tribe of those who have lost siblings in childhood. One day, I sat beside him, jotting notes on my laptop, as he silently read from his third-grade basal reading book. In the middle of the story, he turned to me suddenly and said, "When I was in second grade, my brother had died in February two years ago. He was four months." I turned from my note-taking, startled, and quickly closed the lid of my laptop. "Oh, Julius. Did you know my brother died too?" (*I know I said this because it is in the transcript. I would never have remembered, nor believed, that I shared this so early in that conversation.*) He continued, "I was downstairs with my best friend while everyone else was upstairs. He was sick and he had a really bad ear infection. My mom checked on him earlier and he was ok and she went to check on him at 6:00 and he was dead." "How horrible, Julius. I'm so sorry. I bet you think of your brother everyday," I replied. "Yes, I do." "I know, me too." Another boy, listening, moved closer and told us the story of his grandmother's death, and how his name, whispered in Spanish, was her last word. A bit later, after Julius too spoke of losing his grandmother, I turned to Julius and asked, "Have you ever written about how you feel about your brother? Sometimes it helps me to do that." Without pause, he responded, "My dad kicked a hole in the wall. My dad just walked up to the wall and kicked it." "There's nothing like that kind of sadness," I say, and ask, "It happened on a February day?" "February 26. If it had been November 26 I would have been so mad." "Why's that?" I asked. He met my eyes, "It's my birthday." And, then, I share, "You'll always remember that day, February 26. My brother died on May 7; that's tomorrow. But you know how long ago?" Julius shook his head. "A long time ago. It's been 21 years. But I still think about him all the time. Just like you do."

Several days later, Julius walks with me as the class heads back to the classroom after recess. "I've been thinking about your brother," he says. "Really," I reply, "because I've been thinking about your brother too." "It sure is hard, isn't it?" he says, with a small, sad smile. "Oh, yeah, it sure is, Julius. It really is." "You never get over it." He states this; it is not a question, and his glance at me seems to seek only confirmation. "That's right. You always miss him, your whole life. But, it gets a little easier, Julius; it does get a little easier as the years go by."

In reviewing my transcripts and notes, I had to get to this day, this walk from playground to classroom, before I could feel comfort with my responses to Julius' initial sharing of his loss. Initially, reading that transcript, I cringed at how early I shared my connection to his story. Just let the child tell it first, I thought. You should tell him, yes, but surely you could wait. I wondered if I should have been a quieter listener. But I was wrong in my self-scolding. In that initial listening to the tape, transcribing our words, I had discounted Julius' role as listener. He needed to testify to his loss and I was his witness. Clearly, his testimony prompted my own. He was my witness — and an attentive witness indeed. He had perceived something in my words that he had clearly revisited in the days that followed and, in our walk from the playground, he brought that notion back to me — "You never get over it." He stated it as truth, stated back what he had heard in my story, looking only to have it confirmed; twenty-one years later and she is not "over it." Getting over a brother's death is not a task or a process he needed to face. He could keep his brother, the missing of his brother, as part of who he is and will be. So, now I do not cringe at my impulse to testify. I see now or, rather, I have learned from Julius and other children, that testifying and witnessing the hard stuff is a reciprocal process.



In Megan Boler's words, "listening is fraught with emotional landmines" (p. 179). If that is the case, then telling is surely riskier yet. Sharing hard times should never be a requirement for students, whether those students are children or adults. However, difficult experiences do enter classrooms. Therefore, it is incumbent on us as educators to pay attention to how those experiences function for us and our students. And, if a child chooses to take the risk of testifying to trauma, it is the very least we can do to risk the role of witness, to refrain from steering response to safer ground, and allow a child's testimony to speak to our own wounds.

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Elizabeth Dutro, PhD, acknowledges her research project has been brewing since high school. Then, she suffered a major family tragedy and returning to school as a traumatized child left an indelible impression. She recalls reading and writing activities in English classes connected to her recent loss in particularly striking ways. These memories inspired her to explore how students carry traumatic and difficult life experiences into school.

"In any given classroom, those kids are sitting in the desks," Dr. Dutro says. It is necessary to acknowledge that whatever is being taught may generate powerful emotions from these students.

Currently, Dr. Dutro and some of her School of Education graduate students and K-12 colleagues are researching classroom interchanges, particularly the presence and impact of students' life experiences. Second-, third- and 10th-grade classes from Colorado school districts Adams 12, Brighton 27-J, and Boulder Valley are participating in this research project. Dr. Dutro is on the Literacy Studies faculty at the School of Education.

KUDOS

FACULTY

Lorenzo Aragon: Outstanding Service Award for designing and implementing a teacher education program in Brighton, Fort Lupton, and Northglenn, CO, for paraprofessionals to earn an elementary teaching license with endorsements in English as a Second Language

Derek Briggs: Postdoctoral Fellowship, National Academy of Education/Spencer Foundation, 2007-2009, for "Validation Theory and Practice in the Context of High-Stakes Test Use"

Elizabeth Dutro: Promising Researcher Award, National Council of Teachers of English

Margaret A. Eisenhart: Resident Fellow, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, for the 2008-09 academic year

Also, finalist, Maria Mitchell Award for Women in Science

Erin Furtak: *Formative Assessment for Secondary Science Teachers*, 2009, published by Corwin Press

Also, *The Dilemma of Guidance*, 2008, published by VDM Verlag

Ken Howe: AERA Fellow, American Educational Research Association for exceptional scientific or scholarly contributions to education research or significant contributions through the development of research opportunities and settings

Susan Jurow: Selected as member, President's Teaching and Learning Collaborative

Ben Kirshner: With Matthew Gaertner & Kristen Pozzoboni, "Tracing Transitions: Understanding the Impact of a School Closure on Displaced Students," April 16, 2009, presented at the American Educational Research Association conference, San Diego, CA

Also, Ben Kirshner, Manuel Gerardo Saldivar, & Rita Tracy, "Mastering the Game: What First-Generation Students Say about Navigating Pathways to College," April 16, 2009, presented at the American Educational Research Association conference, San Diego, CA

Janette Klingner: Outstanding Academic Title, 2008, American Library Association CHOICE Award for *Teaching reading comprehension to students with learning difficulties*. Klingner, J. K.; Vaughn, S.; & Boardman, A.; 2007, New York: Guilford

Michele Moses: Early Career Award, American Educational Research Association for a distinguished portfolio of cumulative educational research within the first decade following the receipt of a doctoral degree

Valerie K. Otero: American Physical Society, American Institute of Physics, and American Association of Physics Teachers, commendation for excellence in the Colorado Learning Assistant Program and Colorado PhysTEC (along with Steven Pollock and Noah Finkelstein)

Lorrie Shepard: Samuel J. Messick Memorial Lecture Award for a distinguished career in Measurement, presented at the Language Testing Research Colloquium in Denver, March 18, 2009, where she delivered the keynote address, "Understanding Learning (and Teaching) Progressions as a Framework for Language Testing"

Guillermo Solano-Flores: Finalist under consideration for the National Assessment Governing Board in the category of Testing and Measurement Expert

Kevin G. Welner: Welner, K. G. (2008). *NeoVouchers: The emergence of tuition tax credits for private schooling*. New York: Rowman & Littlefield

STUDENTS

Matthew Gaertner (REM PhD candidate): Second place, Division D In-Progress Research Gala, American Educational Research Association conference, San Diego, CA, for "Evaluating a New Approach to Affirmative Action Policy: Results from a Randomized Controlled Study," which covers revising affirmative action policies at CU's Office of Admissions

Jason Gage (MA candidate): 2009 Eleanor Venture Travel Grant Recipient; awarded \$3,500 for on-site study of Australian aboriginal art and culture

Jarrold Hanson (2nd year EFPP PhD candidate) and Amy Subert (3rd Year EFPP PhD candidate): Summer 2009 Participants, International Philosophy of Education Summer School sponsored by the Philosophy of Education Society of Great Britain, to be held in England

Sam Holloway (BA '06; science, MA Plus candidate): 2009 Biological Sciences Teaching Fellowship

Also, 2009 Knowles Science Teaching Foundation Fellowship

Mark Lewis (C&I PhD candidate): Recipient, 2008-2009 Graduate Student Teaching Excellence Award

Sarah Roberts (4th year C&I, math, PhD candidate): Journal article, "Supporting English Language Learners' Development of Mathematical Literacy," conditionally accepted for publication, *Democracy & Education*

Jonathan Weeks (REM PhD candidate): Spencer Dissertation Fellowship awarded for potential to bring fresh, constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world

ALUMNI

Devorah Dettloff (MA '02): Impact on Education Impact Award for helping students overcome learning obstacles (ESL teacher and department chair, Arapahoe Ridge High School, Boulder, CO)

Sue Kidder (MA '93): Impact on Education Impact Award for forming small learning groups to facilitate multilevel teaching (K-2nd grade teacher, Gold Hill Elementary School, Gold Hill, CO)

Taryn Gillespie (PCE '03): Impact on Education Special Acknowledgement (Language arts teacher, Monarch High School, Louisville, CO)

Cinda Kochen (PhD '80, MA '72): Impact on Education Finalist (Special education teacher, Boulder High School, Boulder, CO)

Linda Overholser (MA '75): Impact on Education Finalist (Mentor, Kids Hope, Columbine Elementary School, Boulder, CO)

Jonathan Warshaw (MA '98, PCE '97): Impact on Education Finalist (Media specialist, Foothill Elementary School, Boulder, CO)

We are always eager to hear what our alumni are doing. Send your news, including updated contact information, to Barbara.Darling@colorado.edu.

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Master's — Dec. 1, 2009, for Fall 2010 admittance

Doctorate — Dec. 1, 2009, for Fall 2010 admittance

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School of Education
University of Colorado at Boulder
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Moving Beyond Words *continued from page 4*

He is also concerned with the role of literacy in the content areas. "I think we would have many more math, science, and social studies teachers interested in literacy if we moved beyond reading as the assumed approach to learning content," says Dr. McGinley. "It would open them up to the possibility that, in fact, they do a lot of literacy everyday in their classrooms. Once we take a broader view, we invite larger numbers of content teachers to join the conversation."

Monette McIver, PhD, conducts leadership research with the Mid-continent Research for Education and Learning organization. She and other researchers are designing a "very ambitious process" that could redesign school, particularly for children of color and children of poverty. In this new approach, students would be taught via a learning system that helps teachers "swoop in and make a difference when it can

have an impact on the students, as opposed to waiting until we can't actually make a difference and consequently face high dropout rates because students' needs are unmet." She is prototyping products and tools to support teachers and students to "ultimately increase life choices for students."

Dr. McIver's own life choices reflect increased self-awareness. She began her college career studying math, oblivious to the aptitudes shown by her enjoyment of English electives and journaling. During graduate studies at CU, now-colleague Dr. Wolf pointed out her obvious writing interest — and talent. As a result, Dr. McIver states, "I gave up my math attachment and embraced the writer in me!"

Clearly, the Literacy Studies faculty are building a literacy legacy for generations to come.

Calling All Memorabilia

The School of Education is creating a formalized archive project and needs to borrow your memorabilia of faculty, staff, students, and campus buildings. Please send print photos, slides, negatives, digital images, newspaper articles and other items, with people, locations, and dates identified. Non-digital materials will be returned, or may be donated to the archive. Send digital materials or questions to Marc.Swadener@colorado.edu, 303-494-0917.

WHERE ARE THEY GOING?

Student Teacher Prepared to Solo

Graduating senior Stephanie Bosco reads to her students at Rolling Hills Elementary School in Aurora, CO. The 20-minute Read Aloud is a favorite among her 20 students, including (from left), Dylan Curry, Abi Dobson, and Morgan Igo. Bosco completed her practicum in Boulder and chose to student teach in the Cherry Creek School District where she grew up. Bosco says she feels "really prepared" after student teaching under Vicki Marshall, and notes her School of Education coursework applies directly to classroom experiences. Following graduation, she hopes to teach primary grades in a Colorado elementary school.



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Lorrie A. Shepard, Dean

Barbara Darling,
Director of Communications
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303-492-6937

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