

education *views*

UNIVERSITY OF COLORADO BOULDER SCHOOL OF EDUCATION

The Far-Reaching *Impact of Scholarships*

“Even though I spent my elementary and high school years so close to CU, I always viewed the campus as something that was far from my reach. Now, it feels so surreal at times being here. I often walk around thinking, ‘I shouldn’t be here because...’ I was a teen mom, Latina, and my family didn’t have the money for me to attend. Now I know that this is where I need to be and I can think critically about these views.”

As **Pati Hernández**—an Education Diversity Scholar and the undergraduate speaker—shared her story at the fall Scholarship Ceremony, it was clear how scholarships transform lives and opportunities. That is why, in the School of Education, we continually work to develop an expanding base of scholarships that can help the most dedicated and promising students become educators that reach the next generation. In fact, our Scholarship Ceremony has

CONTINUED ON PAGE 3



Education Diversity Scholars (L to R)
Julia Faliano, Pati Hernández, Josie Valadez, and Eunice Yoo



DEAN'S message

I am reminded of Mark Twain, who when mistaken for his cousin said, “The report of my death was an exaggeration.” Similarly, four years ago, when I began my third, 5-year term as dean, I said I would be stepping down from the deanship in *May of 2016*. That would make it 15 years, not counting my earlier stint as interim dean, and I will be almost 70. I received congratulations on my retirement from around the country as if it had already happened, and I continue to receive them still.

Here at home in the School of Education, we have been more diligent in planning for that at-first-distant, now close-approaching transition. The faculty elected a pre-dean search committee to draft a job description for the Provost’s review, to recruit candidates for the formal search that will begin next year, and to propose members for the official search committee. The Provost’s policy is to ensure that faculty members have a strong voice in the search process, so I have every confidence that a new dean will be selected with our same deeply held commitments to excellence and social justice.

This is a time for reflection but also a time to focus on a few more things yet to be done. In the first category, the Scholarship Ceremony described in the cover story has become increasingly nostalgic for me. Every year, it is a pleasure to meet the donors who have established new scholarships and are joining us for the first time, and to watch as they hear from students what the scholarships and their experiences in the program mean to them. And it is a joy to spend the evening with the individuals and families of donors who have been a part of the School of Education for decades.

Of additional significance this year was the special opportunity to pay tribute to Phil and Yvonne DiStefano for their generosity in endowing a scholarship for the School of Education but also to acknowledge all they have done as CU’s first family. I can’t tell you what fun it was searching through dusty file cabinets in the attic until we found the stash of old pictures shared on page 7.

This brings me to one of my still-to-be-done urgent agenda items, which is *fundraising*. The CU Foundation has created a new program of small endowments called Flatirons Funds, described on page 4. In the past, setting up an endowment required a gift of \$25,000. These new Flatirons Funds lower the minimum gift required to \$10,000 and the contribution can be made over a period of 5 years. The endowment can be named in honor of anyone of the donor’s choice. In the next few months, I will be reaching out to alums who may want to join together to create legacy endowments in honor of professors who made a significant difference in their careers.

A handwritten signature in cursive script that reads "Lorrie Shepard".

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

grown from awarding five scholarships totaling \$2,500 in 1993, its inaugural year under then-dean Chancellor DiStefano, to 85 scholarships totaling over \$372,000 in 2014.

The donors who fund these scholarships differ in their sources of inspiration. Some awards are initiated by educators or alumni, some are dedicated to the memory of a beloved educator or family member, and others simply want to support education as critical to young people's lives. And each award makes a unique difference.

For graduate student recipients, scholarships provide an opportunity to deepen their research, leading to meaningful changes in schools and classrooms. Doctoral student speaker **Ashley Cartun** described her passion for expanding the ways in which students' engagement with literacy are supported and valued, and likewise honoring all that students bring to the classroom.

Ashley recounted, "*Can I write a rap instead of an essay, Mrs. Cartun? Can I act*

out parts of Romeo and Juliet? I really want to write about my parents' divorce, but that's not okay to write about in school, right? These are just a few of the questions I fielded daily in my classroom. The students had learned over time what were considered to be sanctioned literacies and what was or was not considered to be *doing school*.

This scholarship helps make it possible for me ... to work with future teachers in innovative ways ... that support [them] in reframing literacy in school contexts so that *doing school* means seeing students' whole selves, their diverse lived experiences and skills, as assets in the classroom."

Pati, Ashley, and a room full of scholarship recipients were able to hear the chancellor describe the intention behind the new DiStefano Family Scholarship (see page 7), sit and talk with the donors who funded their awards, and express their personal gratitude.

As Pati concluded, "I never knew how difficult it was [to be a teacher] until I started the education program. There have

"This scholarship helps make it possible for me ... to work with future teachers in innovative ways ... that support [them] in reframing literacy in school contexts so that *doing school* means seeing students' whole selves, their diverse lived experiences and skills, as assets in the classroom."

been many challenges, like knowing the unjust economic structures, the testing policies that create barriers for bilingual students, and how communities of color (their histories and strengths) are often erased from the curriculum. This deterred me, but [with] the tools to understand and talk about these issues. ... I know I will seek creative ways to bring my understandings and knowledge into the classroom. Our students deserve no less." ■

**When there's a will,
there's a way.**

Your will may be your way to nourish promising, bright minds. Build the educators of tomorrow. Illuminate new thinking. Spark discoveries.

dream big

So dream big. Support your passion, make a real difference, and leave your imprint on the School of Education (and, perhaps, your mark on the world) with a bequest.

make a difference

To find out how easy it is to make a gift through your will, obtain sample bequest language, or learn about other planned giving options, contact Margot Neufeld at 303.492-2990 or margot.neufeld@colorado.edu.

support your passion



School of Education
UNIVERSITY OF COLORADO BOULDER

Partnering to build the educators of tomorrow.

Teacher Education Scholarship Honors Alumna Charlotte Westfall



To honor his wife's lifelong dedication to improving education for students with special needs, Ralph Westfall has generously established a \$75,000 endowment to create the **Charlotte Spengler Westfall Scholarship**.

Mrs. Westfall graduated from the CU-Boulder School of Education in 1939. An active leader on campus, she was president of the Alpha Phi sorority, president of the Panhellenic Council, and associate editor of the university newspaper. As a teacher in Evanston, Illinois, Mrs. Westfall was passionate about working with students who had been identified with learning disabilities and worked closely with students with dyslexia.

"My wife inspired me," said Mr. Westfall. "I wanted to do something in recognition of her work, especially because she felt it was a field in which a lot more could be done." The scholarship provides \$3,000 annually to a teacher education student with similar interests and commitments, and offers a lasting legacy for Charlotte Westfall's meaningful work. ■

"Flatirons Fund" Offers New Opportunities to Give a Lasting Legacy

Many alumni and friends of the School of Education would love to establish an endowment to honor loved ones or to advance educational opportunities, but find it hard to meet the traditional \$25,000 minimum contribution. For them and others, CU-Boulder's brand new unrestricted endowment opportunity, called a "**Flatirons Fund**," now offers a more accessible **\$10,000 commitment** that can be fulfilled **over five years**. These funds can be designated to any academic area in the School of Education.

One donor, who wishes to remain anonymous, has already taken the opportunity to establish a Flatirons Fund for the School of Education. Because the Flatirons Fund is an endowment, donors also may choose to name their gift in honor of a person or intention, offering a meaningful way to create a lasting impact.

To give a gift to the School of Education, use the enclosed envelope, donate online at cufund.org/SchoolofEducation, or contact Margot Neufeld by calling 303-492-2990 or emailing margot.neufeld@colorado.edu.

STEM Literacy through *infographics*

Joseph L. Polman

People living in the 21st century have opportunities that would have been considered wondrous in the past. We have access to a growing set of scientific and technological advances, in part through the widespread dissemination of information and data on the web. We can use this information to enrich our lives in a variety of ways. We can make better personal decisions related to our health and safety. We can contribute to informed civil debates on policies related to topics such as vaccination, smoking, and the environment. We can better appreciate the wonder of our natural world.

But the opportunity to access the rapidly expanding abundance of information—what the National Science Foundation (NSF) has called a “deluge of scientific data”—brings significant challenges. In order to take advantage of contemporary scientific research and development as well as our collective knowledge, young people need to understand how to search for and critically make sense of science, technology, engineering, and mathematics (STEM) information and data on the web. This is a key component of “STEM literacy.”

To address this need, a group of researchers at the University of Colorado Boulder, TERC, and Saint Louis University and educators in Colorado and Missouri are working together to investigate and develop learning environments aimed at improving STEM literacy. Through an approach we call “citizen science journalism,” secondary school students produce authentic news reporting on a STEM topic of their choice. They search for information and data on the Internet, organize the data, and use visualization tools to create infographics that communicate their understanding of the topic and related research. Students revise their representations through an iterative process in which they use collaborative tools to exchange feedback and share resources with peers, and receive feedback from an external science news editor.

My past participation in a related project, “Science Literacy through Science Journalism” (SciJourn) inspired me to launch a spinoff initiative in 2012 at the University of Colorado Boulder called “Collaborative Infographics for Science Literacy” (CISL). SciJourn involved high school students in science news reporting through “data journalism” based on infographics. In the process, we created a rigorous science news magazine called *SciJourner* (www.scijourner.org). CISL continued to refine models for youth “data journalism” with infographics at two locations in Missouri: a chemistry class in a diverse public high school and an out-of-school internship for high school youth. The best of these infographics continue to be published in *SciJourner*.

In CISL, we developed models of how infographics-based journalism can encourage young people to “contextualize STEM in life” when supported by feedback from peers, their teachers or facilitators, and an outside editor of *SciJourner*. By contextualizing STEM in life, we mean that youth recognize that STEM information can be relevant to their personal concerns, they know how to put it in the context of current scientific understandings and research, and they are able to



CONTINUED ON PAGE 6

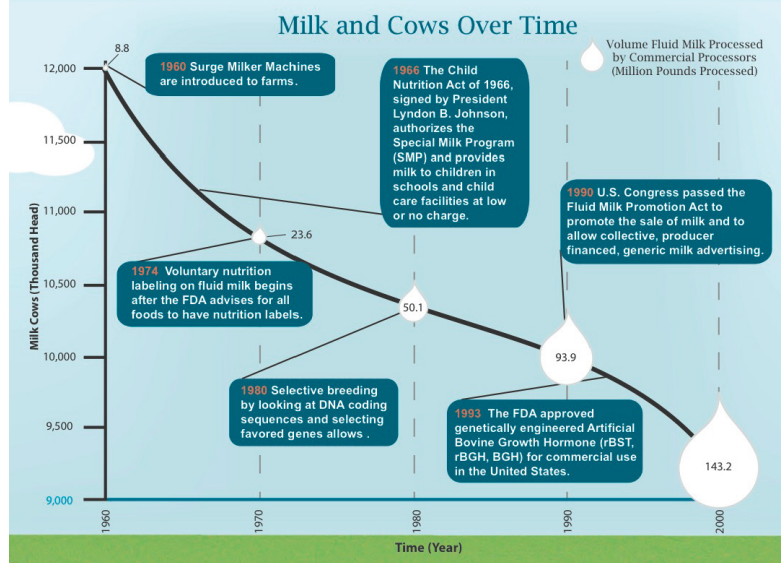
see its import for society as a whole. They also grapple with how to communicate information and data visually and “multi-modally.”

In January 2015, the next stage of CISL began through a new three-year NSF grant called “STEM Literacy through Infographics” (SLI). Our CU team includes myself as principal investigator (PI), Research Associate **Engida Gebre** as Co-PI, and doctoral students **Leighanna Hinojosa** and **Stephen Sommer**. We are collaborating with **Andee Rubin** at TERC, **Cindy Graville** at Saint Louis University, editor **Alan Newman**, and educators **Rob Lamb** and **Rosemary Davidson**.

In SLI, we are expanding on what we learned in CISL to develop and implement a model of infographics-based data journalism more widely, and to better understand the kind of learning this kind of activity enables. We will expand the number of sites from those in Missouri to include diverse in-school and out-of-school sites across the Colorado Front Range. In the SLI project, we will try to better understand how participation in infographics-based data journalism leads to appropriation of STEM literacy, and how to implement sustainable data journalism with infographics in diverse learning environments.

With regard to STEM literacy, the SLI team is particularly interested in how developing infographics challenges young people to use mathematical reasoning and visual representation to make sense of science data and information, especially when they are seeking to communicate the societal impacts of phenomena examined by science. We will also look at how various data visualization tools, the forms of representation they include, and the kind of public data available afford different opportunities for learning. (We are partnering with the Boulder-based National Ecological Observatory Network [NEON] on how to provide maximally usable data for students and teachers.)

SLI and its predecessors are truly STEM projects: Scientific research and concepts are explored and represented by youth; using Technologies for multi-modal representation, markup, and providing feedback; within cycles of design informed by Engineering practices; while reasoning Mathematically



In this infographic, a high school student represented the increased production of milk while the number of cows decreased in the US. The historical context of the shift, such as the emergence of bovine growth hormone, is also included. Full infographic at bit.ly/1NGZ78c.

about data. Through this work, data journalism has proven to provide a powerful means for young people to see science as relevant to their lives, to better understand how to find credible STEM information, to make sense of that information from a scientific standpoint, and to think about its importance for society.

The SLI project will hold a professional development institute with a first new group of teachers and out-of-school program facilitators from June 22-26, 2015, with implementation and follow-up meetings during the following year. We will repeat this process with a second new group of teachers and program facilitators in summer 2016. For further information on these projects, institutes, and examples of student work to date, see <http://science-infographics.org> or contact Joe Polman (joseph.polman@colorado.edu). ■

References

- Polman, J. L. & Gebre, E. H. (in press). Towards critical appraisal of infographics as scientific inscriptions. *Journal of Research in Science Teaching*.
- Polman, J. L. & Hope, J. M. G. (2014). Science news stories as boundary objects affecting engagement with science. *Journal of Research in Science Teaching*, 21(3), 315-341. doi: 10.1002/tea.21144
- Polman, J. L., Newman, A., Saul, E. W., & Farrar, C. (2014). Adapting practices of science journalism to foster science literacy. *Science Education*, 98(5), 766-791. doi: 10.1002/sce.21114



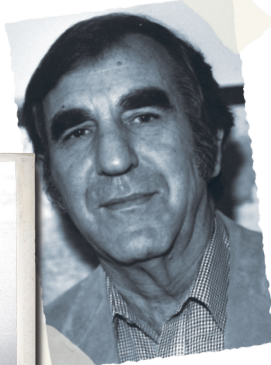
Joe Polman is Associate Dean for Research in the School of Education and Professor of Educational Psychology and Learning Sciences. He studies how people learn science and history through inquiry and with technology in out-of-school programs and in schools. He is primarily interested in learning and identity development as young people participate in media construction related to their lives and communities. An important goal of his research is to inform the design of learning environments that involve young people with powerful tools for democratic participation.

This material is based upon work supported by the National Science Foundation under Grant Nos. DRL-0822354, IIS-1217052, IIS-1441561, IIS-1441471, & IIS-1441481.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of the National Science Foundation.

Celebrating Chancellor DiStefano's 40 Years at CU-Boulder

After Chancellor **Phil DiStefano**'s keynote address at the fall Scholarship Ceremony, the School of Education presented him and "First Lady **Yvonne**" with a memory book in gratitude for their impact on the school, their 40 years of service to CU, and their establishment of the **DiStefano Family Scholarship** to support first generation students in their student teaching semesters. Current and emeritus faculty—including some of those pictured here—shared treasured memories of the chancellor's 10 years as dean of the School of Education, the ways in which he advanced the school to become a leading institution of research, teaching, and outreach, and his continued contributions to the University of Colorado. ■



(Counterclockwise left to right.) Gene Glass & Ron Anderson; Ken Hopkins; Bobbi Flexer; Jim Rose; Phil Langer; Dick Kraft; Leonard Baca

Leonard Baca Honored with Robert L. Stearns Award

Last fall, Professor Emeritus **Leonard Baca** joined a list of distinguished faculty members honored with the CU Alumni Association's Robert L. Stearns Award. Since 1953, this award, named after the sixth president of the university, has recognized faculty and staff members for extraordinary achievement in research, teaching, service to the university and to local communities, and mentorship of students.

Highly deserving of this honor, Professor Baca is well known as the "Father of Bilingual Special Education." His groundbreaking work with the BUENO Center of Multicultural Education has expanded educational opportunities for emerging bilingual students for decades. Over the past 40 years, he has taught 24 different courses, many of which he developed himself. He has spearheaded teacher training programs as well as educational programs for new immigrants, migrant families, and first generation students. Professor Baca's contributions have increased researchers', educators', and policy makers' understandings of the intersection of language learning and disability as well as the value of cultural and linguistic diversity in education. ■



Leonard Baca (right) at the awards ceremony with alumnus Ed Steinbrecher (left), who received the George Norlin Award (see p. 10)



A Queer Endeavor and Educators

Cultivate Inclusive and Affirming Schools and Classrooms

"I loved the part about how it may be uncomfortable. I felt guilty about being nervous because I fully support equal rights. This allowed me to recognize my emotions and use them in a positive way."

- Kindergarten teacher

Would you like support around creating inclusive schools that are safe and affirming for LGBTQ kids and families?

Visit us at aqueerendeavor.org to share your stories.

How do we cultivate safe, affirming schools for LGBTQ students? Since creating the crowdfunded *Breaking the Silence* film and supplementary practice-focused videos, **Bethy Leonardi, PhD** and **Sara Staley, PhD** have been engaging deeply to support educators in transforming our schools.

Leonardi and Staley's initiative, A Queer Endeavor, has offered three primary forms of professional development this year. In introductory two-day Teacher Institutes, educators watch *Breaking the Silence* and develop knowledge and awareness of gender and sexual diversity. They engage in critical self-reflection and dialogue, and are introduced to a framework for "taking stock" of their school contexts. Educators return on day two with personal observations, engage in further dialogue and role-playing, identify entry points for action, and collaboratively plan standards-based curriculum.

A third-grade teacher reflected, "It was helpful to meet in small groups with teachers ... to discuss practical ways of implementing the LGBTQ ideas into our curriculum. I loved the specific examples of activities and books to use in my classroom ... and models of how to address the tricky questions with parents."

For educators ready for deeper study, a Teacher Cohort met monthly in the fall. This group engaged in ongoing collaboration, invention, and reflection, planned and practiced implementing curriculum, and shared their experiences. With the Inquiry Group, they created a resource bank of curricular materials for themselves and others.

An Inquiry Group of 10 teachers has shared in further self-study and sense-making about the processes involved in taking up gender and sexual diversity. Central to this supportive learning community is a commitment to creating equitable schools and to sharing more widely the insights gleaned from the successes and challenges experienced.

As Leonardi and Staley emphasize, "This is a community endeavor that is very grass-roots and organic." They invite you to join in this important work. ■

Boulder County Latino History Project

*Transforms
Curriculum
and Instruction*

Distinguished Professor Emerita
Marjorie McIntosh and teacher
Isabel Chávez-McBeth
explore artifacts
at the Carnegie
Branch Library for
Local History.



CU Department of History Distinguished Professor Emerita **Marjorie McIntosh**, School of Education Instructor **Kent Willmann**, and Boulder Valley School District (BVSD) teacher **Carlota Loya Hernández** have been working to ensure that Latino/a experiences and contributions are included in local schools' history curriculum.

"With a few small exceptions, Latinos are virtually invisible in the standard histories of Boulder County," McIntosh said. "For me, it's a moral issue. What we know about the past should be about everybody."

McIntosh set out to rectify this through the **Boulder County Latino History Project**, a collaborative, grass-roots initiative of Latino groups, historical organizations, educators, and youth. Project members have gathered a century of artifacts reflecting college-student protests, discriminatory ordinances, a near lynching, and much more.

Now one of the country's most comprehensive multi-media collections of local Latino history, the materials and complementary instructional resources are available to educators and students thanks to a **Women Investing in Education (WISE)** grant supporting the development of a "Teacher Resource Gallery" website. In addition, a **CU-Boulder Outreach Award** is supporting teacher training through summer workshops. The **BUENO Center for Multicultural Education** provided the final crucial support.

Participating teachers are now integrating Boulder County Latino history into their lessons. As St. Vrain Valley School District teacher **Isabel Chávez-McBeth** stated, "It's important to look at the struggles Latinos have been through and how they have contributed to the community. ... I struggled to find the history in books, (but) now I plan to use primary sources."

The project will host its second workshop this summer with a larger set of local teachers as well as graduate and undergraduate education students. Doctoral students **Erik Dutilly** and **Cecilia Valenzuela** and Teacher Education student **Kathleen O'Donnell** will serve as interns. **Bridget Dalton's** advisory support has been inspirational.

"We want to make sure the instructional materials and trainings we produce meet the needs of teachers," Willmann said. "(Together) we get to learn from stories that are empowering and sobering, that connect events right here in Boulder County to larger events in our nation."

In the long term, project leaders hope their efforts will serve as a model for other communities to preserve and make known the experiences of groups that too often have remained hidden. ■

This piece is adapted from an article by Hannah Fletcher, Communications Specialist for the CU-Boulder Office for Outreach and Engagement. For more information, see the project's website at bocolatinohistory.colorado.edu or email kent.willmann@colorado.edu.

ALUMNI connections

Alumnus Ed Steinbrecher Honored with George Norlin Award



Last fall, the CU Alumni Association honored School of Education alumnus **Ed Steinbrecher, EdD (1973)** with the prestigious George Norlin Award. Akin to a Lifetime Achievement Award, this recognition requires distinguished achievement in one's field and "exceptional devotion to the betterment of society and their community."

Following active duty in the U.S. Marine Corps, Dr. Steinbrecher has devoted his adult life to improving education in Colorado. His remarkable career includes serving as Deputy State Commissioner for the Colorado Department of Education, Executive Director of the Association for Education Finance and Policy, Director of Research for the Colorado Association of School Boards, Superintendent of the Platte Canyon School District, Assistant Superintendent of Instruction for Jefferson County School District, and Professor at the University of Colorado and University of Denver.

Dr. Steinbrecher is nationally renowned for his expertise in school finance and was key in the development of Colorado's school finance legislation. He notes it was the quality of education he received in the School of Education that prepared him to succeed.

"More than anything, I appreciate the faculty I had at CU because my learning went way beyond the classroom. For example, **Gene Glass** was one of my favorite instructors.

I have applied what I learned in his class on measurement over and over again when evaluating policy issues. My two advisors, **Jim Rose** and **Cal Frazier**, were both key in developing and mentoring my entire career," Dr. Steinbrecher said.

These experiences have inspired Dr. Steinbrecher to stay actively involved with the School of Education. In fact, he has been a valued member of advisory boards to the dean for over 40 years. Several other non-profit organizations likewise have benefited from his deep dedication to service, and have honored him with numerous awards for his impactful leadership. He is currently spearheading a campaign with the Rotary Club, for example, to support literacy in mountain area schools by giving children's books to parents when they register for kindergarten.

But, Dr. Steinbrecher said, "What I am most proud of is when **Lorrie Shepard** and I were honored in 1981 as the Education Alumni of the Year. It means a lot to me to share that with her because I think so highly of her."

Dean Shepard echoed the same high regard. "Ed is an esteemed alumnus whose insight and expertise contribute immeasurably to the development of all of our programs in the School of Education. I am thrilled that the Alumni Association has recognized him with this highly regarded award." ■

CLASS notes

ALUMNI

'13 **Holly Yettick, PhD (EFPP)** is the director of the Education Week Research Center, which conducts both stand alone studies for clients and original research for *Education Week*, the national education newspaper of record.

'12 **Dana Ripperton, MA (EFPP)** is the Karen M. Gil Internship Manager in the Department of Psychology at the University of North Carolina-Chapel Hill. She was hired to develop and run this program from the ground up when it was launched in February 2014, and has already seen the program flourish.

'11 **Megan Adovasio-Jones, MA (EFPP)** is working as a Library Associate at the Nashville Public Library. She does education and outreach for the Special Collections Division.

'04 **Scott Marion, PhD (REM)** has been named the next Executive Director of the National Center for the Improvement of Educational Assessment (Center for Assessment), starting in September 2015. He has worked at the center for 11 years as a senior associate and associate director.

'86 **Sandra (Fly) McDivitt Wong, MA (Multicultural Education)** expresses her appreciation for her work with the BUENO Center, which allowed her to better serve immigrant and refugee families and children from Southeast Asia in St. Vrain Valley School District.

'71 **Deborah Ervin Kramb, PhD (Elementary Education)** earned a Master's degree in Reading in CA and an Ed Specialist degree in GA. After retiring from 30 years of teaching in public schools across three states, she is now supervising student teaching and teaching in the MA in Education program at Georgia State University.

kudos



Doctoral Candidate **Mike Domínguez** (Literacy Studies & ROTATE) was honored with the 2015 Thomas Jefferson Award, among the highest honors given across the CU campuses. The award recognizes excellence in both academics and in outreach with broader communities. Domínguez will join the faculty at the University of North Carolina-Chapel Hill in the fall.



Professor **Michele Moses (EFPP)** was named a 2015 Fellow of the American Educational Research Association (AERA), a distinction reserved for scholars with substantial, sustained, and interdisciplinary research accomplishments. A philosopher of education, Professor Moses also was recently elected to the board of The John Dewey Society.



Kris Gutiérrez (Learning Sciences & Literacy Studies), who is on leave at UC-Berkeley this year, was named University Distinguished Professor by CU-Boulder, the highest honor afforded by the university. Gutiérrez also holds the Inaugural Provost's Chair at CU-Boulder, is a fellow and past president of AERA, and a member of the National Academy of Education.



Professor **Valerie Otero** (Science Education) was selected as a President's Teaching Scholar, a system-wide CU honor that recognizes faculty members who embody excellence in teaching, scholarship, creative work, and research. Serving as ambassadors for the integration of teaching with research, the teaching scholars together develop projects that cultivate exemplary teaching and engaged learning. ■

University of Colorado Boulder
School of Education
124 Education Building
249 UCB
Boulder, CO 80309-0249

NON-PROFIT ORG.
U.S. POSTAGE
PAID
DENVER, CO
PERMIT NO. 631



*Did you miss the announcements
of our Education Series at
Chautauqua that included:*

**Literacy Squared®,
Standardized Testing,
Math & Science,
and more?**



*Would you like to receive Dean Shepard's new
"Hot Topics in Education" digital series?*

Make sure we have your email address!

Contact Kristen Davidson at kristen.davidson@colorado.edu or
303.492.9019, or visit www.colorado.edu/education and click the button to
join our email list.

And, be sure to **follow us on social media** for up-to-date news and events in
the School of Education and beyond.

Follow Us:



CUBoulderSchoolofEducation



@cueducation



CU-Boulder School of Education

www.colorado.edu/education

education
UNIVERSITY OF
COLORADO BOULDER
SCHOOL OF EDUCATION *views*

Published by the School of Education,
University of Colorado Boulder

www.colorado.edu/education

Lorrie A. Shepard, Dean

Kristen Davidson
Editor
Director of Communications and
Alumni Engagement
303-492-9019

Design and production
Epicenter Creative, Inc.

The University of Colorado Boulder is an equal
opportunity/nondiscrimination institution.

Copyright © 2015
The Regents of the University of Colorado

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

For questions about giving, contact
Assistant Dean for Advancement Margot Neufeld
at margot.neufeld@colorado.edu
or 303.492.2990