

FALL 2015

# education *VIEWS*

UNIVERSITY OF COLORADO BOULDER SCHOOL OF EDUCATION

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**NEPC uses research-based criteria to  
identify high-quality schools**

*Cover Photo: Students in Jefferson County  
Open School discover, explore and master  
their personal interests and passions.*

*The school received a "Gold"  
School of Opportunity recognition  
for its equitable and innovative approach  
to educating the whole child.*



# DEAN'S message

Recently I was asked to contribute a reflective essay for a volume in honor of the 50th Anniversary of the National Academy of Education (NAEd). My essay and talk at the NAEd meeting entitled, "If We Know so Much from Research on Learning, Why Are Educational Reforms Not Successful?," told the story of how the well-intentioned standards movement jointly launched by researchers and policymakers in the 1990s had been undone. Today, the same pattern of bait-and-switch errors is repeating whereby similarly named policies are substituted for research-inspired ideals.

In the 1980s, a preponderance of research evidence showed the harms of a basic-skills curriculum driven by mirror-image textbooks and standardized tests. As a remedy, "world-class" content standards and authentic performance assessments ("tests worth teaching to") were proposed to give all children access to challenging learning opportunities. The slogan, "all children can learn," now a cliché, was important because it signified a rejection of hereditarian views, emphasizing instead how all children become engaged and able learners when offered sense-making activities with rich curricula.

Researchers who applauded the standards movement cautioned, however, that without capacity building and professional development, high standards could do more harm than good.

Sadly, policymakers' past practices proceeded to undermine true reform. In Clinton's Goals 2000 and the reauthorization of ESEA, both enacted in 1994, new standards-based reforms were overtaken by an incentive

theory of change that neglected stark differences in schools' capacity and crucial professional development.

The assessment strand of standards-based reforms has a similar history of good intentions undone. A number of states tried open-ended portfolio and performance assessments in the 1990s, but as soon as NCLB in 2001 required reading and math testing of every student in grades 3-8, the sheer volume of testing drove out these costlier innovations. A concomitant vision for *formative assessment* practices shown to support student learning likewise was co-opted by test publishers eager to sell machine-scored interim tests that mimicked annual state tests.

Today, a similar story can be told about state consortia created to develop curricularly-grounded, next-generation assessments. This ideal was short-circuited when the U.S. Department of Education directed PARCC and Smarter Balanced to deliver operational tests in too short a time. High failure rates can be predicted because of 'pulled-from-the-sky' proficiency cutoffs and content not yet taught, resulting once again in the bashing of public schools and dedicated, caring teachers who are leaving the profession in droves.

The lesson to be learned about why reforms have been unsuccessful is that *cheap, superficial, and coercive versions of reform ideals will inevitably prevent deeply substantive, hoped-for changes*. The only way out of this mess is to roll back the accountability juggernaut and invest instead in smaller-scale curriculum and assessment projects where best practices can be tried out, improved, and then shared.

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

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Read my full paper on this topic at [www.colorado.edu/education/people/lorrie-shepard](http://www.colorado.edu/education/people/lorrie-shepard) for some of the iconic references, including the National Research Council report, *How People Learn*, documenting the power of discourse-based instructional strategies to develop children's thinking and reasoning abilities.

# Leaving a Legacy of Supporting Future Teachers

Scholarship recipient Marie Legrand (left) introduces her family to donor Steve Ollanik (center) at the 2015 Scholarship Ceremony.



**From engineer, to teacher to donor.** Steve Ollanik, MA (2000) realized at a young age that he wanted to be a teacher. By the time he was a senior in high school, he had been a scout leader, had taught Sunday school, and had volunteered at an elementary school. But when Steve was admitted to MIT as an undergraduate, he could not pass up the opportunity. Teaching would have to wait.

For 16 years, Steve had a successful engineering career in Silicon Valley. He worked at two startups – one was a bust, the other was not. After losing his wife to cancer, Steve reevaluated what was important to him. He decided to pursue his true passion: teaching.

With family nearby, Steve moved to Colorado and pursued his Master's degree at CU. For the past 18 years, he has taught at Columbine Elementary in Boulder, where over half of students are emerging bilinguals and over two-thirds come from low-income families. When he decided to give back to CU, Steve directed his support to scholarships for students who were intent on becoming teachers.

Talking about his decision to give to the School of Education, Steve said, "Supporting teachers who want to teach in schools like Columbine is important to me. Also, I have seen some students struggle during their student teaching semester and thought that supporting CU students at that time would do the most good."

Steve already has two endowed scholarships in his name, and he just added the school in his estate plans. Long into the future, there will be a cohort of Ollanik scholarship recipients at CU who will have benefited from a person who truly understands a calling to teach. ■

fundraising

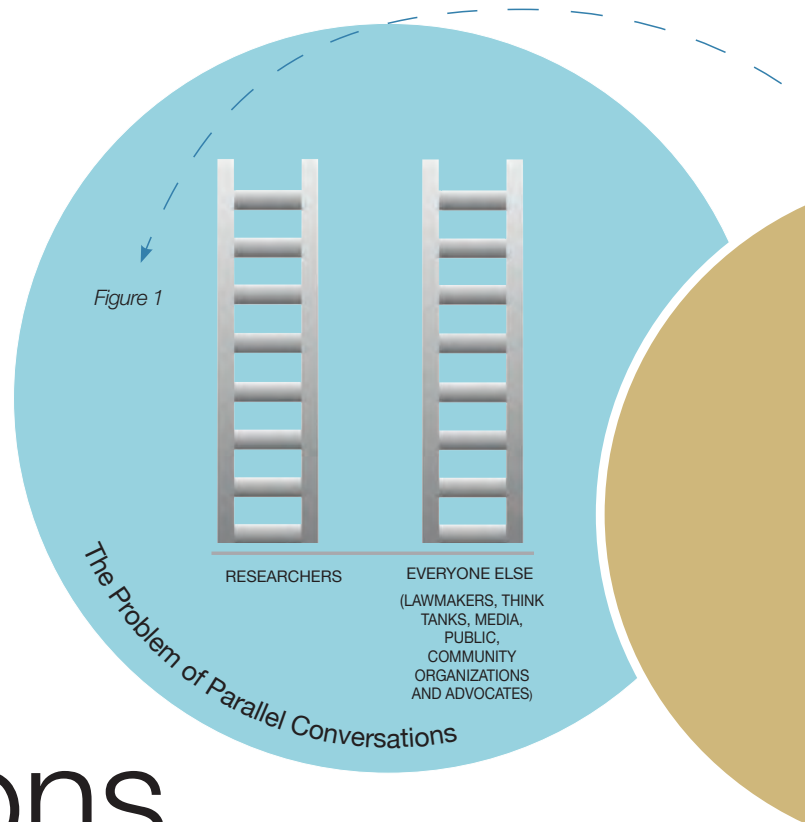


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# Building Bridges Between Conversations



**Bringing  
high-quality  
research  
evidence into  
policymaking**



Policymaking in education is often pursued without a serious consideration of research evidence. This is in part because education researchers are often ill-prepared and ill-equipped to reach a policymaking audience. The challenge for these researchers is to bridge their work that is currently presented in academic journals over to the parallel conversation taking place among think tank advocates, media, policymakers, and others (see Figure 1).

A foundational belief of the National Education Policy Center (NEPC) is that active participation in the policy conversation by the mainstream researcher community will help to infuse serious research into everyday public discourse. NEPC seeks to provide the infrastructure to facilitate the ability of experts to communicate the research base to broad audiences, including non-researchers.

Soon after embarking on these efforts about a decade ago, we quickly tapped into a pre-existing desire among many researchers to be “public scholars” and engage with the policy conversation—a desire that went unsatisfied because avenues of communication are generally blocked by two key obstacles: (1) the language of the conversation is different; and (2) the outlets of communication are different. NEPC assists in helping researchers clear both obstacles, building bridges from across conversations (Figure 2).

While NEPC is housed in the CU-Boulder School of Education, its foundation is a network of over 100 “NEPC Fellows” – primarily academics working in US research universities. Some of these fellows are senior scholars with international acclaim; others are junior scholars who, early in their careers, have demonstrated a strong desire and capacity to supplement their core academic work with so-called translational work that brings the scholarly research base into the broader policy conversation.

Figure 2

Bridging the Parallel Conversation

NEPC works with these fellows and other public scholars to produce a variety of publications, including policy briefs (<http://nepc.colorado.edu/publications/policy-briefs>), research briefs (<http://nepc.colorado.edu/publications/research-briefs>), and reviews of think tank reports (<http://nepc.colorado.edu/think-tank-review-project>). Three annual publications focus on (1) commercial marketing to children (17 annual editions thus far); (2) online or “virtual” education (three annual editions thus

far); and (3) the education management organizations that often run charter schools. The 15th edition of the latter will soon go to press.

The expressed goal of NEPC is to strengthen public education by bringing the best research evidence to bear on policymaking. In doing so, issues of equity are always central to our work. The Great Lakes Center for Education Research and Practice and the National Education Association have both been long-time supporters. Similarly, generous grants from the Ford Foundation have enabled us to develop a group of projects focused on Closing the Opportunity Gap (including a 2013 Oxford University Press book by the same name: <http://nepc.colorado.edu/book>). The Schools of Opportunity project (see *Eye on Research* in this newsletter) is part of that effort.

NEPC's work has been cited in articles in almost all major media outlets, including the *Wall Street Journal*, *USA Today*, National Public Radio (NPR), the *Washington Post*, and the *New York Times*. We have an average of 1,000 unique website visitors each day, over 3,000 followers on Twitter (@NEPCtweet), and 1,500 on Facebook ([www.facebook.com/NEPCenter](http://www.facebook.com/NEPCenter)). Future projects may include a magazine and a national poll, both of which would be directed to the supreme NEPC goal: bringing high-quality research evidence into education policymaking conversations. ■

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EYE ON RESEARCH

# Schools of Opportunity

NEPC looks beyond a narrow test score focus to recognize





schools' true quality.



Here in Colorado, students and their parents or guardians often wonder if their local high school is the “best” or if they should seek out an alternative. In doing so, they sometimes turn to lists produced by *US News & World Report*, *Newsweek* and others that offer rankings of the nation’s (purported) top high schools. These lists have become widely read and highly influential, and they undoubtedly identify many high-quality schools. But the approaches underlying the lists inevitably reward schools that are selective or affluent (or both), revealing only a small part of the school-quality story.

Research tells us that test scores primarily arise from enrollment—from a school’s success in enrolling students who have abundant opportunities to learn outside of school. When we look at what drives different test scores, we see that outside-of-school factors mainly tied to wealth and poverty account for about twice as much as in-school factors. So a school-recognition program that focuses on test scores or on students’ academic growth will invariably reward those schools that enroll students who have numerous opportunities to learn outside of school. And when we look at the existing lists of best high schools, this is indeed what we see. Similarly, when we look at the lists generated by the Colorado Department of Education’s School Performance Framework, we see the same thing.

A school’s quality therefore can only truly be appreciated if we look beyond the narrow test score focus. Toward this end, CU-Boulder’s National Education Policy Center (NEPC) created a new initiative called “Schools of Opportunity.” The project recognizes high schools that have demonstrated an extraordinary commitment to equity and excellence by giving all students the opportunity to succeed. This program is about recognizing schools

CONTINUED ON PAGE 8



for engaging in sound educational practices, even if they do not enroll the nation's top students.

The project seeks out schools that practice principles identified by experts in the 2013 book, *Closing the Opportunity Gap*, edited by NEPC Director and CU-Boulder Professor Kevin Welner and Stanford University Professor Prudence Carter. We highlight schools that actively and equitably promote the success of all students.

In the 2014-15 school year, the project was piloted in Colorado and New York and was successful beyond our expectations. We were extremely gratified by the high level of interest in the two states. There is clearly a hunger in our schools for a better public understanding of what they do for their students. We received almost 100 applications from the two states, and even among the schools we did not recognize with Gold or Silver designations, we saw many practices that could and should be emulated in high schools across the nation.

This year, we are expanding the project to include public high schools nationwide. The Ford Foundation and the National Education Association have generously provided funding assistance for these first two years of the Schools of Opportunity project.

Working with *Washington Post* reporter Valerie Strauss, we described these schools and their practices on her widely read "AnswerSheet" blog. The schools and their descriptions are also included at <http://opportunitygap.org>.

Here in Colorado, we recognized seven schools: **Centaurus High School, Grand Valley High School, Jefferson County Open High School, Center High School, Durango High School, Long View High School, and Mapleton Early College High School.** These schools are in many ways very different from one another, but all of them use research-based practices designed to serve all students and to close gaps in opportunity between students who come from advantaged and disadvantaged circumstances. They model what true reform is all about. Each and every one keeps the welfare of students at the center of their practices.

## THE PROCESS

The identification process used for Schools of Opportunity recognition highlights effective research-based practices such as student and faculty support systems; outreach to the community, health and psychological support; little or no tracking; a broad, challenging and enriched curriculum; and

high-quality teacher induction and mentoring programs. For the pilot year, we identified eleven such practices.

In order to be recognized, school applications were required to go through four levels of screening, including the rubric-based ratings by two evaluators. Evaluation teams also made in-person visits to the recognized Gold schools. This process was designed to confirm reported practices and allow applicants to explain how and why their school should be recognized.

The 17 schools recognized during the pilot year range in student-body size and include schools in rural, urban and suburban settings. They include traditional high schools as well as small schools that students choose to attend and that may be outside of their neighborhoods.

## MOVING FORWARD

As confirmed by our experience this year, high school recognition lists are very popular. Schools outside of the two states reached out to express interest, and schools that were not recognized asked for feedback in order to improve and reapply. We are excited to move this project forward. Learning from the pilot year, we are now preparing for our national launch, making small changes to the rubric, the application process, and the review process.

This sort of assessment is demanding. It requires knowledgeable evaluators who consider schools in a holistic way that rebuffs easy measures of school quality. While we readily acknowledge the value of other approaches, we see in the innovative Schools of Opportunity project an approach that is uniquely defensible and educative.

When students or their parents or guardians ask me—often with a great deal of anxiety—about how to choose the best high school, my answer has always been to visit the school and spend time watching classes and talking with students and educators. That's what we did, and it was enormously enjoyable and fulfilling to see great schools in action. ■



**Kevin Welner** is Director of the National Education Policy Center (NEPC) and Professor of Educational Foundations, Policy and Practice in the School of Education.



# headlines

## Alumni and friends gather to celebrate 28 years of PIE

Nearly 100 Partners In Education (PIE) program alumni and friends from the past 28 years gathered for a special reunion in September. PIE is a unique opportunity for novice teachers entering their first through third years of teaching to earn their Master's degree while benefiting from intensive coaching with mentors and collaboration with other PIE teachers.

Program founder Chancellor **Phil DiStefano** discussed both the initial idea for PIE as a means to develop teaching expertise and how the program has grown over the years—now having served over 540 novice teachers, many of whom have been recognized in various ways for teaching excellence. **Linda Molner-Kelley**, the founding program coordinator, and **Penny Scott-Oliver**, current program coordinator, together shared the program's successes and led activities for attendees to share what the PIE program has meant to them and how their careers have progressed as educators.

Program Coordinator Penny Scott-Oliver made a Herculean effort to find each and every PIE alum, and her effort continues. Search for "Partners in Education" on Facebook to join their page and stay in touch, or contact [penny.oliver@colorado.edu](mailto:penny.oliver@colorado.edu) with any updates! ■

*PIE has made  
such a difference  
in so many lives...  
most importantly,  
the lives of  
many children.  
That's something  
to be proud of!*

*- Lyndy Lubbers  
Former Clinical Professor*



Left: PIE Coordinator Penny Scott-Oliver greets alumna Karen Goodman.



Center: Program Founder and Chancellor Phil DiStefano reminisces with Founding PIE Coordinator Linda Molner-Kelley and former Clinical Professor Diane Hageman.



Right: Clinical Professors Flora Sánchez, Mary Jo Bode, and Rychie Rhodes

## Supporting students with dyslexia in the classroom

Last spring, undergraduate and Master's students in **Donna Begley's** Reading Methods courses gathered to listen to four student ambassadors from the YES! (Youth Examples of Self-Advocacy) Learning Ally program share their experiences with dyslexia. The ambassadors led the group through exercises to understand the feelings and challenges that students with dyslexia often experience in school environments.

They went on to offer recommendations for teachers, such as minimizing stimuli, allowing for extra time, checking for understanding, modifying assignments, honoring content over mechanics, and *never* requiring them to read aloud in class. Software is also available to assist students with reading fluency, spelling, and dictation, including Learning Ally, Ginger, Wynn, Dragon Speak, and LiveScribe. Most importantly, however, students emphasized that they needed teachers who were supportive and available, and who understood that "Fairness is giving each student what they need." ■

*Below:  
YES! Ambassadors  
Geniene Hillier Moore,  
Steph Llorente,  
Victoria True, and  
Anthony True.*





# weaving art

into the  
curriculum with  
Special Collections







On the north end of Norlin Library's third floor, there is a little-known room full of treasures. Special Collections houses the largest rare book collection in Western literature, as well as artwork, special subject collections, and other primary source materials. Visitors, each wearing white gloves, invariably express delight and amazement at the beauty, history, and sheer existence of each irreplaceable piece.

Years ago, **Shelby Wolf** and **Donna Begley** began working collaboratively with Special Collections Director **Debbie Hollis** to bring their Reading Methods classes to this unique space where students could discover new ways to weave art into the curriculum. Last spring, Donna and Debbie came up with the idea to offer a text construction workshop in which students would make their own small books using four different binding techniques.

While Master's students, many of whom were current teachers, constructed their books, their conversations naturally turned to how they would use this idea in their classrooms. An elementary school teacher planned to have students create books and stories in a unit on fairy tales, a social studies teacher anticipated students writing historic journals, a science teacher envisioned "design challenge" books, and an English as a Second Language teacher imagined that each small book could allow for deep word study.

Master's student **Leslie Sacher** shared, "My school has a good-sized population of ELL students, so any time I can make the learning more interactive is a bonus. ... Bookmaking is another way we can engage our writers by offering them a unique, hands-on outlet to publish their work."

Similarly, the text construction workshop sparked new ideas for teacher licensure students. "Integrating art, such as handmade books, with the curriculum allows students the ability to have an array of creative outlets, which in turn can lead to stimulating interest about a subject that a student may be otherwise indifferent to," said Teacher Licensure student **Patrick Burns**.

Later, students in **Bridget Dalton's** course visited Special Collections to examine a sampling of the extensive artist book collection of texts built in unique physical constructions. This handmade world offered a sense of new possibilities for students accustomed to digital environments.

Begley, Dalton and Hollis plan to continue working together to take advantage of the unique opportunities that Special Collections has to offer. ■

*“My school has a good-sized population of ELL students, so any time I can make the learning more interactive is a bonus. ... Bookmaking is another way we can engage our writers by offering them a unique, hands-on outlet to publish their work.”*

# Students of Color are Motivated Agents of Change

Undergraduate participatory action research team investigates perspectives of Students of Color on CU-Boulder campus

By Melissa Arreola Peña, Yohannese Gebremedhin, Gyslaine Kadima, Rebecca Kaplan, and Katie Rait

“Diversity and inclusion” is a phrase that comes up a lot in the context of education, and the CU-Boulder campus is no exception. Educators want to know how to be more supportive of the Students of Color in their classrooms.

When the new *CU Engage: Center for Community-Based Learning and Research* formed, Faculty Director Ben Kirshner wanted to explore how civic engagement programs at CU could become more aligned with the goals, talents, and interests of Students of Color. What would be the best way to find out how to design programs and spaces with Students of Color in mind? CU Engage decided to ask students themselves. Better yet, students would ask students in a participatory action research project funded by both the Undergraduate Research Opportunities Program (UROP) and CU Engage.

Our team consisted of six undergraduate students, one graduate student, and one professor, from a multitude of diverse backgrounds. We came together to find out what we could learn from Students of Color about student engagement and activity to help inform the strategic planning of university programs. We developed an interview protocol, interviewed Students of Color across campus, coded and analyzed our data, formulated claims, and generated recommendations for staff and faculty to make spaces on campus better for Students of Color.

What we found was that Students of Color were already motivated to engage in campus organizations, but some spaces were more welcoming and supportive than others. The spaces students identified as most welcoming and supportive had some common qualities and resources.



Oftentimes, these spaces were providing academic and material resources to support student success. Other features of safe spaces included knowing they could engage in conversations in which their voices were heard, their ideas were respected, and they would not be judged by their peers. Students also described how they wanted to join diverse programs to meet people who “look like me” in order to gain a stronger sense of belonging.

To increase the number of spaces in which Students of Color can safely engage, we recommend feasibly backing students, promoting collaboration with similarly-minded organizations, understanding the complexities of each student, faculty, and staff member, and recognizing the vast forms of community wealth that Students of Color offer on campus.

Self-empowerment was defined very differently by each student, but was a term that students felt was very important to their experiences as a Student of Color. When students mentioned giving back to the community, they stated that they wanted to help younger generations succeed at CU.

To learn more about what we found in this study, please visit [www.colorado.edu/cuengage](http://www.colorado.edu/cuengage), where our full report, *Students of Color are Motivated Agents of Change: Why Aren't We Joining Your Programs?* is published.

If you would like find out more or support the work of CU Engage: Center for Community-Based Learning & Research, visit us at [www.colorado.edu/cuengage](http://www.colorado.edu/cuengage) or go to [www.cufund.org/education](http://www.cufund.org/education) and select “CU Engage.” ■



# ALUMNI spotlight

## Alumna Pearlle Dove shares 'Pearls of Wisdom' from her lifetime accomplishments in improving education for Students of Color



For alumna **Dr. Pearlle Dove's** parents, there was no question: Pearlle was going to college. Pearlle staved off her interest in fashion in order to pursue education because it was the best career option for young black women, despite her two aunties' experiences with unfair and unequal pay as teachers. She went on to complete her undergraduate and Master's degrees at Clark College (now Clark Atlanta University).

By the time Pearlle applied to the doctoral program at CU-Boulder—because flagship institutions in her home state of Georgia would not admit African American students—she was already being groomed to head an academic department in the Atlanta University Center consortium of black colleges, and would fashion a world-class teacher education program at Clark College.

Pearlle's daughter, Carol, was a baby at the time, so Pearlle attended summer classes while Carol stayed with her grandmother. Pearlle stayed in a dorm near Norlin Library because she loved the quote inscribed on the building, "He who knows only his generation remains forever a child." Carol recalls hearing her mother repeat this quote often during her childhood. Pearlle's dissertation at CU identified the criteria that best prepare teachers for multicultural education.

Pearlle was not only one of the first African American students to graduate from CU, but she also went on to break important new ground in teacher education and in her community for the remainder of her life. She chose to fulfill her career at Clark College, where she felt she could make the biggest impact. Pearlle's impact on the Atlanta community—especially on improving the educational experiences of students of color and students living in poverty—cannot be overstated, including numerous honors and a day named in her honor by the Atlanta City Council (June 17, 2013).

A recent biographical book, *Pearls of Wisdom from a Woman of Color, Courage and Commitment*, edited by mentee **Noran Moffett** and daughter **Carol Ann Dove**, details Pearlle's life and accomplishments. The chapter, "Preparing Teachers for Multicultural Schools," conveys Pearlle's influential contributions to the field.

In Pearlle's words, "We build a house from the bottom up, but our education system is built from the top down. Politicians do not know enough about education policy, and they don't have the patience to see what works and what doesn't. It takes a long time for curriculum change; four years is not going to do it. We need to scientifically study whether new curricula actually improve education. We need to build from the ground up and make sure the structures are in place." ■

*Dr. Pearlle Dove peacefully passed away on August 19, 2015, at the age of 93. Katy Kotlarczyk of the CU Office of Advancement was able to sit down with Pearlle earlier that month to discuss her remarkable life. We are grateful for Pearlle's willingness to share her "Pearls of Wisdom" with us.*



# WELCOME new faculty



**Elizabeth J. Meyer** is the Associate Dean for Teacher Education and Associate Professor of Educational Foundations, Policy and Practice. She is the author of *Gender, Bullying, and Harassment: Strategies to End Sexism and Homophobia in Schools* (Teachers College Press, 2009) and *Gender and Sexual Diversity in*

*Schools* (Springer, 2010). She is also co-editor of the *Gender and Sexuality in Education* series for Peter Lang Publishing. She is a former high school teacher and Fulbright Teacher Exchange Program Grantee (France). She completed her MA at the University of Colorado Boulder (1997) and PhD at McGill University in Montreal, Quebec, Canada. Her research has been published in academic journals such as: *Gender and Education*; *Journal of Educational Psychology*; *McGill Journal of Education*; *The Clearinghouse*; *Computers and Education*; *Technology, Pedagogy and Education*; and *The Journal of LGBT Youth*. You can follow her blog on *Psychology Today* and find her on Twitter @lizjmeyer.



**Silvia Noguerón-Liu** joins the School of Education as Assistant Professor of Literacy Studies. In her instruction and scholarship, Dr. Noguerón-Liu aims to create learning environments where teachers capitalize on the knowledge of culturally and linguistically diverse students. Her research builds on the following areas: (a) the study of

literacy practices in transnational contexts from ethnographic perspectives; (b) the critical examination of digital literacies and technology access in classrooms and communities; and (c) participatory and community-based research in family literacy and home-school partnerships. Her projects—conducted in traditional and new migration settings—document the affordances of digital resources for Latino families, and the transnational funds of knowledge parents mobilize in literacy practices with young children. Dr. Noguerón-Liu is coming from the University of Georgia's College of Education, where she was an Assistant Professor in Language and Literacy Education. She earned her PhD in Curriculum and Instruction at Arizona State University.



**Jamy Stillman** joins the School of Education as Associate Professor of Educational Equity and Cultural Diversity. Her research focuses on teachers' work with historically marginalized students, including emerging bilingual students, especially with regard to how teachers respond to educational policies that impact instruction

in literacy/language arts. To this end, she uses qualitative methods and social learning theories to explore pre- and in-service teachers' work with standards-based and high-stakes accountability reforms. She is also researching equity-minded educators' development through their participation in Freirean Culture Circles. Dr. Stillman is currently writing a book on her two-year study of 10 teachers' responses to the Common Core Standards at a high-performing dual-immersion school near the California/Mexico border. Her work has appeared in academic journals such as *Review of Educational Research*, *Teachers College Record*, and *Journal of Teacher Education*. Formerly a bilingual elementary teacher, Dr. Stillman worked most recently at the University of Southern California.



**Terri S. Wilson** is Assistant Professor of Educational Foundations, Policy and Practice. Her research focuses on the philosophical foundations of education policy, including issues raised by school choice, marketization and parent engagement. She is currently exploring how the interests of families in choosing

distinctive schools—especially ones that affirm ethnic, linguistic or cultural identities—might be balanced against arguments for a common, integrated school system. Dr. Wilson was previously an Assistant Professor at Southern Illinois University Carbondale, where she taught courses in educational foundations and qualitative research methodology. She earned her PhD in Philosophy and Education at Teachers College, Columbia University and was a National Academy of Education/ Spencer Foundation Postdoctoral Fellow. She is the 2015-2017 Program Chair of the Philosophical Studies SIG for the American Educational Research Association, and is on the Board of Directors for the John Dewey Society.



# ALUMNI class notes

**'15** Former Miramontes Scholar **Vincent Basile, PhD** (Science Ed) is now an Assistant Professor at Colorado State University. His research focuses on diversity within and policy for STEM education.

**'14** **Cara Arena, MA** (Literacy), a former Partners in Education teacher, is a kindergarten teacher at Lafayette Elementary and has been teaching for 9 years. She won a Best Should Teach award in 2014.

**'14** Selected from a pool of more than 180 applicants, **Eric Rasmussen, MA** and **Rosemary Wulf** received five-year fellowships from the Knowles Science Teaching Foundation. Eric teaches at Silver Creek High School in Longmont and Rosemary teaches at Thornton High School in Thornton.

**'07** **Olivia Foulkrod, MA** (EECD), a former Partners in Education teacher and mother of two, has been teaching for nearly 15 years. She is a first grade teacher at Columbine Elementary with endorsements in ECSE, ESL and bilingual education.

**'04** **Lisa Foubert, MA** (EECD), a former Partners in Education teacher, has been teaching for 15 years. Previously, Lisa was an instructional coach and coordinator for the CU Denver teacher preparation program. She currently teaches fifth grade at Silver Creek Elementary.

**'93** **Karen (Pazour) Andresen, MA**, a former Partners in Education teacher, is currently teaching fifth grade at Woodglen Elementary

in the Adams 12 school district. 2015 marks her 25th year as a teacher.

**'91** **Lisa Kihn, MA**, a former Partners in Education teacher, won the National First Year Teacher of the Year Award following graduation. After 20 years, Lisa is still teaching, currently in the Boulder Valley School District.

**'89** **Warren L. Blair, MA**, a former Partners in Education teacher, has been teaching for nine years and held a position as a principal for 18. During his career he has presented to the U.S. Department of Education, the National Education Association, the Congressional Staff, and the Center for American Progress on the Teacher Incentive Fund.

**'81** The artistic flair of **Peggy Campbell-Rush, MA** has yet to stop as she recently published her seventh book, *Ready to Write: 100 Tips and Strategies for Developing Fine Motor Skills*. She also joined the University of Virginia and spent a Semester at Sea in 2014.

**'81** **Doug Dorame** (Phys Ed) is the Athletic Director at Albuquerque High School. His daughter spent the past summer teaching in the Upward Bound Program at CU.

**'72** **Albert E. Thompson, MA** (Science Ed) was awarded the 2015 Homer L. Dodge Citation for Distinguished Service to the American Association of Physics Teachers (AAPT). Since retiring from teaching science at Ponderosa High School in 2001, Albert continues to substitute teach math and science.

**'67** **Linn Long, MA** (Phys Ed) was recently inducted into the 2014 Athletic Hall of Fame at CU. In 1964, Linn led the Buffs to their best finish ever in the NCAA Championships, a tie for fourth place. He continued on as a successful coach for CU-Boulder.

**'65** **Don Meyers, MA** (Phys Ed) was recently inducted into the 2014 Athletic Hall of Fame at CU. After his record-setting 16-1¼ effort in pole vaulting in college, Don coached for the Buffs for seven seasons.

**'55** **Elaine Mullenax Long** of Buena Vista turned 80 in January. After graduating from CU, she taught in Portland, in Denver, and on a U.S. Strategic Air Command base near Oxford, England. Several of her short stories have been published in magazines and in anthologies. She also produced three CDs of music. See [www.elainelong.com](http://www.elainelong.com).

**'53** Zachary Wehner, MA (Mech Engr'14), **Margaret Sylvester Wehner's** (EDUC) grandson, recently became the fourth generation of their family to earn a degree from CU-Boulder. Zachary's great-grandmother Anna Mary DesBrisay (Btny, 1914), was the first, followed by Margaret, then by Zachary's father, Russell Wehner (Econ '83).

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Send us your recent life events or accomplishments! Go to [www.colorado.edu/education/class-notes](http://www.colorado.edu/education/class-notes) or email [ann.schlesinger@colorado.edu](mailto:ann.schlesinger@colorado.edu).

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

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## NEW LOOK, SAME GREAT

### education *VIEWS*

The School of Education is updating our publications to reflect CU's colors that we all love. Beginning with this issue, we also have expanded our newsletter to include more pages and content so that we can share all of the great things happening in the School of Education. We hope you like it!

**Make sure we have your email address!** Contact Ann Schlesinger at [ann.schlesinger@colorado.edu](mailto:ann.schlesinger@colorado.edu) or 303.492.9947.

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



## education *VIEWS*

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\_\_\_\_\_  
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