

Honoring the Amazing Young Women of the FREE Program

Margaret Eisenhart and Erin Allaman

In January, School of Education faculty and students gathered at the Koenig Alumni Center to celebrate young women who participated in “Female Recruits Explore Engineering” (FREE), an after-school program and research project I directed with former doctoral students Terra Morris (Education), Daria Kotys-Schwartz (Mechanical Engineering), Chandra Turpen (Physics), Julia Kantor (Education), and Rachel Prosser Kachchaf (Education). Despite intimidating obstacles, they have persevered to become amazing young women. Some have completed college, others have almost finished, and all have considered various careers they otherwise may not have.

We developed FREE for high-achieving girls of color at three Denver-area high schools. Our goal was to spark interest in engineering among girls who would be in the first generation of their family to attend college. The girls represented the “untapped pool”—prepared to go into engineering but not planning to do so. Drawing on FREE’s hands-on demonstrations, workplace visits, and use of on-line resources during 2006-09, 50 girls developed their own engineering projects, came to know practicing engineers, and seriously considered engineering as a career choice. We hoped that some would go to college in engineering. Five did; almost half of the others chose science majors.

“I looked into the engineering field—which I had absolutely no idea about—and I got hooked on it.” – Pati



L to R: Research Assistant Josie Chang-Order, Ruby with son Oscar, Patricia, Research Assistant Erin Allaman, Delia, Tania, Qua, and Principal Investigator Margaret Eisenhart.

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DEAN'S message

After a five-month battle with a brain tumor, Professor Janette Klingner died on the spring equinox. Janette faced her prognosis with the same resolve with which she lived her life, taking in her family members, friends, colleagues, and students to enjoy each moment and even to deepen her connections with them. And of course, her famous, radiant smile was undeterred.

Janette was a deeply loved mentor to her advisees, whom she considered her “academic children.” She went above and beyond in this role to gently but steadfastly guide students to put forth their best efforts in pursuit of their unique interests. Many of Janette’s students recount hours and days spent discussing their dissertations and ideas while in her home, sharing meals, hiking, or swimming together.

Janette’s ability to maintain such authentic relationships with dear family members, countless students, and colleagues was all the more remarkable considering her prolific and highly accomplished career. In her 20 years as an academic, Janette produced over 130 publications, 15 of which were books. She was well known for leading multiple large-scale projects, most famously *Collaborative Strategic Reading*, that was borne of her dissertation research and now is fully adopted by Denver Public Schools. Janette’s equity-focused, “use-inspired”¹ research has had great impact because she aimed to solve significant problems of practice while embedded in the contexts of real schools and classrooms.

I often acknowledged and thanked Janette for being a “border crosser.” In her field, she brought a critical lens to special education research, helping to distinguish between language learners falsely labeled versus those neglected and truly in need of special education resources. Similarly, her championing of mixed-methods research reflected her deep appreciation for the strengths of both quantitative and qualitative methods. Most importantly, at a personal level, Janette’s deep caring for people made her reach across divisions and disagreements.

The Distinguished Researcher Award bestowed last year by AERA’s Special Education Research SIG and Janette’s position as president elect of the Council for Exceptional Children (CEC) are further evidence of her expansive, border-crossing leadership. The many remembrances we have received likewise recognize her as a “powerhouse,” but also always reflect on her deeply personal impact. It was her “genuine compassion, generosity, patience, support, devotion, and modesty” that forever changed so many people’s lives.

Janette will be dearly missed, and always remembered.

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

¹ In his book, *Pasteur’s Quadrant*, Donald Stokes showed how with “use-inspired” research it is possible to do applied research (to solve applied problems) and at the same time contribute to basic scientific knowledge.

For research purposes, we were most interested in how the girls came to think about engineering and how it fit (or not) into the context of their lives. We learned that given precarious economic circumstances, lack of familiarity with college, dependence on financial aid, and legal barriers for undocumented students, engineering was generally perceived as too risky to pursue in college. Nonetheless, these young women's determination to succeed is truly inspiring.

Patricia emigrated with her family from México and is the first in her family to graduate from high school and go to college. She was a strong math and science student in high school. Interested in medicine and engineering, she applied to five four-year colleges and was accepted at all. But due to her immigration and economic status, Pati's only option was to enroll in the Community College of Aurora, where she earned an A.S. in Science. After waiting ten years for the DREAM Act, which never passed, the 2013 Colorado ASSET bill finally enabled her to enroll at Metropolitan State for a B.S. in Biology. She hopes to earn her degree in two years and then pursue a career in pediatrics.

As a child, Qua emigrated with her family from Vietnam. She was the valedictorian of her high school class. With a full scholarship, she graduated from Colorado College with a degree in Chemistry. Qua is currently working and hoping to begin graduate school in Public Health with a concentration in epidemiology.

Ruby, also Latina, graduated at the top her high school class



and was involved in a long list of extracurricular activities and community service. She also became a mother in high school. Ruby credited her son with inspiring her to complete her college degree. With her son in tow, she became a Gates Millennial Scholar and a Greenhouse Scholar. She graduated in 2013 from the University of Denver with a B.A. in English Literature and Spanish. She is concurrently working on a Master's degree in Curriculum and Instruction and earning teacher licensure at the University of Denver. She hopes to become a Spanish teacher in the Denver Public Schools after completing her degree in August 2014.

Despite their successes, these young women are still struggling to realize their dreams. They have lived at home to save money, interrupted school to earn money, and gone without supplies and other resources that other college students might take for granted.

In recognition of all that we learned from the FREE participants, we have established a website for donations to help them as they finish school. Visit www.freepathways.org to learn more about Patricia, Qua, Ruby, and others like them and to contribute if you are able. ■

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

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*The DiStefano
Family Scholarship
Fund Extends
Opportunities to
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Chancellor Phil DiStefano
and his wife Yvonne.

Chancellor Phil DiStefano is not only a remarkable leader of the University of Colorado Boulder, but he and his wife Yvonne are also cherished community members of the School of Education. As Mrs. DiStefano expresses, “The School of Education is family to us.” In fact, that is why they included the word “Family” in the name of the scholarship they have generously established.

The DiStefano Family Scholarship Fund will offer \$1,000 each year for a first-generation student during the student teaching semester. As first-generation college graduates themselves, Chancellor DiStefano explains, “Because of the opportunities we’ve had at the university, we wanted to give back to well-deserving students. We hope the endowment will inspire others to continue giving to the scholarship in order to benefit more students.”

The fund begins in fall 2014, which marks the DiStefanos’ 40th year with the university. After earning a PhD in Humanities Education from Ohio State, Chancellor DiStefano joined the School of Education in 1974 as Assistant Professor of Curriculum and Instruction, while Mrs. DiStefano taught elementary school.

Twelve years later, Chancellor DiStefano led the school as dean through a transformative decade in its history. When the Guidance and Counseling program was discontinued and the Administration program was relocated to CU Denver, Chancellor DiStefano created a new vision for a School of Education dedicated to exemplary research and teacher preparation. He hired promising young professors that have become distinguished leaders in their fields, and formed the Educational Equity and Cultural Diversity and the Educational Foundations, Policy and Practice program areas.

Equally important, Chancellor DiStefano reflects that he and the faculty “built the School of Education as a close-knit group of people joined by a commitment to social justice.” Indeed, this foundation continues to ground the mission and culture of the school today.

Through the campus positions he has held since 1996, Chancellor DiStefano continues to advance CU-Boulder as a preeminent comprehensive research institution. In support of the goals of *Flagship 2030*, the scholarship will give preference to first-generation students who are pursuing science, technology, engineering, and math (STEM) education.

Because the fund has been established in perpetuity, students will benefit from the DiStefanos’ legacy for generations to come. As the first member of Women Investing in the School of Education (WISE), Mrs. DiStefano likewise has helped to support faculty through the circle of giving’s yearly research grants since its inception in 2009.

The School of Education is honored to call Chancellor and Mrs. DiStefano family. We offer heartfelt congratulations to the DiStefanos on 40 years with the university, and extend our deepest gratitude for their continued impact on the School of Education. ■

Teacher Noticing *for equitable* Mathematics Education

Victoria Hand (CU-Boulder)
and Elizabeth van Es (UC Irvine)

Most secondary mathematics teachers working with students from diverse racial, ethnic, cultural, and socio-economic backgrounds are committed to closing achievement gaps through their classroom teaching. Often, however, they are at a loss for productive ways to tackle entrenched patterns of mistrust and disillusionment with mathematics among their students.

Teacher noticing is a new line of research in equitable mathematics education that investigates teachers' ability to attend to and make sense of complex classroom events and interactions (Jacobs, Lamb, & Philipp, 2010; Sherin, Jacobs, & Philipp, 2010; van Es & Sherin, 2002, 2008). Professor **Vicki Hand** and Professor **Elizabeth van Es** of the University of California, Irvine have recently extended noticing research through a study of teachers in Colorado and California who were exceptionally skilled at supporting broad-based participation and rigorous learning in their mathematics classrooms.

With support from the Spencer Foundation, Professors Hand and van Es and doctoral student **Vinnie Basile** worked with school district leaders to identify secondary mathematics teachers who met a range of research-based criteria for equitable mathematics teaching. Deriving from Professor Hand's fifteen years of research on equitable mathematics classrooms as

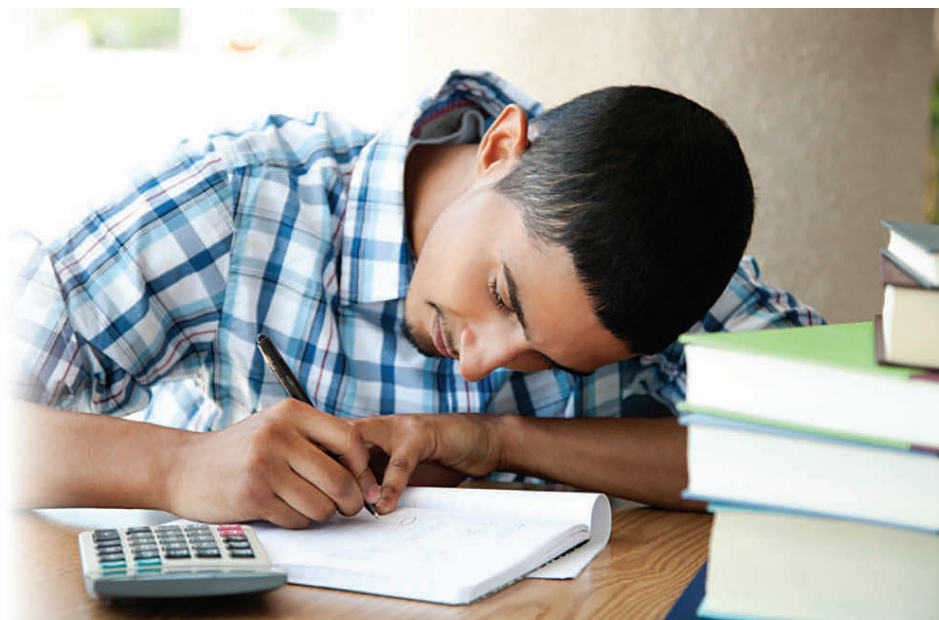
well as studies conducted by scholars worldwide, these criteria included: 1) Addressing the needs of emerging bilingual students; 2) Facilitating mathematical reasoning; 3) Cultivating engagement rather than managing students; and 4) Making the often unstated rules of learning mathematics visible to students.

Because the study of noticing draws attention to teachers' in-the-moment decision-making, Professors Hand and van Es sought to understand how, in the act of teaching, opportunities for students from a range of backgrounds to engage with mathematics were realized. They hypothesized that teachers who narrowed what Professor Hand calls *classroom participation gaps* through their teaching had special ways of noticing what went on in their classrooms. Metaphorically speaking, these teachers wore a different set of glasses, which allowed them to see their students, mathematics learning, and broader issues of equity in society as inextricably linked.

The six teachers who were asked to participate in the study were eager to join the research team. Many of them expressed a sense of wonder and curiosity about the concept of teacher noticing, and reflected deeply on videos of their classroom instruction taken by the researchers. The teachers, many of whom were seasoned veterans in leading and participating in

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Instead of being detached from and 'resistant' to the teachers' instruction, the students eagerly 'mathematized' aspects of their lives.



eye on research

EYE ON RESEARCH | CONTINUED FROM PAGE 5

professional development for mathematics instruction, said that they had never been asked to reflect on their teaching in this way.

Within a day of a videotaped classroom session, researchers and teachers held noticing meetings to reflect upon moment-to-moment instruction. Researchers shared video segments that met one or more of the criteria named above and prompted descriptions of what the teacher was noticing in that moment.

Preliminary findings show that the six teachers had very different teaching styles and relatedly, noticing practices. This surprised the researchers, but made sense given the particular strengths and personalities the teachers offered. While a common thread across the teachers was their capacity to demonstrate faith in students' abilities to make sense of complex mathematical ideas, this played out differently across the classrooms.

In one classroom, the teacher cultivated deep rapport with students by developing a sense of kinship. Employing humor to break down social and cultural barriers, this teacher successfully turned the mathematics over to students, who took up this opportunity in powerful ways. It was common in this classroom for students to lead the class in solving complex mathematics problems at the board.

Another teacher came from the same community as students in the classroom who were experiencing marginalization in school mathematics. This teacher spoke to the students in a way that reflected these ties, both in content and manner, and developed a curriculum that explicitly related mathematics to their everyday lives. Instead of being detached from and 'resistant' to the teachers' instruction (as they might be in a traditional math classroom), the students eagerly 'mathematized' aspects of their lives.

A third teacher had a doctorate in educational leadership, and deeply understood the relation between societal oppression and students' need to feel valued and to have a voice in their mathematics classroom. This understanding was evident in the teachers' respectful and inquisitive stance when it came to

students' expressions of mathematical sense making. As a result, students learned to pose critical questions of each other in their small groups and when demonstrating solutions to problems at the overhead.

The noticing interviews with the teachers reflected these strengths. The first teacher described looking for instances to develop solidarity as a class, and to remove herself as the mathematical authority. The second teacher noticed subtleties in the ways students were talking and behaving that indicated a sense of confusion, uncertainty or excitement around the mathematics. The third teacher was tuned into classroom dynamics, and which students were on the margins of the classroom mathematical community.

Given the excitement among the teachers to study teacher noticing, Professors Hand and van Es have organized video clubs to support teachers' broader conversations around each other's videos and noticing practices. These clubs have proven to be both fruitful and lively. The researchers have also engaged the teachers in presenting the results of the study at national conferences and publishing them in practitioner journals.

Professors Hand and van Es are submitting a grant proposal to the National Science Foundation this year that plans to extend their study of teacher noticing for equitable mathematics instruction. First, they will work with the current cadre of teachers to begin to develop language and a framework that reflects the findings of the noticing study, and can be used in the professional development of other teachers. They will document how the teachers coach their colleagues in learning to notice in these ways, and meet with the teachers regularly to synthesize these practices. In the second part of the study, the researchers will replicate the study in highly under-resourced and hyper-segregated schools to compare noticing practices among teachers who work under these conditions. The aim of the contrast is to deepen the framework to take into account different contexts of mathematics teaching. Lastly, video case studies will be developed of the teachers and their noticing practices and made publically available. ■



Victoria Hand is assistant professor of Curriculum and Instruction in the CU-Boulder School of Education. Her research examines how opportunities to learn in mathematics classrooms are negotiated differently by groups of students from various ethnic, racial, linguistic, and social backgrounds. She draws on situative and critical perspectives to analyze how the process of negotiation is influenced by the system of activity within a given classroom, and by broader sociopolitical processes and structures.



Elizabeth van Es is assistant professor in the Department of Education at the University of California, Irvine. Her research focuses on pre-service and in-service teacher thinking and practice, innovative designs for teacher education and professional development, and ways that video might be used to support teachers in developing a "professional vision" of ambitious mathematics instruction.

headlines

CU Teach Receives Verizon Grant to Support Mobile Technologies

CU Teach is part of a \$1 million grant from the Verizon Foundation to integrate mobile technologies into inquiry-based instruction. In response to an interest in working with leading programs in STEM teacher preparation, the National Math and Science Initiative (NMSI) recommended the UTeach Institute at the University of Texas at Austin along with its affiliated programs, CU Teach at CU-Boulder, UTeach at UMass Lowell, and UKan Teach at University of Kansas.

Verizon provided each program with 35 Verizon Samsung Galaxy Note 10.1 tablets and 4G LTE service. At the end of each of the first two years, each university will share four model math and science lessons using applications on the tablets. Verizon will then expand funding to another set of universities.

CU Teach students in Step 2 classes are using the tablets extensively as they write lessons for their middle school practicum experiences. For example, in one model lesson, CU Teach students built a digital microscope with the tablets through which seventh grade students examined elodea cells. The ability for teachers to see what students were describing under the microscope allowed teachers to better gauge student learning and to offer more targeted classroom discussion. Master Teachers **Julie Andrew** and **Kim Bunning** will cull the best lessons to share with the other universities.

See newscenter.verizon.com for the December 2, 2013 press release. ■



A feather seen under a digital microscope.

CU and Riverdale Elementary Students Celebrate "Let's Go to College" Day



Chip celebrates with Elementary Education teacher candidates. Z

Teacher education and Riverdale Elementary School (Adams 12) students celebrated a new partnership with "Let's Go to College" Day. Led by **Donna Begley** and **Jeanne White**, CU-Boulder students in the fall Integrated Reading and Writing course developed relationships with Riverdale students over a semester of working in classrooms weekly. The cohort of CU students is continuing the partnership in other classrooms at Riverdale this spring.

Chip entertained the enthusiastic assembly as Riverdale students sang a song they wrote for the occasion. Representatives from each class presented a thank you to the teacher candidates. CU students, many of whom were first-generation college students, in turn shared posters and spoke about why they love college.

"We are all thrilled with the students' growth and the connections made," noted Jeanne White. Riverdale Principal **Dr. Margo Walsh** added, "Our CU Buff Buddies have mentored our students in literacy, inspired them to get ready for college, and modeled how to make their dreams come true." ■



outreach & engagement

Learning from the Global South

by Kristen Davidson, with Dick Kraft and Ben Kirshner

I had the pleasure of sitting down with Professor Emeritus Dick Kraft (DK) and Professor Ben Kirshner (BK), whose presence during the momentous times of Nelson Mandela's release from prison in 1990 and his death in 2013 were part of their many enriching experiences in international education.

What were your experiences of Mandela's release and his death?

DK: Just weeks after Mandela's release, my hotel in Johannesburg was hosting a gathering of Mandela and many others recently released from prison or exile. For three days, I sat in as they planned for a new South Africa. Despite contentious discussion within the ANC figuring out its way, I detected no resentment, anger, hostility... there was a tremendous ability for reconciliation. Deeply caring people and devastating turmoil are two sides of a coin that have characterized my work in the African continent.

BK: I felt the same spirit of reconciliation and ongoing struggle. Mandela's death inspired public vigils, singing, storytelling, celebration, gratitude, and a spirit of hope. At the same time, there were people moving on – things don't stop when you're focused on finding work or surviving. The slogan of the organization I am working with there is, "Every generation has its struggle," which simultaneously reflects being inheritors of the struggle while claiming new struggles that need to be addressed.

What brought you to South Africa and inspired your interest in working internationally?

DK: At CU, I led international service learning programs, through which students and graduates experienced the effects of education on the lives of the poor, as well as the languages, cultures, and educational systems from which they come. As a global consultant, I've evaluated programs related to curriculum, teacher preparation, and formal educational settings. In South Africa, I worked on technical or 'Further' education programs as a means for newly liberated black adults to join the workforce.

BK: Last year, a group of colleagues and I began a study of youth organizing in seven countries. In South Africa, I am working with a community-based organization whose mission is to mobilize youth and their families to hold the government accountable for improving the educational infrastructure for black students who continue to bear the effects of a history of disinvestment.

What can work in international settings bring to the School of Education?

DK: I have spent an increasing amount of time overseas fighting against the expenditure of limited funds on placing technology into schools with no electricity; standardized testing that dumbs down the curriculum and promotes sterile classrooms; not providing teachers with skills needed to be reflective; and other First World trends forced onto the dispossessed. Yet I have also observed programs designed by Third World educators that have made a profound difference for the "poorest of the poor." If we remain in our cultural cocoon, we miss these cutting edge reforms. Given how unsuccessful the U.S. has been at providing equal opportunity, it is time to take off our blinders and see what other nations are doing.

BK: The differences in power and privilege that we interrogate are replicated in the US's relationship to the global south. One can only be myopic when immersed in privilege. My lens has been broadened, and I echo Dick's point about the expertise and ingenuity found abroad. Our strategies, practices, and theories related to democracy and social justice will be much stronger for having encountered the kinds of struggles people are engaged in internationally. ■

learning & teaching

A Tribute to Shelby Wolf

by Julia Kantor, Kim Schwartz, and Becky Beucher

It was a feeling like no other to enter into the magical space of a class taught by Shelby Wolf. A sense of warmth, artistry and love for the craft of teaching was palpable, as Shelby invited her students on a journey where they could not help but develop a love of children's literature. Indeed, her expertise was recognized through numerous honors, including the prestigious President's Teaching Scholar and Excellence in Teaching awards.

Shelby seamlessly wove in relevant research, including her influential work on children's engagement in literature, the teaching of literature, children's writing and writing assessment, and interpretation of text through the arts. She created a new world for pre-service and in-service teachers to consider that recognized kids as highly capable of talking about critical human rights issues and creating artistic, written and dramatic representations of literature. It was impossible to leave Shelby's classroom without feeling a desire to promote social change with children.

Through her dramatic interpretations, Shelby famously breathed life into any book. As she read to her students, she embodied a range of emotions, voices, and a seemingly limitless repertoire of characters with her singular panache. One could not help but wonder how we could ever harness that passion, those voices, and yes, that magic in our own teaching. But Shelby taught us how to believe alongside her, so that we too could inspire our students as she had us.

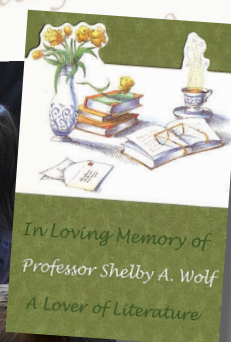
Shelby's deep interest in humanity was embodied in her relationships with colleagues, students, friends, and family, as she devoted herself not only to literature but also to the lives of others who were fortunate to know and love her. We are honored to carry all that she taught us, and the childhood magic that she helped us to rediscover, into our own work as educators. ■



Shelby reading *Olivia* from the Literacy Classroom collection to CU-Boulder students.



Penny reading *Mandela* from the Shelby Wolf collection to Crestview students.



In Shelby's honor, Penny Scott-Oliver and Traci Dille Haley led a book drive for the Crestview Elementary School library, which lost much of its collection in the September flood. A total of 141 high quality books bear this bookplate.

ALUMNI connections

CU Connections Run Deep in SEEDInG Project



Bud Talbot and alumnus Jack McCloud discuss SEEDInG data at Broomfield Heights Middle School.

Doctoral alumnus **Bud Talbot** (2011) is carrying his School of Education experiences into his work as Assistant Professor at CU Denver. With alumnus **Rodney Nielsen** (Computer Science, 2008) and Professor **Micki Chi** of Arizona State, Bud is part of an innovative project known as Comprehension through Self-Explanation, Enhanced Discussion and Inquiry Generation (SEEDInG).

After students submit responses on tablets to open-ended questions, the SEEDInG program instantaneously analyzes and clusters responses into categories, and then displays the range of responses to teachers in order to help inform their next steps of instruction. The teacher can respond in a wide variety of ways, from discussing student responses in more depth to differentiating instructional activities, all in the context of enhanced discussion. Often, students submit a revised response that demonstrates growth in understanding.

At least half of the participating sixth-grade science teachers across 13 Boulder Valley (BVSD) schools are students or alumni of the School of Education teacher licensure and/or Master's programs, including **Dave Crowder** (1987), **Gregg Cruger** (2003), **Erin Greenwood** (2005), **Andy Feeney** (2009), **Kendra Kimmel** (2009), **Jack McCloud** (2012), and **Jackie Esler** (expected 2014). The BVSD Liaison working with the project, **Sam Messier**, is also a doctoral alumnus of CU-Boulder (Biology, 1996).

As Manhattan Middle School teacher Andy Feeney explains, "The open-ended questioning allows sixth graders to learn how to explain their thoughts and become better at listening to one another. Being able to see what students are

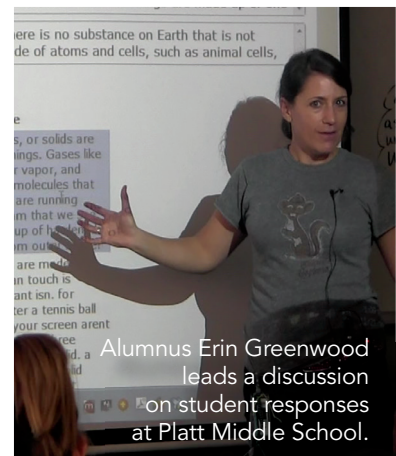
thinking is huge for me."

Casey Middle School teacher Kendra Kimmel agrees, "It forces me to think more deeply about questioning and students to think at a higher level on a daily basis. From the real-time feedback, I can stop and do mini-lessons, re-clarify, and provide follow up examples. Because it's not just oral, it's helpful for English learners as well."

Bud explains that the SEEDInG system can support emerging bilingual students through displays such as a vocabulary box that lists possible words to use, and a word cloud created from student responses.

Louisville Middle School teacher Dave Crowder claims that his education at CU-Boulder introduced him to the possibilities of technology in the classroom and gave him the motivation to try innovative programs, while Kendra Kimmel credits the focus on evidence-based instruction with her attention to research as part of her ongoing development.

Many of the teachers involved in the project also host CU Teach students, who are able to use the SEEDInG program during their practicum experiences. Andy Feeney notes, "Having a connection with the university gets us out of our comfort zone and into a more reflective observer perspective. We are able to both try new things and give researchers feedback." ■



CLASS notes

ALUMNI

Shelby Palko (2013, English) is an 8th grade literacy teacher at Aurora West College Preparatory Academy in Aurora Public Schools.

Erin Zekis (2013, Science) is teaching 9th grade physics and 9th grade math seminar at Arrupe Jesuit High School.

Brad Bartels, PhD (2012, EFPP) is the Deputy Executive Director and General Counsel of the Colorado Education Association.

Carlee Easton (2012, Elementary) is a 5th grade teacher in Tulsa, OK through the Teach for America program.

Matthew Gaertner, PhD (2011, REM) and co-authors were recently honored by the Association for Institutional Research (AIR) with the 2013 Charles F. Elton Best Paper Award for their article, "Preparing Students for College and Careers: The Causal Role of Algebra II."

David Hart (2011, Math) graduated in Summer 2013 with a MA in Math and Science Education.

Thais Simoes-Pryor, MA (2011, EECD) is a bilingual special education teacher for Denver Public Schools.

Craig Hoeltgen (2010, Math) is teaching math at Centaurus High School in Lafayette, CO.

Charles Stowell (2009, Social Studies) recently was promoted to Senior Foreign Teacher with Disney English in Shanghai, China.

Lindsey Gross (2007, Elementary) has been

teaching in Eagle County since she graduated.

Megan Mistler-Jackson, PhD (2003, Science Education) is the 5th Gear Kids Coordinator in Cherry Creek School District, which teaches 5th graders and their families the knowledge and skills for lifelong health through science, PE and community partnerships. The program also serves Aurora Public Schools, with plans for expansion.

Char Schmoker, MA (2001, C&I-Science) is a Lead Guide in a mixed 1st, 2nd, and 3rd grade classroom at a Montessori charter school, where she integrates all areas of study, including music, art, and a peace curriculum.

Robert McIntyre, PhD (1992, EPSY) is a licensed psychologist specializing in forensic and neuropsychology, consequent to completing several post-doctoral specialty-training programs. Robert has an office and hospital practice in Boulder, and has consulted in civil, criminal, family law, and military justice trials throughout the country.

Randy Nathan (1990, Social Studies) recently published *Bullying in Sports: A Guide To Identifying The Injuries We Don't See*. He is an international keynote speaker and workshop facilitator on positive leadership and coaching, with a focus on anti-bullying strategies in sports.

Sandy (Fly) McDivitt, MA (1986, Multicultural Education) is Co-Chair of the Board of Directors for Ananda College in Gaston, OR after 39 years in K-12 education in CO, CA, and India. Ananda College promotes 'higher education for higher consciousness' and provides a path for

students who don't fit into a traditional mold.

Glenn Endsley, EdD (1983, Math Education) is retired from Cherry Creek School District after 36 years as a mathematics teacher. He is a pilot examiner for the FAA and a proud grandpa a few times over.

Ken Cooper, EdD (1982, Administration) recently published *Becoming a Great School: Harnessing the Powers of Quality Management and Collaborative Leadership*, drawing on his 39 years as an educator, 22 of which he served as a principal in Ipswich, MA.

Christine Arguello (1977, Elementary) recently was inducted into the Colorado Women's Hall of Fame for her work as leader of the Arguello Dream Team, the goal of which is to mentor and inspire young people to attend college and graduate school.

Donna Browne Brubaugh (1975, Elementary) recently retired after 34 years of teaching.

Deborah Ervin Kramb, PhD (1971, Elementary Education) is a 4th grade teacher near Atlanta, Georgia. She has been a teacher for K-5th grades, a district math coach, and an Area Lead Teacher in CO, CA, and GA.

Pam Cline Novak (1965, Elementary) is Founder and President of the Spirit Education Foundation. Through madrin@s (Godparents), Spirit provides educational scholarships to girls from impoverished families in Guatemala. She and the organization are currently working hard to fund a permanent Spirit House based off the recent success of a safe house for the girls. ■

IN MEMORIAM

Kathryn Harue Okuma White, a fourth year doctoral candidate in the EECD program, passed away on February 13, 2014 after suffering a debilitating seizure. During her time at CU-Boulder, Katy worked on two research projects: Collaborative Strategic Reading (CSR) and RTI Effectiveness Model for ELLs (REME),

both led by Professor Janette Klingner. Her own research focused on the intersection of academic language, science curricula, and instruction and assessment for students who speak home languages other than Spanish. Katy lived in Boulder with her husband Mike, and was well loved by her peers and professors alike. She will be greatly missed. ■



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