

FALL 2013

# education *views*

UNIVERSITY OF COLORADO BOULDER SCHOOL OF EDUCATION

## CU Students and Third Graders Read, Write and Learn Together

Elizabeth Dutro, Ashley Cartun, and Bridget Dalton

A surprise spring snowstorm could not deter 67 third graders, their three teachers, and parent chaperones from joining 24 elementary education students — known as “Buff Buddies” — for a day on the CU-Boulder campus. The field trip celebrated the culmination of the redesigned Integrated Reading and Writing in the Elementary School course, in which the CU students and professors spent each Thursday interacting and learning with third-grade students and teachers at McElwain Elementary in the Adams 12 Five Star School District.

With the support of Principal **Ardell Rivera-Francis**, Literacy Studies faculty **Elizabeth Dutro** and **Bridget Dalton** and doctoral student **Ashley Cartun** collaborated with

the third-grade teaching team - **Kim Melnychenko**, **Nikki Kohler** and School of Education alumnus **Jack Chambers** — to design a ‘value-added’ practicum experience that would

benefit the CU students and provide the third graders with additional literacy support.

The course integrated a commitment to teaching for equity with models of practice-based teacher education. First-semester teacher education students observed the third-grade teachers modeling exemplary instruction, engaged in formative assessments, planned, rehearsed, and led instructional routines, integrated digital technologies into their lessons, and debriefed their teaching through videos.

As Professor Dutro explained, “It was crucial to locate the course

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ENERGY SOURCES



# DEAN'S message

We have just learned that our beloved colleague, Professor Shelby Wolf, has died. Suddenly it seems the world has stopped. This message is for all of our alums and friends of the School of Education, but it is especially for Shelby's 2000 former students. There are so many of you, whom I meet 10 and 20 years later, who invariably remember Shelby as the highlight of the teacher education or Master's in Literacy Education program, "the best teacher I ever had."

Shelby was an inspired and inspiring teacher. Before coming to CU as a professor in 1992, she taught first through third grades in Saudi Arabia, Tunisia, Bolivia, and Utah. Her early teaching experience ensured that what she asked of both novice and veteran teachers was eminently practical and possible in real classrooms. Yet, she never settled for ordinary or routine. Shelby's research, begun while she was a doctoral student at Stanford, showcased her love of drama and provided deep insights about how the arts could expand children's sense of themselves. This vision helped teacher education students see how complicated a task it is to read a story well or to help a child decide what book to take home from the library.

Shelby was also a meticulous and thoughtful researcher. Her first book, *The Braid of Literature*, authored with Shirley Brice Heath, was based on book-reading times with her daughters, Lindsey and Ashley. Using field notes from conversations and dramatic play, Wolf and Heath were able to document not only how children bring life experience to their readings of text, but also how meanings from stories could serve as a resource for later interpretations and possibilities in their everyday world. More recently Shelby led the four-person team that edited the 37-chapter *Handbook of Research on Children's and Young Adult Literature*. The Handbook is a *tour de force* that remarkably brings together theoretical perspectives from three distinct fields of scholarship that seldom acknowledge one another – English and literature, literacy education, and library and information sciences.

In 2006, Shelby Wolf was named a University of Colorado President's Teaching Scholar. This designation is the University's highest recognition of excellence in teaching, requiring exceptional contributions in research as well.

It is no wonder our alums so often tell me, "Shelby is why I became a teacher."



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



in a school that served students of color, emerging bilingual students, and families who face inadequate economic resources so that new teachers can become leaders and advocates for equity. McElwain is a wonderful example of a school where educators model equity-focused practices, enact research-based instruction, and embrace innovations that support children's learning."

Literacy Thursdays were enriching for all involved. As two third graders expressed, "It was awesome. It felt like (the Buff Buddies) were actually my teacher," and, "We got to do fun things like write fabulous stories!"

According to CU sophomore **Dani Campbell**, "What made it so successful is that it was truly a partnership between CU and McElwain – we'd go off what they were doing in order to apply what we were learning about effective teaching."

Classmate **Michael Lund** concurred, "We got to build relationships with these kids and got to see them in and out of the classroom. Everything that we learned we directly applied. This experience has made me want to recruit other Humanities majors into ... teaching because



Third graders were excited to meet CU basketball player Spencer Dinwiddie.

it is just such a great program."

Teacher **Kim Melnychenko** reflected, "Modeling strong instruction to new teachers required me to think about the many elements of exemplary literacy instruction and how to explicitly show the cycles of planning, enactment, and reflective analysis of practice the

pre-service teachers were undertaking. It is invigorating professionally to have a role in the preparation of the next generation of teachers."

The culminating field trip to CU was packed with excitement, including tours of the CU Basketball program, play on the official practice courts, a visit with junior point guard **Spencer Dinwiddie**, and lunch at the C4C funded by ODECE — all with CU's mascot, Chip. Most importantly, the trip provided the third graders, many of whom would be the first in their families to attend college, with insights into campus life.

The partnership with McElwain was supported by WISE and CU's Office for University Outreach. Elizabeth, Bridget, Ashley, Kim, Jack, and Nikki look forward to repeating the partnership in spring 2014. ■



# Trust-Worthy

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## gifted faculty

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## breakthrough discoveries



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# Annual WISE Tea Reflects on Accomplishments from Grants

Over twenty Women Investing in the School of Education (WISE) members joined Dean **Lorrie Shepard**, Senior Director of Development **Margot Neufeld**, and Professors **Elizabeth Dutro** and **Bridget Dalton** at the annual WISE Tea in June. Professors Dutro and Dalton presented their research projects to attendees and expressed gratitude for the grants that funded their work.

Professor Dutro shared details of the semester long partnership with McElwain Elementary that is featured in the cover story of this newsletter, including short videos of undergraduate students' experiences teaching writing, and how they took up the invitation to serve as "critical witnesses" to children. Professor Dalton expanded on CU students' creative integration

of technology in McElwain's classrooms to promote multimodal learning experiences.

Membership in WISE requires a commitment to give a minimum of \$3000 within three years to the School of Education, but any gifts to the WISE fund are welcome. WISE members review annual proposals for funding outreach-based research projects in the School of Education, and decide together on grant awards.

For more information on WISE and other giving opportunities, contact Margot Neufeld at [margot.neufeld@colorado.edu](mailto:margot.neufeld@colorado.edu) or 303-541-1475, or donate directly at [www.cufund.org/SchoolofEducation](http://www.cufund.org/SchoolofEducation) or by using the enclosed envelope. ■



WISE members and Dean Shepard at the annual WISE Tea.

## Other Fundraising News



CU Teach wrapped up its 2012 fundraising campaign with dollar-for-dollar matching contributions from the National Math and Science Initiative (NMSI) with an impressive total of **\$1.8 million**, which will be used to fund two master teachers in perpetuity. Master Teachers, who are veteran math or science teachers, ensure that CU Teach candidates have well-supervised, high-quality practice teaching experiences to best prepare them for the challenges of today's classrooms.



# Growth and Student Learning Outcomes

## Addressing the Challenge of Evaluating Teacher Effectiveness

Derek Briggs, Jessica Alzen, and Abby McClelland

In 2010, the Colorado Senate passed SB 10-191, requiring all school districts to adopt formal educator evaluation systems as of the 2014-15 school year. Each district's system must include annual evaluations of all teachers that rate them as ineffective, partially effective, effective, or highly effective. Figure 1 shows the teacher evaluation framework that was proposed by Colorado's State Council on Educator Effectiveness.<sup>1</sup>

Non-probationary employment status can only be earned after three years of “effective” or higher ratings and, for veteran teachers, non-probationary status is lost after two years of ratings below “effective.” Ratings are to be equally based on multiple measures of two criteria: (1) that teachers are meeting professional practice standards (i.e., what a teacher puts *in* to the teaching and learning process); and (2) that their students are learning (i.e., what comes *out* of the process in terms of students’ demonstrated learning).

The aspect of rating teachers on the basis of student outcomes has made teacher evaluation especially controversial. For one, it is difficult to quantify how much students have learned in a content domain. With a well-designed end of school year test, we may be able to infer how much students understand the test content – typically called *achievement*. But without knowing what students already understood at the beginning of the school year, we cannot infer how much students have actually learned. This means that inferences about *learning* hinge upon measures of growth, and good measures of growth are hard to find. Secondly, even with good growth measures, it is difficult to disentangle what a teacher has contributed from factors outside the teacher’s control (e.g., tutors, parental support, etc.).

To address this challenge, Professor **Derek Briggs** and a team of doctoral students from the School of Education —

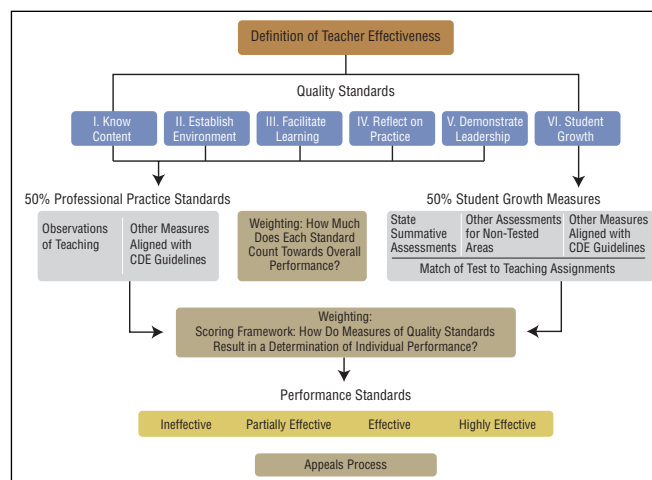


Figure 1. Colorado's Model Teacher Evaluation Framework

Jessica Alzen, Rajendra Chattergoon, Abby McClelland, and Fred Peck — are working with Denver Public Schools (DPS) to create a defensible approach for incorporating measures of student growth into the teacher evaluation system. Other key members in this partnership are REM alums **Elena Diaz-Bilello**, employed at the National Center for the Improvement of Educational Assessment, and **Ben Domingue**, a postdoc at CU's Institute of Behavioral Sciences.

### Incorporating Student Growth Percentiles from State Assessments

The first year of the project (2012-2013) focused on options for growth measures that would apply to DPS teachers whose students take state-administered standardized tests in mathematics, reading and writing in fourth through tenth grades. For these content areas, the Colorado Department of Education uses the Colorado Growth Model to report Student Growth Percentiles (SGPs) for all students. SGPs indicate how well a student performed in a content

area relative to peers with the same pattern of test score performance in previous years. Given a classroom of students with SGPs, a simple way to attach an inference about growth back to a teacher is to take the average of these SGPs, known as a “mean growth percentile” (MGP).<sup>2</sup>

In part because state tests and the Colorado Growth Model were not specifically designed to measure teacher effectiveness, however, issues readily surface as to (1) how accurate it is to use a MGP to estimate a teacher’s contribution to learning; (2) how to account for the possibility that a teacher has had an especially difficult or easy cohort of students in a given year; and (3) how to determine the MGP thresholds used to categorize teachers. It is also essential that the methods used to rate teachers are transparent and easy to communicate.

Our approach has been to connect these issues to the research literature and provide empirical analyses of existing DPS data.

## Student Learning Objectives

In addition to the issues discussed above, only about one-third of DPS teachers teach in the content areas and grades for which SGPs are available, meaning that other growth measures are needed to substitute or complement SGPs. In the second year of our partnership (2013-14), we are now attempting to improve the process used to rate teachers for their students’ growth according to *Student Learning Objectives* (SLOs).

The SLO process asks teachers to set overall goals for what students should know and be able to do at the end of a semester or school year. Then, using existing data or a pre-test at the outset of the school year, teachers set differentiated aspirational learning targets for their students and enact a plan to get them there. At the end of the year,

teachers evaluate their students again, compare aspirational growth to actual growth, and reflect upon the process so that it can be improved in the following year. Ideally, the process should facilitate teaching and learning while also providing evidence that teachers would regard as an authentic basis for teacher evaluation.

To test this approach in practice, we are conducting a pilot study with groups of mathematics and visual arts teachers across several grade levels from three DPS schools (one elementary, one middle, and one high school) in which we co-construct with them the “ideal” SLO process in their content areas. Three key features of this process are (1) using hypothesized learning progressions to articulate aspirational learning objectives, (2) having teachers work together in teams to set, monitor and evaluate learning objectives, and (3) having teachers compare, contrast, and score the things that students say and do when they are given assessment tasks. The goal of the pilot is that when the SLO process is implemented district-wide in 2014-2015 and used as a measure of student outcomes in teacher evaluations, teachers will view it as more than just another compliance-based, externally mandated exercise.

As Colorado’s SB 10-191 comes to full scale in the 2014-2015 school year, it is important for districts to carefully consider the elements and the process that will be used to evaluate teachers on the basis of student outcomes. While controversial, the challenges are not insurmountable. Success will hinge upon partnerships among education researchers, administrators and teachers, and in this sense we hope our efforts offer a step in the right direction. ■

<sup>1</sup> See [www.cde.state.co.us/educatoreffectiveness/partner-scee](http://www.cde.state.co.us/educatoreffectiveness/partner-scee)

<sup>2</sup> For more on Student Growth Percentiles and the Colorado Growth Model, see [www.schoolview.org](http://www.schoolview.org)



*Derek Briggs is Professor and Program Chair of Research and Evaluation Methodology. His research focuses on building sound methodological approaches for the measurement and evaluation of growth in student*

*learning. He has a special interest in the use of learning progressions as a method for facilitating student-level inferences about growth, and helping to bridge the use of test scores for formative and summative purposes.*



*Jessica Alzen is a third year PhD student in Research and Evaluation Methodology and a Miramontes Scholar. Her research interests broadly focus on teacher evaluation and value-added modeling. Before starting the program,*

*she worked as a middle school teacher in Southern California.*



*Abby McClelland is a second year PhD student in Research and Evaluation Methodology. Her research interests broadly focus on program evaluation and school-based poverty interventions. Before starting the program, she worked as a*

*welfare and health care attorney in Los Angeles.*

# headlines

## First Miramontes Scholar Graduates from the School of Education



Miramontes Scholars, 1st row (L to R): Karla del Rosal, Jackie Hernandez, Magda Chia; 2nd row (L to R): Vincent Basile, Jessica Alzen, Adriana Alvarez, Sam Severance, Bill Barclay, Connie Hoon Barclay, Josh Prudhomme

When **Dr. Magda Chia** graduated from the Educational Equity and Cultural Diversity program in spring 2013, she became the inaugural alumna of the Miramontes Doctoral Scholars program. The program supports doctoral students in the School of Education with research interests focused on equity and cultural diversity in education.

Professor **Ofelia Miramontes** was associate vice chancellor of diversity at CU-Boulder and professor of bilingual education. Her spouse, Bill Barclay, established a scholarship fund in her memory to support up to three new School of Education doctoral students each year. Professor Miramontes created the CU-LEAD Alliance and established an undergraduate scholarship program for first-

generation college students and students of color. She was a vital force for educational equity and cultural diversity across her roles as a nationally renowned bilingual scholar, beloved teacher, and celebrated community leader.

As Dr. Chia notes, “The financial support of the fellowship together with Ofelia’s vision constantly guiding me allowed me to complete a meaningful dissertation that has improved the ways in which we assess learning for traditionally underrepresented students.” She carries the legacy of Professor Miramontes into her current work as Director of Support for Under-represented Students for the Smarter Balanced Assessment Consortium. ■

## Doctoral Students Present Research as AERA ‘Promising Scholars in Education’



AERA Minority Dissertation Fellows, 1st row (L to R): Terrenda White (Teachers College), Christina Paguyo (CU-Boulder), Myosha Monique McAfee (Harvard), Subini Annamma (CU-Boulder), Valerie Kinloch (Ohio State); 2nd row (L to R): George Wimberly (AERA), Kip Thompson (South Carolina)

The American Educational Research Association (AERA) Minority Dissertation Fellowship is a competitive program that provides doctoral fellowships to outstanding scholars of color. **Christina Paguyo**, EFPP doctoral candidate, and **Dr. Subini Annamma** (EECD, 2013), now Assistant Professor of Special Education at Indiana University-Indianapolis, represented CU-Boulder at the annual AERA meeting as 2012-2013 fellowship recipients.

Fellows receive financial support and present research findings at the ‘Promising Scholars in Education’ session, a forum that also showcased the work of **Dr. Jarrod Hanson** (EFPP, 2013), who was a 2012-2013 National Academy of Education/ Spencer Fellowship recipient, and **Terrenda White**, who will join the School of Education in spring 2014 as Assistant Professor of Educational Foundations, Policy and Practice.

At a meeting with the selection committee, dissertation fellows connected with each other and senior scholars to discuss how to find professional development opportunities and navigate the academy. Paguyo and Annamma noted that this meeting was the highlight of their AERA experience as it fostered connections with remarkable scholars of color, peers and role models alike. ■

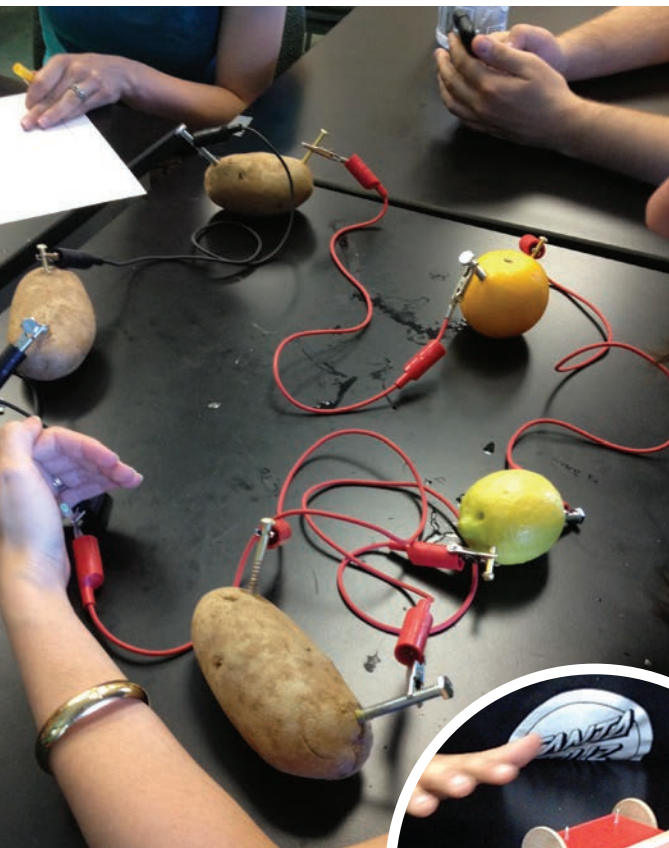


Casey Middle  
School and CU  
Students Create a

## “Making and Tinkering Lab”

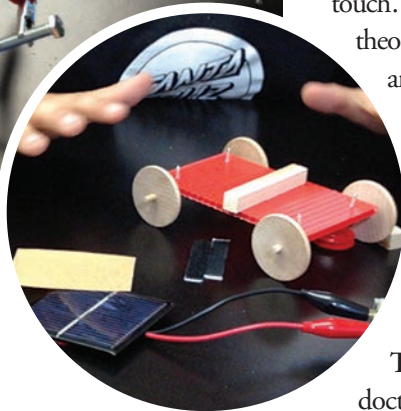
to Investigate Alternative Energy Sources

Lisa Schwartz and Kris Gutiérrez



**Top:** Middle-school and undergrad students create circuits using potatoes as batteries.

**Bottom:** Middle-school and undergrad students prepare their solar car to race.



In May, the Learning Sciences space in the School of Education was humming with the voices of children and adults mixed with the sound of motors and the glow of LED lights. The voices belonged to Professor **Kris Gutiérrez's** research and teaching team, CU undergraduates in the *Educational Psychology for Secondary Schools* Maymester course, and youth from Casey Middle School. Together these participants worked on projects involving alternative energy sources, including solar car construction, solar theremins, potato batteries, and the popular videogame *Minecraft*.

The “Making and Tinkering Lab” was based on Professor Gutierrez’s *syncretic approach*, a pedagogy that leverages everyday and scientific knowledge to push students toward consequential STEM learning, and her longstanding work in social design experiments that provide transformative learning contexts for undergraduates and children.

As CU music education student **Coire Geare** reflected, “I grew in the sense of asking questions and learning to teach with a light pedagogical touch... When I get out into the field and start teaching I know that the theories will have a place in my classroom, particularly in the area of lesson and curriculum design.” French major **Tawnia Mullis** expressed, “I was blown away by the progress that my students made.”

Post-doctoral Research Associate and course co-instructor **Lisa Schwartz** conceptualized the focus on alternative energy sources and led a making and tinkering design team of undergraduate research opportunity (UROP) students in Physics, Education and the Arts (**Luke Charbonneau**, **Blair Thurman**, **Sam Goodman** and **Stephanie Loots**) together with doctoral student and co-instructor **Sam Severance**. This team worked in concert with course instructors Professor Gutiérrez and doctoral students **Mike Dominguez** and **Daniela DiGiacomo** at CU and at Casey.

Grants from UROP, Women Investing in the School of Education (WISE) and Information Technology provided support for the development of the program.

Professor Gutiérrez explains, “This innovative model of teacher preparation brings rich learning and pedagogical theories to life as novice teachers make sense of their new understandings in collaboration with youth in ‘maker spaces.’” ■



## An Evening with LGBTQ Youth and Allies

Bethy Leonardi, Sara Staley  
and Elizabeth Dutro

In these still shots, local students lead a dialogue on creating safe, inclusive school spaces for LGBTQ youth. Doctoral candidates Bethy Leonardi and Sara Staley created a documentary of the event and are developing it as a tool for continuing the dialogue with pre-service and in-service teachers, districts, and communities.

On an all too common wintry evening in April, seventy plus pre- and in-service teachers gathered for “An Evening with LGBTQ Youth and Allies.” The idea for this evening came out of the need for us, as a School of Education, to better prepare our pre-service teachers to support lesbian, gay, bisexual, transgender and/or questioning (LGBTQ) students in schools and to create classrooms that are inclusive and safe for all students to be themselves.

Right now, schools of education are being challenged to do this important work, though this has not proven to be easy. Conversations are often difficult to have; there is confusion, curiosity and even fear about how this should all look. And somehow, there is still this idea of the *bravery* it will take for teachers to really meet this challenge.

Meanwhile, there are students in our schools who already are doing this work, who are proud to be themselves, who are allies to their LGBTQ peers, and who are demanding a cultural shift so that they are recognized and welcomed in their schools. There are also students who are desperate for teachers to be their allies, to affirm who they are, to love them, and to create classrooms that are welcoming and inclusive.

The panel offered a chance to hear from some amazing secondary and undergraduate students as they talked with each other about their experiences in schools related to gender and sexual diversity—how they have felt supported, what has felt difficult, how teachers have been allies, and how they haven’t been... And as an audience of educators, we held the space for this important conversation. We also worked with our own fear and vulnerability as the students turned the Q & A onto us—holding us accountable. As a School of Education committed to equity, understanding the complex social realities of gender and sexual diversity is critical to preparing our teachers to support all students in their own classrooms. ■





# DONOR profile

## Eloise Timmons, PhD

Simply put, the School of Education could not offer the financial support needed by many graduate students without the gifts of generous alumni and friends. A key example of such generosity is Dr. Eloise Timmons, a doctoral alumna who has become an important supporter of annual graduate student scholarships.

Dr. Timmons taught history and English at the secondary and college levels as a dedicated educator for 38 years. In that time, she established the first Advanced Placement history class in Boulder County, and was later honored with a *Best Should Teach* Gold Award. Almost 25 years into retirement, former students continue to send letters and flowers to express their gratitude for her long-lasting impact.

When she earned her PhD, Dr. Timmons was honored with the Colorado Outstanding Woman Graduate Student Award and was in the first group of women initiated into Phi Delta Kappa (honorary educational fraternity) at CU-Boulder.

Among her many contributions to the community, Dr. Timmons was elected president of Delta Kappa Gamma (women educators) and chair of the University of Colorado Graduate School Advisory Council. She has served as co-chair of the Boulder Valley Educational Political Actions Committee and as a member of the CU-Boulder Alumni Association Board, the CU Directors' Club, and Women Investing in Education (WISE).

Dr. Timmons explains, "Because education and history are dear to my heart, I hope to support students in pursuing advanced degrees in these fields."

The Graduate School will select one graduate student each year to receive the Eloise Timmons Graduate Student Award, with preference given to students from the School of Education and secondly from the Department of History. Because Dr. Timmons has included this scholarship in her estate plan, her impactful legacy will long be a hallmark in the School of Education. ■

## Welcome New Faculty



**Eve Manz** is Assistant Professor of Science Education. Her research focuses on the development of epistemic practices in mathematics and science; that is, understanding how to support students to participate in making and using knowledge. She seeks to understand the resources students bring to particular domains (i.e., ecology); develop classroom cultures that support students to share, consider, and contest ideas; design tasks that provoke predictable, fruitful variability in student thinking; prepare teachers to interpret and act on this variability; and construct new ways to represent the interrelated development of practice and content knowledge.

Dr. Manz is a recent graduate of Vanderbilt University. For her dissertation, she conducted a multi-year study with a third-grade teacher, redesigning science instruction around investigating a wild backyard area behind an urban school and following the development of students' scientific modeling, argumentation, and understanding of ecological ideas. ■

**Terrenda White** joins the School of Education in spring 2014 as Assistant Professor of Educational Foundations, Policy and Practice, specializing in sociology. Dr. White's research focuses on the socio-cultural and pedagogical influences of school reforms, particularly the confluence of charter school reform and market-based policies. She investigates the dilemmas these policies pose for teacher autonomy, political identity and power, and the development of critical and culturally relevant practices for under-served students. Her new line of research uses critical race theory to analyze perspectives of teachers of color in alternative teacher education programs.



Ms. White is soon to be graduate of the PhD program in Sociology and Education at Teachers College, Columbia University, where her dissertation research earned the National Academy of Education/Spencer dissertation fellowship and the American Educational Research Association minority dissertation fellowship. ■



### FACULTY

**Julie Andrew** and **Kim Bunning** facilitated a session on knitting together Google Chrome, Sites, and Docs at the Google in Education Rocky Mountain Summit.

**Bridget Dalton** was appointed to the Formative Assessment Advisory Panel for the Smarter Balanced Assessment Consortium.

**Kathy Escamilla** was honored with a Champions of Change Award by Denver's Escuela Tlatelolco.

The Diversity in Mathematics Education (DiME) Center, of which **Vicki Hand** is a contributing scholar, received the AERA Division G Henry T. Trueba Award for its work on how power and identity influence equity in math education.

**Ben Kirshner** and **Kent Willmann** contributed insights into the importance of youth-adult partnerships and participation in local government as elements of civic education in the current issue of the Colorado Municipal League's (CML) *Knowledge Now*.

**Michele Moses** was honored with a *Best Should Teach* Gold Award.

**Valerie Otero** was honored as the Woman Physicist of the Month by the American Physical Society.

### STUDENTS

**Adriana Alvarez** recently completed two flights on NASA's Stratospheric Observatory For Infrared Astronomy (SOFIA). She will share her experience with K-12 students in Colorado, Texas, and Mexico.

**Bethy Leonardi** was honored with the 2013 Joanne Arnold Courage and Commitment Award for outstanding leadership and activism for LGBTQ rights.

**Michael Matassa** was awarded the GPTI Teaching Excellence Award for his contributions to the educational experiences of CU undergraduates through high quality instruction.

**Liz Mendoza** was awarded a 2013-14 AERA Minority Dissertation Fellowship in Education Research for her work on the design and study of a learning ecology that organizes for praxis.

### ALUMNI

**Subini Annamma, PhD** (2013, EECD) is Assistant Professor of Special Education at Indiana University at Indianapolis. She was honored with the School of Education's 2013 Outstanding Doctoral Candidate Award.

**Sarah Berger** (2013, Science) was awarded a Knowles Teaching Fellowship for her promise as a Secondary Science Teacher.

**Grace Boll** (2011, Science) is teaching Physics and Engineering at Hinkley High School in Aurora, CO.

**Justine (Raptis) Cote** (2011, Elementary) is working as a reading interventionist and school librarian in Dearborn, Michigan.

**Matt Gaertner, PhD** (2011, REM) and CU Law Professor Melissa Hart offer a strategy to increase diversity in higher education in "Considering Class: College Access and Diversity," published in *Harvard Law & Policy Review*.

**Sam Holloway, MA** (2010, C&I-Science) is teaching science and technology classes at Lyons Middle/Senior High School in Lyons, CO. His students were recognized by the *Longmont Times Call* for their Earth Day documentary project.

**Erin Kroll** (2012, Elementary) is teaching 2nd grade at Twin Peaks Charter Academy in Longmont, CO.

**Claire Legrand** (2013, Elementary) is teaching 5th grade at Cesar Chavez Academy in Denver through Teach for America.

**Whitney Millikin, MA** (2012, C&I-Literacy) is teaching 9th grade Language Arts at Manual High School in Denver, where her interest in education was initially sparked as an AmeriCorps volunteer.

**Laura Mirabito, MA** (2012, EECD) is a Reading Specialist in the Special Education Department for Jefferson County Schools.

**Monica Moreno** (2005, World Languages) is teaching Spanish at Westview Middle School in Longmont, CO.

**Milissa Nelson** (1991, Music) lives in Sartell, MN and recently published her first novel, *Seasons of Raina*, with North Star Press.

**Ryan O'Block** (2012, Science) is teaching Physics, Earth Science, and Robotics at Overland High School in the Cherry Creek School District.

**Jennifer Phillips, MA** (2013, EFPP) is working for the Colorado Department of Education as a Senior Consultant in the Unit of Federal Programs Administration.

**Jessica Romero** (2012, English) is teaching 7th Grade Core Plus and Language Arts at Fox Ridge Middle School in the Cherry Creek School District.

**Jordan Lynne Strawn** (2011, Elementary) is teaching at Pennock Elementary in Brighton.

**Marcia Thurston** (2012, Social Studies) is a substitute teacher in three Colorado school districts in addition to coaching cheerleading, gymnastics, and skiing.

**Nikki Tobias, MA** (2012, EECD) is teaching 9th and 12th grade Language Arts at Fort Lupton High School.



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SCHOOL OF EDUCATION

## School of Education Launches New Web Site

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