

Great Teachers for Our City Schools

The 4th Annual National Summit: Increasing Student Achievement through Effective Teaching

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Denver, Colorado

Plenary Session Presenters, Concurrent Session Panelists and Introducers

Lisa Altemueller began her career teaching students with disabilities ages 5 to 17. After four years in the K-12 setting, Dr. Altemueller received a Doctorate in special education with a minor in statistics. Currently, she works as associate professor of education serving as chair of the Elementary, Linguistically Diverse, K-12 and Secondary Education Department. During her career at Metropolitan State College, she has presented at numerous national and international conferences. Dr. Altemueller's research interests include working with parents, defining and evaluating the professional disposition qualities expected of teacher candidates, and ways to effectively develop appropriate teacher candidate dispositions.



Myron Anderson is the interim associate to the president for diversity at Metropolitan State College of Denver. A member of the president's cabinet, Anderson is the College's chief diversity officer responsible for articulating and resolving current and future issues related to diversity. He also carries the rank of assistant professor of education technology and was the associate chair of the teacher education department at Metro State, and a faculty member and administrator at Virginia Polytechnic Institute and State University (Virginia Tech). Dr. Anderson earned a Ph.D. in instructional technology and a bachelor of arts in political science from Virginia Tech, and a master of science in curriculum and instruction from Radford University.



Sheila Arens is a senior director at McREL. She received her doctorate in Inquiry Methodology with an emphasis in program evaluation from Indiana University, Bloomington, and a master's degree in experimental psychology with emphases in program evaluation and psychometrics from the University of Colorado at Colorado Springs. Dr. Arens has extensive knowledge of research design, program evaluation, and theory, with eighteen years of basic and applied research experience working in a variety of settings. She currently serves as the Principal Investigator on two IES-funded studies: a randomized controlled trial of interventions designed to improve English fluency among English language learners, and a study to develop and test a framework for teaching abstract science concepts to visually impaired students.



Heidi Barker is associate professor of elementary and special education at Regis University. Prior to joining the Regis Faculty, Heidi worked in both special and general education teaching positions.



Jane Barker is a research associate at McREL. Ms. Barker has most recently contributed analyses to a REL Central randomized-controlled trial of the combined effects of a specialized curriculum and professional development program on the achievement of English Language Learners and an evaluation of a counseling intervention employed by a large midwestern district. She holds an M.P.A. in Public Financial Administration and Policy Analysis from Indiana University at Bloomington.



Gwen Benson is associate dean of school and community partnerships at Georgia State University College of Education. She came to Georgia State University from the Georgia Department of Education, where she served as Coordinator of the Low Incidence Disabilities Unit in the Division for Exceptional Students. Previously, she served as Director of Educator Preparation for the Georgia Professional Standards Commission and Director of the Program for Exceptional Children with the Atlanta Public Schools. She was an associate professor at Southern University at Baton Rouge and an assistant professor at Louisiana State University. She has taught graduate courses at Clark-Atlanta University as an adjunct professor. Dr. Benson holds a doctorate from the University of Kansas.



Damian W. Betebenner is a senior associate with the National Center for the Improvement of Educational Assessment (NCIEA). His work currently centers on the development, implementation, integration and reporting/communication of state level growth analyses. He is the architect of the student growth percentile methodology often referred to as the Colorado Growth Model and the lead developer of the open source statistical software package used in their calculation. The model, in addition to Colorado, is being used by Massachusetts, Indiana, Virginia, Rhode Island and is in various stages of implementation/adoption in more than 15 other states. Dr. Betebenner is the (co) author of numerous journal articles, book chapters, conference papers, and software. Dr. Betebenner holds a Ph.D. in Mathematics from the University of Wyoming and a Ph.D. in Educational Measurement from the University of Colorado, Boulder.



Haiyun Bian received the M.Phil. degree in Information Systems from the City University of Hong Kong in 2003 and the Ph.D. degree in Computer Science from the University of Cincinnati in 2006. She is currently an assistant professor of Computer Science at Metropolitan State College of Denver. Her main research interests are machine learning and data mining, educational data mining and computer science education.



Judi A. Diaz Bonacquisti is the associate vice president of enrollment services at Metropolitan State College of Denver, where she oversees the Offices of Admissions, Financial Aid, Registrar, Student Academic Success, Testing and Assessment and New Student Orientation. She was recently recognized by the Denver Business Journal as a winner of 40 under 40, is an alumna of Leadership Denver, and a founding member of the Colorado Coalition for the Educational Advancement of Latinos.



Helen Brantley is a professor in the Department of Teaching and Learning at Northern Illinois University. Her research focuses on various aspects of collaborative teaching and, more specifically, how pre- and in-service teachers' reflection and differentiated action research strategies can embellish classroom excitement among low-achieving students.



Berti Brown, a veteran educator, has served in various roles from teacher to professional development administrator to manager of academic training. She currently works on the Houston Independent School District's Onboarding team, responsible for ensuring adequate and appropriate acculturation of new and transitioning employees.



Liz Buffington received a Bachelor's degree in Sociology and Communication with a Minor in Ethnic Studies from University of Colorado at Boulder. She earned her Secondary Teaching Certification with an emphasis in History from Metropolitan State College of Denver. She has worked as an intervention teacher at Thomas Jefferson High School, in Denver since 2007.



Paul Burson received his MDiv in 1985 and has since worked in the Hispanic Community for over 20 years. During that time he lived extensively out of country in Guatemala and the Dominican Republic. While in Guatemala he served as pastor of San Andres and its surrounding communities working in community and leadership development. Paul directed and taught for Creighton University's Semester Abroad Program in the Dominican

Republic for seven years. He is presently Coordinator of Student Development & Community Partnerships in the office of Service Learning for Regis College.



Kathy Callum is a Denver native. Her thirty-two year career in public education included seventeen years teaching reading and english at Abraham Lincoln High School and fifteen years as an administrator at Abraham Lincoln and East High Schools. She retired as principal of East High School in 2007. She was appointed to Governor Ritter's P-20 Education Council where she continues to serve. She is currently the urban teacher partnership field experience coordinator at the Metropolitan State College of Denver.



Obdulia Castro is a native of Pontevedra, Spain. She obtained her Licenciatura en Letras from the Universidad Católica Andrés Bello in Caracas, Venezuela; and her M. A. and Ph-D in Spanish from Georgetown University in Washington, D. C. She has taught courses in Spanish language and culture, literature, linguistics, and /or teaching methodology at the graduate and undergraduate level at the universities of Georgetown, George Mason, St. Lawrence, Colorado at Boulder, and Regis. She is currently an Associate Professor of Spanish in the department of Modern and Classical Languages at Regis University in Denver, Colorado. She is the author of the books *Aproximación a la fonología y morfología gallegas* (1998) and *Issues in Spanish Morphophonology: Implications for Language Acquisition* (2006).



Cesar Cedillo is principal at Bruce Randolph School in the Denver Public Schools. A graduate of Metropolitan State College of Denver, Mr. Cedillo helped lead the turnaround of an underperforming school that now has one of the highest graduation rates in the district.

Lorretta Chávez is currently an assistant professor at Metropolitan State College of Denver. She received her BA in Elementary Education and Masters in Teaching English as a Second Language at University of Northern Colorado in Greeley, CO. After 18 years of elementary teaching, including 3 years as an ESL resource teacher, Dr. Chavez decided to pursue a PhD at the University of Colorado at Boulder in Equity in Education and Cultural Diversity. For the past two years, Dr. Chavez has been hard at work at Metro creating, with her colleagues, an urban program for elementary candidates, through the Center for Urban Education. With great anticipation and excitement, candidates will begin a year-long clinical teaching experience in some of Denver’s highest needs elementary schools this fall.



Trudy Cherasaro, a principal investigator at Mid-continent Research for Education and Learning (McREL), has played a leadership role in the evaluation of several state and district-level programs including the Reading First Initiative, in Virginia and South Dakota, and the Advanced Placement Incentive Program in Maine. She has also taught graduate and certification courses in instructional strategies, curriculum differentiation, child development and standards-based assessment. Prior to joining McREL, she served as a coordinator of research and program evaluation for the Albemarle County Public Schools in Virginia.

Ann Christy is a principal on special assignment for Student Growth Objectives for Denver Public Schools, Office of Accountability, Research, and Evaluation. For the last eight years, she has been an elementary school principal. During that time, Ann helped develop the ProComp evaluations, student growth objectives, exceeds expectations for CSAP, and professional development units.



Miri Chung is an assistant professor teaching educational technology at Metropolitan State College of Denver. She has been awarded her Ph.D degree from the Department of Curriculum and Instruction at Indiana University and her Master’s Degree from the Department of Instructional Systems and Technology at the same university. Her research interest is developing teacher education technology curriculum, promoting critical thinking ability using technology and e-learning environment.



Sharmila Basu Conger is a senior policy analyst with the State Higher Education Executive Officers (SHEEO) national association and the coordinator for the national collaborative of ESEA Title II SAHE grant administrators. She serves as a liaison to foster communication, cooperation, and collaboration between the federal government, state higher education agencies, and national associations on policy issues bridging K-12 and postsecondary education. Dr. Conger holds a Ph.D. in Human Genetics from the University of Michigan in Ann Arbor, and a B.A. in Biology from Cornell University.



Helen M. Davis has been working Developmental Psychology and Education since 1983. She began her career as a preschool through early elementary school teacher in NYC. She received her M.S. in Ed. from Bank Street College and an Ed.D. from Harvard University. Dr. Davis has conducted research at UCLA since 1996, on the impact of poverty on young children, emergent literacy and English language learners, and early childhood play. She is now a faculty advisor and lecturer at the UCLA Graduate School of Education and Information Studies in the IMPACT Urban Teacher Residency program.



Paula S. Dominguez has focused her professional life on understanding the conditions that lead to success for students at every point along the education continuum. She began her career as an Assistant English Teacher in rural Saga prefecture, Japan. She went on to direct education research and evaluation projects for a private consulting firm, and provided evidence-based insights on how to improve instruction and learning in science, mathematics, and language arts on behalf of clients including the U.S. Department of Education, the National Science Foundation, state departments of education, and postsecondary institutions and systems of higher education. Now at the Rhode Island General Assembly, Paula draws on this diverse background as she directs the legislative research office and works with state lawmakers to align policies and systems to address the state's most pressing education challenges. She earned a doctoral degree in human development and psychology from the Harvard Graduate School of Education, where she served as an editor with the Harvard Educational Review.



Jelía R. Domingo is currently assistant professor in the Master of Arts in Teaching (MAT) Program in the School for Graduate Studies at SUNY-Empire State College. She has a Ph. D. in Education, permanent New York State certification in Special Education, and has ten years of teaching experience in New York City public schools. Her research areas include teacher self-efficacy, literacy instruction, and teacher education.



Jennifer Douglas-Larsson has worked as a literacy specialist at the district level and internationally, and is currently a high school academic literacy and AVID teacher who has co-taught in the Youth Radio project over the course of this year.



Thomas A. Dutton is an architect and the Cincinnati Professor of Community Engagement at Miami University, Oxford, Ohio. Dutton is founder and director of Miami University's Center for Community Engagement in Over-the-Rhine (2002), which offers opportunities for faculty, student, and community learning in that inner city, Cincinnati neighborhood. He has been active in the Over-the-Rhine neighborhood for thirty years. He and his students, through the Over-the-Rhine Design/Build Studio, have designed and rehabilitated housing for low- and moderate-income people there since 1996. In 2006, Dutton started the Over-the-Rhine Residency Program, which brings students to Over-the-Rhine for a full semester to work with community organizations. In 2009 Dutton was awarded the National Thomas Ehrlich Civically Engaged Faculty Award by Campus Compact, for "outstanding contributions to service-learning, engaged scholarship, and institutional and community change through collaborative engagement."



Michelle Exstrom is a program principal at the National Conference of State Legislatures where she directs the Education Program's work on teaching quality and educator effectiveness. Ms. Exstrom has been serving state legislators for 15 years. Prior to NCSL, Ms. Exstrom served as a senior legislative assistant in the Office of Legislative Legal Services, a non-partisan legislative agency of the Colorado General Assembly.



Scott Filippini is program coordinator with the Colorado Statewide Parent Coalition. He collaborates with several Title I Schools throughout Colorado to implement structured and systemic family engagement models that increase student achievement. A former Volunteer Teacher in Peru and dual-language teacher in Chicago, Scott see his current work in family engagement as a way to increase equity in education. Scott is currently pursuing a Master's Degree in Leadership and Education from Regis University.



Annamarie Francois is a member of the UCLA Graduate School of Education & Information Studies faculty, and Interim Director of the Teacher Education Program. Her current research interests include: the collaborative work of schools, universities and communities in transforming the educational experiences of youth in urban schools; the preparation and development of teachers in urban schools; mentoring relationships; and the integration of social studies, arts and literacy curricula. Annamarie has 25 years of experience as a teacher, mentor and administrator in the Los Angeles Unified School District, the charter school community and the UCLA Teacher Education Program. She earned her Ed.D. in Educational Leadership from UCLA in 1999.



Kathleen Fulton is director, Reinventing Schools for the 21st Century, at the National Commission on Teaching and America's Future (NCTAF). Fulton was the creator of NCTAF's Teachers *Learning in Networked Communities* (TLINC[®]) project, currently supported by the US Department of Education's Fund for the Improvement of Post Secondary Education and by Qualcomm. She secured funding and served as PI for NCTAF research on teacher learning teams from the National Science Foundation, and has directed projects supporting learning teams in the Atlanta area funded by the Wachovia Foundation and in three Maryland districts under a NASA grant. She received her B.A. in English from Smith College, and her Master's in Human Development from the University of Maryland.



Wendy Gardiner is the co-project director for the Fund for the Improvement of Postsecondary Education (FIPSE) grant awarded to National-Louis University (NLU) for the development of a faculty residency model. Dr. Gardiner also teaches and provides leadership within the NLU-AUSL urban teacher residency program. Her publications focus on mentoring and new teacher induction in high-need, high poverty schools, and re-conceptualizing field placements for pre-service teachers. Dr. Gardiner is also currently working on a grant-funded program with the New Teacher Center to assist ten Illinois districts improve their new teacher induction programs and provide grant evaluation.



Bonny Gildin has challenged traditional paradigms of learning and education throughout her 27-year career, and developed a deep intellectual and personal commitment to developmental afterschool programs. She is currently vice president/education initiatives and senior development officer for the All Stars Project, Inc., a national inner city youth development organization. Over the last ten years, she has raised more than \$10 million for the All Stars Project in Newark, NJ and Chicago and helped build broad support networks that include major corporate leaders and philanthropists.



Beth R. Giles is the director of the University of Wisconsin System Institute for Urban Education. She completed her doctorate at the University of Wisconsin Madison and luckily the Institute for Urban Education was born shortly after. She has spent the past four years designing this program as an urban partnership and works with the school district and her students to promote culturally relevant teaching practices.



Don Gilmore is a professor of mathematical and computer sciences at Metropolitan State College of Denver whose interests focus on teacher professional development and school mathematics reform. He has participated in several grant projects at Metro State as a curriculum specialist, and made numerous presentations at the state and national levels on the use of technology in math classrooms.



Belinda Gimbert is an associate professor for Educational Administration in the School of Educational Policy and Leadership at The Ohio State University in Columbus, Ohio. Prior to attaining an M.S in Education at Mansfield University, Pennsylvania, Dr. Gimbert taught mathematics and computing science for fifteen years in secondary schools (Grades 7-12) in rural New South Wales, Australia. Dr. Gimbert received her Ph.D. In Curriculum and Instruction from The Pennsylvania State University. Her U.S. experiences include K-6 professional development schools work with the State College Area School District in Pennsylvania, and K-12 administration in Newport News Public Schools. Dr. Gimbert is also a Co-Principal Investigator for a Teacher Quality partnership, project ASPIRE (2009-2014) that prepares teachers through a school-university residency OH program with Columbus City Schools. Dr. Gimbert is Chair of the Phi Delta Kappa Education Foundation Board of Governors.

Norma J. Giron was born and raised in Pueblo, Colorado and received her B.A. in psychology, along with her teaching certificate in elementary education, from Southern Colorado State College (now CSU at Pueblo). She received her M.A. in reading and writing curriculum development from the University of Colorado and her administrator's license from the University of Denver. Mrs. Giron began her career with Denver Public Schools in 1979 as a classroom teacher with subsequent positions as a Title I reading teacher, literacy coach, and assistant principal. In 2000, she became principal of Fairview Elementary School, located in Denver's Sun Valley neighborhood, where she continues to serve. Through the creation of parent involvement programs such year-long ESL classes, a community garden, farmers' market, and

home-visits by teachers, Mrs. Giron has transformed Fairview from a school in the community to a community school. She is dedicated to helping families and individuals overcome poverty through education, having once been a single mother on welfare in the 1970s.



Laura Goe is a research scientist at Educational Testing Service (ETS) in Princeton and Principal Investigator for Research and Dissemination for the federally-funded National Comprehensive Center for Teacher Quality (the TQ Center). She received her doctorate from UC Berkeley's Policy, Organizations, Measurement, and Evaluation program. Dr. Goe's current technical assistance work for the TQ Center is focused on providing research-based support for states and regional comprehensive centers as they consider timely topics such as evaluating teacher effectiveness, understanding growth models, and using multiple measures to assess teachers' contribution to student learning growth, particularly in non-tested subjects and grades.



Vicki L. Golich joined Metropolitan State College of Denver as provost and vice president for Academic Affairs (VPAA) in September 2009. Golich earned her bachelor's degree at Occidental College. She earned her master's degree in political science from California State University, Fullerton, and her doctorate from the School of International Relations at the University of Southern California. She has held faculty and administrative positions at The Pennsylvania State University and California State University, San Marcos (CSUSM), where she most recently served as Dean of the College of Arts and Sciences for six years. Golich has a particular passion for teaching and was selected as one of 24 Pew Faculty Fellows in International Affairs in 1992, where she learned to use the case method of interactive teaching at the John F. Kennedy School at Harvard University. Golich has run case teaching workshops around the world, and has written extensively about both her disciplinary and her pedagogical interests.



Elizabeth Grassi is associate professor of linguistically and culturally diverse education at Regis University. Prior to joining the Regis faculty, Elizabeth was a K-12 teacher and coordinator of ESL/language acquisition programs both in the United States and abroad. Elizabeth recently published a textbook, *Culturally and Linguistically Diverse Exceptional Students: Strategies for Teaching and Assessment*, and was recently awarded Faculty Lecture of the Year at Regis University for her research in the field of culturally and linguistically diverse education.



Judith L. Hayes is an associate professor of Curriculum and Instruction and retired from the College of Education at Wichita State University, Kansas and from teaching middle school science education. She has directed or assisted with several grant projects through the Department of Education, National Science Foundation, and private industry. She has served on the Restricted Licensure Advisory Board for the Kansas State Department of Education, and is currently on the board for the National Association for Alternative Certification. She currently works as an Education Consultant with Project KNOTtT.



Randy Hitz is the dean of the Graduate School of Education at Portland State University. His administrative experience includes two other dean positions and work in the Oregon Department of Education as the Early Childhood Education Specialist. His teaching experience ranges from preschool and kindergarten to graduate education. Dr. Hitz has published over 60 professional articles on topics related to educational policy and curriculum. He has served on a wide variety of state and national boards and committees. He currently chairs Oregon's Coalition for Quality Teaching and Learning, which seeks to create a seamless system of educator professional preparation and development.



Charles Igel is an educational researcher at Mid-continent Research for Education and Learning (McREL), whose work focuses on the intersection of instruction, learning and cognition, particularly as it relates to group learning structures. Among his recent work is a meta-analysis of findings from recently published studies on cooperative learning interventions and a synthesis of empirical literature on cognition and the brain – research that will support the updated version of *Classroom Instruction that Works*. Prior to joining McREL he worked at the Center for Advanced Study of Teaching and Learning (CASTL) and as a classroom teacher in Colorado and Virginia.



Patricia Isaac serves as an assistant professor for the Master of Arts in Teaching Program at SUNY Empire State College in the School for Graduate Studies. She earned her Ph.D. in Educational Psychology- School Psychology and an M. Ed. in Counseling/Human Relations. She is a NYS certified School Psychologist, a former high school teacher and received advanced disability training leading to a Graduate Certificate in Disability Policy and Procedures. Her research agenda includes teacher preparation and readiness, adolescent mental health, counseling Indigenous youth and teen suicide in the minority and GLBTQ youth populations. Dr. Isaac is a mental health advisor to an African-American and Latina adolescent girls group.



Arturo Jiménez was elected in 2007 as the vice president of the Board of Education and the Board member representing Downtown (west of Broadway), Northwest, and West Denver. Arturo graduated from the University of Colorado at Boulder with degrees in Sociology and Ethnic Studies and has a Juris Doctor Degree from the CU School of Law. He is a practicing attorney in a professional corporation, the Law Office of Arturo Jimenez, P.C. in the area of immigration law. Before going to law school, Arturo worked in youth employment, youth leadership, and college preparation programs. Arturo has been a strong advocate for effective parent engagement. He served as a past board member and president of the Colorado Statewide Parent Coalition from 2002 to 2007.



Vic Jimenez is an ESL teacher with K-12 experience, who has co-taught the Youth Radio project this year.



Stephen Jordan is president of Metropolitan State College of Denver, one of the nation's largest public four-year colleges. Over a 25-year career in higher-education administration, he has served as vice-chancellor of the University of Colorado Health Sciences Center; deputy executive director for finance and planning for the Arizona Board of Regents; executive director of the Kansas Board of Regents; and president of Eastern Washington University, where his accomplishments included establishing the Institute for Public Policy and Economic Development.



Sandra Just received a Bachelor's degree in Elementary Education with a Minor in Spanish, from Wartburg College. Her Master's in Counseling and Administration was awarded from the University of Phoenix, Colorado Campus. Sandra has spent 22 years working in the Denver Public Schools. Throughout the years she has had the opportunity to serve at all grade levels. She is currently in her 6th year as principal of Thomas Jefferson High School, in Denver.



Patrick Lane joined the Western Interstate Commission for Higher Education (WICHE) in 2008 as a project coordinator. He manages WICHE's College Access Challenge Grant Network, which brings together state leaders working to improve postsecondary outcomes for low-income students, and coordinates the Non-Traditional No More project, which works to identify ready adults and provide them a clear path to degree completion. Prior to WICHE he worked in the Republic of the Marshall Islands as a special advisor to the Secretary of Education from 2006-08. Prior to this, Patrick was the field director for the WorldTeach program in the Marshall Islands from 2003-2005. He received a master's degree from the Heller School for Social Policy and Management at Brandeis University in 2007.



Lauren Landon was born and raised in Washington state. She attended Gonzaga University in Spokane, Washington where she majored in Criminal Justice and Spanish and minored in Business and Sociology. Despite being accepted to law school, she joined Teach For America in 2008 as a corps member in Denver, Colorado. She has since earned a Master's degree in Curriculum and Instruction (with an emphasis in Pedagogy for Urban Leadership) from the University of Colorado at Denver.



Samantha Lobato is a youth trainer at Project VOYCE and she is a junior at CEC Middle College of Denver. All of her life she has like school and has excelled in academics. Growing up, she was very shy throughout out her childhood, but has begun to find herself and come out of her shell after being with Project VOYCE for more than two years. Samantha is a very strong and motivated student who has a large interest in film and photography although her career goal is to be a Teacher.



Karen Lowenstein serves as director of the Boettcher Teachers Program. Karen has worked with the program since its beginning, serving as Associate Director of Secondary Education and Clinical Professor. She completed her Ph.D. in Curriculum, Teaching, and Educational Policy at Michigan State University, where she taught courses in the foundations of education and teacher research and worked with student-teachers and mentors.



Shannon Madsen is a research associate in education, human development, and the workforce at the American Institutes for Research. She is a key project team member on the federal Doing What Works (DWW) initiative, helping to identify school sites demonstrating exemplary efforts in areas such as Dropout Prevention, Reducing Behavior Problems, and Increased Learning Time. She also works on preschool evaluations such as Preschool for All, Stretch to Kindergarten, and First 5 LA's Family Literacy initiative, responsible for classroom observation, survey design and administration, translation, and data analysis.



Alex Magaña graduated from Florida State University with a Bachelors Degree in accounting and finance. After rapidly advancing in his corporate business career, he realized something was missing. He needed to give back to education what education had given him: success. After teaching in Florida he then moved to Denver, Colorado, and continued teaching math. Shortly after, he obtained his Masters from the University of Denver and advanced professionally becoming the math coach and eventually the Assistant Principal at Lake Middle School. Continuing his advancement, he became the assistant principal, and within two years, was selected as the principal of Grant Beacon Middle School, a Denver Public School.



Rebecca Marques- Guerrero is a clinical professor for the Boettcher Teachers Program and has been an educator in the Denver metro area for the past 21 years. Her expertise is in supporting Linguistically Diverse Learners and their teachers. Her professional experiences include 15 years as an ELL classroom teacher at the secondary level, bilingual and ELL program director at the elementary level and district instructional coach across all grades and content areas.



Jason Martinez currently serves as the Director of Strategy to the Denver Public Schools Chief Academic Officer, in support of the office's mission to analyze, define and lead cross-organizational initiatives aimed at advancing District reform priorities. Mr. Martinez has more than twenty years experience in public education. Mr. Martinez has a BA in English/Education and a MA in Administrative Leadership emphasis on Curriculum and Instruction from the University of Colorado.



Joanna Martinez is a Colorado native calling Pueblo and Denver home. She received her baccalaureate degree in Spanish with an emphasis in bilingual education from Metropolitan State College of Denver, Masters of Arts in Language, Literacy and Culture with an emphasis in Literacy from the University of Colorado-Denver. Her twenty plus years in public education began as an itinerant bilingual tutor, classroom teacher, literacy and English Language Acquisition coach and specialist. The last seven years she has been the principal at Colfax Elementary School, Denver Public Schools. She is proud to be a member of the Center for Urban Education's P-16 Zone for Student Achievement Work Group.



Robyn R. Miller, professor and chair of The School of Education at Oklahoma Christian University, an NCATE accredited program since 1972. She has 25 years of teaching experience – ten years in common education as a high school English teacher, and 15 years of experience in higher education. Her doctorate is in Curriculum and Instruction with an emphasis in Diversity Studies. Her teaching experience includes foundations, secondary methods, human relations/behavior management, as well as supervision of student teachers. Publications and presentations have been in the areas of diversity issues, classroom management, and current best practices in secondary subject area teaching.

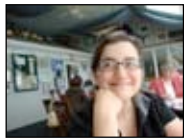


Tricia Miller is deputy director of the National Comprehensive Center for Teacher Quality (TQ Center) at Learning Point Associates. In this position, she coordinates the TQ Center's work to build the capacity of regional comprehensive centers and states to design and implement systemic education reform to improve the quality and effectiveness of teachers and

leaders. She has extensive history working collaboratively with regional comprehensive center and state education staff and stakeholders providing content expertise and support. Previously, Dr. Miller was director of the Teaching Quality and Leadership Institute at the Education Commission of the States. In this position, she created and managed work related to the preparation, support, and compensation of effective teachers and leaders.



Angela Minnici is an associate director in the Educational Issues Department, American Federation of Teachers. Dr. Minnici's current focus is on teacher development and evaluation. She received her Ph.D. from the University of Pittsburgh in Administrative and Policy Studies. Dr. Minnici has held various positions in education and research including senior research associate at the Center on Education Policy, and Research and Evaluation Specialist at the Georgia Department of Education. In addition, she has worked as a higher education instructor teaching pre-service teachers. Prior to completing her Ph.D., Dr. Minnici was a public school special education teacher.



Jennifer Moriarty teaches high school mathematics and video game programming at CEC Middle College, a magnet school in Denver Public Schools. She is also a current student at the University of Colorado-Denver, where she is pursuing an Ed.D. in Leadership in Educational Equity. Through the Center for Urban Education, Jennifer has been working alongside Metro State faculty to co-teach and co-create classes and materials for the CUE's Urban Computing Collaborative.



Peter C. Murrell, Jr., is a professor of Educational Psychology and the Founding Dean of the Loyola University Maryland School of Education. Dr. Murrell is nationally recognized for his expertise in urban education, the preparation of accomplished urban teachers and the structuring of rich learning environments. His recent research focuses upon the development of academic identity and racial identity as a joint process of learner achievement and teacher effectiveness. He has authored numerous articles and book chapters in culturally centered teaching, professional development communities, and development. He is the author of several books, including *The Community Teacher: A New Framework for Effective Urban Teaching* (Teachers College Press), *African Centered Pedagogy: Developing Schools of Achievement for African American Children* (SUNY Press) and *Like Stone Soup: The Role of the Professional Development School in the Renewal of Urban Schools* (AACTE Press).



Imelda L. Nava has a strong dedication to urban education. She was a student, teacher and parent in Los Angeles' public urban schools. As a science educator in UCLA's Teacher Education Program, she works with pre-service and first year teachers as they obtain their teaching credential and Masters of Education Degree. She has guided teachers through science pedagogy, action research, and teacher identity. In her science education research, she is particularly interested in science teachers' social justice dispositions and science discourse in the classroom. Currently, as a part of the Urban Teacher Residency Program at UCLA (IMPACT), she is exploring science teacher effectiveness using multiple measures. Imelda L. Nava received her Ph.D. at UCLA and is currently a faculty advisor and lecturer with UCLA's Graduate School of Education and Information Studies.



Thalia Nawi is director of the Denver Teacher Residency program. She recently returned from India where she was the education manager for the Akanksha Foundation. Prior to her work overseas Ms. Nawi served as a principal for the Seattle and Kent school districts, in the Pacific Northwest. After teaching the spectrum of elementary grades in California she worked as a teacher trainer with the U.S. Peace Corps in The Gambia, West Africa.



Sonia Nieto is professor emerita of language, literacy, and culture, School of Education, University of Massachusetts, Amherst. Dr. Nieto was born and raised in Brooklyn, New York and educated in the New York City Public Schools. She attended St. John's University, Brooklyn campus, where she received a B.S. in Elementary Education in 1965. Upon graduation, she attended New York University's Graduate Program in Madrid, Spain, and received her MA in Spanish and Hispanic Literature in 1966. A junior high school teacher of English, Spanish, and ESL in Ocean Hill/Brownsville, Brooklyn, in 1968 she took a job at P.S. 25 in the Bronx, the first fully bilingual school in the Northeast. Her first position in higher education was as an Instructor in the Department of Puerto Rican Studies at Brooklyn College, where she taught in a bilingual

education teacher preparation program co-sponsored with the School of Education. Moving to Massachusetts with her family in 1975, she completed her doctoral studies in 1979 with specializations in curriculum studies, bilingual education, and multicultural education. Dr. Nieto taught students at all levels from elementary through graduate school and she continues to speak and write on multicultural education, teacher preparation, the education of Latinos, and other culturally and linguistically diverse student populations. Her book *Affirming Diversity: The Sociopolitical Context of Multicultural Education* is widely used in teacher preparation and in-service courses.



Bonnie Neumeier is a long time resident and community activist in Over-the-Rhine neighborhood, inner city of Cincinnati and Co-founder of several grassroots organizations addressing issues of poverty and oppression. She is a believer in the empowerment of people to take control of their lives and be a part of decisions affecting it. She is a justice seeker wanting to discover ways to integrate spirituality with leadership and community work. She acts as mentor for students participating in Miami University's Learning Semester in Over-the-Rhine.



Susan L. Ogletree is director of the educational research bureau at Georgia State University. She holds a doctorate in Educational Policy Studies with a focus in Research, Measurement and Statistics from Georgia State University. Her primary research interest is Professional Development Schools and their impact on academic achievement. She is Co-Principal Investigator for the Network for Enhancing Teacher Quality (NET-Q) \$13,500,000 which works with 6 urban districts and 2 rural districts around implementation of Professional Development School Programs.



Vicki Olson is a professor in the Department of Education at Augsburg College in Minneapolis. Dr. Olson has 40 years of experience in K-12 and teacher education, as an elementary teacher, a writing specialist and an instructor/administrator in teacher education. She has served as faculty in the education department, department chair, and program director of the education masters degree program.



Jennifer O'Malley is the project manager for the Chicago Teacher Education Pipeline at Illinois State University. Previously she was a Writing, English, and Language Arts teacher for grades 6-10 in the Chicago Public Schools. She received her M.A. in Education and in Writing from DePaul University and her A.B. in English from the University of Michigan.



Dawn Taylor Owens began her tenure as executive director of College In Colorado in February of 2006. In this role she leads a statewide initiative, including outreach and Web site services, to help Colorado students pursue higher education opportunities. Prior to her current position, Taylor Owens served as director of communications for the Colorado Department of Natural Resources from February of 2002. As primary liaison for the Department with the news media, she was called upon to write opinion editorials, press releases, newsletters, issue papers and articles for publication. This experience capitalized on her earlier role as speechwriter and senior staff member for Governor Bill Owens. Before moving to Colorado, Taylor Owens lived in Washington, D.C. where she served as press secretary to Senator Gordon Smith of Oregon.



Jaime Park is a faculty advisor and lecturer at the UCLA Graduate School of Education and Information Studies in the IMPACT Urban Teacher Residency Program. Her research interests include mathematics teaching and learning at the secondary level, equity and diversity. She received her Ph.D. from UCLA, M.Ed and Secondary Math Credential from UCLA, and B.S. in Mathematics from UCLA.



Rebecca (Becky) A. Parker leads Strand 2 of Project KNOTtT, e-coaching. She has nineteen years in Career and Technical Education (CTE) at the local, state, and national levels, which she brings to the e-coaching process. She served as Assistant Director of the Professional Development Academy for the National Dissemination Center for CTE and played a key role in the National Leadership Institute. She taught secondary early childhood

education at a Career Center, mentored and coached new CTE teachers in Ohio's alternative licensure program. She received a bachelor's degree in Vocational Family & Consumer Sciences Education and a Masters degree in Vocational Technical Studies, both from The Ohio State University.



Shelby Gonzalez Parker's life was headed in a dangerous direction in middle school after the loss of her older brother. Fortunately a remarkable teacher, at an alternative school, connected with her and helped her change her life around. Seeking a school that fit her culture and her voracious desire to learn, she attended 4 different schools before graduating from one of Denver's newest charter schools as the first Valedictorian. Shelby has worked with the non-profit organization Project VOYCE for the past three years as a youth trainer and works every day to create more student voice in schools and school reform. She is a single mom and is attending Metro State College of Denver where her career goal is to be a teacher.



Dakota Pawlicki is the program coordinator for the Chicago Teacher Education Pipeline™ at Illinois State University. He is the founder and executive director of urban needs in teacher education. In 2009-2010 he was the director of bands for grades 7-12 in Chicago Public Schools. He received his B.M.E from Illinois State University.



Sarah Pinsky is a program associate at the American Association of Colleges for Teacher Education (AACTE), where she works to coordinate and support state chapters of the organization, advocacy efforts on behalf of educator preparation programs, and partnerships between AACTE and other institutions. Prior to AACTE, Sarah worked for the Alliance for Excellent Education, a non-profit organization dedicated to ensuring all high school graduates are college- and career-ready. She holds both a Master's in Public Policy and a B.A. in government and economics from the University of Virginia.

Jill Harvieux Pitner is the manger of program and curriculum for the Denver Teacher Residency. She has been a teacher and staff developer in Denver Public Schools for the last thirteen years, working to improve every student's educational experience in the district. Before joining DPS, she taught elementary students in Chicago, Iowa and Ireland.



Suzanne Plaut, serves as the vice president of the Public Education & Business Coalition (PEBC), a Denver-based non-profit that provides long-term customized professional development to schools and districts. She holds a doctorate at Harvard Graduate School of Education where she received a Spencer Research Training Grant and served on the editorial board of the Harvard Educational Review. She taught high school English in Denver, and served as Director of Literacy and Literacy Specialist in two Boston Public Middle Schools.



Jared Polis is a successful innovator and entrepreneur. He has founded several successful internet companies, including Proflowers.com and bluemountain.com. He was named Ernst and Young's Entrepreneur of the Year in 2000, the same year he ran for and was elected to the Colorado State Board of Education, where he served as both Chair and Vice-Chair during his six year tenure. Further applying his entrepreneurial spirit to the field of education, Polis founded two innovative charter schools in Colorado, the Academy of Urban Learning and the New America School. He later served as superintendent of the New America School, a public charter school with four locations in Colorado and New Mexico that helps new immigrant students learn English. In 2008, Polis was elected to the 111th Congress, representing Colorado's second congressional district. He currently serves on the House Rules Committee and the House Democratic Steering and Policy Committee and is a Democratic Caucus Regional Whip. He is a charter member and vice-chair of the Sustainable Energy and Environmental Coalition, the Chair of the Immigration Task Force of the Progressive Caucus, and an honorary Co-Chair of Third Way.



Dan Reschly is professor of education and psychology in Peabody College, Vanderbilt University where he chaired the #1 ranked Department of Special Education from 1998-2006. From 1975 to 1998 Reschly directed the Iowa State University School Psychology Program where he achieved the rank of Distinguished Professor of Psychology and Education. Reschly has published on the topics of response to intervention, special education system reform, overrepresentation of minority children and youth, and LD classification procedures. He has been active in state and national leadership roles including President of the National Association of

School Psychologists and Editor of the *School Psychology Review*, and has delivered continuing education workshops in 47 states. Reschly served as a member on the National Academy of Sciences Panels on Standards-based Reform and the Education of Students with Disabilities and Minority Overrepresentation in Special Education. He chaired the NAS panel on Disability Determination in Mental Retardation and from 2001-2006 he was Co-Director of the National Research Center on Learning Disabilities and currently is a Principal Investigator in the National Comprehensive Center on Teacher Quality.



Amy Riker is client manager of the Educator Relations Group for the Educational Testing Service, working to support teachers and teacher preparation institutions and to build teacher-oriented partnerships with like-minded organizations. Riker holds a BS/BM from University of Phoenix and is currently pursuing a Master's in Education, Adult Education and Training.



Esther M. Rodriguez is principal investigator and director of the federally funded Urban Teacher Partnership at Metropolitan State College of Denver, now the Center for Urban Education. Prior to joining the college in 2007, she headed an education consulting practice, was vice-president for development at the Education Commission of the States where she was responsible for managing all fundraising operations, and served as associate executive director for the State Higher Education Executive Officers where she headed national policy initiatives on P-16 collaboration, high school reform, teacher quality, workforce development and diversity in higher education. She is a former urban high school teacher and a licensed attorney.



Carmen Sanjurjo has been involved in education for over thirty years of her life. She has an M.A., Ed.M., and an ED.D from Teachers College, Columbia University. In New York City she was a professor and Academic Dean at Boricua College. Dr. Sanjurjo is a retired DPS teacher. She has been involved in several DPS/DCTA committees including the Denver Plan Committee and the DPS/DCTA Instructional Issues Council where she still serves. She is now an assistant professor of Education in the Department of Teacher Education at Metropolitan State College of Denver and is a faculty member of the Urban Teacher Education Program.



Tammy Schwartz is the director of the Urban Teaching Cohort and a faculty member in the School of Education, Health, and Society at Miami University. Her research interests focus on the educational experiences of children who are marginalized for any reason. More specifically, she is interested in the ways in which marginalized children must negotiate the spaces of middle class school ideology in order to have successful school experiences. To address these issues, Dr. Schwartz conducts participatory action research with children and adults. Her work has been published in journals such as *Teachers College Record* and *Voices from the Middle*. In addition, she has presented at numerous regional, national, and international conferences. The passion for all of her work is rooted in her own experiences growing up as an urban child living with poverty and as an urban public school teacher.

Shirley L. Scott has been a Denver Public School employee since 1984 serving in several different roles as classroom teacher, student advisor, assistant principal and principal on special assignment. In her current position as the ProComp TIF professional development coordinator, she leads the team of ProComp field specialists in providing professional development and site support for principals and teachers engaged in instruction and assessment activity tied to the performance pay incentives and collaborates with district department leaders in building infrastructure to support and sustain the performance pay system.



Pamela Shamburg works full time with the Denver Public Schools Educator Effectiveness team as the representative of the Denver Classroom Teachers' Association and is the Pilot Manager for Denver Public Schools' new teacher effectiveness assessment system, known as LEAP (Leading Effective Academic Practice) which is being developed collaboratively between DPS and DCTA with the support of the Bill and Melinda Gates Foundation. Previously, she served as the Urban Teaching Partnership site coordinator at Lake Middle School in north Denver.



Susan Shebby is a researcher at McREL. She received an Ed.M. in Education Policy and Management from the Harvard Graduate School of Education. She also earned a multiple subjects BCLAD certificate from Cal Poly, Pomona and a B.A. in Ecology and Evolution from

the University of California at Santa Barbara. Prior to joining McREL in 2008, she served as a teacher in public, private, and non-governmental schools in California, Paraguay, Mexico, Mongolia, and Thailand. She is currently contributing to several research and evaluation projects, including the evaluation of a federally funded magnet program and a randomized controlled trial to identify the impacts of an English Language Learner curriculum and professional development program.



Ellen Behrstock Sherratt is a researcher on the American Institutes for Research educator quality team. Dr. Sherratt has authored or coauthored numerous articles, briefs, and reports on topics such as strategies for supporting Generation Y teachers, teachers' use of educational research, innovations in state-level teacher quality policies, and teacher recruitment, hiring, induction, and compensation. Most recently, she co-authored the book "Improving Teacher Quality: A Guide for Education Leaders," which helps districts and states to think systemically and comprehensively about teacher recruitment, retention, and development, and identify gaps between their current teacher quality practices and the elements of effective practice identified in existing research. Dr. Sherratt earned her doctoral degree in education from the University of Oxford in England, where her dissertation focused on competing approaches to measuring and addressing teacher shortages from a cross-national perspective.



Jerry Shultz received the Ph.D. degree in Mathematics in 1983 and the M.S. degree in Computer Science in 1986 from the University of Colorado at Boulder. He is currently a professor of computer science at Metropolitan State College of Denver. His main research interests are game programming and computer graphics.



Allen Smith is deputy executive director of turnaround schools in the far northeast Denver, Denver Public Schools. For nine years Smith has been a principal at some of the [once] lowest-performing schools in DPS specializing in school turnaround. Smith began his career as a charter school founder and developer. He started Skyland Community High School in partnership with Big Picture Schools in Providence, Rhode Island and the Colorado Children's Campaign.



Robert W. Simmons III is an assistant professor in the School of Education at Loyola University in Baltimore. Robert's doctoral dissertation explored the experiences of African American teachers. His current research agenda is focused on exploring the experiences of African American teachers and urban education. Robert taught middle school science in Detroit, MI, in the Detroit Public Schools, as well as 2nd grade and 4th grade in the Dominican Republic and Minnesota. In addition to teaching in K-12, Robert has explored international education issues through work in the Dominican Republic, Japan, and Costa Rica. Robert's experience as an award winning science teacher, nominated twice as the national teacher of the year, adds to his expertise and understanding of what it takes to be a successful teacher in urban schools and working with African American students. Robert is a contributing author to *White Teachers in Diverse Classrooms: Creating Community, Combating Racism* (2006).



Leona Sondie is a senior in economics with a secondary social studies licensure at Metropolitan State College of Denver. Leona was born and raised in Southeast Alaska where her elementary and middle school education took place in a two room school; the experience of learning in a multi-grade environment has deeply influenced her interest in inclusive lesson planning and universal design.



Amy Strage is a professor of child and adolescent development in the Lurie College of Education at San Jose State University. Her research focuses on the determinants of achievement motivation as well as the impact of different kinds of early field experience on the career attitudes and choices of prospective teachers. She has worked on two Teacher Quality Enhancement grants, planning and implementing programs designed to prepared teachers for high needs schools.



Allyson Sudborough is a clinical professor for the Boettcher Teachers Program. Previously she had been an educator for 14 years in the Adams 12 school district. She taught 4th and 5th grade before becoming a teacher educator, serving as a clinical professor at the University of Colorado School of Education and as an adjunct professor at the University of Denver. For the

last four years she was a Student Achievement Coach in a Title 1 elementary school outside of Denver where she facilitated the professional development for teachers. Most recently Allyson spent 6 months in India on a Distinguished Award for Teaching Fulbright scholarship.



Helen Thorpe lives in Denver, Colorado and works as a freelance journalist. Her magazine stories have appeared in *The New York Times Magazine*, *New York*, *George*, and *5280*. Her radio stories have aired on *This American Life* and *Soundprint*. She has worked as a staff writer for *The New York Observer*; *The New Yorker*, where she wrote “Talk of the Town” stories; and *Texas Monthly*. Thorpe is married to John Hickenlooper, the governor of Colorado, and they have one son. She currently serves on the board of the Museum of Contemporary Art in Denver. *Just Like Us* is her first book.



Adrienne van der Valk has an extensive social science research background and specializes in interventions for student populations that are traditionally underrepresented in postsecondary education. As a key member of EPIC's research team, she led the Texas College and Career Readiness Initiative, worked with the South Carolina Course Alignment Project, and travels extensively to provide outreach and training to educators around the country.



Wauneta Vann received a Bachelor's degree in U.S. History with a Minor in Education as well as her Teacher Licensure from Denver University. She has worked at Thomas Jefferson High School in Denver as an intervention teacher since 2008. She has coached cheerleading for two years, and is currently completing her 3rd year as Debate coach at Thomas Jefferson.



Peter M. Vigil is an assistant professor of early childhood education at Metropolitan State College of Denver. He has taught in bilingual and regular elementary-school classrooms; served as an instructor on the Denver and Boulder campuses of the University of Colorado; and worked on research projects for the National Center for Culturally Responsive Educational Systems, the Colorado Student Assessment Program and the Latino Research and Policy Center.

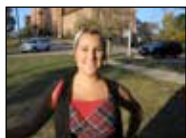


Jolanda Westerhof has been in teacher education for nearly 25 years, with 20 years as a faculty member before joining AASCU as the director of teacher education. She was a Fulbright Scholar at the University of Zagreb in Croatia, where she conducted research and program development for the Centre for Training and Research in Democratic Citizenship. She earned her doctorate in Curriculum and Instruction from Indiana University. A former middle school social studies and language arts teacher in the Los Angeles area, Dr. Westerhof has a long-term professional and personal commitment to effective teaching and assessment in K-12 and university contexts.



Dana Walker is a professor of linguistically diverse education who has been conducting action research on youth media for second language learners for eight years, and this year is co-teaching and researching this Youth Radio class.

Franita Ware is the principal of Columbine Elementary School in the Denver Public Schools. Prior, Dr. Ware was the Assistant Principal of DeKalb Academy of Technology and Environment in Decatur, Georgia. She has served as a professional developer for numerous teachers with City Schools of Decatur, Georgia to enhance their teaching strategies for students of color. She has participated in the preparation of teachers in her role as an assistant professor at Spelman College in Atlanta, Georgia. Additionally, Dr. Ware has taught First Grade, Fifth Grade, and served as a Substitute Teacher. Dr. Ware received her doctorate at Emory University in Atlanta, Georgia with a research emphasis on Culturally Responsive Teaching and Culturally Diversity in Urban Schools.



Brittany Webb is a senior in Early Childhood Education at Miami University and is an active member of the Urban Teaching Cohort. Brittany currently student teaches 3rd grade at Rothenberg Preparatory Academy in the Over-the-Rhine neighborhood of Cincinnati where she is a resident.



Beverly L. Young is assistant vice chancellor for Teacher Education and Public School Programs for the CSU system. She works with the campus Presidents, Vice Presidents, and Deans of Education in order to facilitate changes in teacher preparation within the 23-campus system. Prior to her work at the Chancellor's Office of the CSU, Dr. Young was a faculty member in Teacher Education at California State University, Fullerton.



Kathryn Young is a teacher educator and educational researcher. She is currently a Post Doctoral Research Fellow with the Inclusive Practice Project at the University of Aberdeen and a Visiting Assistant Professor in Secondary Education at Metropolitan State College of Denver. Her professional interests include disability studies in education, inclusive teacher education, and race in education. Her work examines the interactions of social, institutional, and personal factors, which enable some students to be educationally included and others excluded. She connects her research to her practice through teaching future teachers and working closely with urban schools.



Nancy L. Zimpher is the 12th chancellor of the State University of New York. A former chair of the Association of Public and Land-Grant Universities, Dr. Zimpher now leads the national Coalition of Urban Serving Universities and recently co-chaired a national blue-ribbon panel convened to transform teacher preparation. She serves on the board of CEOs for Cities, is a member of the Business-Higher Education Forum, and the Board of Governors of the New York Academy of Sciences. Prior to coming to SUNY, Dr. Zimpher served as president of the University of Cincinnati, chancellor of the University of Wisconsin-Milwaukee, and executive dean of the Professional Colleges and dean of the College of Education at The Ohio State University. She has authored or co-authored numerous books, monographs, and academic journal articles on teacher education, urban education, academic leadership, and school/university partnerships. Chancellor Zimpher holds a bachelor's degree in English Education and Speech, a master's degree in English Literature, and a Ph.D. in Teacher Education and Higher Education Administration, all from The Ohio State University.