MAE’S TEACHER LEADERSHIP PROGRAM

Over the summer, the MAE program proudly kicked off our new Teacher Leadership program with a day-long workshop that focused on “Exploring Teacher Leadership.” University administration approved the master’s emphasis in Teacher Leadership this past spring, following the approval of the Teacher Leadership Academic Certificate last fall.

The workshop featured keynote speaker Ellin Oliver Keene who spoke on reimagining roles for teacher leadership within the classroom and beyond. As one participant noted, “I absolutely loved Ellin’s presentation! She not only inspired us, but challenged our thinking. I feel so empowered!”

The workshop also included breakout sessions featuring the four academic certificate courses. Chris Bryan and Heather Clifton shared their expertise in Leading Professional Learning; Betty Hooks and Tonia Shook sparked deeper thinking among participants about Leadership for Inclusion and Equity; Marcia Hecox and Rachel Zenzinger facilitated a group that examined Leading and Supporting Collaborative Cultures; and Carrie Maffoni and Pam Yoder discussed ideas and techniques for Fostering Change to Enhance Teaching and Learning.

Overall, feedback from the workshop was very positive. Participants expressed how excited they were to have an opportunity to come together and explore the topic of Teacher Leadership. One participant in her evaluation said:

“Listening…learning…discussing…thinking…questioning…collaborating…I feel energized and empowered! I have a more defined perspective regarding the climate at my school and now I have information to share with colleagues. Thank you!”

Also this summer, a group of teachers successfully completed our first Teacher Leadership course Leading and Supporting Collaborative Cultures. We would like to offer a very special thank you to the members of this inaugural class whose contributions were extraordinary. We are looking forward to welcoming another class of teacher leaders this fall for our next course Leading Professional Learning.

For more information about the enrollment process, tuition, or the MAE Teacher Leadership program in general please contact our graduate enrollment counselor, Colleen Ceyssens at cceyssens@regis.edu or 303-964-6409 or program coordinator, Rachel Zenzinger at rzenzinger@regis.edu or 303-964-6205.
Dear MAE Colleagues and Friends,

What a great day! I just chaired the last CAP Review today as MAE Director and am reflecting on what an awesome learning experience it was—once again. Over the course of 15 years I have experienced the joy of learning in the MAE program and participation in the CAP Review process is one of those experiences I will always remember as especially impactful. As graduates share how the program has transformed them both personally and professionally, I feel pride and gratitude for the many people in the Regis MAE program who have contributed to this.

You may note that I used the word “friends” in my greeting. That’s what happens when one feels blessed to retire from what I consider to be one of the finest professions I can imagine! I can’t bring myself to refer to my mentors while supporting them, to the mentors who nurtured and guided their mentees and to the wonderful MAE staff who have supported all of us so well with their dedicated efforts.

I treasure inspiring moments, enduring relationships and program accomplishments—accomplishments that I attribute to the commitment you have given to the profession and to the many young lives you have impacted. I leave with great enthusiasm about our new program in Teacher Leadership, with pride for the impact and quality of the Culturally and Linguistically Diverse program and with confidence that the Learning and Teaching program will continue to provide life transformations.

It has been a wonderful journey that I heartily endorse for our new MAE Director, Dr. Karla Esser. Her selection by the Search Committee will benefit us all. As a graduate of the MAE Program and longtime affiliate faculty, Karla has such a heart for the program and has already given much of it to ensuring the success of MAE students. During this transition, I have seen the strength and dedication of her leadership to enhancing the high quality of this program. Karla will benefit, as I have, from your continued support and I wish her the very best! We are in good hands!

As the MAE graduate shared today, “Regis gives you confidence to take the next step!” I leave with gratefulness and confidence to seek where the next step may take me. In taking those steps, I look forward to more time with my family, travel, learning and the joy of running into you along the way to find out where your journey continues to take you.

“Three grand essentials to happiness in this life are something to do, something to love, and something to hope for.” This quote from Joseph Addison was shared with me by a friend. I feel very fortunate to having all of these—and more. To have been a part of something so exceptional and life transforming is an honor.

In sincerest appreciation for your support,

Kathy Nutting

Greetings,

It is a privilege and honor to introduce myself as the new Director of the Master of Arts in Education Program at Regis College. As a longtime stakeholder and someone who has benefited immensely from the program under the leadership of Kathy Nutting, I’m very excited about my new role.

I’ve been fortunate enough to have been involved with the MAE Program since 1998 as a graduate student, affiliate faculty member, core coordinator, and last semester as a term professor. During that time, the program gained traction with several important initiatives, including the addition of a certificate, endorsement, and graduate degree in Culturally and Linguistically Diverse Learners. This ability to lead the field continues with the exciting new Teacher Leadership certificate and degree.

“How ought we to live?”, the living, breathing mission of Regis University, sheds a different light on leading and educating leaders in the service of others. The underlying theme for our MAE program is to do whatever it takes, no matter how difficult, to prepare our staff, instructors, mentors, and graduate students to be successful as well as to serve. MAE’s ability to communicate with all stakeholders effectively sets us apart and keeps the program consistent so that the graduate student, teacher, coach, district, and state are confident that our program will, through collaboration, meet our stakeholders’ needs. In addition to this mission of social justice, our affiliate faculty members are straight from the field and have worked or are currently working as successful teachers, instructional coaches, and administrators.

I feel fortunate to have worked in K-12 education as a teacher and administrator, giving me a wide lens of what the state, districts, schools, and teachers expect from an excellent university program. The Master of Arts in Education program has partnered closely with Colorado districts in order to meet the specific needs of classroom teachers and administrators. We will continue to stay abreast of new developments that will optimize teacher education and enhance student achievement. Our highly motivated and capable group of affiliate faculty members, mentors, and staff will continue to support teachers and administrators in meeting and exceeding the high standards of Senate Bill 10-191.

I am an ardent fan of J.K. Rowling, and most especially of her Room of Requirement introduced in “Harry Potter and the Order of the Phoenix”. For those of you not familiar with the Room of Requirement, it is a room “that a person can only enter…when they have a real need of it. When it appears, it is equipped for the seeker’s needs” (2003, pp. 386-387). It seems the MAE Department at Regis has had a well-equipped room of requirement with many tools already in place. My hope is that this change in leadership will continue the program’s ability to improve through research, creating the best possible room of requirement for all of our stakeholders.

My deepest gratitude is owed to Kathy Nutting, who has paved the way and developed a highly regarded graduate program for teachers. It is a great honor to have been mentored by one of the most committed teacher educators in the field, and I genuinely appreciate following the path that has already led many to being the best educators they can possibly be.

Karla Esser, Ed.D.
Director
MAE Department, Regis College
On the MAE website! www.regis.edu/mae

Currently, all students in the Master of Arts in Education program are required to register for courses through the MAE office. Preferably you will use the registration form (available on the MAE website at Regis.edu, and sent to you by Regis email with the Course Offerings), and either mail (Regis University, Master of Arts in Education, 3333 Regis Blvd. H-20, Denver, CO 80212), email (mgavitt@regis.edu) or fax (303.964.5534) it to us by the deadline in your Course Offerings for the semester.

Fall 2013 Registration deadline, as noted in the Fall Course Offerings, is July 31. Registering by this date will provide the best opportunity to get into the course section of your choice. You may still register after this date, but please be advised that course sections may fill, or be cancelled if there is not adequate enrollment.

Do not hesitate to contact the MAE office about registration questions.

MAE 2013 SPRING GRADUATES WITH HONORS

Congratulations to these 2013 Spring and Summer Graduates at the May Commencement ceremony. Double congratulations to these graduates who all earned Honors in the master’s program!

From left: Audrey Barnett Oserow, Kannika Duncan, Zana Kamberi, Kristen Friedrich, Susan Hughes, Liz Bucci, Kari Barnett and Susan Plourde.

ACTION RESEARCH POSTER FAIR

On April 22, 2013, the students of MAE 615-616 Teacher as Researcher presented their projects publicly at the third annual Regis MAE Program Action Research Poster Fair, with the support of professors Dr. Karla Esser and Dr. Beth Dorman. During this year-long sequence of courses, students select an inquiry question about their practice, conduct a literature review, design an action research study, seek approval from university and district review boards, collect and analyze data, write up an in-depth report of findings and conclusions, and present their learning at the Poster Fair. The main purpose of the action research project is to foster ongoing reflection on practice, especially as it relates to student learning.

Renee Adams answers audience questions about her study, that investigated the impact of the vocabulary teaching strategies of previewing/pre-teaching words, word morphology, and using context clues on her 6th graders’ word knowledge and independence in determining word meanings.

Joyce Emery discusses her findings about the impact of Thinking Map® structures on reading/listening comprehension for her students with significant cognitive needs.
CUMULATING ACADEMIC PROGRAM

The purpose of the Cumulating Academic Program Review is to provide a forum for Master’s degree and Endorsement candidates to demonstrate their growth as learners and educators as they address the standards and goals particular to their specialization. Students present to a panel and then receive feedback on their presentation. Each review is a celebration of the candidate’s unique constructivist learning experience in the MAE Program.

Congratulations to the following MAE students for successfully completing their CAP review:

- Chelsea Barger – LD
- Kari Barnett – LT
- Elizabeth Bucci – MEESL
- Mary Christensen-Cooper – LD
- Joyce Emery – LD/LT
- Kristen Friedrich – LD
- Susan Hughes – MEESL
- Sabrina Jankowski – LD
- Zana Kamberi – LD
- Jamie (Ford) Martinez – LD
- Audrey Oserow (Barnett) – LD
- Toni Penn – Bil Spec-LD
- Allyson Pugh – LD
- Nancy Williams – LDE

CONFERENCE OPPORTUNITIES FOR FALL & WINTER 2013

Colorado Association For Bilingual Education (CABE)
Annual Conference - Balancing Best Practice: Access and Opportunity for All
October 3-4, 2014
www.cocabe.org

Colorado Council of Teachers of Mathematics (CCTM)
Annual Conference
October 10-11, 2013
www.cctmath.org

Colorado Association of Latino/a Administrators and Superintendents (CO-ALAS)
10th Annual ALAS Education Summit
October 16-19, 2013
www.co-alas.org

Public Education & Business Coalition (PEBC)
Thinking Strategies Institute
Explore the role of comprehension instruction and literacy in the content areas.
www.pebc.org

Colorado Affiliate of Teachers of English to Speakers of Other Languages (CoTESOL)
Annual Fall Convention: Blazing New Trails
November 8-9, 2013
www.colorado.edu/iec/cotesol/

Colorado Learning Forward
Fall Conference: SB 191 – Creating New Mindsets with Bruce Wellman
November 12, 2013
www.learningforwardcolorado.org

The Colorado Council International Reading Association (CCIRA)
Annual Conference
February 5-8, 2014
www.ccira.org

National Association for Bilingual Education (NABE)
Bilingual Education: Sailing To Academic and Personal Success in a Multilingual and Multicultural World
San Diego, CA
February 13-15, 2014
www.nabe.org