

13 - 0972

**UNIVERSITY OF ST. THOMAS  
FINAL REPORT**

**Collaborative Urban Educator Expansion Project  
For Special Education Licensure  
June 2013**

Submitted by

Dr. Jeanne Mortinson, Project Director  
To the  
Minnesota Department of Education  
July 2013

For additional information, please contact Dr. Jeanne Mortinson  
651-962-4659  
[jmmortinson@stthomas.edu](mailto:jmmortinson@stthomas.edu)

**INTRODUCTION TO THE 2011-2013 FINAL REPORT**

I am pleased to present this final report detailing the implementation of the Collaborative Urban Educator Expansion Project for Special Education funded by Minnesota state legislative action in 2011. The report is submitted to the Minnesota Department of Education in compliance with the Department grant contract.

The report is divided into three sections:

**Section I Historical Background Information:** summarizes the origins and need for the expansion of the Collaborative Urban Educator Program (CUE) Special Education Project, and outlines the program workplan- goals, activities and timelines for 2011-2013.

**Section II Evaluation Outcomes:** describes what has been accomplished as a result of the 2011 legislative initiative that supported continued expansion of CUE efforts. The section includes project activity and progress related to the project's goals.

**Section III List of Separate Attachments:** lists selected supporting documentation sent as separate attachments along with this main document.

**Thank you to all who continue to make this project a reality since 1991!**

**386 CUE Participants have now earned 400 licenses through the CUE Program!**

### **Section I: Historical Background Information**

The Collaborative Urban Educator Program (hereafter referred to as CUE) was designed in response to a 1990 Minnesota legislative initiative, M. S. 125.188, (now named M. S. 122A.24) as implemented by the Minnesota Board of Teaching. The legislation called for pilot programs to design, implement, and evaluate alternative routes to teaching licensure. CUE, created collaboratively by persons from Saint Paul and Minneapolis Public Schools and the University of St. Thomas, was one of two sites in Minnesota selected by the Board of Teaching to receive grant money from the State in 1991. The intention of the legislation was to increase the number of teachers from underrepresented populations in the State.

The grant for alternative routes to licensure from the Board of Teaching served as a catalyst for exploring unique, collaborative approaches to the increasing challenges faced by the urban school districts. During several months of joint planning, the Collaborative Urban Educator Program (CUE) model was developed as a non-traditional elementary licensure program designed to prepare carefully selected, post-baccalaureate persons for teaching in urban settings. CUE was an outcome based, personalized, graduate cohort model designed to provide a dignified transition from other careers into the teaching profession. The program was intended to prepare persons whose racial, cultural, and/or experiential background would help make them effective Urban Educators in Minneapolis or Saint Paul elementary school settings. Alternative route to license participants took a combination of graduate coursework, seminars, and full time internship in the schools to complete a teacher preparation program within one year.

The CUE program's alternative routes to licensure project recruited twelve cohorts between 1991 and 2003. CUE combined on-campus and on-site coursework (which candidates have the option of applying towards a Master's degree) and on-site supervision, peer coaching and professional development. CUE 1 through 10 Urban Educators, after being recommended on each of the program outcomes, received a Minnesota 1 - 6 teaching license. CUE 11 and 12 completers earned Minnesota K - 6 Elementary with a 5 - 8 Specialty licenses. All completing CUE 1 through 10 Urban Educators were offered positions in their host district. Most of the CUE 11 and 12 completers were offered contracts.

#### **The CUE Alternative Route to Teaching and Expansion (CUE EX) Project**

Based on the initial success of the CUE program from 1991-1996, and responding to initiatives from University of Saint Thomas President Dennis Dease, the University and School District Government Relations Offices, and Senator Lawrence Pogemiller, CUE Coordinators prepared a proposal to expand CUE. Senator Sandy Pappas and Representative Matt Entenza sponsored bills in their respective houses to fund CUE and the CUE expansion. A fully funded proposal emerged for the 1997-1999 biennium. The CUE program included CUE Alternative Route to Licensure, CUE Expansion cohorts taking all graduate coursework in elementary K-8 licensure preparation and Special Education cohorts. In 1999 Legislators Alice Seagren, Harry Mares and LeRoy Stumpf supported a joint bill for the University of St. Thomas, Hamline, and Concordia to prepare urban teachers from diverse backgrounds.

During the 2003 legislative session the CUE program lost some funding due to difficult economic times. However CUE funding allowed the Special Education licensure program to continue.

With the CUE Special Education expansion project, Minneapolis and St. Paul and the University of St. Thomas initially invited suburban districts to participate in the efforts: Brooklyn Center, Hopkins, Roseville, North St. Paul/Maplewood/Oakdale, Columbia Heights and the East Metropolitan Integration District. The districts were selected to participate based on need, past cooperation and working relationships, demographics, willingness to participate at an implementation level, a fit with the legislative intent to pilot a CUE format beyond the Twin Cities, and a fit in philosophic grounding. However, in the difficult economic environment, districts were forced to reduce their teaching staff. It made it much more difficult for participating districts to specify which Special Education licenses would be needed. As a result the CUE program opened participation to all districts and schools in Minnesota. Also, as more metro-area and rural school districts have had an increasingly rich and diverse mix of students and a subsequent compelling need to increase the numbers of educators who could relate positively to the changing issues of the student population, the Collaborative Urban Educator Expansion Project offered the potential opportunity for increasing the pace of change toward diversifying their staffs. CUE participants were asked to seek employment in any district or school in Minnesota and give back four years of teaching in exchange for the CUE grant opportunity.

For the University of Saint Thomas, participation related to its intention to promote diversity in its student body, faculty, and staff, and to act on its commitment to social justice. The University of St. Thomas' CUE Program has been a particularly successful and direct route for getting persons with diversity into the teaching profession.

### **2011-2013 Work Plan: Goals, Activities, Outcomes, and Estimated Timelines**

The \$328,000 (FY 2012 \$164,000 and FY 2013 \$164,000) were used for the following three project goals. The Collaborative Urban Educator (CUE) Program at the University of St Thomas prepares experienced, broadly educated persons from underrepresented populations who are from racially, ethnically, culturally, linguistically diverse backgrounds or have experiential and special backgrounds that help them relate to the particular needs of urban and urban like learners and the challenges of teaching in urban and urban like schools in Minnesota.

#### **Goals and Activities**

##### **Goal One: Support the CUE Special Education Preparation Program to license a cohort of up to 25 participants**

Known as CUE SPED cohort 7, CUE recruited 23 participants and 20 people completed coursework by summer 2013. The cohort participants began licensure coursework in Fall 2011 and concluded coursework Summer Session 2013. Three people from the original cohort have not completed their coursework. One person was struck by a family tragedy and withdrew from the program in spring of 2012. Two people have had major medical issues and have completed most of the coursework and will extend their time completing coursework. The CUE Program engaged in discussion with ESL faculty to explore a

potential future CUE cohort in an ESL license. **As the result of the 2013 Legislative session, the first ESL cohort will begin in fall 2013.**

Activity 1.1 CUE Program Recruitment: Information on Special Education licensure offerings and application on website

Outcome: website application materials and information

Timeline: July-August 2011

Activity 1.2 Recruit Cohort 7 participants via inquiry email lists and CUE alumni, community members and organizations

Outcome: emails and phone calls

Timeline: July-August, 2011

Activity 1.3 Partner between St. Thomas Special Education Department to interview and select participants for a license in Special Education

Outcome: CUE and St. Thomas Department of Special Education identify up to 25 participants from pool of applicants

Timeline: August 2011

Activity 1.4 Offer Special Education coursework beginning Fall 2011 to CUE SPED 7 cohort members

Outcome: Schedule of coursework for Fall, J-Term, Spring semesters for 2011-2012 academic year, Summer, Fall, J-Term, Spring semesters 2012-2013

Timeline: September 2011–June 2013

#### **Goal Two: Continued Support of Retention Efforts**

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

Activity 2.1 Identify CUE alumni in metro area school districts for their current teaching or leadership positions

Outcome: Updated CUE alumni list by district, position and email address

Activity 2.2 Network electronically with ongoing news and information to updated CUE alumni distribution list

Outcome: Email communication on relevant information to CUE alumni

Timeline: ongoing throughout grant period July 2011 – June 2013

Activity 2.3 Network with CUE reunions for continued communication,

mentoring, networking among alumni, provide information on additional advanced degrees and opportunities to partner with St. Thomas

Outcome: Reunions held once per year

Timeline: Special invitations to fall and spring semester Open Houses at St. Thomas

#### **Goal Three: Continued Support for Research and Information Dissemination**

Continue research and follow-up studies and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

Activity 3.1 Follow-up study of 2010 survey study on CUE alumni with emphasis on individual interviews regarding teaching practices and leadership in urban and urban like settings

Outcome: Focus groups

Timeline: Spring semester 2012-June 2013

## **Section II Evaluation of Outcomes**

The CUE Program has granted 400 licenses in elementary, middle or special education since 1992. As CUE prepared another cohort during the 2011-2013 biennium, the program is aware of the significant role it plays as a model for bringing urban experienced and diverse persons into the teaching profession. CUE alumni are our best source of new participants, bringing hundreds of inquiries each year. Information is easily accessed on the CUE website during our recruitment time. The Special Education license is a high need license area in metro and greater Minnesota school districts and of particular significance for the high number of children of color served in Special Education. The approximate 20 -21 months of Special Education coursework is completed within the two-year grant period. This timeframe places new teachers in the field quickly. Using the “grow your own” philosophy, the CUE Program seeks people who live in and intend to stay in Minnesota. Retention in the education profession is very high for CUE alumni (76% retention versus national attrition rates of 50% in urban settings within the first five years of teaching). CUE surveys and interviews identify ways in which CUE participants are well prepared for leadership in teaching and administration. CUE alumni are now in over 115 schools in Minnesota serving as teacher leaders, principals, assistant principals, and district level administration.

**Substantially all goals for the 2011-2013 years have been met or are in progress!**

### **Goal One: Support Special Education Preparation Program**

**Activity 1.1** The CUE Program continually attempts to refine the information in the CUE Program Brochure or website. The program uses feedback from applicants on the helpfulness of the detailed information on the Special Education licensure offerings, the admission criteria, testing information, application materials and the website as a venue for providing quick and easy access to information.

#### **Measured outcome:**

Feedback from participants on CUE Application material on website: there were no reports of issues from any applicants regarding the use of the application form. The application form along with most “frequently asked questions” information on the program serves to give a very helpful overview of the CUE SPED program. The application form and MFQ are Documents 1.11

Satisfaction Survey of completing cohort participants: Jeanne Mortinson met with completing cohort members from CUE SPED 7. As always, in this survey and in previous surveys, program elements receiving particularly high praise from participants include the personalized nature of the experience, strong support and friendship of cohort colleagues, high level of organization, expectations are clear and timely, programs’ rigor and high level of academic challenge, integration of academic and “practical” elements throughout the programs, and quality of faculty.

A summary of CUE SPED 7 statements is Document 1.12

**Activity 1.2** The CUE Program uses its extensive CUE alumni network to “pass the word” along to communities of color and organizations, uses metro media (Ads in local

ethnic newspapers, local ethnic radio station) to alert the many ethnic, cultural and racial groups living in the metro area. Local metro school districts are alerted because many potential applicants are school district employees. The response is overwhelming with the number of applicants usually 2-3 times the number that can be accepted.

**Measured outcome:**

Ads, emails, number of applicants: The 2011 legislature impasse created a very tight timeline for recruiting the next CUE SPED cohort. Recruiting was limited to a month timeframe using our extensive CUE alumni network, and network of area school district personnel, mentors and principals resulted in 300 + phone inquiries and emails. Interviews for 31 applicants were held in August 2011.

**Activity 1.3** CUE and the Special Education Department work together as an interview team to review applications and jointly select participants for the CUE Special Education licensure cohort.

**Measured outcome:**

interviewing dates, materials, and list of accepted participants: The interviews took place at the University of St. Thomas' Downtown Minneapolis Campus on August 18, 19, 22, 23, 24, and 25. The three member interview/selection team members (Jeanne Mortinson, Terri Vandercook, SPED Dept. chair, and Barbara Stahl, SPED faculty) met on August 26 and selected 23 people to participate in the CUE SPED 7 cohort. The participants met on August 30 for a CUE Program Orientation. Of the cohort of 23, two have withdrawn. One participant was overwhelmed with also being a first year teacher and the second participant was dealing with a family tragedy. The cohort list of the original 23 members of CUE SPED 7 is Document 1.3

**Activity 1.4** CUE SPED 7 cohort members participate in coursework from Fall 2011 through June 2013

**Measured Outcome:**

Schedule of coursework for 2011-2013 Document 1.4 and Document 1.41 CUE SPED 7 Program Completion List

**Activity 1.5** Discussion with ESL faculty regarding a future CUE ESL cohort endorsement license

**Measured outcome:**

Discussion notes, dates and faculty involved: As our academic year began, it became apparent that costs associated with hiring faculty to teach SPED related courses would be more expensive as more full time faculty were needed to support and teach newly designed SPED courses that were being taught for the first time to the CUE SPED 7 cohort. This became a limiting factor in proceeding with discussions with ESL faculty member, Michael Bowlus, regarding ESL cohort endorsement license opportunities within this two year grant period. However, a joint meeting with Special Education and Teacher Education departments on March 12, 2012 provided time to exchange ideas on offering an ESL minor for graduate and undergraduate teacher education students.

**However, at the conclusion of the 2013 legislative session and additional funding for the CUE program became available, the CUE program began in earnest in recruiting it's first CUE ESL cohort!**

## **Document 1.5 Schedule of ESL Coursework for 2013-2015**

### **Goal Two: Continued Support of Retention Efforts**

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

**Activity 2.1** CUE Alumni are surveyed yearly to identify schools they are current teaching in or hold leadership positions in

#### **Measured Outcome:**

Updated CUE alumni list by district, position and email address: Document 2.1

**Activity 2.2** An updated Email list allows the CUE program to network with CUE alumni on opportunities, ongoing news and information in their districts, mentor each other as they advance their careers in education.

#### **Measured Outcome:**

Email communication on relevant information to CUE alumni: Document 2.2 on SPED Information Sessions and Signature Events sent to CUE alumni

**Activity 2.3** The CUE Program provides email listings for continued networking among alumni, provide information on additional advanced degrees and opportunities to partner with St. Thomas

#### **Measured outcome:**

Email lists, information on those seeking advanced degrees or partnering with St. Thomas in a variety of capacities: Jeanne Mortinson had discussions in 57 emails with CUE alumni this past year regarding additional career opportunities within the field of education. Over 200 CUE alumni are currently on email. 20 of our most recent graduates from CUE SPED 6 have been in communication this past year with Jeanne Mortinson regarding the completion of their Masters Degree. Additionally, during the 2012-13 year the CUE alumni formed an Affinity group to mentor alumni in their continued professional growth.

### **Goal Three: Continued Support for Research and Information Dissemination**

Initiate and continue research, assistance with other state initiatives, and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

**Activity 3.1** Follow up on the 2010 survey study on CUE alumni with an emphasis on focus groups, newsletter for alumni and presentations

#### **Measured outcome:**

Focus group results, newsletter, presentation materials: Document 3.1 on Alumni News

## **Section III List of Separate Attachments**

### **Goal One: Support Special Education Preparation Program**

Activity 1.1 Document 1.1 The CUE application form and MFQ

Activity 1.12 Document 1.12 Feedback from completing CUE SPED 7 cohort participants

Activity 1.3 Document 1.3 Cohort list of CUE SPED 7 members fall 2011

Activity 1.4: Document 1.4 Schedule of coursework for 2011-2013

Activity 1.4: Document 1.41 CUE SPED 7 program completion list

Activity 1.5: Document 1.5 ESL Schedule of coursework for 2013-2015

**Goal Two: Continued Support of Retention Efforts**

Activity 2.1: Document 2.1 Updated CUE alumni list by district, school, position

Activity 2.2: Document 2.2 on SPED information sessions and signature events sent to CUE alumni via email

**Goal Three: Continued Support for Research and Information Dissemination**

Activity 3.1: Document 3.1 on Alumni News





UNIVERSITY of ST. THOMAS

College of Applied Professional Studies

Graduate School of Professional Psychology

School of Education

## **CUE SPECIAL EDUCATION LICENSE PROGRAM APPLICATION**

Application Deadline: August 22, 2011

### **Admission Requirements for the CUE program:**

- Application
- Official transcript(s)
- Current Resume
- Personal Statement
- Two Letters of Recommendation
- If first time licensure:

If accepted, confirmation of registration for the  
MTLE Basic Skills during the Sept, Oct, or Nov,  
testing window

- If currently licensed:

Copy of license

**\*If accepted and your cumulative GPA is between 2.75 and 2.99, then your first nine credits must be a B+ or better; if below 2.75, you must agree to take the GRE**



UNIVERSITY of ST. THOMAS

College of Applied Professional  
Studies

## CUE APPLICATION FALL 2011

Application Deadline: August 22, 2011

### Special Education Licensure Program beginning September 7, 2011

Name (Last, First, MI, Former)		Date of Birth (optional)	
Home Address			
City		State	Postal Code
Home Phone		E-mail	
Please indicate your status: r U.S. Citizen    r Permanent U.S. Resident			County of Residence
Are you legally authorized to work in the U.S.? r Yes    r No		Country of Citizenship	
Employer		Position	
Work Address			
City		State	Postal Code
Work Phone	Preferred Address	r Home	r Work
	Preferred Phone	r Home	r Work

Are you fluent in a language other than English? ☐ Yes \_\_\_\_\_ Language  
☐ No

Do you have a valid or renewable educational license from any state?

☐ Yes ☐ No If yes, indicate state \_\_\_\_\_

File No. \_\_\_\_\_

Current Licensure Area: \_\_\_\_\_

### PREVIOUS EDUCATION - Undergraduate and Graduate official transcripts

#### 1. Institution Name

City	State	Country
Major	Degree Sought	
Degree Received	<input type="checkbox"/> Yes <input type="checkbox"/> No	Years Attended

#### 2. Institution Name

City	State	Country
Major	Degree Sought	
Degree Received	<input type="checkbox"/> Yes <input type="checkbox"/> No	Years Attended

#### 3. Institution Name

City	State	Country
Major	Degree Sought	
Degree Received	<input type="checkbox"/> Yes <input type="checkbox"/> No	Years Attended

I certify that the information I have provided on this application and all other admission materials is complete, accurate and true to the best of my knowledge. I understand that application materials and all supporting documents become the confidential property of the St. Thomas admissions office and cannot be returned to the applicant. I understand that I have an obligation to teach in a Minnesota School District upon completion of the CUE Special Education Program.

My signature below indicates I intend to teach in a Special Education licensed field in a Minnesota School for a minimum of four years.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Email, Mail, or Fax all applications directly to:**

**Jeanne Mortinson, CUE Program Director  
University of St. Thomas  
MOH 217, 1000 LaSalle Ave  
Minneapolis, MN 55403**

**Email: [jmmortinson@stthoms.edu](mailto:jmmortinson@stthoms.edu); FAX 651-962-4744; Phone: 651-962-4659**

## **CUE SPED 7 Most Frequently Asked Questions (And our best answers at the moment!)**

### **What Special Education license am I earning through the CUE Program?**

We hope to offer one of the newest Special Education licenses that allows you to work in all areas of Special Education. Within five years you add your own specific Special Education license such as EBD, DD, LD, etc. by taking an additional three or so courses.

### **When will I find out if I am accepted into CUE SPED Program?**

We will make our decisions by August 26. You will be contacted via your email to let you know our decision. If you are accepted into the program we will have an Orientation on Tuesday, Aug. 30, 5:30-7:30pm in Opus Hall room 326. We will review goals of the CUE program, discuss the licensure coursework sequence and handle any additional program elements at that time such as textbooks to be purchased, parking information, deferring loans, policies, student ID, etc.

### **How many people can you accept into the CUE SPED Program?**

Our funding generally allows us to accept a group of about 20-25 people.

### **If accepted, what courses do I need to take and how do I register for courses?**

The CUE Program has a set schedule of courses and you follow the sequence. The CUE Program will assist you in registration. The CUE participants use a paper based registration form every semester. Jeanne Mortinson will coordinate this process. Everyone begins and ends the program in the same timeframe. Everyone starts in fall 2011 and finishes by end of summer session, 2013

### **If accepted, when do we start classes?**

**Fall semester 2011** begins September 7 and ends December 21. Courses will be on the Minneapolis campus of UST. For fall semester you will take two SPED courses on two evenings.

Everyone will take SPED 714 Collaboration Skills that meets on Thursdays from 7:15-9:45pm.

Everyone will also take SPED 750 Survey of Exceptionality. You may chose to take it on either a Wednesday or Monday evening.

SPED 750.01 meets Monday evenings from 4:30-7pm,

SPED 750.02 meets Wednesday evenings from 7:15-9:45pm

### **J Term 2012 If you do not have a teaching license-**

If you do not have a standard teaching license you will take one of the education courses in J Term 2012. The dates and times are usually a combination of a weeknight class and a Saturday daytime class each week of January. Specific dates and times TBA.

### **If accepted and I don't have a teaching license, what are the requirements?**

- 1) There are four education courses required that you take January term 2012, spring semester 2012, January term 2013, and summer 2013. You also complete a Standards of Effective Practice Portfolio at the end of your program. This is in addition to a Special Education portfolio.
- 2) Prior to your final clinical practice (Spring semester 2013) you must complete two field experiences (60 hours total) in **regular education** classes. These field experiences are related to work you are doing in two of your education courses, TEGR 510 Education's Place in Society and TEGR 530 Psychology of Teaching and Learning. **Some prior experience** working in regular classrooms might be used to fulfill the field experience requirements. You will work with Jeanne Mortinson on waiving field experiences. Field experience will probably require time off from your job (using your vacation or leave time). Field experience must include experiences with diverse populations and different age groups (elementary, middle and secondary). More discussion on the field experiences during orientation.

**If accepted and I already have taken some courses that are similar or the same as what you offer, can I have them count toward licensure?**

You will work with a Special Education faculty advisor to determine if you think you have taken similar Special Education courses elsewhere. Work with Jeanne Mortinson regarding teacher education courses you would like to have waived. Keep in mind that all of our courses are graduate level courses. Waived undergraduate courses will not count toward a Master's.

**Do I have to do a full time, full semester student teaching as part of my licensure program?**

Yes, the final clinical practice (actual work with special education students) is completed in the final spring semester of 2013. You will work with your assigned advisor to determine when and where you complete the final clinical practice. The clinical is full time, unpaid and usually requires a person to take time off from work (using vacation or leave time from your job). Some CUE SPED candidates who are in a special education position in a school district may be allowed to complete their clinical on the job. Approval from the St. Thomas Special Education advisor and the school district is required for all situations.

Leaving your job to complete the final clinical can be very costly. Some people look for a job in a school that allows them to be in a special education setting and possibly use the setting to complete the clinical. It is up to the St. Thomas Special education faculty and the school district to jointly approve any setting for a clinical. Other people take out a loan to cover living expenses that may be forgiven if you teach in Special Education licensed position for a given amount of time. The federal loan forgiveness program for teachers may be an option for you. Go to <http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp> for the federal loan forgiveness program for teachers. Be aware that the TEACH grant cannot be used until you have finished your licensure program and are actually transferred to the Master's program.

**Can I take other sped courses outside of my license area at the same time I am taking CUE licensure classes?**

We do not advise this for two reasons:

- 1) This is a very rigorous, fast paced program
- 2) You are taking at least 6 credits each semester and this is considered full time
- 3) At St. Thomas you cannot be in two degree programs at the same time

**Can I use the credits I earn in the licensure program as part of a master's in special education?**

Yes, while in this program you are enrolled in a "licensure only" program. When you are finished with licensure you can apply to the master's program and transfer the licensure courses into the Master's. The expectation is that you will earn at least a 3.0 in your graduate licensure courses.

**What happens when I complete the program?**

It is important to remember that you are giving back to our Minnesota schools. By spring of 2013 you begin applying to schools and districts in the state of Minnesota. You begin teaching in one of them for four years in a SPED licensure area. CUE has worked with a number of school districts in the metro in particular. We give them your contact information. There is also a job fair in the spring of 2013 that we encourage you to sign up to attend. A number of our metro area school districts actually hold interviews at the job fair.

**Are there additional tests after I am accepted into the program?**

In addition to any tests you are required to take for admission to St. Thomas such as MTLE Basic Skills tests or the GRE (for a GPA lower than 2.75) all candidates for the Special Education license must take a Special Education Core content test and, if you are earning your first teaching license, a pedagogy test is also required. The Special Education core content and Pedagogy tests are taken toward the end of your licensure coursework (J Term or Spring 2013 or very early summer 2013).

**CUE SPED 7**  
**Tentative Course Schedule for 2011-2013**

**Revised Jan. 2012**

Semester	Participants Earning Their First Teaching License	Participants With a General Teaching License Adding Special Education Lic
Fall Semester 2011	<b>SPED 714</b> Collaboration Skills 7:15-9:45 Thursdays (CUE only) Terri Vandercook And choose <b>one</b> of the following sections: <b>SPED 750.01</b> Survey of Exceptionality 4:30-7pm Mondays <b>or SPED 750.02</b> Survey of Exceptionality 7:15-9:45 Wednesdays with Jo Montie or Shelley Neilsen-Gatti	<b>SPED 714</b> Collaboration Skills 7:15-9:45 Thursdays (CUE only) Terri Vandercook And choose <b>one</b> of the following sections: <b>SPED 750.01</b> Survey of Exceptionality 4:30-7pm Mondays <b>or SPED 750.02</b> Survey of Exceptionality 7:15-9:45 Wednesdays with Jo Montie or Shelley Neilsen-Gatti
January Term 2012	<b>TEGR 530.W1</b> Psychology of Teaching and Learning Jan.3, 7, 10, 14, 17, 21, 24, 28 Trudi Taylor Tuesday nights 5-9:45pm and Saturdays 9-3pm	
Spring 2012	Choose one of the following SPED 785 sections: <b>SPED 785.02</b> Behavior Management online 4:30-7pm Wednesdays full semester, Stansberry& R. Hintz <b>or SPED 785.01</b> 4:30-9:30 Tuesdays from Jan. 31 to March 13, 2012 with Lynn Stansberry&Neilsen-Gatti <b>SPED 716.W1</b> Fundamentals for Students with Mild to Moderate Needs (CUE only) Wednesdays 7:15-9:45 with Lynn Stansberry and Barb Stahl <b>TEGR 550.W1</b> Language Development and Literacy 1 Tuesdays 4:30-9:30 March 27-May 15 with Amy Smith	Choose one of the following SPED 785 sections: <b>SPED 785.02</b> Behavior Management online 4:30-7pm Wednesdays full semester, Stansberry& R. Hintz <b>or SPED 785.01</b> 4:30-9:30 Tuesdays from Jan. 31 to March 13, 2012 with Lynn Stansberry&Neilsen-Gatti <b>SPED 716.W1</b> Fundamentals for Students with Mild to Moderate Needs (CUE only) Wednesdays 7:15-9:45 LynnStansberry, Barb Stahl <b>TEGR 550.W1</b> Language Development and Literacy 1 Tuesdays 4:30-9:30 March 27-May 15 with Amy Smith (unless you have a foundational reading and interventions reading course on your transcript)
Summer 2012	<b>SPED 645</b> Educational Assessment, M,W 6-9:15pm with Tom Delaney <b>TEGR 512.W1</b> Human Relations, T,TH 6-9:15pm Marvin Gray <b>TEGR 532.W1</b> Field Experience II (1 credit)	<b>SPED 645</b> Educational Assessment, M,W 6-9:15 with Tom Delaney
Fall 2012	<b>SPED 719.W1</b> Social, Emotional, and Behavioral Interventions (CUE only) Wed. 7:15-9:45 with Shelley Neilsen-Gatti <b>SPED 717.01</b> Elementary Academic Interventions, Mon., 7:15-9:45pm	<b>SPED 719.W1</b> Social, Emotional, and Behavioral Interventions (CUE only) Wed. 7:15-9:45 with Shelley Neilsen-Gatti  <b>SPED 717.01</b> Elementary Academic Interventions, Mon., 7:15-9:45pm
January Term 2013	<b>TEGR 510.W1</b> Education's Place in Society and Field Experience, 4 week nights and 4 full day Saturdays	
Spring 2013	<b>SPED 720</b> Clinical Practice and Seminar: Academic Behavioral Strategist <b>SPED 718</b> Secondary Academic Interventions and Transition, Tues. 7:15-9:45 Todd Busch, Stephanie Corby <b>SPED 598</b> Standards of Effective Practice (1 credit)	<b>SPED 720</b> Clinical Practice and Seminar: Academic Behavioral Strategist  <b>SPED 718</b> Secondary Academic Interventions and Transition, Tues. 7:15-9:45 with Todd Busch and Stephanie Corby
Summer 2013	<b>SPED 598</b> Standards of Effective Practice Portfolio	





**CUE ALUMNI**  
**SCHOOL LOCATIONS FOR WEST METRO AREA SCHOOLS**  
Minneapolis, Anoka Hennepin, Bloomington, Brooklyn Center, Crystal,  
Eden Prairie, Fridley, Hopkins, Intermediate District 287, Lakeville,  
Osseo, Richfield, Robbinsdale, Charter Schools, Private Schools,  
Colleges  
**2011-2012**

**Minneapolis Schools**

**Andersen**

Ben Kimmel, CUE 10

Steven Date CUE2

**Anishinabe**

Ogbiji Victor Okom, CUE 2

**Anwatin**

Joe Siknin Chan, Math, CUE EX1

Andrea Eastlund, CUE 11

Lisa Williams, Math, CUE SPED 3

Maryann Madison, CUE EX 3

Jillene Isaac, CUE 12, SPED 4

**Bancroft**

Leah Lewis-Frazier, CUE 3

Mary Hreha-Johnson, TOSA CUE 3

**Bethune**

Tron Jones, CUE 7

**Broadway High School**

Alice Darlene Gibson, SPED Resource

**Bryn Mawr**

Pauline Cotton, SPED 6

Myliassia Tenner, SPED 4

**Cityview**

Pao Vue, AP, CUE 10

LaCrissha Walton, CUE 11

Mona Hadary Autism SPED 3

Samanntha Mouacheupao - CUE 8

**Edison High School**

Katrina Jacoway, SPED 6

**Emerson Spanish Immersion**

Michelle Wiese - CUE 8

**Green Central**

Catalina Salas, Principal, CUE 5

Yajaira Guzman-Carrero, Bilingual,  
CUE 11

Colleen Lenz, Grade 2, CUE 6

Norma Ulasich Alejandro, CUE 11

**Hale**

Joshua Bliss, CUE 3

Chasu Lo, Grade 3, CUE 3

Ana Arevalo, CUE 7

**Hall**

Bennice Young, Principal, CUE 1

Mathew Collier - CUE 7

Greg Young - CUE 5

Karen Robinson, CUE 9, SPED 4

**Henry High School**

LaTanya Daniels, Principal, CUEX 2

Guillaume Paek, Athletic Director,  
CUE EX 3

Iab Yang, Bilingual CUE 9

**Hmong International Academy**

Andy Xiong, Principal, CUE 5

Nkaujlig Young, Bilingual CUE 8

Jerry Yang, CUE 4

**Nellie Stone Johnson**

Evelyn Kimble, AP, CUE 3

Pia Payne Shannon, CUE 3

Sonrisa Shaw CUE 11

**Kenwood**

Jacquelyn Williams, CUE 4

**Lake Harriet**

Bounna Chhun, CUE 8

**Lucy Craft Laney**

Mauri Melander, Principal, CUE 7

Joel Beck, CUE 2

Kelly Clopton Wright CUE 5

Alicean Caskey Byrd, CUE 8

Kamille Wells, TOSA, CUE 9

Tanya Thomas, CUE 9

Susan Providence CUE 3 & SPED 6

Miata Foluke SPED 6

Joe Groves, CUE 2

**Loring**

Lincy Pullappally, CUE 7

**Lyndale**

Patrick Julien, CUE 7

June Dye Thompson, Grade 2, CUE 7

**Marcy**

Teferi Fufa - CUE 1

**Nawayee Center School**

Ed Colon, CUE 11 Math

**Olson/Lind Lower**

Evelyn Kimble, AP, CUE 3

Shawntel Jenkins, CUE 5

Karen Braye, CUE 6

Lisa Boone, CUE 5

**Olson/Lind Upper**

Delon Smith, Math, CUE EX 3

**Pillsbury**

Jackie Baker, CUE 4

**Ramsey Int'l Fine Arts**

Mia Brown Robinson, CUE 8

Darleen Smith, CUE 4

Tracee Robinson Foote-Adams, CUE 5

Yvette Turner, CUE 1

**Riverbend**

Wendy Larson, CUE SPED 3

Robert Henery, CUE SPED 4

**St. Joseph's Home**

Marie-Renee Grigsby, SPED, CUE 5

**Sanford Middle School**

Christopher Deanes, CUE EX 3

S. T. Jamison, EBD, CUE 5

Stefanie Morseth Helmer, SPED 3

**Seward**

Verlene Green, AP, CUE 2

**Sheridan**

Candace Foreman Coley, TOSA, CUE 7

**Ann Sullivan**

Angela Mansfield, CUE 6

Jillene Isaac, CUE 12, SPED 4

**Transition Plus**

Luke Schmidt, EBD, SPED 5

**Washburn**

Richard Sundberg, EBD, SPED 5

**Wenonah Elementary**

Bettye Brown, CUE 4

**Educational Services Center**

Wangyal Ritzekura, CUE 11, ESL

Byron Adams, CUE 6, TOSA

Antoine Mefleh, ESL, CUE EX 1

**Whittier School for the Arts**

Lah Vixayvong, CUE 4

**Mpls. Reserve Teaching**

Charles Hallman, CUE 2

Lukas Johnson, LD, SPED 4

**Mpls. District Administration**

Bernadeia Johnson, Superintendent  
CUE 1

**Suburban Districts****Anoka Hennepin School District**

Coon Rapids High School:

Tyrone Kindle, SPED 2, AP

**Bloomington**

Kennedy High School:

Donald S. Manson, EBD, SPED 3

**Brooklyn Center**

Earle Brown Elementary:

Helana Crushshon, CUE SPED 6

## **Crystal Schools**

Lionsgate Academy:

Sara Bydzovsky DD, SPED 5

## **FAIR School**

Tamara Valme, CUE 11

Edna McKenzie, EBD, LD, CUE EX 3

## **Eden Prairie**

Oak Point Intermediate School:

Tony Washington, AP, CUE EX 2

Heidi Huber Christopherson, CUE 1

## **Fridley Schools**

Freya Rae Schirmacher, LD, SPED 3

## **Hopkins Schools**

Eisenhower School:

Mae Robinson Gruss, CUEX 1

## **Intermediate District 287**

Gregory Lucas, Admin. Intern, CUE 2

Julia Berry, EBD, SPED 5

Melissa Duckwiley, CUE SPED 5

## **Lakeville**

Stacy Wells, CUE 6

## **Osseo**

Toni Vanyo, DD, SPED 2

Northview Jr. H.:

Ternesha McCorkle, Math, CUE EX 3

## **Richfield**

Dual Language School:

Marta Shahsavand, Principal, CUE 9

Jamil Salaam, CUE 9

## **Robbinsdale**

Cooper:

Joshua Zoucha, EBD, SPED 5

## **Charter and Private Schools**

### **Best Academy**

Joe Gwin, SPED 6

Stephen Shepherd, CUE 7

### **El Colegio Charter School**

Dan Ittner, LD, SPED 5

## **Excell Academy**

Steven Williams, CUE EX 3

## **Friendship Academy Charter**

Carr Kpanyor, CUE SPED 2

## **Holy Angels Academy**

Ray Betton, CUE 5, CUE SPED 1

## **International Spanish Language Academy**

Estela Tapia-Alfaro, CUE 2

## **Minnehaha Academy**

Paulita Todhunter, CUE 1

## **New City School**

Ven Mai Tran, CUE 11

## **New Millenium Academy**

Gary Giel, SPED 6

## **Sojourner Truth Academy**

Eric Robinson, EBD, CUE 6, SPED 5

## **Colleges**

### **Augsburg College:**

Melody Martagon-Geiger, CUE 12

## **Teaching out of State**

Durana Azizi, CUE EX 3 CA Schools

Denise B.-J., Smith, CUE 2 MD Schools

Gary Baldwin - CUE 3 FL Schools

Patrick Barrage - CUE 10 MI Schools

Celia Burton - CUE 1 MD Schools

Sunny Carder, CUE 12 CA Schools

Karen Covington - CUE 4, NC Schools

MarkAnthony Edwards - CUE 9 TX Schools

Adriana Florencia - CUE 9, TX Schools

Leahjean Frazier Dixon, CUE 4, NJ College

Melvina Gillespie - CUE 10 MI Schools

Ursula Hardy-Gorman- CUE 4 WI Schools

Kimberly Hicks- C.U.E. 10, KY Schools

Andrea James -CUE 4 NV Schools

Tanya Johnson Williams, SPED 1 WI  
Craig LeSuer, AP, CUE 1, Kalamazoo  
MI Schools  
Rheyna Mezile Malloy, CUE 7, GA  
Schools  
Tracy Murray Foreman - CUE 10 FL  
Schools  
Utana Newborn, CUE EX 1, TN  
Schools  
Cheryl Pete, CUE 11, AZ Schools,  
Jose Ponce - CUE 6, CA Schools  
Christie Powell Ford, CUE EX 2 TN  
Schools  
Carmenlydia Reggans - CUE 3 WA/OR  
Schools  
Howard Robinson, CUE 7 TX Schools  
Gretchen Stewart Seay, CUE 6 &  
SPED 1 GA Schools  
Ramona Whitehurst, CUE 6, OH  
Schools  
Mexi Zahm, CUE 10 NE Schools

Leaves, Retirements, Etc.

Said Ahmed, Bilingual CUE EX 2  
Willie Allen, CUE SPED 2, LD  
Roque Arcilla, CUE EX 3  
Tracine Asberry-Lindquist, CUE 8  
Bezel Bailey, CUE 1, retired  
Kimberly Blackshear, SPED 2  
Shalema Blue CUE 8  
Catherine Boler, CUE SPED 4  
Leon Buford-Kelly, CUE EX 3  
Terry Burks, CUE 6  
Chalmers Davis - CUE EX 2  
Cornelius Day, CUE 5  
Mark Dundas - CUE 7  
Gina Feinstein, CUE SPED 2  
Linda Fong, CUE 9  
Ryan Galindo, CUE SPED 4  
Randolph Green - CUE 7 NY

Arrin Hawkins, LD, CUE SPED 5  
Larry Hawkins, CUE 5  
Harrison Hamuud, CUE EX 1 & T+T  
SPED (Hamuund in MDE site)  
Marian Hassan CUE 11  
Christal Hudson Dillard, CUE SPED 3  
Renee Hunter - CUE 4  
Vincent Jackson, CUE SPED 3  
Saran Jenkins - CUE EX 1  
Jason Johnsen- CUE EX 1  
Greta Kivens, CUE 10  
Jennifer Lee Struck, CUE SPED 2, LD  
Jeninne McGee, CUE EX 3  
Jean Miller, CUE SPED 3  
Nathaniel Moore, CUE 2  
Amanda Nappier - CUE 3  
Sunita Persaud, CUE SPED 4  
Shirley Pierce, CUE SPED 3  
Leona Robinson Darden, CUE EX 1  
Anisha Samuels, CUE 8 Doc. Program  
Wadsa Schneider CUE EX 2  
Monique Stumon, CUE 8  
Kimberly Trinh-Sy, CUE 12  
Blong Thao, CUE 5  
Cy Thao - CUE 7  
Khe Thao - CUE 11  
Kathy Vulu, CUE EX 1  
William Watkins, CUE 4  
Harold White, CUE 6, retired  
Theodore Whitehurst, CUE 12, CUE  
SPED 5







UNIVERSITY of ST. THOMAS

**University of  
St. Thomas  
Special  
Education  
New Licensure  
Open House**

**Wednesday  
March 7, 2012  
5:00 - 6:30 pm**  
(Refreshments will be  
provided)

**Terrance Murphy  
Hall 252  
Minneapolis  
Campus**

**Starting a Career in Special  
Education  
or  
Adding a New License**

University of St. Thomas is  
inviting Alumni and individuals  
who would be interested in:

**New licenses:**

- Academic Behavioral Strategist
- Autism Spectrum Disorders

**Adding to your current license:**

- Academic Behavioral Strategist
- Autism Spectrum Disorders
- Developmental Disabilities
- Learning Disabilities
- Emotional Behavioral Disorders
- Early Childhood Special Education

**Please sign up for this event  
by emailing Pat Thomas at  
[thom2319@stthomas.edu](mailto:thom2319@stthomas.edu)  
or calling 651-962-4980**







UNIVERSITY of ST. THOMAS

## 2nd Annual Education for Everyone Event



We hope you can join us for the second annual Education for Everyone event series, which will feature a wonderful performance by Fidgety Fairy Tales, a project of the Minnesota Association for Children's Mental Health (MACMH). The Education for Everyone Event series aims to share information and raise awareness of students with a variety of learning strengths and needs so everyone can better understand and support these individuals in our schools and communities.

Once again, we will be offering CEUs when you attend the pre-performance workshop and the Fidgety Fairytales performance. The two CEUS will fulfill licensure renewal credit for Early Warning Signs of Mental Illness and will cost \$25. More information at [www.stthomas.edu/education/events](http://www.stthomas.edu/education/events).

***Education for Everyone featuring Fidgety Fairy Tales***

**Wednesday, February 15, 2012**

**Woulfe Hall, Anderson Student Center**

**University of St. Thomas St. Paul campus**

Program Schedule:

4:30p.m. Registration & Networking (sponsored by CAPS Alumni)

5:30p.m. CEU Workshop and Panel Presentation: *Professional Perceptions and Expertise on Early Warning Signs of Mental Illness*

6:30p.m. Reception with information and refreshments

7:30p.m. Musical Performance by Fidgety Fairy Tales

8:30p.m. Program Ends

Performances include:

Goldilocks (obsessive compulsive disorder)

Boyd, Who Cried Wolf (Tourette syndrome)

CinderEdward (bipolar disorder)

**SPECIAL NOTE: PARKING IN THE ANDERSON RAMP IS FREE THIS YEAR. IN ADDITION, THE GATE ARM IN THE PARKING RAMP WILL BE RAISED THE ENTIRE EVENING, WHICH MEANS YOU CAN ENTER AND EXIT WITH EASE.**

---

We are also excited to announce a Chaska and Woodbury Special Education Cohort beginning Spring 2012. These classes will be offered at a significant savings.

Licensure and Master of Arts degrees are offered in the following academic areas:

- Learning disabilities
- Emotional behavior disorders
- Early childhood special education
- Developmental disabilities

## **Collaborative Urban Educator Program Alumni News from the Field 2011-2012**

**Alumni News from the field** give the CUE program an insight into all the activities that CUE alum are involved in and the impact they have had in the education field. CUE alum have ventured into administration, started new schools at home and abroad, designed national science curriculum at NASA, built strong relationships with students through their involvement with programs and competitions such as Girls Moving Forward and Ladies of Edison, Lego League, Destination ImagiNation (competed globally), received grants to attend conferences and/or design curriculum in Costa Rica, Honduras, Brazil, nominated for teacher of the year, and presented at conferences such as American Association of Curriculum and Instruction. CUE alum from CUE 1-10 cohorts earned a 1-6 elementary teaching license, CUE 11 & 12 earned a K-6 elementary and 5-8 specialty teaching license, CUE Expansion 1-3 cohorts earned a K-6 and 5-8 specialty teaching license, CUE Special Education cohorts earned a SPED license in EBD, DD or LD.

### **Bernadeia Johnson, CUE 1:**

- Superintendent of Minneapolis Public Schools
- Doctorate, University of Minnesota
- St. Thomas Alumni of the Year

### **Katrina Jacoway, CUE SPED 6:**

I have had an interesting first year since leaving CUE. I have learned a lot about the field of special education and how rapidly things change. For example, the move toward standards based IEPs in Minneapolis. I have learned that in the field of special education you will have to frequently adapt when instructing students with diverse needs and that you have to maintain flexibility. In addition, I have experienced the joys of collaboration. I had an excellent English teacher whom I worked with and we often consulted to meet the needs of the class and discussed culture and culturally related issues when collaborating. I also built relationships with my students and began a girls group (Ladies of Edison). The group promoted positive self-image and self-esteem. We met once a week and had approximately 15- 20 girls who attended weekly. Our first speaker was Miss. Shannan former radio personality of (96.3).

### **Dr.Ogbiji Victor Okom, CUE 2**

This is from La Ceiba, Honduras. The interesting thing that has happened so far in my life is that after graduating, I took a three years leave of absence from Minneapolis Public School to explore international education. This landed me in Honduras as rector of an international bilingual school. I have also published my dissertation as a book. For more information check out my website and blog from La Ceiba, Honduras at [www.drokom.com](http://www.drokom.com).

### **Julia Berry, CUE SPED 5:**

- finished my Masters degree in special education-EBD, Spring 2012
- collaborated with Ms. Kelley Eubanks, of Girls Moving Forward, for a young woman's workshop called "Discovering your Queendom"
- completed 5 years of English and Special Education instruction at Epsilon at the Hennepin County Home School

### **Vanessa Thompson, CUE EX 1:**

It's been many years since I completed my license requirements and M.E. thru CUE Expansion in 1999, so of course I have stories to tell! But, seriously, I am STILL at Crossroads Elementary School in St. Paul, a school I thought I'd teach at a few years before moving on to my "real love", middle school science. I recall you telling me about this new year-round elementary school that was opening in St. Paul and advising me that although it wasn't a middle school, I could really sharpen my skills as a teacher in their Science Program. I interviewed and was offered a position as a 4th, 5th, or 6th grade teacher, which I gratefully accepted. My teaching career was officially underway. I learned a lot over the years teaching in the 3rd and 4th grade loop at Crossroads and found that I really loved our families, year-round schedule, and the elementary environment, yet, I did not abandon my dream of becoming a Science Specialist. Eventually able to realize my goal when I became the Science Specialist for the Montessori and Science Programs in my very own building! Yes, for three years, I was the Science Specialist at Crossroads Elementary School, but then opportunity knocked again.....Now I am the Gifted Talented Teacher (.5) and the Science Curriculum Coordinator (.5) for the Science Program in my building, so my Crossroads Adventure continues. But the biggest challenge I faced this year was not related to my new jobs, but to an extra curricular activity. I reluctantly took on a Lego League Coaching position this past year after one of the original coaches in my building left our district. What did I know about robotics? Not a lot, and neither did my co-coach, nor our students. We laughingly referred to ourselves as the misfits of science, but we never gave up. What we lacked in know-how, was made up for in enthusiasm. Well, long story short, enthusiasm alone doesn't win trophies and thus we did not bring home a trophy, but we did grow together, had lots of fun, and are planning for next year. Who knows where we'll place next year, but we'll have a blast and learn lots. Now as for me...who knows where my past will take me, but I have a solid foundation and CUE was a huge part of providing that foundation.

**Tony Washington, CUE EX 2:**

Two years ago, I completed my ED.S license through St. Thomas with Dr. Dave Peterson and will begin working on my Ph. D soon. I just completed my first year as an administrator (Associate Principal) at Oak Point Elementary in Eden Prairie and will return again next year. I hope to move up to principal within the next couple of years. Take care

**HelanaCrushshon, CUE SPED 6:**

I am working at Earle Brown Elementary in Brooklyn Center as a special education teacher. I work with students with EBD and/or other health disabilities. I love every second of my job and owe it all to my experiences in CUE. I also earned my Master's degree in special education this past December. I am working on the Student Support Team (working to provide interventions and support for students who are having difficulty in school) and the Behavior Problem Solving team (brainstorms supports for students whose behaviors are keeping them from being in the general education setting). I also am a part of the Crisis Intervention team for the school. I am so blessed to be in the position that I am and look forward to my work in special education for a very long time!

**Anupma Sharma, CUE SPED 2:**

I am still teaching in self-contained EBD program. This is my 9th year. Over the years, lots of good things have happened. I remember few which I would like to share with you.

1. Last year a student of mine at Highland Sr. played Football and he was honored as a best Defense and most liked student at school. He graduated with Gen ed Diploma.
2. Last year 5 seniors graduated on time. This was my first group that I had since there ninth grade.
3. I have co-taught Biology for four years now. I have been a part of Since PLC. AS a PLC we are working together to make things better for gen ed and sped students. We have come up with several realistic solutions to help students to be successful in biology class.
4. I have added a Masters in Special Ed. in 2006. I have completed all my coursework for LD license and will apply for it over the summer vacation. I have started taking classes for ASD.

**Angela Mansfield, CUE 6:**

I have had an amazing first year as a fellow with Charter School Partners ([http://charterschoolpartners.org/the\\_fellows.aspx#](http://charterschoolpartners.org/the_fellows.aspx#)). The ultimate goal of this school leader fellowship is to open my own game changing, high achieving charter school in Minneapolis fall 2013. It has been quite an amazing journey thus far and I have learned and accomplished so much for my school, ARCH Academy.

In this 1st year of the fellowship I've met some pretty tremendous benchmarks, the most recent being a \$250,000 start-up grant from the Walton Family Foundation! Please click on the link below to be directed to the full write up:

<http://blog.charterschoolpartners.org/?p=3764>

Some of the other amazing benchmarks that I've met:

- ARCH Academy was authorized in February by one of the most rigorous authorizers in the state, Student Achievement Minnesota LLC,
  - Received our Certificate of Incorporation from the Secretary of State, becoming an officially recognized non-profit in the state of Minnesota,
  - Created an AMAZING, diverse board of multi-talented people
  - Started creating meaningful relationships and networks in the community we intend to serve
- So exciting, and this is only the beginning - and to think that I only really got to work on this last July! We will open doors to ARCH Scholars August 2013. I am blessed to have met these significant deadlines and to have a full year to recruit students and staff as well as attend to the various important operational and program design milestones needed for opening an amazing school.

I am so proud of the work I've been doing and so exciting for what it will mean for students in Minneapolis. Thank you for giving me an opportunity to share! :)

**Mauri Melander, CUE 7:**

Finished my third year as upper grades AP at Lucy Laney. Saw my 8th graders take third in the district on their winter Math Assessment. And was promoted to principal at the same building for 2012/2013.

Woo Hoo!!!

**Susan Fredrickson, CUE 9:**

I have been awarded the Fund for Teacher grant for this summer, and I am off to Costa Rica for two weeks.

Here's the link to where you will find my name and a summary of my project under the Saint Paul Program.

**Guillaume Paek, CUE EX 3:**

I am the Athletic Director at Patrick Henry High School in MPS. I just took the job this year, and has been an amazing year. Getting fired up for next year!

**Dr. Fatima T. Lawson, Ph.D. Principal, CUE 6**

L'Etoile du Nord French Immersion School

This year has seen a lot of success stories from our school and students. We placed first in the Stock Market Game, one of our Destination ImagiNation advanced to the global competition in Knoxville TN this past month. We had a students who won the French Math Competition and placed first in the nation and 7th in the world.

I am the proud recipient of the American Council for International Education(ACIE) Exchange Program. I will be spending some time in Brazil this summer learning from other administrators like me. I hosted three Brazilian Administrators this past fall. It was a very educationally refreshing experience, and I look forward to participating in this fellowship this July/August!

**Melvina Gillespie, CUE 10:**

I am working on completing my doctoral program in educational leadership. I am near completion. I hope to have my dissertation completed by December. Last year I taught middle

school language arts. When I started teaching language arts in the middle school, the middle school was not making AYP in language arts and math. The number of students identified as proficient in math and language arts went from 30% when I arrived to 90% and 85% respectively. If there is one thing I am proud to have done was move a group of kids who fall within the statistical demographic (Black, Hispanic, 90% free or reduced lunch) where there is an achievement gap. These kids defied it, and I am proud and blessed to have had the opportunity to teach and learn from them.

**Alissa A. Keil, CUE 8:**

Before working at NASA, I was a fifth and sixth grade teacher at Crossroads Elementary School in St. Paul, MN for almost 7 years. I had the opportunity to work in a fantastic school with an amazing principal and staff! I learned so much about at Crossroads on how incorporate STEM into my classroom using inquiry!

I currently work for the NASA Explorer Schools Project. I work out of NASA Johnson Space Center in Houston, TX. I have worked at NASA for 7 years. The NASA Explorer Schools project is NASA's classroom-based gateway for middle school (grades 4-8) and high school (grades 9-12) classrooms offering unique learning experiences inspired by NASA's missions. NES provides free teaching and learning resources that promote student engagement in science, technology, engineering and mathematics, or STEM. NES provides opportunities for teachers and students to participate in NASA's mission of research and discovery through inquiry-based experiences directly related to the work of NASA scientists and engineers.

Teachers have the opportunity to participate in professional development experiences delivered through the NES Virtual Campus website that support effective classroom implementation of NES resources. I help deliver online professional development with focuses in chemistry, physics, human physiology, and biology to teachers across the country.

NES provides recognition opportunities for outstanding students, based on exemplary achievement and participation in NES project activities. They may participate in a virtual student symposium and may apply to attend a national STEM symposium which was located at NASA Johnson Space Center this past May. I helped NES to coordinate 100 participants for this event. The students and teachers toured the NASA Johnson Space Center and Space Center Houston NASA Johnsons Visitors Center. Students and teachers met many NASA scientists, engineers and scientists and researchers to learn about career options.

I have the opportunity to reach teachers across the nation and share in the excitement of offering valuable NASA resources that supplement current classroom curriculum and are geared to the new standards. We want to help inspire teachers and inspire their classroom of learners.

**BounnaChhun, CUE 8:**

I teach first grade at Lake Harriet Community School in Minneapolis. My first graders are above their grade level in reading.

**MexiZahm Glass, CUE 10:**

I am very involved with the Minnesota Humanities Program : Cultural Proficiency and the Innocent Classroom (Alexs Pate)

I have been involved for three years now and continue to be part of the team.

Last summer I helped write 60 lesson plans for the Phyllis Hunter Libraries in partnership with MN Humanities.

I also was honored to introduce the Key Note Speaker: Wil Parker from ASCD and be a Presenter of my session called "Learning Chants" in which I taught fellow teachers how to incorporate Learning Chants I produced and use within my own classroom. During the Differentiated Instruction Conference held in Omaha, NE.

I am still the Chairperson for the Safe and Secure Discipline Schools within my building at MinneLusa Elementary and had only 2 Referrals written by myself all year long.

**Denise L. Smith, CUE 2:**

I have been living in Maryland teaching in the Prince Georges County Public Schools completing my 5th year. A day, week or month doesn't go by without me thinking about Cue, the ladies behind the vision and the opportunities that have been afforded me resulting from the first interview. I will always be grateful to you all. By the way, when you speak to Trudi and Ava...send them my love and gives some to yourself as well.

I have been nominated as the State of Maryland Teacher of the Year!!! There will be a dinner event next week where the winner will be announced. There are some extraordinary candidates that I am up against. However, the acknowledgment at the level of a Nominee has been surreal. The PTA, Administration and my colleagues along with the parents in my classroom were working together secretly to nominate me. Then they discovered they need a speech written by me so they had to let the cat out of the bag.

Of course you know me, I didn't know anything about these various awards and started exploring. Friday, I submitted a prepared portfolio nominating one of my colleagues for the Christa McAuliffe Outstanding Educator Award. Monday, I will submit 4 portfolio nominations for 3 of my colleagues and my Principal. I think I have just discovered another area of passion where I can use my strengths and skills. I love elevating others.

I have been at Thomas G. Pullen Arts Focus School for the past four and a half years. I have been teaching first grade, developed an African American Boys summer institute last summer, started an afterschool all boys program for the past two years focusing on those lacking in basic skills. I have been a team leader and grade level chair. I even started a teacher of the month for my team. I am having a blast Jeanne. I love my parents and students and they love me. I have developed quite a following. This year I facilitated a parent workshop in a program I named: Parent University. The turnout was incredible. The request for another has been humbling. I also served on a panel during a PTA event with the Area Superintendent. Maryland has been good to me and for now I will remain here.

**Gretchen Stewart, CUE 6:**

MA Curriculum and Instruction UST 1998

Teacher of the Year Finalist MPLS 1999

Plank Fellow (The New Teacher Fund) 1999, 2000

KezaiKoho Fellow National Council Social Studies 1999

MA Special Education EBD UST 2003

Principal Licensure Georgia State 2005

City of Atlanta Proclamation for Innovative Teaching 2006

Leaders in Learning National Finalist 2006

Current Position: Georgia Learning Resources System Specialist, responsible to provide state of GA DOE directed professional learning to schools in 50th and below percentile, in a 6 district region (301 schools) for achievement and LRE for students with disabilities.





**COLABORATIVE URBAN EDUCATOR PROGRAM  
CUE SPED 7 2011-2013 Cohort**

Joseph Blum 3804 E. 55<sup>th</sup> St., Mpls. 55417 612-703-3394

Jason Clopton 6729 Noble Ave. N. Brooklyn Center 55429 763-245-2096

Deborah Conrad 135 Nathan Ln. N. #136S Plymouth 55441 320-310-6452

Deborah Covington 742 Forester St. St. Paul 55102 651-642-1348

Valerie Crawford 368 E. 44<sup>th</sup> St. Mpls. 55409 612-824-9391

Judi-Ann Ford 9556 Kingsview Ln N. Maple Grove 55369 763-742-8228

Cheri Galli 2348 Edinbrook Terrace Brooklyn Park 55443 763-425-7987

William Hill 9000 Telford Crossing Brooklyn Park 55443 763-424-2824

Vena Jones 11105 Vessey Circle Bloomington 55437 952-484-9571

DeAndra Knighten 1210 Morgan Ave. N. Mpls. 55411 612-354-7347

Scott Knudsen 6326 Stevens Ave. Richfield 55423 612-803-8096

Clare Lockman 1278 Ruggles Roseville 55113 651-769-7116

Ross Muellenberg 2709 12<sup>th</sup> Ave. S. Mpls. 55407 612-834-0616

Martin Odima 3385 Van Dyke St. White Bear 55110 651-726-4554

Pamela Owens 4054 Bryant Ave. N. Mpls. 55412 612-250-9688

Sarah Rockenstein 4259 Elliot Ave. S. Mpls. 55407 612-616-8518

Brett Shafer 9909 36<sup>th</sup> Place N. Plymouth 55441 612-810-2115

Kelly Sundquist 6900 Minnetonka Blvd. St. Louis Park 55426 612-554-0890

Christopher Thao 7401 Abbott Ave. N. Brooklyn Park 55443 763-843-0924

Jennifer Villella 5572 Aldine St. Shoreview 55126 651-210-0960

Suzanne Werden 2330 Ensign Ave. N. Golden Valley 55427 763-221-0407

Jermaine Wiley-Clomon 855 County Rd. D #207 Vadnais Hts. 55109 320-309-7730

Nathaniel Youngquist 742 Ashland Ave. St. Paul Park 55071 651-485-5673



## **CUE ESL Cohort Schedule of Coursework**

### **Fall 2013 Sept. 4 2013 – December 20, 2013**

TEGR 632 Grammar Instruction 3 credits Tuesdays, 4:30- 7pm

TEGR 628 Literacy and oral Language Dev. 3 credits Thursdays, 4:30-7pm

Work on SOEP Standards of Effective Practice Portfolio for first license people in ESL

### **Jan. 2014**

TEGR 530 Psychology of Teaching & Learning 3 credits for CUE SPED and ESL First license people

### **Spring 2014**

TEGR 620 Additional Language Acquisition 3 credits

TEGR 622 Language and Culture 3 credits

TEGR 532 Field Experience II for First license people 1 credit

Work on SOEP Standards of Effective Practice Portfolio for first license people in ESL

### **Summer 2014**

TEGR 630 Testing and Assessment 2 credits

TEGR 626 Intro to Linguistics 3 credits

Work on SOEP Standards of Effective Practice Portfolio for first license people in ESL

### **Fall 2014**

TEGR 634 Methods and Advocacy for ELLs 3 credits

TEGR 538 Field Experience III 1 credit

SPED 750 Survey of Exceptionality 3 credits for First license people

Work on SOEP Standards of Effective Practice Portfolio for first license people in ESL

### **Jan. 2015**

TEGR 510 Ed's Place in Society 3 credits CUE SPED and ESL First license people

### **Spring 2015**

TEGR 660 Clinical Practice 7 credits (First licensed)

TEGR 665 License Endorsement 2 credits

### **Summer 2015**

TEGR Human Relations 3 Credits CUE SPED and ESL First license people



## **Final Report July 2013 CUE SPED 7**

**The following feedback comments are reflective of the CUE SPED 7 cohort's experiences.**

### **What worked well for you?**

The flexibility of the professors worked well for me, without this I would have not been able to finish this program.

Having the program laid out and all of the classes scheduled for us was very helpful.

All the professors were always very helpful and accommodating with the course schedule. I also liked that the program was condensed into 2 years.

I think the cohort model was a strength. The professors were more than willing to help with individual problems. I think overall it is a great model.

I liked having the evening classes (though 9:45 is pretty late when you have to teach the next morning), and I LOVED my cohort. I wish all our classes could have been cohort-only (but I'm selfish). ☺ I really liked having the professors as teachers—they were excellent. I also thought the content was good—I learned very useful things in all my classes. I think the Collaboration Skills class was the best class I have ever taken, anywhere. It helped me so much in my personal and professional life.

Financial aid.

Being able to take what I learn at night in class and turn around the next day and use it in my teaching practices with students.

As intense of a two year period as it was, it sure is nice to be receiving the license this quickly already!

This program is amazing and has changed my life in many positive ways! I feel ready to go out into the community and help students who have special needs to reach for their potential, both academically and socially.

### **What did not work well for you?**

Student teaching and having a class at the same time is very difficult. Maybe in the future staff could find a way to adjust this.

It was very difficult taking classes and completing chemical practice at the same time.

Some of the topics learned overlapped between courses. This was good practice, but it would have been nice to practice other topics as well.

Probably the one thing I would change is class times. It is really hard to focus until 9:45 for a 3 hour class on a teacher's schedule. I'd move them up a little bit. I would say most people can get here by 6.

I would say having class from 7:15-9:45 got long. Sometimes I wish we could start classes at 6:00 or even 6:30...It was also hard to have 2 classes a week at times. In some of the classes, I felt like we were doing things redundantly—like an FBA in 785 and an FBA in 719. I think the extra practice was probably good, but I didn't feel like I was learning anything new or had any higher expectations in the second class. We definitely saw some of the same videos and had some of the same discussions in different classes, but maybe that just shows how overlapping the areas of SpEd are.

Many professors did a poor job of evenly distributing their workloads over the whole semester. There were multiple courses where we did what seemed like nothing for the first month of the semester, and then we had to turn in something like 3 projects in the last four weeks of class. I understand easing into a class for the first week or two, but the course work needed to be more evenly balanced.

I felt that the Friday meetings 5-8 were mostly overkill, especially when they were powerpoint based.

### **What was the best part of this program?**

Meeting all the new people was great. Also knowing I accomplished something that most people would not do is a great feeling. I also love student teaching. The students are great!

The best part was having the opportunity to gather and learn with likeminded people.

Learning to be a special education teacher over all was interesting. I also enjoyed getting to know my peers and my professors.

Knowledgeable professors and the networking you are able to do with colleagues who you will work with in the future.

The best part was the people I met—the professors were all great, my cohort classmates were super fun and great to learn from and learn with. I found St. Thomas to be a close-knit caring community and will be sad to not be going there anymore. I am also extremely excited to have such a useful license—I hope I can get a job and put it to good use!

Urban focus. Emphasis on multiculturalism. A diverse group of people with a common purpose, learning to change our society together, for the better! How relevant the majority of topics were to my day to day job.

For me, the best part of the program was being a part of a community that cares about students and about their future. There is a lot of potential in our CUE for master teachers!



**CUE ALUMNI  
SCHOOL LOCATIONS FOR  
EAST METRO AREA  
Saint Paul, Burnsville,  
Centennial, Shakopee, North  
St. Paul, Rosemount,  
Roseville, So. Washington  
Co., West St. Paul, White  
Bear, Stillwater,  
Charter Schools, Private  
Schools, Colleges  
2011-2012**

**St. Paul Schools**

**Adams Spanish Immersion**

Kelly Raquel Casper, Grade 1, CUE 6

Margarita Romo, CUE EX 2

Ingrid Martinez, CUE 11

**American Indian Magnet**

Michael Paradise, Grade 3, CUE 10

Toni Lofgren, CUE 4

**Barack & Michelle Obama  
Elementary**

Vatsala Menon, Grade 2, CUE 8

Monroe Walker, AP, CUE 7

Denise Guelker Braus, DD, SPED 5

Maijue Xiong Lochungvu, CUE 7

Fhonda Hicks, EBD, SPED 2

James Walker, CUE 10

Jennifer Linehan, SPED 6

**Battle Creek Elementary**

Suvone Vang, Grade 5, CUE 5

Shannon Roney Jax Autism, SPED 2

Niki Gores, Grade 4, CUE 8

Niceta Smith Thomas, EBD, CUE 12

Phillip Clomon, CUE EX 1

**Battle Creek Middle**

Shoua Ty Lee, Culture, CUE EX 2

Susan Nodler, DD, SPED 6

**Bemjamin E. Mays Elementary**

Linda Dixon, Grade 2, CUE 5

Giselle Spears, Grade 3, CUE 6

Aaron Benner, CUE 4

**Bridgeview**

Enrique Centeno, DD, SPED 2

Joan Duncanson Elbert, DD SPED 2

Dustin Thune, CUE SPED 4

Kristen Larson, DD, SPED 5

**Bruce Vento**

ShouaFaith Moua Principal, CUEX 1

Catherine Butcher, EBD, SPED 1

**Capitol Hill Magnet**

Teynae Richardson, Grade 4, CUE 7

**Cherokee Heights Elementary**

Ana Miranda, PreK, CUE 7

Cynthia Herrick, CUE SPED 4

Craig Sevick, EBD, SPED 5

**Como Park Elementary**

Michael Binns, Grade 6, CUE 4

**Como Park Senior High**

Beatriz DeSantiago Fjelstad, CUE  
EX 2

Anupma Sharma EBD, SPED 2

**Crossroads Elementary**

Vanessa Carter-Thompson, Science,  
CUE EX 1

Diedra Carlson, SPED 5

**Daytons Bluff Elementary**

Ma'lene Walker, Grade 6, CUE 8

Plotlisang Rowan, Grade 3, CUE 9

**Eastern Heights Elementary**

Laura Nunez, Grade 6, CUE 3

Dawn Vaughn, Literacy, CUE 11

Robin King, SPED 6



**Expo Magnet**

Chan May Vang, Grade 3/4, CUE 8

**Farnsworth Aerospace Magnet**

Mary F. Clardy, Literacy, CUE 6

Julie Vasquez, Grade 1, CUE 3

Maymoua Yang, Grade 1, CUE 5

**Four Seasons A+ Elementary**

Elizabeth Mena Larson, Grade 5, CUE 6

Nathan Kellar-Long, CUE 4

**Frost Lake Elementary**

Chivouayi Lo, Grade 3, CUE 10

**Groveland Park Elementary**

Tasha Hardin Klepp, Grade 3, CUE 10

**Hancock Elementary**

Kyle Johnson, CUE 12

**Harding High School**

Louis Francisco, 8.5 Excel, CUEEX2

Sinhang Has, Science, CUE EX 2

Sara Masson Sylvester, CUE SPED 4

John Hamilton, DD/LD, SPED 4

**Hazel Park Middle**

Daniel Harty, LD, SPED 2

Thy-Dung Nguyen, CUE 9

**Hayden Heights Elementary**

Song Thao, Grade 4, CUE EX 2

**Highland Middle School**

Kirk Morris, AP, CUE 5

**Highwood Hills**

Eleanor Clemmons, Principal, CUE 7

Katherine Campbell Bjostad, Autism,  
CUE SPED 3

Jennifer Lopinot Stokes, CUE SPED 4

Leetta Douglas, Grade 3/4, CUE 8

**Horace Mann**

Sara Gramer, SPED 3

**J. A. Johnson Elementary**

See Pha Vang, Grade 2, CUE 3

Marcus Moten, Grade 5, CUEX2

Myla Pope, Grade 5, CUE EX 2

**Johnson Senior High**

Lillian Collins-Renelus, SPED 4

**Journey Secondary**

Antwon Williams, SPED 6

**Letoile Du Nord French****Immersion**

Fatima Lawson, Principal, CUE 6

Lequyen Tran, Grade 5, CUE 3

**Linwood A+ Elementary**

Gia Taylor, Grade 2., CUE 4

**Maxfield Elementary**

Leslie Silas, Grade 2, CUE 1

Barbara Merritt, CUE 11

**Mississippi Magnet Elementary**

Ann Po King Yee, Kdg/1., CUE EX 1

Zong Hlub Yang, Grade 2, CUE 8

**Museum Magnet**

Gwen Jones, Grade 4, CUE 3, SPED 1

**Music Academy**

Ly Vang Xiong, Grade 4, CUE 12

Omar Adams, CUE EX 2

**North End Elementary**

Vicky Estrellado, Grade 1, CUE 10

**Open School**

Lynette Scott, CUE 6

**Phalen Lake Elementary**

Kay Vichaiyarath, Grade 3, CUE EX 1

**RiverEast**

Ben Fleischhacker, SPED 6

**Riverview Elementary**

Amanda Stivaliss Licon-Gervich,  
SPED 5

**St. Anthony Park**

Susan Fredrickson, CUE 9

**Wellstone Elementary**

Deb Martin, Enrichment, CUE 10

Regina Burrell, LD, SPED 2  
Matthew D. Smith, CUE 6  
**World Cultures Elementary**  
MaiYia(Candace)Lee, Grade 1, CUE 4  
Michelle Butchee, Grade 1, CUE 4  
Sang Le, Grade 3, CUE EX 1  
Michael Shepperd, SPED 2  
Ray Sims, Science, CUE 2

**SPPS District Positions**

Title I Funded Programs:  
Amanda Herrera Gundale, CUE 9  
**St. Paul District Administration**  
Sharon Freeman, Executive  
Director of Elementary Education,  
CUE 7  
Harold Scott, AVID & Gifted, CUE  
EX 2

**SPPS Special Education Dept:**

Larry Wren, CUEx 2 & SPED 2

**Substitute Teaching**

Ruey-Yun Chern, CUE 6  
Annette Lopez, CUE 4

**Suburban Schools, Out State**

**Aurora Schools:**

Mesabi East Elementary: Eric  
Dinsmore, LD, CUE SPED 6

**Burnsville Schools**

Erik Moe, CUE SPED 3

**Centennial Schools**

Amy Homicke, DD, SPED 5

**Forest Lake Schools**

Robert Degroote, SPED 5

**Goodhue County Education District**

Camly Kruse, ECSE, SPED 6

**North St. Paul Schools**

Tartan High School:

Bill Derden, AP, SPED 2

Delene Thomas-Sanders, EBD, CUE  
11 & SPED 3

James Salava, LD, SPED 2

John Glenn Middle:

Barbara Marchetti, SPED 4

Dana Pederson, LD, CUE SPED 3

Gladstone TEEP:

Cynthia Hanley-Thureson, SPED 3

District Education Center:

Ayanna Farrell, SPED 6

**White Bear Schools**

Willow Elem:

Debra Barraza-Hibbard, CUE 9

**Rosemount/Apple Valley Schools**

Rosemount Elem:

Kristin King-Fournier, DD, SPED 5

**Roseville Schools**

Little Canada Elementary:

Teresa Laws, Grade 6, CUE 12

Angela Camacho, Grade 4, CUE 8

Emmet Williams:

Danielle Schacherer, SPED 4

Edgerton Elementary:

Catherin Nixon, CUE 11

**Shakopee Schools**

Red Oak Elementary:

Stan Kusunoki, Gifted, CUE 9

**SO. Washington Co. Schools**

Cottage Grove Middle:

Robin Francis, AP, CUE 5

Crestview Elementary:

Richard Romano, Principal, CUE 8

Hillside Elementary:

Susan Gravelle, SPED 4

**Stillwater Schools**

ALC High School:

Gina Runck, SPED 4, 11<sup>th</sup>/12<sup>th</sup>

grades SPED Electives Teacher

Oak-Land Junior High:  
Yaritzzy Sorenson, SPED 4  
**West St. Paul/Mendota Hts.**  
Friendly Hills Middle:  
Dawn Shannon, SPED 3

#### Charter and Private Schools

**Cesar Chavez Charter School**  
Marita Moran, LD, SPED 6  
**Hope Community Academy School**  
Danielle Zdon, CUE EX 1  
**Community of Peace School**  
Maria Anderson, LD, CUE SPED 3  
**Dugsi Academy**  
Charles Moore CUE 7  
**Higher Ground Academy**  
Sharon Hampton Cornely, Title 1,  
CUE EX 3  
Dereje Daba, Grade 2, CUE 11  
**EDVISION**  
Michael Motzko, LD, SPED 3  
**St. Agnes**  
Frank Webster, CUE 11, Soc  
Studies  
**MCC School**  
Tasia Islam, Ed. Coord., CUE 12  
**Origins:**  
Sharon Greaves, CUE 6

#### Colleges

**Winona State University**  
Paul Stern, SPED 3

#### Teaching Out of State

Minoo Alahyari, CUE 3 FL Schools  
Nedra Anthony-Houston, CUE 5 GA  
Schools

Lynneice Bowen, SPED 2 EBD, FL  
Schools  
Athena Dupart-Meachem, CUE 2 CA  
Schools  
Celanese Fantroy, CUE 4 GA  
Schools  
Sabrina Harris, CUE 12, GA Schools  
Marcus Knox, CUE 8 WI Schools  
Kim Korent, CUE EX 1 WI Schools  
Alissa Kuseske, CUE 8, NASA,  
David Laday, CUE 7, NE Schools  
Teng Lee CUE 3 WI Schools  
Priscilla (Davis) Simon CUE 4 GA  
Schools  
Liz Wilson, CUE 7 IN Schools  
William Yang, CUE 11 FL Schools

#### Leaves, Retirements, Etc.

Shabnam Alimohamed Butler CUE 6  
Elena Calderon, CUE 4  
Jacqueline Caldwell, CUE 1, retired  
Michelle Deziel, CUE 8  
Lissette Estepa, CUE 7, CO  
Wilfred Johnson, CUE 6  
Mary Jones, SPED 2  
Tiffany Kirk, CUE 10  
Lacna Lee, SPED 4  
Carla Long, CUE 2  
Fran Mudek, CUE EX 1, retired  
Phyllis Nesbit, CUE 1 retired  
Stacy Noyes, EBD, SPED 5  
Luke Rus, CUE SPED 4  
Nichole Salaam, CUE EX 3  
Peter Sandstrom, CUE 2  
Daria Slick, CUE 5 IA  
Dua Thao, CUE EX 2, Library  
Science  
Scott Tryggeseth, CUE 7

Tou Vang Xiong, CUE 7  
La Yang CUE EX1  
Dexter Yee Yick, CUE EX 3  
Tracy Zachary, CUE 7

Deceased:  
Zelma Wiley  
Kitisha Collins

