

# education *views*

UNIVERSITY OF COLORADO AT BOULDER SCHOOL OF EDUCATION

## School Wins Journal Competition

### *Journal of Teacher Education* Moves to Boulder Campus

Assuming editorial responsibilities for a major research journal requires academic expertise and a national profile, characteristics that the American Association of Colleges for Teacher Education (AACTE) carefully considered when it selected the School of Education as the new institutional home of the *Journal of Teacher Education* and Drs. Hilda Borko, Dan Liston, and Jennie Whitcomb as *Journal* co-editors.

Through a competitive process, the AACTE publications board named CU-Boulder the winner last spring. The editorial team of Borko, Liston, and Whitcomb, along with doctoral student Kathryn Burns in the managing editor position, hopes to continue the legacy of Marilyn Cochran-Smith and her staff at Boston College, who elevated the *Journal's* status as one of the premier scholarly journals in teacher education policy, practice, and research.

CU editors say they are up to the challenge. "You would be hard-pressed to find any perspective or issue on teacher education that one of us didn't know," Borko says, noting expertise on diversity, the emotional/spiritual side of teaching, subject matter expertise, pedagogical content knowledge, and the role of student teaching as examples. "Among us, we've written about or studied all of those things. Our hope is that the *Journal* will look welcoming to a variety of perspectives related to teacher education policy, practice, and research."

Whitcomb echoes these sentiments. When asked why the School of Education—and the new editors in particular—decided to compete, she explains, "We have a lot of talent and vision about teacher education. This journal is the lead journal in the field, and we wanted the opportunity to shape the research available that informs policy and practice."

Vision is vital to their editorial responsibilities, Liston believes. "We have to continue the vision of how teacher education can operate in a changing world," he says. "Schools of education no longer have an assured monopoly of teacher education. What we're seeing is a proliferation of state-supported routes to alternative certification. The *Journal* has a role to play with regard to the present and future direction of teacher education, professional development, and future work sites of teachers in public schools."

Borko brings a psychological perspective on subject matter learning and pedagogical content knowledge and a strong background in empirical research. Liston's background in the social foundations and his expertise in critical theory, issues in multicultural teacher education, and the contemplative



Weekly team meetings help the new editors to manage the work flow. From left: Hilda Borko, Jennie Whitcomb, Kathryn Burns, and Dan Liston.

aspects of teaching broaden the *Journal's* scope and encompass other scholarly writing genres. Whitcomb's orientation toward practitioner topics and the relationships between theory and practice offers an expanded knowledge of nationally relevant institutional and programmatic issues.

Although all of the editors have K–12 experience, Byrnes's is quite recent. A former high school teacher from North Carolina, Byrnes specializes in research on teaching and teacher education in her doctoral program and brings valuable organizational and technological skills to the team.

The editors already have negotiated the principles and policies they want to enact, redesigned the journal cover, and planned issues through 2006 and into 2007. To prepare, editors met with the former Boston College editorial staff to learn about editorial processes as well as with the California publishers to learn the business, marketing, and production aspects of the job.

Each of the editors reads all submitted manuscripts, numbering over 400 each year. Because the *Journal* only accepts approximately 10 percent of the articles submitted, editors must decide which manuscripts warrant further review, assign appropriate reviewers, track the review process, correspond with authors, and make final decisions regarding acceptance of manuscripts for publication.

Meeting the workload challenges requires constant collaboration, but the editors believe that their unique team structure benefits both the *Journal* and their own learning. "It's an

## Message from the Dean



*The purpose of this newsletter is to stay in touch with our alums. Please send an e-mail if you would like to know about a favorite professor or tell us about your accomplishments. We would love to hear from you.*

The goal of this newsletter is to connect with alums, whether you left last spring or fondly remember Deans Romine and Openshaw. In recent issues we've featured new programs, campus collaborations, and school partnerships; and my messages have tried to convey the energy and intensity of what we've been doing. In yet another giant step forward, five new faculty are introduced below. Perhaps this would be a good time to give you a sense of the kind of school we are trying to build and the guiding principles that tie our efforts together.

The school has been strategic over the last 15 years in focusing its faculty recruiting on two main areas of emphasis: teacher education and education policy. We have been highly selective in making sure that each new faculty member has a research agenda that contributes directly to teaching practice, community service, or educational policy, thereby ensuring synergy between our research and teaching, national impact, and expert outreach to the state of Colorado.

Building an excellent and distinctive School of Education depends, however, on more than merely assembling a collection of outstanding individuals. It requires a coherent vision and a consistent commitment to the particular things we want to be good at. In an effort to represent our intellectual commitments and the character of our work, the faculty developed the "conceptual framework" shown above. Although required for NCATE and a bit of a bureaucratic hurdle, the framework does help highlight distinctive features of the school's identity. At the diagram's center are the two core themes that guide our vision: *evidence-based policy and practice* and *democracy, diversity, and social justice*. In addition to these core substantive commitments, three principles—*collaboration*, *connections*, and *community*—describe how we go about our work.

The school is known for its strengths in particular areas—such as bilingual education and bilingual special education;

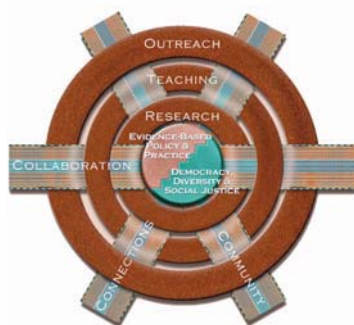
teacher learning and teacher professional development; and research methods, assessment, and evaluation. We are also known for our collaborations across program boundaries. For example, Professors Hilda Borko and Jeff Frykholm, a psychologist and mathematics education specialist respectively, jointly direct an NSF-funded STAAR project, which has investigated how teachers can provide support to help students make the transition from concrete arithmetic reasoning to abstract algebraic reasoning. Similarly, legally trained policy researcher Professor Kevin Welner and second-language acquisition expert Professor Kathy Escamilla studied the likely impact of the proposed Anti-Bilingual Education Initiative in Colorado and discovered unintended negative consequences for the 90 percent of second-language learners who were already *not* in bilingual education programs.

New faculty positions are designed to enhance existing centers of excellence, but true to our collaborative interests, new faculty also bring strengths that contribute to the school as a whole. We seek individually and collectively to conduct research that makes a difference, by being systematic and careful but more significantly by

addressing the most important problems of the day (even if it means publishing fewer articles). We also stake our reputation on the quality of the teachers we prepare, especially how able they are in adapting instruction to respond to the unique strengths of children in their classroom.

If you left CU-Boulder recently, I hope these themes resonate with what you experienced in your program here. I would be grateful to hear from you about how your preparation here helped you with your current job or where it fell short. If you have been away for a long time, I hope you are encouraged by our promises for the future.

Lorrie Shepard, Dean  
Lorrie.Shepard@colorado.edu



## Five New Faculty Members Bring Wealth of Experience to CU

After an extensive search process last year, the school hired five outstanding new faculty members to fill positions in literacy, science education, education foundations, bilingual education, and mathematics education. Following are profiles of each:



**Elizabeth Dutro**, assistant professor of literacy education, earned her PhD from the University of Michigan and worked at the University of Washington and Cleveland State University before joining our

faculty this fall. Her research interests and published articles include topics such as the social construction of race, class, and gender and its relationship to literacy; social and gender identities and literacy practices both in and out of school; content, policy, and implementation of language arts content standards; literary theory and criticism; and critical literacy, children's literature, and children's popular culture.

Dutro's major grants and awards include a Woodrow Wilson Dissertation Grant, the Walgreen Award for Outstanding Literacy Scholarship, and the Burke Aaron Hinsdale Scholar Award at the University of Michigan; a Royalty Research Fund Grant at the University of Washington; and a Faculty Research Development Grant at Cleveland State University.

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# New Faculty

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A former elementary school teacher, Dutro has taught numerous college-level literacy courses and brings practical as well as scholarly expertise to our undergraduate and graduate programs.



An assistant professor of science education, **Laura Moin** earned her doctorate at the University of Pittsburgh and her master's degree at the University of Buenos Aires. Professional interests include recruitment, training, and professional development of math and science pre-service teachers; student learning and teaching strategies in science; and curriculum development and assessment in science

education and problem solving. She has conducted extensive research on mathematics and science teacher shortages and recruitment strategies. She also has designed introductory courses aimed at motivating science majors toward teaching careers.

A native Spanish speaker who is fluent in both English and Hebrew, Moin has an impressive international background. She has taught elementary school, high school, and college mathematics and science in Argentina, Israel, and the United States and worked as a chemist in the private sector. She is currently teaching Secondary Science Methods and the Nature of Science and Science Education to undergraduate and graduate students working toward their science teaching licensure.

Associate Professor **Michele Moses** specializes in issues of diversity, equality, race and ethnicity, poverty, and social justice in these areas. Moses served as an assistant professor at Arizona State University after earning her doctorate in educational foundations, policy, and practice at CU-Boulder. In addition to extensive university teaching and research experience, Moses worked as a policy analyst at the Colorado Commission on Higher Education coordinating an urban student college access and preparation project, and at Colorado College as the multicultural and leadership education coordinator. Her academic honors include an Exemplary Teacher-Scholar award at Arizona State University to recognize rising stars among newly tenured faculty, a Rising Scholar award from the Kellogg Foundation to support outstanding research in serving the public good, and the Outstanding Doctoral Student award at CU-Boulder.

This year Moses is teaching Educational Policy, Philosophy of Education, and the doctoral level Multicultural Seminar. She also collaborates with faculty in the Education in the Public Interest Center (EPIC).



## Guillermo Solano-Flores

brings a range of experiences to his new faculty position in the Education, Equity and Cultural Diversity program. After earning a PhD in educational psychology and completing postdoctoral work in measurement and assessment at the University of California, Santa Barbara, he worked as an associate professor in Mexico; a senior research associate for WestEd; an assessment

consultant for private industry, universities, and policy organizations; and, most recently, as principal research scientist for the American Institutes for Research in Palo Alto, California.

Specializing in the linguistic and cultural issues that are relevant to the education of underserved populations, Solano-Flores explores the use of multidisciplinary approaches to assessing English-language learners. He has conducted research on the development of science and mathematics assessments for elementary schools that ensure equity in the assessment of linguistic and cultural minorities, designed software for computer-assisted scoring, and developed certification assessments for art and science teachers. Solano-Flores is the recipient of numerous grants and honors, among them a \$1 million National Science Foundation grant to study cultural validity of science and mathematics assessments and an Outstanding Dissertation Award from the American Psychological Association.

A former middle and high school mathematics teacher, Assistant Professor **David Webb** earned his doctorate in mathematics education from the University of Wisconsin-Madison. Prior to his arrival at CU, he served as executive director of the Freudenthal Institute-USA, a research group on mathematics education affiliated with Utrecht University in the Netherlands. The internationally recognized institute seeks to understand and improve the teaching of arithmetic and mathematics at all levels, particularly in K-12 and vocational education.

In this position and others at the University of Wisconsin-Madison, Webb has conducted research and written extensively on mathematics assessments, classroom assessment as a means of teacher change, and teacher collaboration. These interests have extended to other professional activities, such as a revision of the standards-based *Mathematics in Context* materials, and presentations to mathematics teachers and supervisors on creating district assessment plans that support teachers' classroom assessment practices. This semester he is teaching The Nature of Mathematics Education to undergraduate and graduate teacher candidates.







School of Education  
University of Colorado at Boulder  
124 Education Building  
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## Journal

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intellectual community where we get to talk about ideas that matter, not just to us, but to other people,” Whitcomb reflects. “It’s a way to stay connected and do something special.” For Byrnes, the experience is invaluable. “They have allowed me to be part of everything, and I’ve learned a lot,” she says, “not only about writing, but also about research. I can share my experiences with other graduate students as well as my confidence that they can and should be submitting articles to journals. It’s been a good induction into the profession.”

“It’s great working on the team,” Borko agrees. “I know I learn a lot. It’s interesting to see the different lenses through which we decide whether or not to accept manuscripts. Our stamp on the journal is going to be a different one than the stamp we would have put on it individually—more of a collective vision. It evolves in our conversations as we think about theme issues and frame broader topics.”

Issues of the *Journal of Teacher Education* include thematic articles, open topics, and pieces solicited from experts on chosen subjects.

The first invited manuscripts under CU’s direction will appear in the May–June 2006 issue. Selected authors with diverse views were asked to answer the question, “What do beginning teachers need to know?” Whitcomb says the editors solicited two kinds of articles: “pointed and pithy” pieces to articulate a brief but distinct take on the question and “birds-eye views” providing broader perspectives. The September–October 2006 theme issue that follows continues the dialogue with research-based articles.

Although housing the *Journal* requires faculty time and School of Education resources, it brings visibility to the School of Education and the CU-Boulder campus. “This puts us in the center of the conversation about teacher education,” Borko says. “And it’s an important time to be there.”

## Book Drive Benefits Young Victims of Hurricane Katrina

Over 5,200 children’s books have been shipped to Houston to assist children displaced by the hurricane disaster as the result of a successful book drive organized by Assistant Professor Brian Sevier, doctoral student Michelle Reidel, and Interim Advising Director Jennifer O’Neill.

Shortly after hurricane Katrina struck, Sevier and Reidel contacted administrators in the Houston Independent School District to see how they could help. After learning of the district’s critical shortage of books and supplies, the group got to work. Over a two-week period they solicited donations of new and used picture and chapter books, organized drop-off locations, worked with local media to advertise the project, and packed and shipped boxes.

Barnes and Nobel assisted the effort by holding a three-day book fair with tables of children’s books available to purchase for donations. The company also gave 20 percent of the proceeds—over \$7,000—to the School of Education project. The money was sent directly to the Houston Independent School District to purchase additional books and supplies for the children.



Organizers (from left) Michelle Reidel, Jennifer O’Neill, and Brian Sevier were delighted with the overwhelming response to their call for children’s book donations.

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Lorrie A. Shepard, Dean  
Linda Molner Kelley,  
Newsletter Editor  
303-492-6937

Editing, Design, and  
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