FALL 2007

education views

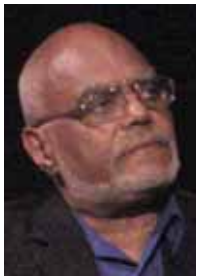
UNIVERSITY OF COLORADO AT BOULDER SCHOOL OF EDUCATION

Progressive Education Ideals Celebrated

"Education, like happiness, must be pursued."

—Dr. Bob Moses

A Who's Who list of nationally recognized educators gathered in Boulder May 17 to honor Dr. Bob Moses, founder of the Algebra Project, and to participate in seminars on progressive education.



Bob Moses

Conceived by Dr. George Stranahan, a Colorado educator and activist who has founded three alternative schools, the event was designed to celebrate and promote the ideals of progressive education. In a letter to Dean Lorrie Shepard and Professor Dan Liston, Stranahan referred to "the beautiful, white marble statue of progressive education that we've hidden in the attic to avoid damage during this era of No Child Left Behind." He proposed that it was now "safe to bring her out again into the public square and blow on the torch of her enlightenment."

In light of this goal, Stranahan and his family sponsored a three-part event: 1) a "convening" of well-known and next-generation scholars and activists interested in progressive, democratic education; 2) a $25,00 John Dewey Prize for Progressive Education; and 3) a public lecture by Moses, the first recipient of the prize.

A former civil rights volunteer and organizer with Martin Luther King's Southern Christian Leadership Conference (SCLC) and director of the Student Non-Violent Coordinating Committee's (SNCC) Mississippi project, Moses began developing curriculum for the Algebra Project in a Cambridge, Massachusetts, middle school serving African American students in 1982.

George Stranahan

Moses observed that students needed to consider "evidence" questions—not only questions of "how many," but also questions of "which way," such as in the case for an algebraic number line. The curriculum, outlined in his book, the *Algebra Project–Transition Curriculum*, now extends to 7th- and 8th-graders in Mississippi—students who Moses refers to as the "grandchildren" of the very sharecroppers he worked with in the 1960s.

"Under Bob Moses's leadership, the Algebra Project has enabled underserved youth to make the transition from arithmetic to algebraic thinking," Stranahan noted. "It is a fact of public school education and economic life that mathematical skills are an essential ticket to higher education. And that's a ticket that has not been made available equally to all."

Weaving the history of African American oppression from 1749 to the present with constitutional decisions and his own personal history as a civil rights activist and teacher, Moses advocated for a "lived" constitution in his keynote address. "In the metaphor of 'Eyes on the Prize,'" Moses noted, "civil rights marchers *became* the American flag."

Moses extended the metaphor to public schooling, as well. "In the 21st century," he said, "we must pick our constitution up with a concept of a constitutional person thick enough to obligate the nation to secure a quality public school education for all its children as a matter of course, a matter of history, and a matter of our constitutional democracy.

"Who, we may ask, is this 'We'?" The answer is to be found in the constitution itself. . . . Maybe, if we say it together, we will feel its force."

And then Moses, along with a full audience in the Old Main Chapel, recited the Preamble to the Constitution—a fitting and inspirational ending to his speech.

Noted scholars from across the country attended seminars devoted to progressive education. Front row: Dan Liston, Marjorie Larner, Michael Apple, George Stranahan, Heidi Lynn; back row: Lorrie Shepard, Liz Meador, Eleanor Duckworth, William Ayres, Bob Moses, Linda Mizell, Lisa Delpit, Vincent Harding.

Colorado
University of Colorado at Boulder

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.

Technology has changed our world. While most of us are skeptical about the need for the latest gadgetry, there is no doubt that keeping up is essential. Without a webpage, for example, we would have no students, because applicants now surf the Web to compare colleges and graduate schools. More importantly, preparing teachers to use technology in their classrooms is an essential part of our teacher education program, and increasingly it is impossible to do cutting-edge research in classrooms without the use of video clips.

Remember when teacher candidates had to be "checked out" on the laminating machine and the overhead projector? Today, with computers in every classroom, teachers need to know how to guide students' use of Internet resources. Graphing calculators and projection of the teacher's graphing calculator are real aids to mathematics learning because kids can instantly change one variable in an equation and "see" what happens. The same goes for probes in science classrooms that take precise measurements. Instead of "cookbook" lab assignments, with many students getting lost in the mechanics of making the experiment work, the focus of hands-on science activities can be on students thinking about the data they have collected and what it means.

Assistant Professor Susan Jurow is an expert in discourse analysis and uses video clips in both her teaching and her research. In her educational psychology courses she uses video to help teacher candidates see how the use of talk, interaction, and symbolic representations like diagrams help mediate students' understandings of mathematics or to see how teachers use a variety of questioning strategies to further students' language development. In her doctoral courses Professor Jurow uses video from urban middle-school math classrooms to examine how race, class, and gender shape and constrain classroom interactions and how disciplinary understandings develop through classroom talk.

Physics and Everyday Thinking (PET) is a physics curriculum for elementary teachers developed by Assistant Professor Valerie Otero and her colleagues. PET includes a series of "Learning about Learning" activities in which students are explicitly asked to reflect on their own learning, the learning of other students, and the learning of scientists. One of the Learning about Learning activities involves teachers watching short video clips of elementary-aged children struggling with scientific issues similar (but age appropriate) to those found in the PET curriculum. Research on 10 different PET courses administered throughout the country has shown that PET teachers make significantly greater gains on instruments that measure understanding of the nature of science than teachers in other inquiry-based courses.

If you've been a skeptic about discovery learning, you'll be interested in findings from one of Assistant Professor Erin Furtak's video-based studies. Professor Furtak found that students develop greater conceptual understandings if their teachers take a more active stance in guiding students toward particular conclusions in inquiry investigations. In other video analyses, Professor Furtak and her colleagues found that formative assessments yield more accurate information about student knowledge than can be gained from discussions; and teachers who use "informal" formative assessment questioning techniques during whole-class discussions have students who perform better on subsequent assessments.

This year technology will be an important priority in our annual fundraising campaign. I wanted to give supporters, who have been so generous in the past, a sense of how we use your contributions to further the work of the School of Education.

Lorrie Shepard, Dean
Lorrie.Shepard@Colorado.edu

School of Education Awards 62 Scholarships and Fellowships

The School of Education awarded 62 scholarships and fellowships valued at $186,000 at its Scholarship Award Ceremony October 5.

Here, recipients of the Virginia Lynn Sakala Memorial Scholarship, established in 1995, are pictured with a member of the Sakala family. From left: Michaela Forsyth (recipient), Louann Sakala (donor family), and Ying Chung (recipient).

New Faculty Add Diverse Perspectives

After extensive search and interview processes last spring, the School of Education has hired six new faculty members who add diverse perspectives to its ranks.

Erin Furtak received her PhD from Stanford University and in January 2008 will be joining our science education team as an assistant professor. A former science teacher in Wheat Ridge, Colorado, Furtak pursued her interest in science curriculum and assessment as a member of several national organizations where she developed assessments and rubrics and facilitated workshops for teachers. Furtak currently works as a research fellow at the Max Planck Institute for Educational Research and the Leivniz Institute for Science Education in Germany.

Concerned with the way that teachers' methods and classroom structures provide diverse students with opportunities to learn mathematics, Assistant Professor **Victoria Hand** comes to CU-Boulder from the University of Wisconsin. At Wisconsin she worked to redesign the mathematics education program for pre-service teachers and served as principal investigator of a study on diverse students' opportunities to learn mathematics in low- and high-track middle school math classrooms. Hand earned her PhD from Stanford University.

Debbie Hearty, the new director of school and university partnerships, comes to the school with a master's degree from Stanford University and a background in mathematics, curriculum and instruction, and teacher training. A former director of curriculum and instruction in Denver Public Schools, Hearty managed district and university partnerships and facilitated professional development for administrators and teachers. She is interested in developing authentic partnerships between higher education and school districts to improve the preparation of teachers. In her new position she will direct Partners in Education (PIE) and the Professional Enrichment Program (PEP) and teach general methods courses to secondary licensure students.

Interested in the literacy practices of Spanish-speaking children in U.S. schools, **Lucinda Soltero-Gonzalez** joins our educational equity and cultural diversity faculty as an assistant professor. Before earning her PhD at the University of Arizona in 2007, Soltero-Gonzalez taught first and sixth grade in Mexico and K-5 bilingual and special education in Tucson. Her research focuses on Spanish-speaking students' development of bilingualism and literacy practices in U.S. schools. She also explores the links between language, culture, and learning in everyday interactions.

A former mathematics major and graduate of CU-Boulder's master's plus elementary licensure program, assistant professor **Monette McIver** distinguished herself as a master teacher in Adams 12 Five Star Schools. After completing her PhD in literacy, McIver worked at Mid-Continent Research for Education and Learning (McRel) where she served as a consultant specializing in professional development for school and school district leaders. McIver's research focuses on the development of teachers' writing identities to enhance their own instruction, and she specializes in training educators in ways to promote writing across the disciplines. She also explores issues of teacher leadership and teachers' influence on policy.

Linda Mizell brings extensive background in African American history, multicultural education, and civil rights curriculum to her new position as an assistant professor. A graduate of Harvard University, Mizell has taught at Tufts, Suffolk, and Harvard Universities in Massachusetts. Her research focuses on the history of African American education with a particular emphasis on how segregated African American communities defined equality in the age of accommodation. Her publications explore the relationships among curriculum, methods, and climate in the creation of anti-racist, multicultural learning environments.

Alums Publish Book on Denver's Pay-for-Performance

Both play major roles in ProComp's passage

Phil Gonring

When Phil Gonring and Brad Jupp completed CU's teacher licensure program and student taught together at George Washington High School in Denver, they never dreamed that almost 20 years later they would become key players in the nation's most advanced pay-for-performance plan for teachers—and survive to write a book about it.

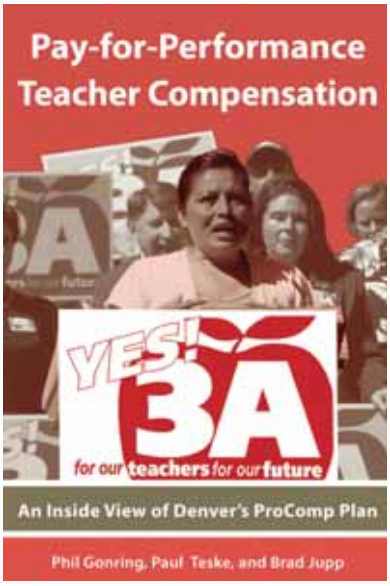
In *Pay-for-Performance Teacher Compensation: An Inside View of Denver's ProComp Plan* (2007, Harvard University Press) Gonring, CU-Denver policy professor Paul Teske, and Jupp give readers the insiders' story of the Denver Public Schools' ProComp compensation plan.

An ambitious initiative fraught with fits and starts, ProComp relied on what the authors describe as "educational entrepreneurship" to make what began as an interesting idea in the 1990s a reality in 2006.

But how was such a radical change in the way a large school district rewards teachers accomplished? According to Gonring, "The great secret of school reform is simple persistence, conviction, refusing to give up on an idea whose time has come. It's a prizefighter coming from behind after losing the first three rounds. In fact, ProComp was a come-from-behind victory driven by hardworking visionaries who had received many blows to the head."

His own vision and experiences as an entrepreneurial educator make Gonring the "go-to" person for schools, organizations, and districts seeking resources for innovative projects—and ProComp was no exception.

Now senior program officer for the Rose Community Foundation, Gonring provided philanthropic resources and credible leadership to the ProComp initiative. After all, he taught English in DPS and served as the co-principal/lead teacher of the Rocky Mountain School of Expeditionary Learning. As a former DPS teacher and union leader, Jupp brought an understanding of union organization to the endeavor. Teske's work on school choice, leadership, and finance contributed a research base and historical perspective to the work.



The authors describe the ProComp adoption process in both honest and humorous detail, "bruises, blemishes, and all." And their lessons will surely be studied and talked about as other school districts initiate similar plans.

"In fact," the authors note, "a theme throughout the book is that those working in urban school systems, despite what some may otherwise think, have tremendous genius, a working intelligence that can unfold if it is given the time normally afforded business, industry, and philanthropy. ProComp's story, we hope, will give other jurisdictions the encouragement that they can take teacher compensation reform to the next step."

Best Should Teach Initiative Honors Exceptional Teachers

Four exceptional teachers from School of Education partnership school districts and one school faculty member were honored August 22 as part of the university's Best Should Teach Initiative.

Kaye DeFoor, an experienced first-grade teacher at Sanborn Elementary School in Longmont, recently completed a graduate program leading to an endorsement in literacy. Described as "the embodiment of what educators should strive to be," DeFoor also teaches professional development to other teachers and opens her classroom to CU teacher candidates.

Marne Gulley represents the best of English language arts teaching and teacher leadership in the Mapleton School District. In choosing to work only with students with challenging backgrounds, Gulley creates a literature-rich environment and high expectations.

As a science teacher using "cutting-edge" science inquiry with her sixth-graders at Niver Creek Middle School in Thornton, **Karen Johnson** keeps her students interested and engaged in her lessons. Johnson is also working with the Colorado School of Mines to develop science curriculum and materials.

Science education professor **Valerie Otero**'s commitment to recruiting mathematics and science majors into K-12 teaching careers is reflected in the STEM Colorado Learning Assistants program. In her role as director she teaches top-notch undergraduates selected to facilitate Learning Teams in introductory math and science courses how to teach using interactive and engaging approaches. The efforts of Otero and her colleagues have produced significant gains in undergraduate achievement as well as more math and science teacher licensure candidates.

A Boulder Valley teacher for 28 years, **Penny Scott-Oliver** has served as an elementary teacher, mentor to new teachers, and CU instructor. Described as a "master

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FALL 2007
EIGHTH IN A SERIES

eye on *research*

Tracing Transitions

Part I: An Introduction to Our Youth–Adult Research Partnership

By Ben Kirshner and Kristen Pozzoboni

December 8, 2006. It's 4:30 on a Friday afternoon. Seven youth and four adults are sitting around a table in a classroom that was once used as a dance studio in Manual High School, located in Denver, Colorado. The room has mirrored walls, mats piled up in the corner, and dance bars on the walls.

The group is in the midst of a research discussion—participants critique a survey they've been using to find out what it's like for their fellow classmates to leave Manual and attend new high schools. Students brainstorm suggestions to make the survey more effective and look for ways to make it user friendly for their peers. Gabrielle points out that the questions should not be yes or no questions but more open ended, "to get people talking." Another student adds that questions shouldn't just be focused on the negative, but also the positive. New questions are suggested, such as, "What supports would make your transition easier?" "How do the teachers and principal treat you at your new school?"

With the help of their CU professor mentors, student researchers categorized data obtained from their study of former Manuel High School students.

Once these changes are made to the survey, the discussion shifts toward strategies for administering them. The group's goal is to hear from as many of the 558 former Manual students as possible, but this is difficult because Manual students attend over 17 schools in the district and they are spread throughout different grade levels and classes. Daniel points out that some are hard to reach because "they don't even go to school." Ilana says that most of the Manual students want to be together with their friends and mentions the successful homecoming event that this group planned a month earlier. This sparks an animated conversation about ways to bring Manual students together for a social event while simultaneously collecting survey data.

The above vignette is taken from our experiences working with a group of former Manual High School (MHS) students and adult allies to study the impact of Manual's closure on its students. The vignette illustrates a few of the many decisions that youth had to make about how to most effectively document the experiences of their peers. In the next part of this article, which we co-authored with several of the youth researchers, we discuss the purpose of the study and summarize our methods and some preliminary findings.

Part II: The Manual Youth Voice Study

By (in alphabetical order): Bryan Fitch, Ben Kirshner, Araceli Lerma, Shontel Lewis, and Kristen Pozzoboni[1]

In February 2006 the Denver School Board voted to close Manual High School for the 2006–07 academic year and reopen it with a new design for incoming ninth graders. Current students (558) were told to transfer to other schools. Proponents of the decision, citing low test scores and declining enrollment at MHS, defended it as a "rescue mission" for the students. But students speaking at a public hearing did not want their school closed. Many interpreted the closure as a form of discrimination against poor and working class students of color. Students argued that Manual was not a failing school, but instead a community institution where they felt a strong sense of belonging and pride.

These contrasting views of the closure echo debates nationwide about how school districts and communities should address the problems of low-performing inner city schools (Hursh, 2006; Maxwell, 2006). The purpose of this project has been to place students' experiences and voices at the center of such debates: How did students feel about the closure? How did they handle the transition to new schools?

We developed a university-community partnership to study the experiences of students. Participating organizations included One Nation Enlightened, Project VOYCE, the Youth Leadership Team of Manual High School, and the University of Colorado. The Denver Public Schools central administration has been a research partner by supporting data collection efforts and meeting with us to discuss our findings and recommendations. We also discussed an early version of this work with the Northeast Community Congress for Education.

Methods

Data Collection. We collected data from students who regularly attended seven conventional high schools in Denver. Our data included open-ended surveys filled out by 96 students, interviews with 20 students, and roughly 15 informal meetings with Manual students at different schools. The data do not represent the experience of Manual Students who dropped out or who attended school outside of DPS.

Data Analysis. We created a coding tree based on subjects such as "relationships with adults," "benefits of the transition," and "challenges and struggles of the transition." We then coded all of the

[1] We want to acknowledge the other people who collected and/or analyzed data discussed in this report: Candi CdeBaca, Ricky Escobedo, Shanita Lewis, Jorge Merida, Dan Reed, Michael Simmons, Julissa Torres, Brandon Williams, and Simone Williams.

surveys and interviews, looked for themes within each code, and found quotes that supported each theme. At this point we had more than 40 categories. We put all of the categories on a giant sheet on the ground and then grouped them into major categories. We also tallied responses to each survey question so that we had a sense of how each question was answered. We addressed the influence of bias by including all quotations in our analysis and checking our interpretations with each other to ensure that the voices of former Manual students were reflected accurately.

Preliminary Results

Opinions about the Closure. Students, on the whole, expressed anger that their school had been closed. Only one respondent (out of 116) said that it was the right decision to close the school. For some Manual students this was the second time they attended a school that was shut down. Other concerns voiced by students included: that closure would negatively impact students; that they were being experimented upon; that Manual was a better school than people claimed; that Manual should have received the resources it needed to be successful.

"I felt it to be my duty to understand and assist, if possible, with the resources and support that the displaced students needed at their new schools in order to remain successful students."—Shontel

Experiences in the New Schools. Our data suggest that once students arrived in new schools they wanted to make the best of the situation and do well academically. When asked their goals for the year, 86 percent of survey respondents articulated goals to do well in school.

Students reported both challenges and successes in their transition to new schools. One of the most commonly mentioned challenges was that the transition disrupted relationships with peers and adults from Manual. For example, when asked to compare her new school to Manual, one person said, "I felt like [Manual] was my second home and I felt that my teachers and my classmates were like my extended family and at [my new school] everyone treats you different." Other challenges mentioned by students included: getting to and from new schools, adjusting to a new classroom environment, being stigmatized as being from a school that was closed because of low performance, and being treated negatively by some adults and peers.

Despite these challenges, students also reported that they sought to make the best of the situation. For example, when we asked students in the survey, "Do you feel that you are being successful in your new school?" 62 percent responded affirmatively, 32 percent responded negatively, and 6 percent reported a mix of yes and no. Students who felt successful reported that they were working hard, getting good grades, and receiving help from their teachers. When asked how they were treated by adults at their new school, 48 percent reported that their teachers treated them well, 15 percent reported a mix of negative and positive treatment, 14 percent reported negative treatment, and 13 percent said they were treated the same as any other students. (The remaining percent was coded as "other").

Comparing Manual to the New Schools. When asked to compare Manual to their new schools, students' most common response (55 percent) was to point out the strengths of Manual teachers. They reported that Manual teachers cared more about them, were better, or helped them more with academics. When asked to compare, one student wrote, "It is very different because people at Manual were more united and nicer. We were all like family." Another wrote, "It's different: at Manual some teachers were like older siblings and everyone was included because everyone knew each other." Only two students from our sample of 96 surveys said they felt closer to teachers at their new schools.

What These Preliminary Results Mean to Us

We are still making sense of the data and deciding what parts of the story are the most important to tell. Nevertheless, at this point we offer two interpretations of these results.

Manual Students Showed Resilience. Some people might read the statistic about 62 percent of students feeling successful and think that this means the closure was beneficial for students, but we see it differently. First, we should point out that we did not survey students who stopped attending school, so part of the Manual community was not included in our analysis. Second, there was a large number of students who did not feel successful. Third, for those students who did feel successful, we view that as a sign of resilience. Resilience means being able to recover or bounce back after difficult conditions or experiences, such as when the displaced students functioned in a new, sometimes harsh, school environment. Even for those who felt successful, many still missed the old school and experienced a loss when separated from their teachers, peers, and roots in the surrounding community. These students were trying to make the best of a difficult situation.

Manual Students Articulated A Broad View of School Quality. One of the most powerful themes in the data was that students said Manual was a better school than people gave it credit for. Students felt a strong social and emotional attachment to Manual. Respondents described Manual as a place "filled with love," where they felt safe, respected, and cared for by teachers and peers. They described Manual as a "family" where teachers understood them as individuals as well as learners. Students articulated a sense of loyalty and pride—they wanted to graduate from the same school from which older siblings, parents, and grandparents had graduated. We believe these social and emotional qualities should be included when schools are evaluated. They are building blocks for academic learning and engagement.

Conclusion

As this article goes to press, the Denver Public School District is recommending more school closures. While this process unfolds we would like to see increased opportunities for community and student participation, such as inviting student input on the effect of closures and having community members help to plan the transition process and ensure that decisions about closing neighborhood schools are equitable across the city. Also, we have created recommendations for teachers and administrators to help ease student transitions to new schools. Closures pose challenges ranging from disrupted relationships to confusion about new school policies. For example, school personnel in receiving schools should inform displaced students about the school's graduation and yearbook policies at the beginning of the school year. Also, school personnel should avoid stigmatizing or labeling displaced students based on their old school's reputation. We continue to work on specific recommendations and will share these through outreach and in future reports.

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Professor Supports Teacher Recruitment and Undergraduate Learning

A commitment of both time and treasure

Richard and Sandy McCray are committed to improving math and science teaching in K-16 schools. Along with mathematics professor James Curry and science education professor Valerie Otero, McCray, a retired CU professor of astrophysics and planetary science, helped to develop the successful Science Technology, Engineering, and Mathematics (STEM) Learning Assistant (LA) program. The program partners education, mathematics, physics, astrophysical and planetary sciences, chemistry, and biology departments.

In addition to helping to create the LA program, the McCrays are now one of its biggest financial supporters from the private sector. The McCrays have made a $120,000 commitment to support this important initiative, which is directed by Otero and her CU-Boulder colleagues in mathematics and science.

The program has two goals: 1) to address the serious shortages of qualified mathematics and science teachers and 2) to improve undergraduate learning experiences in large, introductory classes at CU.

To the delight of McCray and his former STEM colleagues, these goals are being realized.

To date, 26 Learning Assistants from math and science departments have enrolled in the School of Education licensure program with plans to become K-12 teachers—a significant increase from previous years. For example, in 2005 only five physics majors in the entire state of Colorado were enrolled in *any* teacher licensure program. In 2006, nine physics majors from CU-Boulder alone had begun teacher licensure programs.

Dick and Sandy McCray on a recent vacation to Egypt.

And data show that undergraduate students enrolled in courses with Learning Assistants demonstrate increases in mathematics and science knowledge. The LA program was also featured in an article in *Science* magazine—no small feat considering the publication is typically only about hard science research.

More than 12 universities around the nation are currently replicating the CU-Boulder LA program. A workshop will be held for these universities in Boulder this fall.

We applaud and thank the McCrays for their incredible generosity.

What a Difference a Year Makes

Gifts increase over 200 percent

The School of Education would like to thank all alumni, friends, corporations, and foundations that made gifts in the 2006–07 academic year. The school's fundraising total increased over 200 percent from 2006 to 2007. This represents the largest percentage increase of any academic unit on campus.

The chart below illustrates increases in donations from 2006–07:

	2006	**2007**
Number of donors	706	1,028
First time donors	144	182
Dollars raised	**$138,086**	**$413,950**

We raised new money for student scholarships, general support for the dean to use where needs are greatest (see the page 2 dean's message on technology in the classroom), faculty research, statewide outreach in science and second language learning, and nationally recognized guest speakers. The School of Education would have been a very different place last year without such widespread support of our programs and mission. We thank all donors for making education the beneficiary of your good will!

CU Couples: We Need Your Support

Special thanks go to Sharon (Education '69) and Bernard (Law '69) Fehringer for a letter campaign they made last year asking for support from our more than 1,300 CU education couples. Education made wonderful strides this year in fund-raising, but we still have a long way to go to catch up to the rest of the campus. In the past, the School of Education simply did not have the visibility that other departments on campus have as a beneficiary for charitable giving.

But fortunately this trend is changing. Dean Shepard has worked with the deans of law, engineering, and business to gain support for this effort. This special subset of our alumni base is particularly generous to CU but just recently started to give to education.

CU couples, we hope that you will take the Fehringers' lead and designate the School of Education as a beneficiary of your gifts when contributing to other parts of the university. If you have any questions on how to make a CU couples gift, please contact Margot Neufeld, director of development, at 303-492-2990 or margot.neufeld@cufund.org.

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Best Should Teach, *continued from page 4*

Recipients celebrate their awards with Dr. Lindley J. Stiles who, with his wife Marguerite, established the Best Should Teach Initiative in 1996. From left: Valerie Otero, Karen Johnson, Penny Scott-Oliver, and Kay DeFoor.

teacher," Scott-Oliver distinguishes herself through her ability to translate her strong knowledge of instructional learning theory into practice.

The Best Should Teach Initiative established by Lindley and Marguerite Stiles is managed by the Graduate Teacher Program with cooperation from the School of Education, the College of Arts and Sciences, and the Graduate School at CU-Boulder. A "Best Should Teach" wall sculpture at the School of Education represents the flame of enlightenment and serves as inspiration to students and faculty:

To those who come, I leave the flame!
Hold it as high as you can reach.
If a better world is your aim,
All must agree:
The Best Should Teach.

—Lindley J. Stiles, Professor Emeritus

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