

Unique Professional Development Approach Renews Educators

*Colorado
Courage
to Teach
delivers
insight,
reflection,
dialogue*

Most staff development programs for teachers target classroom instruction—new techniques or curriculum focused on increasing student achievement. But another type of professional program offers teachers and others in similar service professions an equally important dimension of professional renewal—opportunities to closely examine their own connections to their work.

Colorado Courage to Teach (CTT) is designed to renew, refresh, and rejuvenate educators through personal reflection and community dialogue. Co-facilitated by Dr. Dan Liston at CU-Boulder's School of Education and Dr. Paul Michalec at the University of Denver, the program is based on the work of Parker J. Palmer (author of *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, 1998) and affiliated with the Fetzer Institute's Courage to Teach (CTT) program.

The project has been supported by several grants; four grants of approximately \$8,000 to \$12,000 from the Courage to Teach Center for Teacher Formation in Bainbridge, Washington fund Colorado retreats and workshops. Liston obtained approximately \$75,000 in additional awards from the Fetzer Institute that support research on this special kind of "transformative" professional development.

Teachers, administrators, and other leaders from the Denver Public Schools (DPS) engage in five weekend retreats over an 18-month period. Using insights from poetry, storytelling traditions, and personal experiences, participants have an opportunity to examine their own professional identities and commitments.

According to Charles Elbot, director of the DPS Office of Intentional School Culture, "the Courage to Teach work was an invitation to be more reflective, and as a result, I am more aware, thoughtful, and compassionate in my daily interactions." Elbot and his colleague David Fulton were instrumental in involving DPS educators in CTT projects.

Because good teachers often experience stress and eventual burnout, the chance to reflect and connect to others can strengthen their commitments. As a CTT high school teacher notes, "To be an excellent teacher is to risk burnout at an early stage in one's career. The isolation from other professionals and the constant need to be 'on' while teaching can exhaust and deplete a good teacher's inner resources. We simply cannot afford to lose good teachers through negligence of their need to connect with other teachers in ways that are respectful and safe."

CTT attends to an important aspect of professional development—helping educators connect who they are with what they do. "Teaching is work that engages the head and heart," Liston comments, "and we need to find venues for teachers to talk about those elements of teaching." By examining their own professional purposes in a supportive setting, educators often return to their schools renewed and refreshed.

An experienced elementary principal participant agrees. "I reminded my teachers to consider why they got into teaching in the first place, which I hoped was the desire to serve and to make the world a better place—a way to help children and give back to society. When we do this day after day, it takes a toll on our life and strength. This program not only allows, but encourages teachers to revitalize the fountain of their energies."

The project also benefits Liston, who co-facilitates CTT activities. "These are committed teachers and principals," Liston says. "When they come, it's a rich exchange. And personally, I also go on retreat. It helps to ground me in my own professional life in ways that I can't get from any other source."

Future CTT activities will include retreat programs for clergy, lawyers, doctors, and other human services professionals.



Courage to Teach participants work together at a diversity retreat.

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.

When asked to write about the recent rise in our graduate school ranking by *U.S. News & World Report*, I faced a genuine dilemma. When I speak to teacher audiences about high-stakes testing, I try to make the point that if we don't want tests as the sole measure of education quality, then we can't also brag about test scores when they make us look good.

So I need to be cautious in telling you about the steady rise we have experienced in our national ranking, from an all-time low in 2005 of 44th to our current ranking of 31st in the nation. Let me focus, instead, on explaining what goes into the ranking formula and the efforts being made by the Association of American Universities (AAU) deans of education to work with *U.S. News & World Report* to improve the validity of the ranking methodology.

The AAU is an association of the 60 top research universities in North America. Responding to a request for input from Robert Morse, director of data research for *U.S. News & World Report*, the AAU deans of education conducted statistical analyses to see which variables were having the biggest impact on the rankings. We also involved more than 30 deans in focus group discussions about which variables were most directly linked to real features of program quality.

Until this year, *U.S. News & World Report* used a total of 12 variables to rate schools and colleges of education. The AAU deans concurred that eight of these variables do, indeed, capture important aspects of graduate program quality: Peer Assessment Scores based on other deans' ratings, Mean GRE Verbal and

Quantitative Scores, Acceptance Rate, Student-Faculty Ratio, Percent of Faculty with Awards, Total Research Expenditures, and Average Expenditure per Faculty Member.

The Total Research Expenditures variable is one of the most powerful determiners of the final ranking. Given our small size, CU-Boulder's \$4.5 million in annual research expenditures cannot compete with larger institutions such as Stanford and Harvard with \$16 million each (ranked first and sixth).

The AAU deans concluded that four of the *U.S. News & World Report* variables were not valid indicators of program quality: Superintendents' Rating, Doctoral Degrees Granted, Percent of Students in Doctoral Programs, and Percent of Faculty Engaged in Research. Doctoral Degrees Granted was the most objectionable variable because it rewards quantity over quality. *U.S. News* agreed to eliminate all but the superintendents' rating.

The methodological changes made so far have not affected our rankings. We were 31st last year, before the changes, and again this year, after three variables were removed. As a faculty, we in the School of Education have agreed to try to improve on only those indicators that we believe reflect important goals. Given the national recognition achieved by our programs and the increasing visibility of our very young faculty, we expect, in turn, to see our peer ratings increase.

Lorrie Shepard, Dean
Lorrie.Shepard@Colorado.edu



On a beautiful April afternoon the school held a luncheon for its emeritus faculty. From left: Dr. Richard Kraft, Dr. Ron Anderson, Dr. Miles Olson, Dr. Roberta Flexer, Dr. Marc Swadener, Dean Lorrie Shepard, Dr. Jack Cousins, and Provost Phil DiStefano.

New Recruiting Approaches Attract Doctoral Students

The class is almost over, but the 18 doctoral students in Dr. Elizabeth Dutro's Classroom Teaching & Learning seminar are still buzzing with energy and ideas. They are in small groups discussing the distinctions and tensions between views of knowledge and methods used by teachers, and the students still have a lot to say.

"What a fantastic group!" Dutro exclaims. "The new cohort represents a rich and varied range of personal and academic experiences and disciplinary backgrounds. What they all clearly share in common is a commitment to applying their intellectual energies and passions to the study of education in ways that will make a positive difference in the lives and learning of students."

The impressive and diverse qualities of this cohort of doctoral students may be the result of two new initiatives: the Miramontes Doctoral Scholars program and innovative recruiting efforts.

The Miramontes Doctoral Scholars program was established last year with a pledge of \$800,000 by a longtime friend of the school, Bill Barclay. Barclay named the program after his late wife Ofelia Miramontes, who was on the faculty in the school and CU's first associate vice chancellor for diversity and equity. The fellowships provide comprehensive scholarship funding for doctoral students.

New recruiting practices introduced last year have also helped to attract students. A recruiting task force, headed by Dr. Michele Moses, identified graduate fairs and pipelines of students. Then last February, the school sponsored a recruiting weekend that brought candidates

to Boulder. Prospective students met professors, attended social events, and visited classes.

Amy Boelé, a doctoral student in Educational Equity and Cultural Diversity, said that the weekend gave her a sense of the programs and people. "It was an intimate setting. We went to Michele's house, and everyone was so accessible."

May Lee, a science education candidate, agreed. "Compared to other places, I felt like the CU people really wanted us to be here. It was really nice, and they were very organized."

Both believe they made a good choice. "I'm happy," Boelé said. "It's both exciting and terrifying. I appreciate the different backgrounds from the other people in the cohort."

"We're all maintaining our own identities, but we can share ideas," Lee added.

Dr. Susan Jurow, who teaches Qualitative Methods, is impressed with the new cohort and the recruiting process. "The students in this group have interests that seem to fit really well with our school's emphasis on doing research that aims to advance social justice. It seems like the recruiting/selection process has helped us to get a group of students who have a good idea about what they want to do as educators, have passions and interests that are aligned with where our school wants to go, and who are still unique."

In addition to Dutro's and Jurow's courses, cohort members take a Quantitative Methods class with Dr. Derek Briggs and a seminar in their specialty areas.



The new doctoral cohort gathers at the annual fall picnic. Row 1: Amy Boelé, Hannah Jones, Rita Tracy, Magda Chia, Christina Paguyo, Deb Morrison. Row 2: Andrea Bien, Daisy Pierce, Subini Eggen, May Lee, Sara Staley. Row 3: Brad Prince, Makenzie Selland, Erin Allaman, Krista Marshall, Nate Dadey, Michelle Drummond. Not pictured: Liz Mendoza

Hach Scholarships Help Create Future Chemistry Teachers

It is now common knowledge that schools nationwide are in desperate need of great science teachers. In the important subject of chemistry, for example, only 27 percent of high school chemistry teachers have a degree in that area, and less than 50 percent have even a minor in the subject.

These are frightening statistics when measured against the influence high school chemistry teachers wield for students interested in science. Enter Clifford and Kitty Hach to help solve the problem.



Pictured are the recipients of the Hach Scientific Foundation Teaching Scholarships at the Scholarship Award Ceremony on October 10: Thien-Kim Trenbath, Emily Donaldson, Shealyn Malone, and Samson Sherman.

The Hach Scientific Foundation was founded in 1982. It is named for Clifford and Kitty Hach who, in 1947, began The Hach Company, a chemistry analysis business. Concerned that undergraduate chemistry was both underappreciated and underserved, the Hachs created the foundation to encourage and support science and science education through scholarships and outreach programs.

Today the foundation awards 200 scholarships to 80 universities across the country. In the School of Education, the Hach Scientific Foundation provides four \$6,000-a-year scholarships annually. Since 2003, these scholarships have subsidized tuition for 21 future chemistry teachers.

Says executive director Bryce Hach, "High school chemistry teachers are a vital linchpin both for future chemists as well as for better national science literacy." The scholarships make it easier for students to finish school by covering expenses and lowering the need for employment during school.

Hach praises the School of Education for "doing a tremendous job of bringing highly talented, science content-rich students into the field of education." Funding from the Hach Scientific Foundation has made it possible for these students to engage in science education research projects while they work toward their licenses in teaching.

Why your gift counts

The importance of every dollar contributed to the School of Education cannot be overstated. Neither can the everyday impact those dollars have on our students and faculty.

While institutions thrive with endowed funds for scholarships and faculty chairs, they also need the basics to function. In the School of Education that means we use your annual fund gift to support teacher education programs and special projects, make improvements in classroom technology, assist with research and travel funds for faculty and graduate students, and expand our statewide outreach programs in science and second-language learning, just to name a few. It would not be possible to strengthen and enhance the school without this level of support from alumni, faculty and emeritus faculty, parents of our students, community leaders, and friends of the school. Every gift of every size counts.

Please call Margot Neufeld, 303-492-2990, in the development office at the School of Education if you have questions about year-end giving, including making a gift by credit card or a gift of stock or real estate.



The School of Education awarded 62 scholarships and fellowships at its annual Scholarship Award Ceremony on October 10. Pictured is the recipient of the Michael Gendron Fellowship for Excellence in Teaching with members of the Gendron family. From left: Matt Gendron, Elizabeth Severy (recipient), and Glorianne Gendron. Matt Gendron was also a speaker at the event and shared how important teaching was to his brother.

eye on *research*

“Yuh Got To Go There to Know There”

School Partnerships and Community-Based Collaborations

By William McGinley

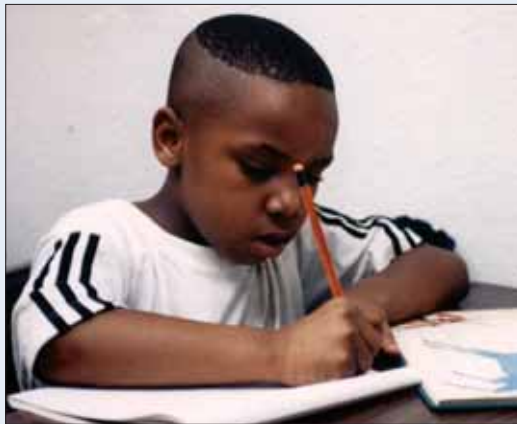
From the outset, my involvement in community service and university outreach has often been more a matter of chance or luck than one of intention or thoughtful design. I have to confess that while I was always deliberately in search of interesting people and projects, more often than not, the people and projects found me. What often began vaguely in casual conversation or through e-mail frequently became extensive and fully developed collaborative programs aimed at developing the language and literacy of children and adolescents.

As a process, what continues to interest me about this work is the basic suspension of belief that it so often inspires and requires, of learning how to embrace the might-be, could-have-been, perhaps-will-be element of community- and school-based work with others. For myself and like-minded others, the decision to engage

in such service or outreach is fundamentally a decision to journey out of our own “borough” as we encounter and negotiate lives that are often different from our own.

Throughout this process, I have always tried to engage with teachers and community members in ways that might help me to

re-imagine the university as something more than a self-contained unit by discovering and creating a vital relation with the world outside of it. I have come to believe, as my colleague Marty Bickman, invoking the words of Zora Neale Hurston, once reminded me, “Yuh got to go there to know there.” In each of my projects, I have worked to prioritize my professional activities in the hope that I might contribute something of purpose and consequence to the lives of the adults, public school students, and teachers with whom I have had the privilege of working and teaching.



Francis Parkman Elementary School – Detroit, Michigan

My first experience with a community- or school-based partnership began in 1989. A practicing teacher, who was enrolled in a literacy course I was teaching at the University of Michigan, invited me to visit her classroom at Francis Parkman Elementary School in Detroit. As she told me, “I came to [the University of] Michigan because I believed that Michigan needed to come to Detroit.” Her name was Vicki, and she had been teaching in the Detroit Public Schools for over 20 years.

I still recall the day Vicki proudly proclaimed, to the surprise of almost everyone in our class, “the ABCs I care most about are LIFE.” Vicki’s plan worked, and not long after first meeting her, I began working with the 3rd- and 4th-grade African American children in her classroom. For the next three years we collaborated to develop a more personally meaningful and culturally responsive literacy program. In our dual roles as researchers and program developers, we focused our attention on children’s growth as readers and writers and the ways that they understood stories and literacy as a means of personal and social

exploration and reflection—an imaginative vehicle for questioning, shaping, responding, and participating in the world.

Over the course of this project, children used reading and writing to explore positive roles and social identities in their communities, to affirm cultural and historical identities, to understand and negotiate human experiences of many kinds, and to wrestle with vexing social issues related to improving personal and community life.

The school-based experiences at Francis Parkman continue to shape and prioritize my professional activities and commitments. In imagining future projects, the work at Parkman provided me with a new sense of the role of English and literacy education in our society—one that emphasized the importance of story in our lives, the connectedness of community institutions, youth participation in community organizations, and conceptions of schooling that contextualize the education of young people.

Literacy and Learning for Life

In the fall of 1996, now a literacy faculty member at the University of Colorado, I began

what would be the first of many community-based service projects with the staff members at a Denver area community center called Neighborhood Ministries. With the help of graduate students Christina DeNicolo, ’06 (University of Illinois), Katanna Conley, ’06 (University of Vermont), and several preservice teachers, I developed an after-school literacy program designed to complement existing educational programs at the center. The program was called Literacy and Learning for Life (L² for Life). It involved a unique approach to the literacy education of lower income Latino and African American children and adolescents. It brought together undergraduate teacher education students from the University of Colorado and Latino and African American adult community members in a collaborative effort to provide literacy instruction.

An important assumption underlying this project was that adults from culturally diverse communities and varied educational backgrounds bring deep experientially-based understanding of children and cultural factors that is essential to improving the educational

Before teaching at Literacy and Learning for Life, our image of the inner-city was filled with pictures of drugs and despair. We had little understanding of who lived in this community and reason to fear the reception we might receive. What we did find, however, was something quite the opposite.

—Project Journal Entry, CU Teacher Education Student

experiences of young children. As Cornel West (1993) reminds us, “People don’t live on [academic] arguments. . . . They live on love, care, respect, touch and so forth” (p. 24). Integrity, self-worth, hope, power, access, and meaning could also be added to West’s description of factors which foster educational and community life.

The innovative quality of this program was the partnership between CU teacher candidates and adult mentors as they collaborated to develop meaningful instructional activities for children in the program. This project represented one instance of how we might construct frameworks for literacy instruction among culturally diverse groups that would serve as the basis for community action and involvement for adults while also helping children to acquire broader socially-valued literate competencies.

Cultivating Performance-Based Literacies

In 2006, I began working on a school-based project that was inspired in part by the spirit of the Black Arts Movement of the revolutionary 1960s and the Chicano/a Cultural Renaissance/Theater Movement of the 1960s and 70s. The poets, artists, dancers, actors, and creative performers in this project were largely Latino and African American adolescents at two Denver area high schools.

The purpose of these projects was to cultivate the creative literacies of these young people by providing them with opportunities to engage in a range of artistic-aesthetic performances in school contexts that make use of existing cultural knowledge, values, and language practices.

Although many young people in urban environments have a wide repertoire of creative and performative literacies, they are seldom acknowledged or valued within the frameworks of “official” school literacy. The goal of this effort was to create activities that conceived of literacy as something lived, not only as something written down. We wanted to give meaning to the artistic-aesthetic literacy practices of students. We hoped that they would help us create frameworks for incorporating these living/engaged literacies into the classroom, written-down literacy of school.

As part of the project, students worked together to build an in-school recording studio for performing and recording their own poetry. We also taught a bi-weekly poetry workshop through which students studied the works of published poets and wrote their own performance pieces. In 2006, along with several students from Denver North High School, we wrote and co-directed a choreo-poem titled *Legends and Love*. The performance was

co-directed with Jose Mercado (UC Denver) and students performed the work at Denver’s Paramount Theater as part of the city-wide celebration of Dr. Martin Luther King, Jr. Finally, we developed an online poetry journal called *Spoken* that publishes the creative work of teachers and students.

Re-Imagining English: Professional Development for Teachers

Today, along with CU doctoral students Mark Lewis and Sarah Zerwin, I am working to encourage conversation and collaboration among practicing English teachers. The goal of this project is to identify new sources of knowledge about what it means to teach, as well as who (in addition to the university faculty) has “the answers” to educational problems. For example, in the course titled Praxis Seminar: Re-Imagining English that I developed with several English educators at Monarch High School, teachers were given opportunities to challenge and re-imagine some of the dominant instructional assumptions they inherited as literature teachers in high school English classrooms. The seminar met four hours each month at Monarch High School. The course served as a meaningful forum that allowed teachers to voice their professional concerns, as well as to develop their own conceptual frameworks for examining and interpreting their literature-teaching lives. Rather than employing theories of teaching as the foundation of the course, the curriculum of our class invited teachers to reflect and articulate their own understandings of literature instruction.



A Look Toward the Future

Across each of these projects and several others in which I have engaged, it has become increasingly clear that one of the fundamental challenges facing any university community is essentially a moral one. The moral quality of this challenge originates with the notion that ideas or ideals, however intellectual or valuable, are by no means synonymous with our behaviors. Thoughtful consideration of the connection between mind and conduct is especially relevant for those of us working to make a difference in the educational lives of others. As a university researcher and teacher, I am constantly reminded of what is so unique about the work we do. Like other forms of community outreach, teaching and service challenge us to prove that what we think intellectually can be connected to

our daily deeds—our everyday interactions with others. From this point of view, the outreach and university service in which I have been privileged to engage becomes a dynamic place where changes in social relations are realized and the divide between the world outside and the inside world of the academy fades. The disappearance of such a divide also requires that we begin to re-imagine the names and faces of those we would traditionally identify as our instructors, mentors, advisors, or teachers.

West, C. (1993). *Beyond eurocentrism and multiculturalism: Prophetic thoughts in post-modern times*. New York: Common Courage Press.

New Literacy Faculty Strengthen Programs

Two new faculty members bring outstanding experience and expertise to the School of Education's literacy programs.

Dr. Gina Cervetti comes to Boulder as an assistant professor from the University of California, Berkeley where she worked as a post-doctoral scholar and literacy research and curriculum specialist after earning her PhD at Michigan State University. Cervetti has strong foundations in literacy assessment, content area literacy, vocabulary instruction, and professional development for teachers.

As co-principal investigator of a \$3 million National Science Foundation project, Cervetti is developing and researching curriculum materials that 1) support teachers in using science as a way to improve language development, and 2) improve the science understandings of English language learners. She is also working on smaller projects that study the use of academic, content-area vocabulary development and assessment.

But why leave a good position in Berkeley for one in Boulder? Cervetti said that, "like any good decision in life, it was the ideal



New faculty members Anne DiPardo and Gina Cervetti

confluence of many factors—great colleagues, the opportunity to do good work, a fabulous location, and great leadership." She also appreciated the fact that CU is a research university with a commitment to teacher preparation, social justice, and diversity in education.

As an award-winning professor from the University of Iowa, Dr. Anne DiPardo also appreciates the commitment to diversity, collegiality, and good leadership that

CU-Boulder affords. "I was struck by the culture of cross-disciplinary collaboration..., the sense of a whole-building community of inquiry, and commitment to promoting more equitable opportunities for all young people," she said. "Over the years, I've come increasingly to appreciate the importance of good leadership, and we've surely got one of the best leadership teams around. And did I mention the Rocky Mountains, sunny days, and great restaurants?"

Since earning her doctorate at the University of California, Berkeley, DiPardo's work focuses on writing instruction, reading/writing relationships, and literacy development for second-language learners. Her English teaching background ranges from high school to junior college to university classes. She directed the English teacher preparation program at the University of Iowa, and she remains active in the National Council of Teachers of English.

DiPardo is teaching Processes in Writing and Composition for Teachers for master's degree students and a master's doctoral seminar in literacy this academic year.

In Memoriam

Dr. Lindley Stiles

People in leadership have two options—either to speak up for civil rights, or to accept things the way they are as part of God's plan."

Dr. Lindley Stiles wrote that it was a "major personal and social blessing" that he chose the former. It was also a blessing for teachers, educators, and students everywhere who were touched by his teachings and generosity on his mission to ensure that the best students were recruited into teaching and that everyone had equal access to education.

Born in New Mexico in 1913, Stiles found education as the answer to change and resistance. He earned his undergraduate and graduate degrees from CU-Boulder and then worked as a teacher in the Boulder public schools. He worked to remove the White Clause preventing African American men from joining academic fraternities and helped African Americans to obtain teaching positions.

He had an illustrious career and eventually became Dean of the Curry School of Education at the University of Virginia, Dean of the School of Education at the University

of Wisconsin, and a chaired Professor of Education for Interdisciplinary Studies at Northwestern University.

Stiles worked tirelessly for civil rights, culminating with his testimony against segregation at the Prince Edward County Lawsuit that became part of the Brown v. Board of Education Supreme Court decision. He was also responsible for admitting the first black PhD students to a white university below the Mason-Dixon Line.

Stiles' commitments to equity and quality included bringing democracy to higher education by insisting on faculty governance and establishing a federal role in the funding of educational research.

Dean Lorrie Shepard, a longtime colleague, remembers his generosity toward helping other deans. "Throughout his life he took care to advise and encourage new deans who took up the responsibilities of college leadership," she said. "I am enormously grateful for the support he showed for me and for our School of Education, always urging that our accomplishments



and the importance of our mission be better recognized."

Lindley and his wife, Marguerite, who preceded him in death, established an endowed fund to celebrate their ideals of teaching. The Stiles' believed that teaching is the "preeminent profession" because it influences all other professions. Their legacy, "The Best Should Teach," is celebrated every year as teachers are honored for their academic and teaching achievements.

Dr. Stiles, 95, passed away in May.



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Where are they now?

Jack Cousins' Teaching Legacy Spans Three Generations

In emeritus professor Jack Cousins' family, the proverbial apples have never fallen far from the tree. As the "patriarch" of a family of educators, Cousins has inspired not only his daughter, Laura, who is an elementary school teacher in Parker, but also four grandchildren to pursue teaching careers.

In fact, two of his grandchildren, Jake and Megan, are following in Jack's own footsteps as history/social studies' teachers. Jake, a senior at Lewis & Clark College, will attend the Master's Plus program at CU-Boulder next fall to earn his master's degree and teaching license.

Megan, who just finished her fourth year teaching history at Ponderosa High School, has already won the outstanding teacher award. "I asked Megan, you used to be an addle-headed cheerleader," Cousins commented. "What happened to you?" Megan told her grandfather that she took a provocative high school history course—maybe not unlike a course that Cousins himself had once taught—and got hooked on history.

Two other granddaughters, Emily and Amy, are currently in teacher education programs for English/Spanish



and physical education, respectively. And Jack's wife of over 50 years, Waneta, was herself a second-grade teacher.

After earning a PhD from the University of Indiana and working as an assistant professor at Ball State University, Cousins arrived in Boulder in 1967. His experience as a middle school and high school teacher in Indiana gave credibility and passion to his teaching.

Known for his interest in helping prospective teachers observe and reflect, Cousins spent several years videotaping experienced secondary teachers from a

variety of disciplines. Those videos became part of his methods course curriculum and the subjects of rich discussion and analysis. It turns out that when he taught at a laboratory school in Indiana, Cousins himself was observed and videotaped as an exemplary teaching model.

Cousins taught social foundations, social studies methods, and other methods courses to prospective and practicing teachers until his retirement in 1992. An avid outdoorsman and family man, Cousins lives with his wife in Boulder.

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