

## New Doctoral Program Launched

When new PhD candidates arrived on campus last August, they began an innovative program that was three years in the making.

"It has been a great experience for me," said Sarah Zerwin, a former English teacher and new candidate in Instruction and Curriculum. "I appreciate all that has been done to change the program. It was nice to walk in last August and feel like we were really being taken care of."

Planning for the reform was conducted by school faculty and backed by the Carnegie Initiative on the Doctorate (CID), a research and action project aimed at improving doctoral education. CU-Boulder's education program was one of 32 departments (in English, chemistry, mathematics, and education) chosen. This funding provided intellectual and conceptual support by allowing selected departments to meet regularly and disseminate results. Faculty members Dr. Margaret Eisenhart and Dr. Hilda Borko spearheaded the project for the School of Education and attended the national meetings.

Using the unique structure of a "common core," the new program requires that students take a series of foundational introductory doctoral courses as a cohort. According to Eisenhart, these courses are designed "to present common norms and standards for the conduct of education research and to build an intellectual and methodological foundation for advanced, specialized course work." Unusual for PhD programs nationally, the cohort model also promotes collaboration among students and faculty.

"The concept of a cohort taking the same courses for a full academic year is unlike any other programs I previously researched," said Sara Bryant, a student in Research Evaluation Methodology (REM). "The benefits of being with the same people in a classroom for seven courses far outweigh the limitations. Forming a community of learners has not only allowed me to learn from others and take risks in class, but it has helped me make some very nice friends."

In the first year, students take two "big idea" courses. In the first course, Perspectives on Classroom Teaching and Learning, the cohort studies behavioral, cognitive, and socio-cultural theories of and research on teaching and learning. In the second course, Education Research and Social Policy, students explore the relationships between education research and policy initiatives over a 50-year period.



The first cohort of School of Education doctoral students began their shared course work last fall. Here they are pictured at a cohort reception with School of Education faculty. Photo courtesy of Michael Schneider.

Elena Diaz-Bilello is a REM candidate enrolled in Dr. Ken Howe's Education Research and Social Policy class this semester. "Higher ed doesn't always mesh with K-12," she commented. "But in this course, the connections are strong. We're looking at the inter-connections of society, policy implications, and K-12 education."

The cohort also takes two 2-semester courses in quantitative methods (focusing on experimental designs and statistics) and qualitative methods (focusing on interpretive designs and inquiry and analysis strategies). Student research projects are embedded in both sequences. Finally, so that doctoral students have opportunities to begin early study in their chosen fields, they enroll in informal specialty seminars attended by all program area faculty.

To deepen understanding of concepts and integrate ideas across the courses, the first-year curriculum includes two "cross-cutting" topics in each course that were introduced at approximately the same time during the semester. For example, one topic focused on the following question: If a teacher wants to know whether one reading program is better for her students than another, how could she find out? The topic was approached substantively in the Perspectives course, experi-

## 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.*

**Y**ou know you're getting old when a whole year evaporates in the twinkling of an eye. Isn't it still October? Life in the School of Education this year has been fast-paced and intense. Senior faculty have been enormously productive at the same time that all of us have felt the energy and renewal contributed by *nine* new faculty members hired in the last three years.

Having just completed NCATE accreditation last year (all teacher education programs approved without a single area of weakness), this year was focused on an even more comprehensive evaluation as part of the university's program review process. In addition to the data gathering and collaborative meetings required for self study and strategic planning, every faculty member in the school served on one or more search committees enabling us to hire *five* new faculty (in addition to the nine above). You will be introduced to these new faculty members in the fall newsletter.

Four comprehensive reviews for promotion and tenure were completed in 2004-05. Congratulations are in order for **Kathy Escamilla**, who was promoted to full professor; **Jeff Frykholm** and **Kevin Welner**, who received tenure and promotion to associate professor; and **Valerie Otero**, reappointed en route to tenure.

I thought you might appreciate seeing some of the data we collected to document our successes for the campus Program Review Panel. In the five-year period from 1999 to 2003, 27 tenure-track faculty published 29 books, 110 articles, and 68 book chapters. Not counted in this number were more recent titles such as Professor **Ron Anderson's** *Religion and Spirituality in the Public School Curriculum* and Professor

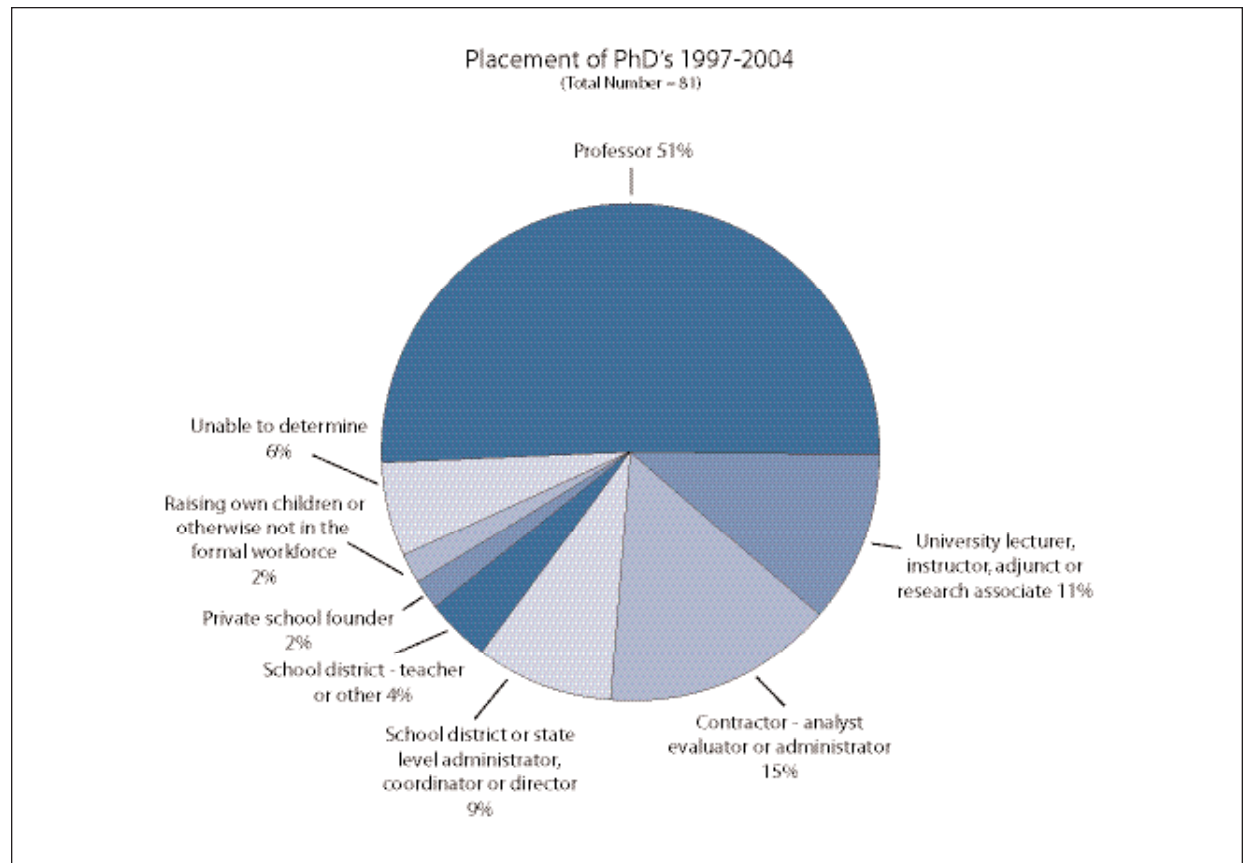
**Phil Langer's** *Command Failure in War: Psychology and Leadership*, a psycho-historical analysis of military leaders' command failures, co-authored with Robert Pois. Other books published this year include **Dan Liston's** *Teaching, Learning, and Loving*, **Janette Klingner's** *Differentiating Instruction in Inclusive Classrooms*, and **Shelby Wolf's** *Interpreting Literature with Children*.

The new doctoral core featured in the story on page 1 has added greater coherence and methodological depth to an already strong PhD program. Alumni might be surprised to learn that the School of Education currently supports 50 full-time doctoral students. Our doctoral students have GRE verbal scores above the campus average, we enroll a higher percentage of minority students (18 percent versus 9 percent campus wide), and our students graduate at a higher rate. After eight years, 80 percent of education students have finished their PhD compared to 55 percent for the university as a whole.

Most impressively, PhD graduates leaving CU are highly competitive in the job market. As shown in the figure, 51 percent of our PhD graduates in the last seven years became professors, and others have taken research positions or significant leadership positions in school districts or at the state level.

We are proud of our alums and want to stay in touch with you. Please send your updated address and job title to [Beverly.Andes@Colorado.edu](mailto:Beverly.Andes@Colorado.edu).

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# New Doctorate

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mentally in the Quantitative Methods course and qualitatively in the Qualitative Methods course.

The value of conceptual integration and academic rigor is not lost on the new cohort students. "I am very impressed with the new cohort curriculum," Bryant said. "We have had the pleasure of experiencing 'top' professors at the School of Education. Professors like Dr. Borko, Dr. Eisenhart, and Dr. Howe have each taught a full semester course and brought incredible knowledge and experiences to our class. Their passion has inspired me in topics that I would otherwise have never been interested in. The courses themselves provide high standards and rigor. The first semester courses, in particular, were extremely challenging and gave me a great introduction to a PhD at CU."

## Year One Doctoral Core Courses

First Semester	Second Semester
Big Ideas: Perspectives on Classroom Teaching and Learning	Big Ideas: Education Research And Social Policy
Qualitative Methods	Qualitative Methods II
Quantitative Methods	Quantitative Methods II
Specialty Seminar	Specialty Seminar

But the common core approach requires trade-offs. Except for participation in one seminar the first year, students want-

ing immediate immersion in their specialty fields must wait until the second year. "I have missed not doing much course work in my content area," Zerwin said. "The specialty seminar has been good, but it's not enough." But as doctoral candidates progress, they study less as a general cohort and more with only others in their disciplines. Next year this group of doctoral students will take only one cohort course in Multicultural Education, two specialty area courses, and two advanced methods courses. "I suspect we'll turn around and want to do more [as a cohort] next year," Sue Maunders, a candidate in educational psychology, noted. By the third year doctoral students will enroll solely in specialty courses, advanced methods, and capstone courses relevant to their own programs of study.

With the research needs associated with No Child Left

Behind growing, doctoral programs need rigorous curricula grounded in cutting-edge research. "It's not an understatement to say we're leading the country in this kind of revision," Eisenhart said. "There's a lot of talk nationally about how people graduating from doctoral programs in education don't know how to do research. This is our attempt to address that situation."

Zerwin agrees. "I think the biggest strength is the people—I've learned a lot from the professors and from my classmates. And I feel like I'm gaining a solid foundation for the course work and research that is ahead for me in the program."

# BUENO Celebrates \$50 Million Mark

When the BUENO Center for Multicultural Education exceeded the \$50 million funding mark this year, Professor Leonard Baca decided it was time to celebrate. As founder and executive director of BUENO since 1976, Dr. Baca hosted a dinner and program for past and present faculty and staff.

Although well-known throughout Colorado, the BUENO Center also has become a nationally recognized technical assistance resource. Under Baca's leadership, BUENO has used the grants for projects designed to train educators committed to working with students from diverse backgrounds and to provide educational opportunities for students of color. The grants have funded numerous programs, including:

- Special education professional training
- Bilingual PhD fellowships
- Bilingual training for teachers and administrators
- Family English Literacy
- High School Equivalency
- Paraprofessional Training and Career Ladder
- College Assistance Migrant Program
- ESL team approach for language minority students
- Adult education
- Distance learning

Since 1976 the center has assisted 1,200 PhD and MA graduates, almost 400 paraprofessionals earning AA, BA, and MA degrees, 200 college freshmen, and 9,200 high school graduates. Graduates of BUENO-sponsored programs currently serve as college and university faculty, teachers, and school administrators; support personnel in schools; and program administrators associated with special education and second language learners.

More information about the BUENO Center service projects and public resources may be found at their web site: [www.colorado.edu/education/BUENO](http://www.colorado.edu/education/BUENO).



The Baca family celebrated Leonard Baca's accomplishments at the BUENO Center event. From left: Elena Baca, Jaylen Baca, Eleanor Baca, Leonard Baca, Rosalinda Baca-Russell, and David Russell. Photo courtesy of Marc Swadener.



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## Alumni Focus

**W**hen alumnus Dale Seymour taught junior and senior high school mathematics in Nebraska, Colorado, and California, he had no idea what an impact he would have on mathematics education nationwide.

Seymour earned both bachelor's (in 1953) and master's (in 1962) degrees at CU-Boulder and coached basketball for the U.S. Army Corps of Engineers. After teaching for 14 years, Seymour used his experience, creativity, and educational expertise to found Creative Publications and eventually Dale Seymour Publications, both nationally recognized for innovative problem-based mathematics curricula and materials.

How does someone go from mathematics teaching to publishing? "When I was teaching in California, I put the text aside," Seymour recently stated. "I taught problem-solving and entered [our students] in math contests, and our students scored more points in Northern California than all other districts combined. Teachers asked me, 'What are you doing to motivate these students?' So in 1968 I created my own publications, Creative Publications, which is now owned by McGraw Hill. Then I started Dale Seymour Publications, which was bought by Pearson 10 years ago."

According to emeritus professor Roberta Flexer, "Dale Seymour is quite the giant in math education. He was one of the first people to come out with interesting, exciting, problem-solving things for kids to do—long before it was popular. Some of the materials he developed in the 1970s are still the best out there, such as the mathematics activities for middle school kids."

In addition to teaching, speaking, and writing, Seymour is also the recipient of the most prestigious award in mathematics education, the Glen Gilbert National Leadership Award, which was granted by the National Council of Supervisors of Mathematics recognizing his leadership and significant contributions in the field of mathematics. Coincidentally, the award is named for a former teacher at Boulder High School where Seymour was a student and served as "Head Boy" in 1949. But unfortunately the two never knew each other as teacher and student, according to Seymour.



Dale Seymour

Seymour has made over 900 presentations at conferences, authored or co-authored over 100 mathematics education publications, and designed over 150 educational games, posters, and products. He also has been actively involved in the California State Mathematics Framework Addendum Committee, California State Model Curriculum Standards Committee, and the National Council of Teachers of Mathematics Advisory Board for Mathematics Curriculum Standards.

Although he is officially retired, Seymour has started another educational poster company with his son, continues to author materials for Holt, Rhinehart, and founded the Mathematics Education Trust, an endowment that provides scholarships to teachers in pre-kindergarten through grade 12 to improve their own professional competence in mathematics. He is also an exhibited artist.

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