

SPRING 2016

education *VIEWS*



University of Colorado Boulder

SCHOOL OF EDUCATION

Leaving a Legacy to Build On

After 15 years as Dean, Lorrie Shepard returns to the faculty

DEAN'S MESSAGE

With Gratitude
Page 2

DEVELOPMENT

Building for the Future
Page 3

EYE ON HER RESEARCH

Assessment in a Learning Culture
Page 6

ALUMNI SPOTLIGHT

A Sea Change for Scott Marion
Page 13

Cover Photo: Dean Lorrie Shepard leads the School of Education commencement procession.





DEAN'S message

I never wanted to be an administrator. So how could it be that I agreed to serve in this role for so long, first as interim dean for two years and then after an hiatus of three years, to be the “real” dean for 15 years? It’s true that I like to organize things, and I like problem-solving. But, I confess, the real motivators have always been my feeling of family in the School of Education plus a kind of chip-on-the-shoulder defensiveness and pride on behalf of education and education research.

Long ago when Phil DiStefano was dean, he would send Bob Linn, Ernie House, and me to serve on campus committees. I remember how important it was that we knew about social science research methods, evaluation, and assessment, relevant to the work of the committees. It mattered to me that working with colleagues across campus prompted them to revise their only thinly disguised prejudices against researchers from education. It was also a great way to learn about the inner workings of the campus and how the School of Education might be helped to flourish. Those days too taught me some powerful equity lessons, by being active among the few tenured women faculty and watching Leonard Baca, Ofelia Miramontes, and Maria Reyes enlist Dean DiStefano to be a part of campus diversity efforts.

When Margaret Eisenhart interviewed me for this newsletter, I told her that the best part about being dean was learning from the faculty and being able to translate, explain, and brag about their work to lay audiences and to scholars in other disciplines. In my own development as a researcher, I had learned about qualitative methods from Mary Lee Smith, cultural-historical activity theory from Margaret, and the rapprochement between quantitative and qualitative research methods from Ken Howe and Margaret. From Bobbie Flexer and Freddy Hiebert, I had learned about formative assessment strategies grounded

in mathematics and literacy learning. Each of these new lessons made my work wiser and more insightful than it otherwise could have been. Becoming dean then opened up vast new territory for my learning — more about learning sciences and identity development, the policy world of teacher education and teacher evaluation, physics education research and teaching reforms in higher education, bi-literacy development, and more.

My pride in our faculty and students has made it effortless to be spokesperson and leader. We can easily demonstrate the impact of our research beyond the ivory tower, because use-inspired research, immersed in the contexts of policy and practice, make it immediately applicable and relevant. When we say that as a School we are committed to democracy, diversity, and social justice, we aren’t making a political statement, we are making a moral and value commitment. Every child deserves access to well-prepared teachers who recognize and affirm the language and cultural resources that child brings to school. It is easy to champion these things. Over the years, it has been my job to recruit faculty who live these commitments and whose work has had the greatest possible impact because they so thoroughly integrate their teaching, research, and outreach with the community.

I never imagined being a fundraiser either, but it turned out only to be about cherished friendships with so many generous supporters. Bob and Judy Charles made an especially generous gift to launch my entry into this world, and the WISE giving circle and development board members have been very personal supporters at the same time that they have contributed so generously to the School.

How embarrassing to be congratulated for career accomplishments when it is I who should be thanking all of you. It has been such a wonderful ride.

Lorrie Shepard, Dean and Distinguished Professor
Lorrie.Shepard@colorado.edu

Building on the past for a Healthy Future

Over the past 15 years, the School of Education's development efforts have increased tenfold to support students, faculty, and programs — growing from \$100,000 in giving per year to consistently \$1 million in annual giving. As an example of that growth, in 1993, five student scholarships totaled \$25,000, and this year, 66 student scholarships topped more than \$380,000, including significant contributions for the Miramontes Doctoral Scholars, the Carol and Charles Reynolds Scholarship, the Steve Ollanik Scholarship for student teachers, and the David and Margaret Grohne Scholarship for out-of-state students, to name a few.

Under the direction and support of **Dean Lorrie Shepard**, the Development Advisory Board was founded in 2002, Bob and Judy Charles established the School of Education's first endowed chair in 2004, and a giving circle called Women Investing in the School of Education (WISE) was created in 2009.

To commemorate Shepard's remarkable leadership as dean, a special fund has been created in her honor, the **Lorrie Shepard Endowed Fund in the School of Education**. She will thoughtfully designate the purpose of the funds after returning to the faculty. Please join us in this unique opportunity to recognize her as dean and build for our future. ■

(Top) Marie Legrand is the 2015 recipient of the Steve Ollanik Endowed Scholarship for Teachers. (Center) Bill Barclay established the Miramontes Doctoral Scholars in memory of Ofelia Miramontes, Professor of Education and the first CU-Boulder Associate Vice Chancellor for Diversity and Equity. Pictured with Jennifer Pacheco, Elizabeth Silva, and Jose Ortiz. (Bottom) Bob and Judy Charles gave a \$1.5 million gift to create the School of Education's first endowed chair, Professor Margaret Eisenhart. (Left) The WISE giving circle has pledged more than \$180,000 to support innovative projects with their pooled funds and they also meet annually for the WISE Tea.



fundraising



School of Education
UNIVERSITY OF COLORADO BOULDER

To give a gift to the School of Education, donate online at giving.cu.edu/schoolofeducation, use the enclosed envelope, or contact Ann Schlesinger at 303-492-9947 or ann.schlesinger@colorado.edu.

Lorrie's Leadership

By Margaret Eisenhart,
Distinguished Professor

“For 15 years, Lorrie has been our leader, our preeminent scholar, our foremost spokesperson, our chief promoter, our thoughtful colleague, and our dear friend. She has steered us, as a group and as individuals, to grow and flourish.”



Top: Chad Nash ('15, EFPP) takes a commencement selfie with the dean. Lorrie Shepard with: (from left to right) Ofelia Miramontes, bilingual education teacher and professor; students from McElwain Elementary on a literacy field trip; and Phil DiStefano at a reception honoring his service to the School of Education and CU-Boulder.

“We’ve all been in this together. I can’t take the credit. I could not have done any of this without all of you.”

Lorrie Shepard told me this in February when I asked her about her legacy as dean of the School of Education. Characteristically, she emphasized the contributions of others. Yet for 15 years, Lorrie has graciously led us to national and campus prominence in research, teaching, and outreach while building a close-knit and caring community within and beyond the School.

EXEMPLARY RESEARCH

Lorrie has always insisted that we hire the very best research faculty, and for each one we’ve chosen, she has done everything possible to recruit that person. Before Lorrie’s tenure as dean, the School’s research productivity and visibility were generated by a fraction of the faculty. Today, 100% of the faculty are research-active, and we rank 10th among 196 comparison U.S. universities in scholarly productivity. Annual research grants have tripled from \$3 million to \$9 million. While the number of faculty have remained small (32-34), accomplishments are many:

- four faculty members, including Lorrie, have been elected President of the 25,000-member American Educational Research Association (AERA);
- nine, including Lorrie, have been elected AERA Fellows and one, Lorrie, was elected President of the National Academy of Education;
- four, including Lorrie, have been elected University Distinguished Professors;
- two have been elected CU President’s Teaching Scholars; and
- nine faculty members have earned early career awards, underscoring Lorrie’s ability to attract and nurture “rising stars” as well as established scholars.

TEACHING EXCELLENCE

Lorrie has placed excellence in teaching and teacher education at the center of the School’s mission. Despite challenges to university-based teacher education and public criticism and declining interest in teaching, our teacher education program has grown stronger during her tenure. She has steadily supported research and clinical faculty collaboration. Unlike many research universities, we deliberately avoided creating a two-tiered system of teaching faculty and research faculty because she believes that new teachers should learn from both master teachers and research faculty. She has been a consistent voice of reason in politically charged policy debates about high-quality teaching, drawing on research evidence to

demonstrate that every child deserves a well-prepared teacher every year.

PUBLIC ENGAGEMENT

Under Lorrie’s leadership and the dedicated efforts of faculty, our public engagement efforts have expanded near and far. We’ve strengthened our school-university partnerships in the Front Range, and **Kevin Welner’s** National Education Policy Center regularly publishes peer-reviewed policy briefs garnering national attention. **Ben Kirshner’s** CU Engage has recently become the campus model for community engagement while the BUENO Center, founded by **Leonard Baca**, has been nationally recognized for its outreach to bilingual and first-generation communities for 40 years.

Running through all aspects of Lorrie’s leadership is a deep commitment to fairness, diversity, and social justice. This is evident in the thoughtful attention she gives to each faculty member, in the programs she has promoted, such as the Education Diversity Scholars, A Queer Endeavor, and the Teachers of Color and Allies Summit, and in the fact that our graduate program has the highest proportion of students of color on campus.

STRONG COMMUNITY

When Lorrie and I spoke, we reminisced about some of the challenges that accompanied this extraordinary record of achievement. But she most wanted to talk about what she liked about being dean and what kept her going for so long. No surprise: she laughed that she liked being “in control,” and she liked “bragging on the faculty,” whom she had worked so hard to recruit, nurture, and not-so-infrequently cajole to her way of thinking. She cherished the close relationships she had with the faculty and that they had with each other; and she liked learning from their work and their accomplishments. She loved the “intellectual challenge” of supporting the faculty and the joy of seeing them flourish. “They feed me,” she said.

For 15 years, Lorrie has been our leader, our preeminent scholar, our foremost spokesperson, our chief promoter, our thoughtful colleague, and our dear friend. She has steered us, as a group and as individuals, to grow and flourish. As she steps down as dean after spring semester, we are so grateful for her contribution to our lives and the foundation she has laid for those who follow. We wish her all the best as she returns to her love of research and scholarship that matters so much to teachers and students. ■

CREATING USABLE KNOWLEDGE

A mistake made by many people is to draw a bright line between the moral and the technical, suggesting practices like psychometrics are value free and tools like tests allow us to make unbiased decisions. This black and white view of the world has been challenged by **Lorrie Shepard**, continually reminding us that educational measurement is more than technical because the outcomes of measurement are inherently political.

In a career spanning 45 years, Lorrie locates educational measurement in the technicolor and very messy world of education. Her work is innovative, grounded in schools, and educative for the policymaker, but it is never oversimplified. She is the consummate collaborator, joining with other researchers, graduate students, and teachers to produce that very rare product — useable knowledge.

Her contributions to educational measurement have been recognized by the Educational Testing Service through the Henry Chauncey Award for Distinguished Service to Assessment and Educational Science and by the National Council for Measurement in Education with the Award for Career Contributions to Educational Measurement, bestowed more than 15 years ago (we think she should receive another). She has also been a leader in the broader world of education, serving as President of the National Academy of Education and as President of the American Educational Research Association (AERA), where she delivered her 2000 presidential address that became her most widely cited publication, “The role of assessment in a learning culture.”

In the remainder of this article we look carefully at this readable and dare we say, world-forming piece, making the case for how it represents why we have all been shaped by Dean Shepard’s keen intellect.

SETTING ASSESSMENT IN A LEARNING CONTEXT

“The role of assessment in a learning culture” speaks to everyone from teachers to measurement specialists and learning theorists. As is the case with most of Lorrie’s theoretical contributions, this piece had been germinating for many years. We trace this to at least 1991 when she published “Psychometricians’ beliefs about learning” where she found that most practicing psychometricians held behavioristic learning orientations and therefore designed tests in ways counter to how students actually learn. As her colleague Bob Mislevy noted,

“It is only a slight exaggeration to describe the test theory that dominates educational measurement today as the application of 20th century statistics to 19th century psychology.”

Lorrie continued this study throughout the 1990s, highlighted by her 1993 chapter, “Evaluating test validity,” which won the AERA Palmer O. Johnson Award for the best publication, her 1996 William H. Angoff Memorial Lecture, “Measuring achievement: What does it mean to test for robust understanding?” and her CRESST report, “The role of classroom assessment in teaching and learning.”

Lorrie was clearly a leader in helping bridge the chasm between learning and assessment but was joined by a handful of key colleagues to help advance this work. As a member of the Board on Testing and Assessment of the National Research Council (NRC), she helped oversee one of the most important publications in our field, “Knowing what students know: The science and design of educational assessment.” Taking nothing away from this important publication, it took the NRC committee 382 pages to say what Lorrie said the year before in 11 journal pages. To be fair, “Knowing what students know” went deeper into technical measurement issues, but one of the hallmarks of Lorrie’s writing is that she appears to effortlessly cut to the chase and synthesize both the key things we should know from previous research and describe a path forward. Those of us who have witnessed Lorrie’s writing process know that it is far from effortless, but we are still amazed (and somewhat jealous) of her ability to communicate complicated ideas.

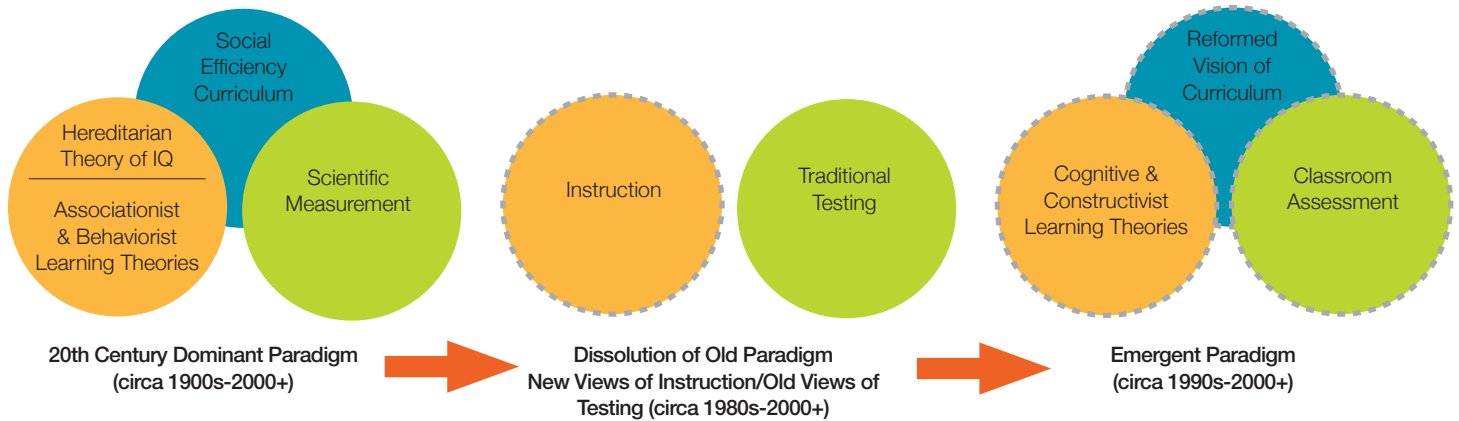
BUILDING BRIDGES

The decade or more leading up to this publication was characterized by sharp divisions among cognitive and sociocultural learning theorists. Always a peace-maker (good training for becoming a dean), Lorrie suggested that the following areas of overlap between the two perspectives can advance our understanding of student learning: (a) cognitive abilities are influenced in large part by cultural and social factors, (b) learners construct knowledge within a social context, (c) new learning builds on and is greatly influenced by prior knowledge which includes social and cultural factors, (d) metacognition is a crucial component of the development of advanced knowledge and skills, and (e) deep understanding is characterized by the capability of the learner to transfer that understanding to new situations.

CONTINUED ON PAGE 8

Figure 1

An historical overview illustrating how changing conceptions of curriculum, learning theory, and measurement explain the incompatibility between new views of instruction and traditional views of testing.



The evolution in understanding student learning and how these views of learning influence both curriculum and assessment are cleverly summarized in figure 1 (Shepard, 2000, p.5).

Since teachers justifiably rely on published and locally created curricula to guide their instruction, Lorrie made clear that curriculum needs substantial changes to align with these reformed views of learning.

“School learning should be authentic and connected to the world outside of school not only to make learning more interesting and motivating to students but also to develop the ability to use knowledge in real-world settings.”

Always a strong advocate for assessment approaches that call on students to demonstrate deep understanding of content and skills, Lorrie insightfully insists that classroom assessment must be based on a broader array of assessment options than the commercially-published interim and end-of-chapter tests.

“Therefore, a broader range of assessment tools is needed to capture important learning goals and processes and to more directly connect assessment to ongoing instruction. The most obvious reform has been to devise more

open-ended performance tasks to ensure that students are able to reason critically, to solve complex problems, and to apply their knowledge in real-world contexts.”

CONTINUALLY RELEVANT

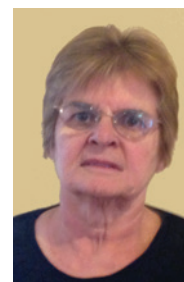
All three of us find ourselves returning to “The role of assessment in a learning culture” again and again. It permeates our approaches to teaching, learning, and research. Collectively, this article (as well as many of Lorrie’s other contributions) continues to influence our work including: the interplay of assessment and sociopolitical factors in classroom and family contexts, the use of small group oral reviews to support the use of formative assessment and promote learning in multiple disciplines and universities, and designing, implementing, and evaluating balanced assessment systems to support both instructional and accountability uses. Because of its powerful influence on our thinking, we regularly recommend this article to graduate students and teachers, send it to principals, and talk about it with colleagues and policymakers. Lorrie’s vision of integrating learning and assessment will continue to influence generations of teachers and researchers. ■



Beth Graue, PhD (1990, REM) is Sorenson Professor of Curriculum and Instruction at the University of Wisconsin-Madison School of Education



Scott Marion, PhD (2004, REM) is Executive Director of the National Center for the Improvement of Educational Assessment (Learn more about Scott on page 13)



Mary Nelson, PhD (2005, REM) is Associate Professor of Mathematics at George Mason University

YOUTH ACTIVISM IN AN ERA OF EDUCATION INEQUALITY

BEN KIRSHNER



School hosts public panel discussion addressing parents' rights

How does parental choice affect public education? In January, a panel of scholars from the CU-Boulder School of Education and the Center for Values and Social Policy teamed up to tackle the legal and philosophical issues parents face as they make decisions related to state testing, vaccinations, and school choice.



Panelists (from left to right) Hosein, Welner, Davidson, and Wilson.

Moderated by **Michele Moses**, the panel included **Kristen Davidson**, postdoctoral researcher for the National Center for Research in Policy and Practice; **Adam Hosein**, CU-Boulder assistant professor of philosophy; **Kevin G. Welner**, director of the National Education Policy Center; and **Terri Wilson**, CU-Boulder assistant professor of educational foundations.

Following the panelists' remarks, attendees were invited to take part in an interactive Q&A period via social media using the hashtag #EdChatCU. The lively conversation was moderated by PhD students **Matthew Hastings** and **Wagma Mommandi**.

 **Watch the video at www.colorado.edu/education/parents-rights-panel**

Youth Activism in an Era of Education Inequality awarded best authored book

Ben Kirshner's book, *Youth Activism in an Era of Education Inequality* (NYU Press, 2015) received the Best Authored Book Award from the Society for Research on Adolescence.



Ben Kirshner

Published in June 2015, the book gives readers insight into the political power today's youth have acquired in an era of racial inequality, diminished educational opportunity and an atrophied public square. This is revealed through several examples, including one in which local youth organizers negotiate new school discipline policies to end the "school-to-jail" track.

Based on 10 years of youth development research, the book explores how activism contributes to youth development and how young people from marginalized communities interpret their sociopolitical context and learn to exercise collective political agency.

Shawn A. Ginwright of San Francisco State University describes this study as "a powerfully rich analysis of youth activism and youth participatory research across a variety of settings."

 **More information at www.colorado.edu/education/youth-activism-book**

public scholarship

in the spotlight



Kevin Welner, Michelle Renée, and Bill Penuel at the AERA Knowledge Forum in Washington, D.C.

As the American Educational Research Association (AERA) marks its centennial year, several scholars from the centennial state are planning the organization’s big celebration.

Along with the AERA President Jeannie Oakes, AERA Annual Meeting co-chairs **Kevin Welner** and **Michelle Renée** are building the meeting around the theme, Public Scholarship to Educate Diverse Democracies. Working with them are CU-Boulder PhD candidates **Michael Harris** and **Kathryn Wiley** and UCLA PhD student Anthony Beryman.

In 1916, the year AERA was founded, John Dewey published his influential book, *Democracy and Education*. Dewey maintained that scholars must engage democratically with “publics” in ways that raise awareness of social problems and foster an informed and public deliberation of those problems. With this admonition in mind, the planning team designed the meeting to reinvigorate the progressive aspirations that gave rise to the AERA professional community in 1916: hope and determination that research can strengthen public education, society’s most democratic institution.

Public scholarship exists in a wide variety of forms, including conducting collaborative research with communities and educators, writing for audiences beyond other academics, commenting in the media, and testifying at government hearings. Engaged scholarship is designed to inform civic participation,

decision-making and action. With this in mind, the team has organized “Ed Talks,” modeled after TED Talks, including a talk by **Bill Penuel** about research-practice partnerships.

“It has been amazing to watch top scholars learn to communicate research in a very different way, stretching themselves well beyond their comfort zones,” Welner said. “Our academic training is great for helping us learn how to communicate with other researchers, but we need to go back to square one to learn how to communicate in ways that are really compelling for non-researchers.”

At the Annual Meeting in Washington D.C., the planning team’s 30-plus “Presidential Sessions” highlight these and

other new and interesting ways of sharing research. Among those presenting in Presidential Sessions will be CU-Boulder faculty, including **Elizabeth Dutro, Ben Kirshner, Alex Molnar, Michele Moses, Michelle Renée, Lorrie Shepard, Jamy Stillman, and Terri Wilson.** ■



PhD Candidates Michael Harris and Kathryn Wiley

Work in Progress

Learning Progressions Framework Emphasizes Student Growth

For **Derek Briggs**, high quality assessments and evaluation begin with high quality design. This was his central motivation for launching CADRE, the Center for Assessment, Design, Research, and Evaluation, in 2014. The mission of the center is to get involved in projects that have the potential to improve the ability of educators to assess student learning and to evaluate programs and methods that can have a positive effect on this learning.

CADRE partners with school districts, state agencies, national organizations, and other university departments. For the last two years, Briggs and **Elena Diaz-Bilello**, PhD (REM, 2011), CADRE's associate director, have been partnering with local school districts to develop and apply an innovative approach to measuring student growth, called the Learning Progressions Framework.

While many standardized tests can provide useful summative information relevant to a broad curriculum, a learning progression assessment framework emphasizes the depth and sophistication of student understanding for formative purposes.



Derek Briggs

Oftentimes student assessments are externally developed, handed down by the state or the district administration. Briggs argues that a learning progression framework can empower teachers to take ownership of their assessments. The framework also challenges them to appreciate that the boundary between correct and incorrect is not as black and white as traditional tests suggest. There is a significant space between “not getting it” and “getting it” that allows teachers to learn from the knowledge demonstrated by students’ answers.

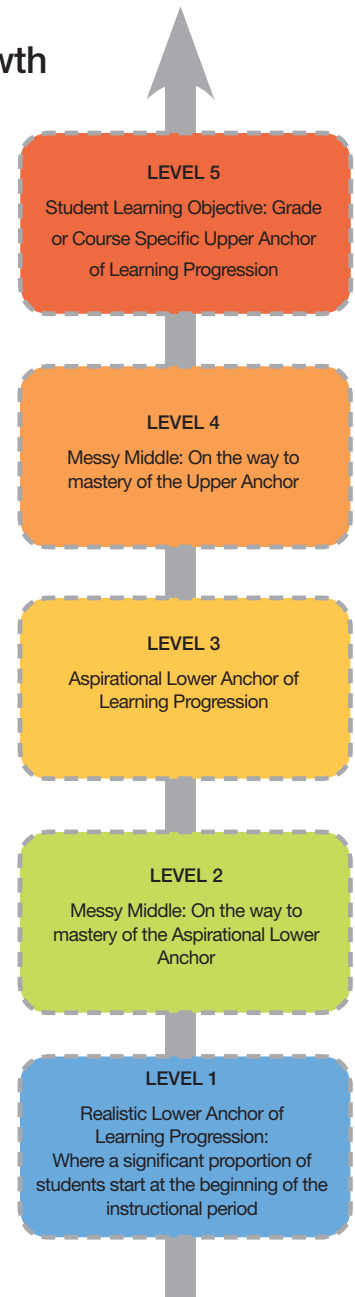
“We are looking at what it takes to go from novice understanding to more sophisticated understanding,” Briggs said. “What information is needed to show growth?”

Within this framework, teachers play an active, collaborative role with other teachers to define growth and set consistent goals for all students. Student learning depends on the ways that teachers adjust to meet the needs of their students.

The framework was developed and piloted in mathematics and visual arts in collaboration with teachers and administrators in the Denver Public Schools. Next the CADRE team plans to partner with the Thompson School District.

The partnerships are key, Briggs said. “It’s one thing to write a paper about a theory and another to work with teachers. They have to fit their work within that framework. We learn a lot from them.” ■

Learn more at www.colorado.edu/cadre/learning-progressions-project



“...a learning progression framework can empower teachers to take ownership of their assessments.”

A Tribute to Bob Linn

A True Giant in the Field of Educational Measurement



Robert L. Linn, a true giant in the field of educational measurement, passed away in December 2015. His contributions to measurement, psychometrics, and assessment-related policy were both broad and deep, always innovative and insightful, and of the highest quality. In talking about Bob's work, colleagues used his first name because in addition to being a research luminary, he was a remarkable, soft-spoken, down-to-earth citizen who rolled up his sleeves and worked side-by-side with so many educators and scholars that countless individuals considered him to be their friend, mentor, and role model.

As both public scholar and public servant, he was always the first person sought by any National Research Council committee on testing. He advised on military personnel testing, the College Board, the Graduate Record Examination Board of Directors, the Association of American Medical Colleges, the Law School Admissions Council — the list is almost endless. In partnership with UCLA, Bob was the Founding Co-Director of the Center for Research on Evaluation, Standards, and Student Testing. More recently, even in failing health, he traveled to numerous states to help with technical issues faced by state assessment programs.

Yet, even in the prickly and competitive world of academia, the many scholars who knew Bob remember him for his kindness, integrity, sense of humor, and patience. Family always came first. When we asked his wife Joyce how someone so accomplished could be so humble and so unaware of his fame, she wondered if it could have been his poor performance in high school. Bob loved math but got such bad grades in other subjects that he couldn't get into the University of Colorado. He only later developed an appetite for reading while in the U.S. Army and then got straight A's at the University of Wyoming, where he and Joyce met. Perhaps those experiences also help to explain Bob's deep commitments to equity and his awareness of whose capabilities might be overlooked if judged only by test scores.

ROBERT L. LINN MEMORIAL LECTURE AWARD

To continue his legacy, the Robert and Joyce Linn endowment has been established to fund the Robert L. Linn Memorial Lecture Award, which will honor early or midcareer scholars in educational measurement and policy. The recipients will deliver lectures alternately held at CU-Boulder and UCLA. ■

 **More at www.colorado.edu/education/robertlinnmemorial**

ALUMNI spotlight

A Sea Change

From Marine Biologist to Educational Assessment Leader



Scott Marion (REM, '04) admits to having “one of the most circuitous routes to the field of measurement as anyone.” He began his career in marine biology leading whale-watching trips and other natural history expeditions, thus his love for working with people and education began.

After becoming certified to teach science, Marion worked at the University of Maine in a research office, taught assessment and environmental education courses, and discovered he enjoyed working with teachers on assessment. When it came time to apply for doctoral programs, he was drawn toward strong assessment research programs.

“I think assessment has a lot of power for good but is often misused, so I wanted to develop the expertise to help set a positive direction — that is what attracted me to CU,” he said. “The most interesting things I was reading on assessment were coming from CU.”

Marion fondly recalls the opportunity to work with his advisor, **Lorrie Shepard**, dean and distinguished professor of research and evaluation methodology. Marion was a unique student. He had published research and presented at national conferences already, but as a doctoral student at CU-Boulder he thrived.

“If anything made me who I am today, it is that Lorrie ensured I had a well-round doctoral program, so I could see how assessment is situated in other aspects of education,” he said. “I always felt like Lorrie treated me like a colleague. It was clear she put my interests and future first.”



Scott Marion stand-up paddle boarding in Maine.

While working on his dissertation, Marion was offered the opportunity to be the Director of Assessment for the state of Wyoming, and Shepard encouraged him to take the job. There, he oversaw all assessment-related activities for the Department of Education, and he directed an innovative high school graduation assessment system, The Body of Evidence.

These days, Marion is seaside again. In 2003, he joined the National Center for the Improvement of Educational Assessment in New Hampshire, and he became executive director in 2015. He consults with numerous states on issues such as optimal design of assessment and accountability systems, legally defensible approaches to accountability, validation evidence for accountability programs, and programs to support low-performing schools.

“I work with everyone from teachers to governors,” he said. “It’s a great place for me. I’m like a kid in a candy store with all these interests. Lorrie used to tease me about that. Here, I get to work on many interesting issues.”

Colleagues still, Shepard now calls Marion for his perspective. Yet, even as a recognized national leader, Marion often finds himself returning to her advice—from running his organization to thinking outside the box.

“She is always approaching things in ways that are more useful for students and teachers,” he said. “I had an affinity for that before I got to CU, but watching her model it was key.” ■

FACULTY farewell



Professors Eisenhart and Howe Set to Retire


Margaret Eisenhart and **Ken Howe** joined the School of Education faculty in the same year, 1987. Hired as “rising scholars” by Chancellor Phil DiStefano, the pair helped usher in a new era of excellence in research for the school. It is only fitting that these two beloved and accomplished faculty members will retire at the same time.

Eisenhart, a University Distinguished Professor, became the first endowed Bob and Judy Charles Chair of Education in 2004. She is internationally renowned for her work in educational anthropology and ethnographic research methods. Her influential study with Dorothy Holland, *Educated in Romance: Women, Achievement, and College Culture*, brought new understandings about the process and implications of the social construction of identities. Eisenhart brought these understandings to her work with female students of color interested in pursuing careers in the sciences by developing an after-school program, Female Recruits Explore Engineering (FREE). Her research on FREE led her to incorporate new methods with traditional ethnography, such as the study of text messaging and social media data.

Howe was elected President of the Philosophy of Education Society in 2013, the highest honor for a philosopher of education. He is widely recognized for his analyses of education policy, ethics, and philosophy of social science that integrate empirical findings with philosophical analysis. In his now classic book, *Understanding Equal Educational Opportunity: Social Justice, Democracy, and Schooling*, Howe made a compelling case for a participatory interpretation of equality of educational opportunity. He has investigated the consequences of numerous education policies on opportunities for students who are positioned at a disadvantage, always with a focus on advancing a more just educational system.

Howe and Eisenhart became fast friends on the faculty. Together, they have addressed issues such as validity in educational research, the complementary nature of qualitative and quantitative research, and school choice. They and their spouses frequently ski and travel together.

They will be dearly missed in the halls of the School of Education but their mark on their respective fields, on the CU-Boulder community, and on countless students will endure.

 **Send us your memories and well wishes for Professors Eisenhart and Howe. Submit a comment for their e-cards at www.colorado.edu/education/Eisenhart-and-Howe**

ALUMNI class notes

'80 Retired educator **Phyllis J. Perry**, EdD, released a book in November 2015 from History Press, *Colorado Vanguard: Historic Trailblazers & Their Local Legacies*. It chronicles the exploits of 30 men and women of Colorado, including explorers, miners, farmers, Native Americans, railroaders, inventors, scientists, doctors, statesmen, environmentalists and entrepreneurs. Phyllis has published scores of books, six of which feature Colorado. Find her at www.phyllisjperry.com.

'97 **Lucia Kegan Sullivan**, MA (C&I) was recently appointed Principal of Canyon K-8 in the East Bay of Northern California. Previously she served five years as a Curriculum Coordinator in Newton, Massachusetts and taught for 13 years in Massachusetts, Sarajevo, and Colorado.

'02 **Traci Dille Haley**, MA (Literacy) became the principal at Longmont Estates Elementary in 2015. Haley attended Longmont Estates as a student and taught there as a student teacher. "It's just like coming home. It makes me even more invested," she said.

'02 Oakland Unified School District hired **Drew Giles**, MA (Elementary Education) to serve as director of quality, enhancement, and professional development for early learning. Drew has taught preschool and kindergarten in Colorado and South Korea. In 2012, he was named runner-up for Colorado Teacher of the Year.

'10 In summer 2015, **Jordan Bailey** moved to Rhode Island to work at Moses Brown School, a centuries old Quaker school on the east side of Providence. Founded in 1784, Moses Brown is a N-12th grade school that fosters self-discovery, learning for its own sake, resourcefulness, and compassion. "Its dedication to sustainability and project-based learning are akin to the tenets of education at CU. I am forever grateful to CU," she said.

'14 **Rebecca L. Beucher**, PhD (C&I) will become Assistant Professor of Secondary Literacy Education at Illinois State University in the School of Teaching and Learning in the Fall 2016. Her research agenda involves applying ethnographic methods and feminist epistemology to achieve a nuanced understanding of the intersections between minoritized youths' multiliteracy practices, sense of self, and access to power in urban school contexts. This agenda is informed by efforts related to developing pedagogical tools and practices that facilitate critical consciousness, civic action, and agency among minoritized youth and their teachers.


'14 In November 2015, **Bethy Leonardi**, PhD (EFPP) and **Sara Staley**, PhD (C&I) published "Affirm gender and sexual diversity within the school community" in *Phi Delta Kappan*, a professional magazine that publishes articles and editorials in the field of education. Bethy and Sara are co-founders of A Queer Endeavor, an initiative within the School of Education focused on supporting teachers and school

communities around topics of gender and sexual diversity. Learn more at www.aqueerendeavor.org.

'14'15 The Knowles Science Teaching Foundation chose Dawn Yetter (Math'09), **Meghan Mosher**, MA (C&I) and **Christine Askham**, MA (C&I) as members of its 2015 cohort of Teaching Fellows. The Knowles Foundation seeks to improve STEM education by building a stable, sustainable cadre of networked leading teachers, who are trained and supported as leaders from the beginning of their careers.


'15 **Ruth María López**, PhD (EFPP) is a Senior Research Associate at the Annenberg Institute for School Reform at Brown University. Her paper, "Amnesty or an Education Policy? A Critical Discourse Analysis of The DREAM Act of 2010 Coverage on Evening Television News" was selected for discussion at the Emerging Immigration Scholars Conference held by the University of California Los Angeles Center for the Study of International Migration in February.

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WELCOME
INCOMING DEAN

Katherine Schultz



In August, CU-Boulder will welcome **Katherine Schultz** as the new Dean of the School of Education. Schultz is currently Professor and Dean of the School of Education at Mills College, a liberal arts and sciences college in Oakland, California, where she developed strong partnerships with local schools and communities.

She is most looking forward to supporting the work of faculty, students, staff, and alumni. “Their collaborative spirit and commitment to equity and access assure me that together we will be able

to build research and programs that will make a difference in underserved communities,” she said.

Learn more about Dr. Schultz in the fall newsletter.

 Visit www.colorado.edu/education/dean-schultz

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