

The Twenty-First Century School of Education

by

Rick Ginsberg, Ph.D., Director

It is hard to believe that the new century is actually here. I remember as a young boy thinking about January, 2000, wondering if I would ever be that old! Well, I am, and with the dawn of the new century, there is a great deal of excitement surrounding the programs and activities in the School of Education. Technology is affecting all of our lives in ways never before imagined, and new initiatives and expectations are driving much of the work we do. The School currently has graduate degree programs in a number of specializations being offered to cohort groups across Colorado, utilizing face-to-face two-way interactive video and on-line instruction. Indeed, cohorts of students in Chicago, Atlanta, Iowa, Minnesota and Wyoming are also choosing the School of Education for their graduate degrees because of advanced technologies for program delivery. This spring we will embark upon a collaboration with Information Technology Institute, one of North America's leading trainers of information technology workers, in a master's degree program specializing in adult education and training. This program will be predominantly delivered on-line to students in Denver and across the U.S. and Canada. So as we try to meet the needs of students in Colorado and beyond, the School of Education is developing the reputation as a recognized leader in the use of innovative delivery models. In fact, *U.S. News and World Report* ranked the School of Education ninth in the country in the area of vocational/technical programs.

Equally significant is the work underway to revise the teacher licensure programs in the School. Already encompassing the research-tested approach of working with partner schools, the heavily field-based model in place since 1996 is being reconsidered to meet the demands set out in Senate Bill 154 (passed by the Colorado legislature in June, 1999). The bill calls for a number of things, most prominently the expectation of 800 supervised clinical hours as part of the preparation experience and a requirement that all undergraduate degree programs leading to a teaching license be completed within 4 years. Newly devised performance

standards for prospective teachers promulgated by the Colorado Department of Education emphasize areas like reading and math literacy, assessment, technology, inclusion and working with parents and students. By July, 2001, all teacher preparation programs must be approved by the Colorado Commission on Higher Education or they will cease to exist.

How is this work proceeding at CSU? What can we expect from a revised teacher preparation program in the School of Education? Our colleagues in departments and colleges all over campus have joined with us to critically examine current offerings. Spring semester, we hope to have a revised teacher preparation program that will meet the new state standards. A critical aspect of the new program will be the expectation that the prospective teachers demonstrate their abilities to meet the state standards in real classroom settings. Thus, the student teaching experience will probably require the development of some kind of portfolio to document the student abilities in the designated areas. Such performance-based assessments will be critical for our students as they prepare for teaching careers.

Our leadership in preparing quality teachers in 16 secondary education areas has garnered significant recognition in Colorado and across the U.S. Indeed, Ohio State University highlighted the School of Education at CSU as one of five exemplary programs in the U.S. in its federally-funded project on best practices in teacher education, specifically how contextual teaching and learning can improve student achievement.

With the dawn of the new century, many Americans are examining their sense of where they have been and where they are headed. The School of Education has had a rewarding part in preparing educators and other leaders and has positioned itself to remain at the forefront in its delivery of teacher preparation and graduate programs. We look forward to working with you in these exciting times!

TOP CHINESE DELEGATION ON SECONDARY EDUCATION COMES TO COLORADO - TARGETS CSU'S PROJECT PROMISE

by Susan Wei, Escort, National Committee on US-China Relations

On the evening of Saturday, October 23, a delegation of leading secondary school educators from the People's Republic in China (PRC) arrived in Denver for a four-day visit to study secondary school management. The delegation focused on model secondary schools, the use of technology in the classroom, distance learning, science education, and innovations in secondary school teacher preparation. Colorado was the third stop for the delegation during its October 16-30 itinerary, which included New York, Washington, D.C., Denver, and San Francisco.

The Chinese educators visited stand-out programs in the area: Eagle Rock School for at-risk teenagers in Estes Park, established by the American Honda Motor Company; the state-of-the art da Vinci lab in Monarch High School, Louisville; and classes in Fairview High School, Boulder.

The delegation met with faculty from Colorado State University's Project Promise, the innovative, award-winning, teacher preparation program in the School of Education. Project Promise is the only teacher-preparation program chosen for study by the delegation in its U.S. tour. Dr. Barbara McWhorter, Director, and Dr. Angie Paccione, Associate Director, made a presentation to the group.

The delegation was received by Mayor Wellington Webb and met with Colorado Department of Education officials and staff of the Denver Public Schools Distance Learning Network and Career Education Center.

The delegation was sponsored by the U.S. Department of Education and the Chinese Ministry of Education, in cooperation with the National Committee on United States-China Relations. As part of an ongoing program of educational exchanges now in its second decade, the National Committee sends secondary school and college teachers to China for seminars on Chinese history and culture and hosts delegations of Chinese educators in the U.S. each year. The choice of Colorado as an exchange site follows the visit of Chinese Premier Zhu Rongji to the Denver area last year.

The National Committee is a non-profit organization based in New York. It was founded in 1966 to foster unbiased discussion of developments in China, including Hong Kong and Taiwan, and appropriate American responses. In 1972, the Committee became involved in exchanges with the PRC through its sponsorship of the Chinese Ping Pong Team to this country -- the first visit by the PRC group in America, ushering in the age of ping-pong diplomacy. The field of education has always been a priority for the National Committee.

New Faculty

Dr. Sally Bomotti joins the faculty in the School of Education this year. Sally's background includes M.A. and Ph.D. degrees in Higher Education from the University of Michigan, Ann Arbor, serving as a Research Assistant with the National Center for Research to Improve Postsecondary Teaching and Learning and a prior career in journalism (1975-1985). More recent responsibilities include recent work with the Research and Development Center for the Advancement of Student Learning (R & D Center) and the College of Applied Human Sciences (CAHS).

For the past five years Sally's time has been divided between CAHS and the R & D Center. In her work with the R & D Center, Sally published articles related to school choice in Phi Delta Kappan and The Education Digest. She brings skills in data analysis, report writing, newsletter publication, the development of advisor evaluations, and course design. Within the School of Education Sally is teaching and advising in the Community College Leadership and Student Affairs in Higher Education graduate programs.

Sally has a daughter, Samantha (10 years old), and her husband Gerry is a Vice President at Colorado State University.

Dr. Barbara Wallner has worked with the School of Education for the past two years teaching licensure courses and coordinating the Rocky Mountain Teacher Education Collaborative (RMTEC) grant, coordinating the "Kids in College" program and the Sterling M.Ed. cohort. She has M.Ed. and Ph.D. degrees from Pennsylvania State University, teacher and principal licensure, and seven "plus" years of working with students in public schools.

Barb has much to offer the teacher licensure candidates including experience with emotionally and behaviorally disordered students, gifted and talented students, and thinking skills development. Additionally, she has worked to pass mill levies and to enhance the involvement of parents in schools. The local Phi Delta Kappa chapter has benefited immensely from her leadership and untiring service.

Barb's husband Stephen is a department head of Horticulture and Landscape Architecture; her daughter Melissa is a Ph.D. candidate in music at the University of Nebraska; her daughter Stephanie has a degree in journalism and is currently working as a mortgage closer in Denver. Fort Collins is "home" for Barb and her family, having spent over 20 years here.

Current Status of Career Development Theories

by Amelia Rivera, Assistant to the Dean, Graduate School

Sharon K. Anderson, Assistant Professor, School of Education

Valerie A. Middleton, Assistant Professor, School of Education

Even though the major career development theories and models provide a meaningful guide, they have ignored cultural differences (Krumboltz, 1995), and a comprehensive career-development model has not been developed to address the needs of culturally-different populations (Arboma, 1996; Hackett & Byars, 1996; Leong & Brown, 1995; Osipow & Littlejohn, 1995).

A Career Development Model for Mexican-American Women helps fill the gap between deficient theories and existing career development models, and it considers the specific issues for Mexican-American Women in making career decisions and implications for career counselors in facilitating those decisions.

The model suggests a continuous, internal, transitional process that takes place as Mexican-American women make career choices, which take into consideration values, social issues and culture are the three foundational components of the model.

Values

Values vary across cultures (Betz & Fitzgerald, 1995), and they guide or inform the decision-making process of Hispanic women (Blea, 1992). Research on values suggests that Hispanic people believe in a) living in harmony, b) emphasizing the present, c) "being" rather than "doing", and d) identifying individual goals as subordinate to the group goal (Fouad, 1995). As the Mexican-American woman considers her values, she may question how a career choice will affect or change her value system.

Social Issues

Social issues, another foundational component of the model, either create or hinder career opportunities for Mexican-American women. Issues such as class, education level, discrimination, and employment participation have been, and continue to be issues that hinder career advancement. In addition, the interaction between educational experiences, gender, and ethnicity may create a struggle or "role strain" which occurs when a person tries to meet the compelling expectations and obligations of two roles simultaneously (Kitchener, 1988). Specifically, first-generation Chicanas experience "role strain" in the form of guilt as they attempt to meet both family and school obligations (Young, 1992).

Culture

Culture is the third foundational component of the model. Career decisions become even more complex for Mexican-American women when the element of culture is added to the process. Culture is seen as a variable that influences participation in education, the labor force, marriage and politics (Blea, 1992). The Mexican-American woman is

responsible for maintaining and transmitting culture to others within the family structure (Segura & Pierce, 1993; Rodriguez, 1994). Elements such as language, family structure, sex-roles and religion make up culture and impact the career decision processes of Mexican-American women.

Career Choice Process

The internal evaluation process takes into consideration cultural aspects which the Mexican-American woman is expected to maintain. During the internal evaluation process, there is a struggle to maintain basic values as she makes decisions that will bring personal growth and development. As the Mexican-American woman goes through this process she comes to realize that it is reciprocal. Her values, social issues, and culture affected her choice, and now the choice affects her values, social issues, and culture. For example, the Mexican-American woman may value the family living in harmony and may also be aware that taking a job will disrupt this harmony. In deciding to take the job the family experiences less harmony but survives the change. As a result, her value of living in harmony has been modified because of her career choice.

Self-efficacy

The model suggests that the Mexican-American woman's self-efficacy plays a role during and after the decision-making process, determining whether or not a career choice will be made. For example, a Mexican-American woman who is offered employment questions whether she can do the job. She also is not sure of the outcome expectations. She values the family living in harmony and is aware that taking a job will disrupt this harmony. If her self-efficacy is high she will take the job, acknowledging that obstacles and adverse experiences will occur. In taking the job, she experiences success and even though the family is disrupted, it survived, and her value of living in harmony has changed and her level of self-efficacy goes even higher. She has a greater sense of succeeding because she was successful in the job and endured the results that followed.

Conclusion

This model is a beginning, and it is our hope that the issues discussed will prompt further research that validates the process. Several tools could be used to accomplish such a process: inventories to measure the impact of values, culture and social issues on the career choice process and self efficacy inventories to identify the relationships between self efficacy and the career-choice process. In addition, in-depth interviews or focus groups could be conducted.



Dear Alumni and Friends:

Plans for the **Third Annual School of Education Spring Conference** are underway. The date is **Friday, May 5, 3:00 p.m. to 8:00 p.m.** We're trying a Friday afternoon and evening format to hopefully accommodate busy schedules.

Tentatively, the schedule will be as follows:

- 3:00 - 3:30 p.m. Registration
- 3:30 - 4:00 p.m. Welcome
- 4:00 - 6:00 p.m. Concurrent Small-Group Sessions
- 6:00 - 8:00 p.m. Dinner and Keynote Speaker - Dr. Joyce Bales, Superintendent,
Pueblo School District 60

The concurrent sessions will hopefully address specific topics of interest to alumni and friends (liability for educators, differentiated instruction, school violence, technology, action research, and grant writing, etc.). We're excited to have as the keynote speaker Dr. Joyce Bales, Superintendent of Pueblo School District 60. Her topic will be "Value Added Assessment and Instruction."

We hope that you will consider joining our faculty, alumni, and Professional Development School colleagues for this one-day conference. You are free to invite a guest. The cost is minimal, \$18 to cover dinner. The School of Education is picking up the rest of the cost. Also, continuing education credit will be an option.

Because we will need to know the number of people attending to order food and make meeting room arrangements, please complete the registration form at the bottom of this page and send it along with a check for dinner (\$18 per person, payable to the Lory Student Center Dining Services) by Friday, **April 28**. Mail registration and check to Carol Mathena, School of Education, Colorado State University, Fort Collins, CO 80523-1588. If you have questions, please contact Carol at 970-491-6317 (phone), 970-491-1317 (fax), or mathena@cahs.colostate.edu (e-mail).

We are looking forward to seeing you and sharing in this professional development opportunity.

Sincerely,

Rick Ginsberg, Director
School of Education

REGISTRATION FORM

THIRD ANNUAL SCHOOL OF EDUCATION SPRING CONFERENCE

Name _____ Current Position _____

Address _____

Any Special Dietary Needs (e.g., vegetarian) _____

_____ I am interesting in receiving continuing education credit for participation in this workshop (plus additional hours arranged). The cost for this one-credit course will be \$52. Registration and payment will be handled on the day of the conference.

SCHOLARSHIPS

Currently there are six scholarships which have been established in the School of Education to support students in their undergraduate, licensure, or graduate work.

The newest scholarship is the **L. Sharon Blocker Memorial Scholarship** presented in memory of Dr. Blocker who was a faculty member in the School of Education from 1990-1997. She was instrumental in starting the first Partnership School in Fort Collins. This scholarship is awarded annually to a senior or post-baccalaureate student enrolled in the Teacher Licensure Program in the School of Education and in his/her student teaching year.

The **Frances Gimplowitz Memorial Scholarship** was established by family and friends in memory and in honor of Frances Gimplowitz, a devoted mother and teacher who loved and respected all humanity, especially the children. An extraordinarily wise woman, Frances returned to school at age 38 to earn a teaching certificate, then taught high school women who were desperately in need of skills and role models. Her proudest achievement came through teaching. This scholarship is awarded annually to a first-generation undergraduate student with a commitment to teaching diverse populations in public schools.

The **Helen and Lyle Slonecker Scholarship** was established by the Sloneckers, who are both Colorado State alumni. Mr. Slonecker was also an emeritus professor in the School of Education. This scholarship is awarded annually to a junior or senior involved in teacher education.

The **Milton E. Larson Memorial Scholarship** was established by colleagues, alumni, and friends of Dr. Larson, a professor in the School of Education. This

scholarship is awarded to a junior, senior, or graduate student in Vocational Technology Education.

The **Wm. Paul Gray Scholarship** was established in 1986 by Mr. Gray, a 1936 and 1953 graduate of Colorado State and an emeritus professor. This scholarship is awarded to students in Agricultural Education who are entering a graduate program to enhance their abilities as teachers or administrators of agriculture programs at the secondary or post-secondary levels.

The **L. L. Gibbons Fellowship** was established by his family, colleagues, and students in honor of Mr. Gibbons who was department head of Industrial Sciences for 11 of the 24 years he taught at Colorado State. This scholarship is awarded to students pursuing teacher licensure in Adult Technical Education or Trade and Industrial Education.

Additionally, this year we have established a **Technology Development Fund** to support the infusion of technology into the teacher preparation and graduate degree programs. This fund will provide support for student work and faculty development. Additionally, we hope to identify an outstanding graduate each year at the School of Education Spring Conference who has contributed to the development and use of technology in an education or work setting. Please let us know of your work in this area, or you may want to nominate another graduate.

Graduates of the School of Education and its programs can the greatest support for the ongoing activities of the School of Education, both professionally and financially. If you would like to contribute to any of the scholarship funds or the Technology Development fund, please complete the form on the back of this page and return it to the Colorado State University Foundation, Post Office Box 1870, Fort Collins, CO 80522-1870.

Congratulations to the faculty and students in the School of Education who have recently been recognized:

Scott Griffith, M.Ed. student and graduate assistant

International Technology Education Association Donald Maley Spirit of Excellence Outstanding Graduate Citation for graduate level scholarship and leadership potential in technology education

George Morgan, Faculty

College of Applied Human Sciences -Outstanding Researcher Award

Bob Richburg, Faculty

Alumni Association - Outstanding Teacher Award

Joe Daly, Faculty

US West Dex - Excellence in Education Award

Colorado State University Foundation
Post Office Box 1870
Fort Collins, CO 80522-1870

DONOR INFORMATION (Please Print)

Name _____
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City, State, Zip _____
Home Phone _____ Email Address _____

Employer Name _____
Position/Title _____
Employer Address _____
City, State, Zip _____

GIFT INFORMATION

- This gift is from me.
- This gift is from my spouse and me. Spouse's Name: _____

Gift Level

- \$1,870 1870 Club
- \$700 Dean's Club
- \$125 Anniversary Club
- Other

Please apply my/our gift to:

- Technology Development Fund #51403
- a scholarship in the School of Education #13473
- L. Sharon Blocker Memorial Scholarship #48465
- Frances Gimplowitz Memorial Scholarship #48683
- Helen and Lyne Slonecker Scholarship # 20295
- Milton E. Larson Memorial Scholarship #14395
- Wm. Paul Gray Scholarship #13605
- L. L. Gibbons Fellowship #20715

Payment Options

- Enclosed is my/our check in the amount of \$_____ (Please make check payable to the *Colorado State University Foundation*)
- I/We prefer to pledge in the amount of \$_____ to be paid: monthly quarterly semi-annually annually
 The first payment of \$_____ is enclosed.
- Please charge this gift in the amount of \$_____ Mastercard Visa

Card Number _____
Expiration Date _____ Daytime Telephone _____
Name as it appears on card _____
Cardholder Signature _____

- Please send information about making ongoing gifts through electronic transfers

A matching gift form is enclosed will be sent under separate cover

I would like to speak with the Giving Club Coordinator.

I am interested in including Colorado State University in my will.

LET'S RECONNECT!!

Individuals responding to the invitations to the Second Annual Spring Conference were asked to let us know what they were doing. Here were some responses.

Sam Aldern

700 Coronado Avenue, Fort Collins, CO 80526
M. Ed, Instructional Leadership, 1988
Current Position: Sixth-grade teacher at Beattie Elementary School

Fred Anderson

1417 Pleasant, Miles City, MT 59301
Ph. D., Graduate Leadership Development Program, 1978
Current Position: Principal of Custer County District H.S.

"I spent four years as a member of the National Secondary School Principals Association (NASPP) Board of Directors and am currently the principal's Public Relations Network representative from Montana."

Kirby Baker (Moore)

510 Broadview Dr., Windsor, CO 80550
Mathematics Education, 1994
Current Position: Mathematics Instructor at Eaton High School

"Kirby and husband David just had their first child, a daughter named Kolby, on March 9, 1999!"

Karen Brayden

2530 Eastwood Drive, Fort Collins, CO 80525
Business Education, 1979; M. Ed., Vocational Education, 1990
Current Position: Instructor and Program Director (Accounting) Front Range Community College, Larimer Campus

Henry L. Doyle

Shattuck-Saint Mary's School
P. O. Box 218
1000 Shurnway Avenue, Fairbault, MN 55021
M. Ed., College Student Personnel Administration, 1989
Current Position: Priest--Chaplain & Chair of Religious Studies, Shattuck-Saint Mary's School

Kathy Gorman

RR1, 4669 E. 29th Road, Sandwich, IL 60548
M. Ed., Guidance & Counseling, 1987
Current Position: High School, Guidance Counselor, Oswego High School, Oswego, IL

"Moved back to Illinois after Masters in '87--am married (last name Legner) and live in Sandwich-- would love to hear from anyone--I have lost touch with everyone from CSU."

Pete Hoppen

P.O. Box 1278, Buena Vista, CO 81211
M. Ed., Vocational Education, 1993
Current Position: Printing Technology Teacher at Buena Vista Correctional Facility (a medium-security prison within the CO Department of Corrections)

Donna Karspeck

P. O. Box 15, Idalia, CO 80735
Agricultural Education, 1998
Current Position: Agricultural Education Instructor, Idalia School

Victoria (Vicki) Mirshek

1002 Alexa Ct., Fort Collins, CO 80526
Vocational Education (Business & Marketing), 1998
Current Position: Business Teacher, Greeley West H.S.

Jennifer Reid

4892 Pinnacle Court, Liberty Township, OH 45011
M. Ed., Instructional Leadership & Certification in Social Studies, 1990
Current Position: Teacher and Department Chair, Lakota East High School

"I always think back to Dr. Richburg with fond memories of appreciation. He was so dedicated and inspiring."

Stacey K. Romick-Imig

HC69, Box 1A, Lakeside, NE 69351
M. Ed., Counseling & Career Development, 1990
Current Position: Elementary Guidance Counselor

"I have just been notified that I am a recipient of the Nebraska Teacher Achievement Award sponsored by the Peter Kiewit Foundation."

Susan Rottman

3309 MacGregor Dr., Colorado Springs, CO 80922
English Education, 1992
Current Position: Widefield School District 3 Alternative High School

"Author of Hero (1999 ALA Best Book for Young Adults) and Rough Waters (1999 ALA Quick Pick). Head Above Water is scheduled for September release."

Randi Sims

6960 East Girard Ave., #410, Denver, CO 80224
Business and Marketing Education
Current Position: Business and Marketing Teacher at Conifer High School

"Simply stated: I just love what I'm doing and I've never been happier!"

Kim Wisneski (Feller)

16092 E. Alabama Dr., Aurora, CO 80017-4056
M. Ed., Education & Human Resource Studies, 1998
Current Position: Business Teacher, Hinkley High School, Aurora, CO

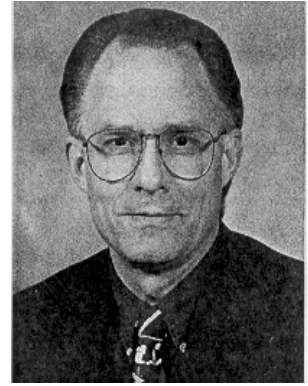
"Our first child, Shane Joseph, arrived on Superbowl Sunday, January 31, 1999. We would love to hear from old friends from CSU. Email us at kimw@idcomm.com."

..... IN MEMORIAM

Dr. John D. Parmley, associate professor of secondary education, died December 2, 1998 following a recent illness. He was 52 years old. Prior to his 18-year tenure at Kansas State, Dr. Parmley was an agricultural education teacher in Nebraska and Colorado for 10 years. Active in Future Farmers of America, he had served as a state officer in Colorado's FFA association. He received B.S. and M.S. degrees from Colorado State University and a Ph.D. from The Ohio State University.

Dr. Parmley did extensive work with Mesa Verde National Park and Hovenweep National Monument, designing educational materials for the classroom. His most recent research efforts using computer technologies were internationally recognized. A memorial for the Mesa Verde Museum Association has been established in his name.

Survivors include his wife, Dr. Dianna Parmley; his children, Scott Parmley, Manhattan, KS, and Sarah Parmley, Colorado Springs, CO; step-daughters Kelly Sue May, Chicago, IL, and Misti May, Kansas City, KS, and a granddaughter.



John D. Parmley

Please mail to: School of Education, Room 209, Education Building,
Colorado State University, Fort Collins, CO 80523-1588.

LET US KNOW WHERE YOU ARE AND WHAT YOU'RE DOING!

Name _____

Address _____

Years at CSU 19____ - 19____ Licensure (indicate program) _____

M.Ed. _____ M.S. _____ Ph.D. _____

Current Position _____

Comments or any news you'd like to share for the next Newsletter: _____



School of Education
Fort Collins, CO 80523-1588