CREADE University/School Partnership
To Enhance the Teaching of Reading

Sponsoring Organization and Address
The Teaching Research Institute
Western Oregon University
345 N Monmouth Avenue
Monmouth, OR 97361

High Need LEA Partners
All high-need schools eligible for USP are able to participate. Teachers representing the following high-need schools are currently participating:

Sunset Middle School, Coos Bay
Jefferson County Middle, Madras
Westside Elementary, Madras
Clarendon Elementary, Portland
Jason Lee Elementary, Portland
Madison High School, Portland
Lorna Byrne MS, Cave Junction
Washington Elementary, Woodburn

Dayville School, Dayville
Madras Elementary, Madras
Beach Elementary, Portland
Clark Elementary, Portland
King Elementary, Portland
Rigler Elementary, Portland
McNary Heights Elem., Umatilla
French Prairie MS, Woodburn

Redwood Elementary, Grants Pass
Metolius Elementary, Madras
Binnsmead Middle, Portland
Creston Elementary, Portland
Lane Middle School, Portland
Sutherlin Middle School, Sutherlin
Lincoln Elementary, Woodburn

Other LEA Partners (not on the approved high-need list)
Although priority is on teachers employed in high-need schools, teachers currently teaching at non-high-need schools in Oregon are also able to participate in the CREADE-USP project. Since participation changes from term to term, no schools are individually listed here.

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Purpose of Project
During each of three years, 5 universities in the CREADE collaborative (EOU, PSU, OSU, SOU, and WOU) will provide rigorous professional development in reading to approximately 120 K-12 current teachers in Oregon schools. Priority will be given to teachers enrolling in the CREADE Reading Endorsement program (24 credit-hour program), the General Classroom Literacy Course of Study (12-credit hour) program, and the courses only option.
Type of Professional Development, Training and Recruitment to be Provided

Teachers who have applied to participate in CREADE programs and who have selected a “home institution” among the five participating universities, will be notified each academic term of available CREADE graduate-level courses and of available USP tuition assistance stipends. CREADE offers 8-12 reading/literacy courses per term. Course schedules are posted each term at: http://www.ous.edu/aca/CREADE/. Faculty liaisons at the participating universities provide advising to CREADE teachers regarding what course(s) to take and issues around program completion. Teachers register for CREADE courses each term with the university offering the course(s) they wish. The university that registers the students provides course rosters to the CREADE/USP project that are used to verify tuition assistance levels and issue reimbursements to participating teachers.

Outcomes Expected

- Increased accessibility statewide to the Reading Endorsement so that more teachers can qualify to become Reading Specialists.
- Increased accessibility statewide to general classroom teachers who will gain skills in the effective teaching of reading.
- Increased accessibility to teachers who will gain skills in the effective teaching of reading who are in the courses only CREADE option.

Number of Participants

Teachers: Approximately 120 per year
Principals/Administrators: Principals/administrators at 12,000+ Oregon public schools receive notification at least once per year of the CREADE project, course availability, and availability of tuition assistance through the CREADE/USP project.

In 2005 CREADE is expecting to develop a one-credit professional development course to provide administrators with an overview of effective literacy education methods and materials. When this course is available, it is expected that 15-25 administrators per year will participate under sponsorship of USP/CREADE.
Exchange: A Process for Enhancing Quality Content Teaching

**Sponsoring Organization and Address**
College of Arts and Sciences and College of Education  
Department of Geography (Co-PI’s home department)  
175 Condon Hall  
University of Oregon  
Eugene, OR  97403

**High Need LEA Partners**
Douglas and South Coast ESDs, school districts, and middle and high schools

**Other LEA Partners**
Lane ESD, school districts, and middle and high schools

**Project Director and Address**
Susan Hardwick and Marilyn Olson, Co-PIs  
Dept of Geography (Hardwick) and College of Education (Olson)  
University of Oregon  
Eugene, OR  97403

**Telephone Number**
541-346-4557

**Purpose of Project**
This project partners novice and experienced teachers with UO College of Arts and Sciences content faculty and College of Education pedagogy faculty to work together on challenges common in middle and high school classrooms. The three goals of the project are to provide novice and experienced teachers in five core subject areas across the disciplines the opportunity for in-depth study of instructional unit to: (1) increase teacher and student content knowledge; (2) improve teaching and learning methodologies; and (3) build a support system for quality teaching.

**Type of Professional Development, Training and Recruitment to be Provided**
Partners will work collaboratively to analyze teaching and learning problems in videotaped lessons, examine research literature on teaching and learning, redesign school lessons, and re-teach the lessons to identify evidence of improvement. Content teams of selected CAS faculty in the core subjects of math, science, social science, language arts/literature and second languages; teacher education faculty in the College of Education; newly licensed or hired teachers; and experienced teachers in the three target ESD regions will form teams of 7-10 people who work electronically during the school year and face-to-face during the summer. These teams will exchange lesson ideas and resources for selected units/lessons that focus on critical content linked to the *Oregon Content and Performance Standards* for middle/high team members will teach during the next school year.
Outcomes Expected
Over a three-year period, the project will provide both pre-service novice and in-service experienced teachers with quality content and pedagogical resources and support; flexible time to focus on teaching; and sustained collegial exchange. The discussions, problem-solving, decision-making and re-design of lessons and units that take place during this exchange process show promise of improving teachers’ instruction as well as the learning of their students.

Participants
Teachers: at least 80
Principals/Administrators: ESD administrators: 10-15
Preservice: at least 90
Other: ESD consultants and facilitators: 3
Jefferson Teacher Alliance (JTA) Program

Sponsoring Organization and Address
Lewis & Clark College
Graduate School of Education
0615 SW Palatine Hill Rd.
Portland, OR 97219-7899

High Need LEA Partners

Other LEA Partners (not on the approved high-need list)

Project Director and Address
Nancy Nagel, Associate Dean
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Purpose of Project
Establish a sustained and comprehensive mentor program supporting the effective professional growth of beginning and veteran teachers working in the school districts listed above. K-12 practitioners and university faculty will work closely together in the development and implementation of school-based mentor programs at target schools to support the professional growth and retention of new teachers working in these districts. These beginning teachers will partner with lead mentor facilitators and L&C faculty to address school improvement initiatives, to identify needs of beginning teachers and conduct ongoing professional development for new teachers.

Type of Professional Development, Training and Recruitment to be Provided
Professional Development will be centered around the areas identified through the needs assessment, through the current School Improvement Plan, and through the collaborative dialogues between L&C faculty and the JTA partners. Professional Development will include (but is not limited to) the following content areas: Differentiated Instruction, Classroom Management, Culture & Community, and Assessment & Evaluation. Training will occur throughout the school year, for beginning teachers and mentors.
Outcomes Expected
A support system for beginning teachers will be established with veteran teachers in their schools as their mentors. New teachers will participate in ongoing professional development to strengthen identified teaching skills.

Number of Participants
Teachers: 120
Principals/Administrators: Preservice: 12 (not included in grant funding)
Others: 12 (Teacher Education faculty)
Professional Development and Mentoring for High-Need Districts in Regions of Low Population Density

Sponsoring Organization and Address
Portland State University
P. O. Box 751
Portland, OR 97207

High Need LEA Partners

Other LEA Partners (not on the approved high-need list)
Harney County School District 3, Dayville School District 16J, Monument School District 8

Project Director and Address
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Purpose of Project
Address the unique set of conditions imposed by distance and low population density on professional development and mentoring of teachers and school-to-work opportunities for students.

Type of Professional Development, Training and Recruitment to be Provided
Professional development activities vary within the project area:

- In Grant County: Dayville, Monument, and Long Creek School Districts are working with the project team to embed professional development activities within the context of educational opportunities for the districts’ children. Partnership with the John Day National Monument provides opportunities to interact with Monument personnel in their under-construction research and education facilities, school-to-work opportunities, and outreach activities. In addition, project staff will work with district teachers during inservice days to explore content, pedagogy, and research opportunities using local streams and rivers. School children in 4, 6, 7, 8, 9, and 12 grades from the three districts will participate in an early school year three-day education experience at Camp Hancock operated by the Oregon Museum of Science and Industry. Students in grades 4, 6, 7, 8, and 9 will work with Camp Hancock staff on aquatic studies, ecology, and geology while 12th grade students and
teachers will work with project staff on professional development and college-credited instruction. An emphasis of professional development is to revitalize districts’ activities centered on regional water resources.

- In Harney County: Teachers from one- and two-room school districts and teachers in 4th to 8th grades in the Burns-Hines and Crane School Districts will work with project staff in a college-credited class to integrate earth/space science, life science, mathematics, technology, and landscape illustration for 4th to 8th grade classes. The course focus is watersheds. Distance technologies will develop local professional communities. Post-course interactions with project staff will continue through the use of distance delivery. Staff from Malheur Field Station will explore with teachers ways to support science education in the many small districts that surround the Malheur National Wildlife Refuge and Steens Mountain. Professional development for high school teachers and school-to-work opportunities for 11th – 12th grade students develops capacity to use geographic information systems (GIS) to solve problems for the ranching community, federal and state land management agencies, and the Oregon State University Extension Research Center. Teachers will work with project staff during the summer workshop to develop basic skills, and with project staff and students to expand on their skills and engage students in regionally relevant projects.

**Outcomes Expected**

- Professional development that effectively models the integration of science, math, and technology instruction in multiple grade classrooms in sparsely populated regions.
- Increase interactions between school districts, local informal education providers, and federal/state agencies to meet the educational needs of students.
- Increase cooperation among widely dispersed school districts to provide sustainable education opportunities for their students.
- Identify and establish school-to-work opportunities for high school students and build the capacity of local teachers to sustain the education needed to continue these programs.
- Build a professional community among teachers working in isolated worksites by the use of distance technologies that encourage the sharing of classroom and field-based activities, builds confidence in science and math content areas, and provides mentoring opportunities.

**Number of Participants**

Teachers: 35  
Principals/Administrators: 8 (Education Service Districts and School Districts)  
Preservice: 5  
Others: students: 50-60; staff from informal education providers and state/federal agencies: 15
Project WRITE:
Writing Revitalization through Integrated Technology and Enrichment

Sponsoring Organization and Address
Center for Advanced Technology in Education
1244 Walnut Street, Suite D
Eugene, OR 97403

High Need LEA Partners
French Prairie Middle School, Woodburn School District
Winston Middle School, Winston-Dillard School District.

Other LEA Partners (not on the approved high-need list)
Springfield Middle School, Springfield School District
Hamlin Middle School, Springfield School District

Project Director and Address
Lynne Anderson-Inman, Ph.D., Director
Carolyn Knox, Ph.D., Research Associate
Center for Advanced Technology in Education
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Purpose of Project
For four high-need middle schools in three Oregon school districts, Project WRITE will:
1. Increase teacher knowledge and skill related to writing instruction
2. Increase the integration of writing instruction across the curriculum
3. Increase the use of technology to support the teaching and learning of writing
4. Increase the sense of community and collective participation in the schools’ writing programs
5. Improve student performance related to Oregon’s state standards in writing

Type of Professional Development and Training to be Provided
The professional development model adopted for Project WRITE is modeled after the successful and research-supported approach used by the National Writing Project (NWP):
1. Reform – use of a “teachers teaching teachers” professional learning community model
2. **Duration** – use of a long-term process that includes four stages: awareness, planning, implementation and reflection.

3. **Collective Participation** – use of site-based learning communities of teachers to “convey professional norms and purposes, create a sense of belonging, and shape professional identities.”

4. **Content Focus** – lessons are related to content areas of interest to teachers and are organized around their real problems of practice – not abstractions.

5. **Active Learning** – the model involves posing problems and asking questions rather than providing prescriptive or prepackaged answers, offering teachers opportunities to respond to the particular needs of their urban, rural, or suburban contexts.

6. **Coherence** – continual professional communication among teachers is encouraged including incorporating experiences that are consistent with teachers’ goals and aligned with state standards and assessments.

**Training to be Provided**

- One intensive 3-day Summer Institute (18 hours)
- Six half-day Writing Workshops (18 hours)
- In-class mentoring, coaching, and/or team teaching (6 -12 hours)
- On-site after school debriefing and sharing sessions (6 hours)
- Online follow-up activities with the Project WRITE learning community (6 –12 hours)

**Outcomes Expected**

The key outcomes expected for Project WRITE are directly related to the project’s five objectives:

1. Increased teacher knowledge and skill related to writing instruction at four high-need middle schools in three Oregon school districts;
2. Increased integration of writing instruction across the curriculum at four high-need middle schools in three Oregon school districts;
3. Increased use of technology for the teaching and learning of writing at four high-need middle schools in three Oregon school districts;
4. Increased sense of community and collective participation in the writing programs at four high-need middle schools in three Oregon school districts;
5. Improved student performance related to Oregon state standards in writing at four high-need middle schools in three Oregon school districts;

**Number of Participants**

Project WRITE proposes to conduct the following major activities for approximately 30 teachers and 4 administrators at four high-need middle schools from three Oregon school districts.

Teachers and administrators at the four middle schools will be involved in project implementation in the following ways:

1. Work collaboratively to identify school goals for a technology-supported writing program
2. Assess the school’s technology resources and needs related to the writing goals
3. Procure new technology resources and deploy existing resources in ways that support the goals
4. Explore and reach consensus on topics for the upcoming 6 half-day Writing Workshops
5. Participate in 6 Writing Workshops and engage in computer-based learning experiences
6. Read and reflect on readings provided by Writing Workshop leaders
7. Design lessons for integrating computer-supported writing strategies into their curriculum
8. Teach the lessons integrating computer-supported writing strategies in their classrooms
9. Reflect and refine the lessons, as well as share experiences in school-based debriefing sessions
10. As a cohort, participate in a 3-day Summer Institute on computer-supported writing instruction
11. Share one of their computer-supported writing lessons with peers at the institute
12. Discuss, critique, and refine the lesson using feedback from peers and project staff
13. Adopt and implement new ideas from the Summer Institute into the school writing program
14. Work with project staff to design, advertise, and conduct the parent/student “WRITE Nights”
15. Participate in the project’s learning community through online activities at “Tapped In”
16. Collaborate in the gathering of data related to project objectives, as well as USP priorities and performance measures.
Raising the Bar: 
Improving Proficiency in High School Language Programs

Sponsoring Organization and Address
Department of Foreign Languages and Literatures  
Southern Oregon Foreign Language Articulation (SOFLA)  
Southern Oregon University  
Ashland OR  97520

High Need LEA Partners
Illinois Valley High School, Pacific High School, Rogue River Middle School

Other LEA Partners (not on the approved high-need list)

Project Director and Address
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Purpose of Project
This multi-year project will provide curricula, instructional training, and assessment strategies to help the majority of second language students in high-need partner schools reach a minimum of Oregon Benchmark IV proficiency in speaking and writing at the end of four-years of high school language instruction. The project will strive to improve second language instruction through a process of systematic assessment, training and curriculum development.

Type of Professional Development, Training and Recruitment to be Provided
The project team will provide workshops and training on proficiency-based teaching, assess students in second, third, and fourth-year language programs, promote teacher observations and exchanges, and develop curricula and strategies to help students move through Benchmark IV at the end of four years.

Outcomes Expected
By the end of the three year project, at least 60% of language students in targeted districts will be able to meet Benchmark III proficiency after two years of language study and Benchmark IV proficiency after four years of language study. Teachers in participating districts will develop an ongoing plan for assessing, evaluating, certifying, and calibrating their programs.
Administrators in target districts will understand the goals of proficiency, Oregon benchmarks, and standard-based teaching as related to foreign languages.

**Number of Participants**
Teachers: 48
Principals/Administrators: 18
Pre-service: 6
Others: University and community college teachers 10-15
Supporting Teachers’ Professional Development through a Teaching and Learning Community (TLC)

**Sponsoring Organization and Address**
Teaching Research
Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361

**High Need LEA Partners**
Astoria, Myrtle Point, Port Orford-Langlois

**Other LEA Partners**
Central, Gervais, Greater Albany

**Project Director and Address**
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**Purpose of Project**
(1) Create and sustain a web-based, interactive Teaching and Learning Community (TLC) portal that provides teachers with ongoing research-based professional development; (2) Provide teachers with scholarships for 9 hours of graduate credit for campus and web-based professional development to enhance pedagogical and content knowledge for K-12 teachers earning a Continuing Teaching License (CTL); (3) Strengthen support for beginning teachers by providing campus and web-based professional development that enhances the mentoring skills of future mentors.

**Type of Professional Development, Training and Recruitment to be Provided**
Beginning spring 2003, CTL teachers will receive assistance in compiling the necessary evidence sets to successfully document advanced teaching proficiency through online courseware designed to identify each individual’s proficiency in the 10 advanced teaching standards (OAR 584-060-0041). After each individual’s level of proficiency is assessed, instructor-facilitated online modules will be assigned to aid each teacher in developing advanced levels of proficiency. The TLC portal will provide teachers access to research-based teaching and learning practices, assessment strategies, and WOU faculty proficient in helping teachers align teaching and learning and in assessing student gains. Online modules will demonstrate effective
teaching and learning practices in core academic areas. Candidates will complete 9 graduate credits over three terms (spring ’03 – fall ’03).

Provide mentorship development through a week-long Summer Institute incorporating the Framework for Quality Mentoring (2000) developed by the ATE/KDP Commission on Professional Support and Development for Novice Teachers. During the Fall, while working with beginning teachers, these mentor teachers will continue to participate in professional development through online coursework and WOU faculty facilitated discussions. This will provide the mentor teachers with an opportunity to immediately implement their mentorship skills, receive guided support from faculty, and to participate in collegial networking.

**Outcomes Expected**

1. Development and implementation of web-based Teaching and Learning Community (TLC).
2. Successful completion of Continuing Teacher Licensure seminars by 15 Oregon teachers.
3. Successful completion of Summer Institute on Mentoring by 30 Oregon teachers and successful mentoring of beginning teachers by the new mentors.

**Number of Participants**

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<th>Category</th>
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University/School Partnership as a Model for Rural School Teachers of Science to Develop Mentoring Skills, Enhance Content Knowledge, and Practice Inquiry Pedagogy

**Sponsoring Organization and Address**
Oregon State University
The Science and Mathematics Investigative Learning Experience (SMILE) Program
18 Gladys Valley Center
Corvallis, OR 97331

**High Need LEA Partners**
Jefferson County, Nyssa, Ontario, Three Rivers, Woodburn

**Other LEA Partners (not on the approved high-need list)**
Dayton, Forest Grove, Klamath County, LaPine, Lincoln County, Pendleton, Sisters, Willamina

**Project Director and Address**
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The SMILE Program
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Corvallis, OR 97331

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**Purpose of Project**
This is a collaboration that will bring to The SMILE Program’s statewide network of 66 K-12 teachers of science and mathematics in 34 schools: (1) mentoring expertise of the Oregon Collaborative for excellence in preparation of teachers; (2) scientific and program evaluation expertise of OSU faculty; and (3) professional development, pedagogical content knowledge, and curriculum development of The SMILE Program, Oregon State University’s Department of Science and Mathematics Education, and Eastern Oregon University’s School of Education and Business.

**Type of Professional Development, Training and Recruitment to be Provided**
Two teachers from each partnering school will participate in three professional development workshops per year to gain mentoring skills, update content knowledge, and gain experience with inquiry pedagogy and standards-based curricula.

**Outcomes Expected**
Sixty-six elementary, middle, and high school SMILE teachers will:
(1) be able to model effective teaching skill;
(2) be capable of serving as a mentor to new and preservice teachers;
(3) have skills in participating effectively in collaborative planning sessions with peers and new teachers;
(4) understand the rationale for new teacher mentoring;
(5) be active participants in a network of teachers who work in rural districts;
(6) have gained content background in several science disciplines.

**Number of Participants**
Teachers: 66 elementary, middle, and high school teachers
Principals/Administrators: 32 principals and 13 superintendents
Preservice: none supported with grant
Others: 10-12 university scientists and science educators per year