



# C·R·E·A·D·E

## Collaborative Reading Education And Distance Education

[www.ous.edu/aca/CREADE/](http://www.ous.edu/aca/CREADE/)

Fall 2004

## ODE Focus on Literacy

**L**iteracy is key to school achievement and lifelong learning. The widely promoted goal of all children reading at grade level by grade 3 recognizes literacy skills as a foundation for success in mathematics, science, and other school subjects. Low literacy is strongly related to low educational levels, unemployment, poverty, poor health, and crime.

State Superintendent of Public Instruction, Susan Castillo, has three priorities for Oregon's public schools: closing the achievement gap, reading well at all grades, and improving middle and high schools. In regard to the goal of literacy in all grades, Castillo notes: "We know that students not only need to learn to read, but they need to read to learn. That's why literacy instruction must have a place in all grades – it shouldn't stop in 3<sup>rd</sup> grade" (2/28/04). "We know that if a student isn't a proficient reader by the end of 3<sup>rd</sup> grade, the gap in achievement continues to increase as does the cost to help that student catch up" (Castillo, 4/14/04).

The Oregon Department of Education (ODE) provides leadership for several statewide reading initiatives:

- ◆ Established policy goal that all 1,200 schools have the services of a trained reading specialist.
- ◆ Strategic plan includes comprehensive K-12 literacy as one of three imperatives.
- ◆ Manages Reading First, a six-year federally funded grant program to provide professional development in reading/literacy to early grade teachers in high-need schools.
- ◆ Initiated Literacy Leadership State Steering Committee.
- ◆ Collects/reports data on grade 3-12 students for required reading assessments.
- ◆ Provides training in use of literacy support and assessment tools.
- ◆ Holds forums with universities/other partners to address literacy as a comprehensive preK-12 process.
- ◆ Sponsored Literacy and Secondary Reform Institute.
- ◆ Manages State Action for Education Leadership Project (SAELP), with a focus on literacy and cultural competence.

## Reading Results: Oregon and the Nation

**T**he National Assessment of Education Progress (NAEP) has conducted assessments since 1969 in reading, mathematics, science, writing, history, geography, and other fields to evaluate the condition and progress of K-12 education nationwide. State participation in NAEP assessments was voluntary until 2001. With the passage of *No Child Left Behind* legislation, all states that receive federal Title I funding are required to participate in reading and mathematics assessments at grades 4 and 8 every two years.

Results from the NAEP assessments provide a troubling picture of where we are as a state and a nation in reading. The goal is "proficiency or higher," yet 2003 results for Oregon found only 31% of grade 4 students and 33% of grade 8 students reading at or above the proficient level. Oregon results are only slightly better than the national average of 30% of grade 4 students and 30% of grade 8 students reading at or above the proficient level.

## Creation of CREADE

**A**t the request of the Board of Higher Education in 2001, the Deans Council on Teacher Education prepared a report, "The Teaching of Reading in Teacher Preparation Programs in the Oregon University System (OUS)." The report found that only a small number of teachers were enrolling in campus Reading Endorsement programs. The key reasons were access problems (teachers could not come to campuses because they lived too far geographically from a campus or programs were not offered at convenient times). The report recommended that universities "develop new methods for offering the Reading Endorsement via interinstitutional and interagency collaborations and distance education."

With this goal, the Deans Council and the OUS Chancellor's Office applied for and received a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to develop a new col-

laborative reading program, CREADe. CREADe addresses both teacher professional development and preservice needs.

With the assistance of the grant, five universities (Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, and Western Oregon University) developed a shared distance-delivered Reading Endorsement program that was approved by the Teacher Standards and Practices Commission in fall 2003.

CREADE has developed numerous unique features, such as

statewide course numbers, a common curriculum of shared courses from participating universities, courses through distance education so that teachers throughout the state can participate, and allowing enrollees to take courses that meet their professional development needs from any of the participating universities.

Since spring 2003, the CREADe collaborative has offered three programs: 24-credit Reading Endorsement program; 12-credit Literacy Course of Study program for classroom teachers; and a courses-only option.

### Key Leadership for CREADe

<b>Eastern Oregon University:</b>	Michael Jaeger, Dean, School of Education and Business Mike Cannon, Interim Dean, Distance Education
<b>Oregon State University:</b>	Sam Stern, Dean, School of Education Bill McCaughan, Dean, Distance and Continuing Education
<b>Portland State University:</b>	Phyllis Edmundson, Dean, Graduate School of Education Cheryl Livneh, Associate Vice Provost Extended Studies
<b>Southern Oregon University:</b>	Geoff Mills, Associate Dean, Teacher Education Barbara Scott, Associate Provost for Extended Programs
<b>Western Oregon University:</b>	Hilda Rosselli, Dean, College of Education Don Olcott, Executive Director, Extended Programs

## Who Teaches CREADe Courses?

The CREADe collaborative pools the expertise of more than 20 reading/literacy faculty from five universities. This enables CREADe to offer 9-11 courses in various thematic areas each academic term. This leveraging of resources in turn increases the course choice for students, especially courses targeted to different authorization levels: early childhood/elementary and middle/high. The following faculty have developed and/or taught CREADe courses or are scheduled to teach a CREADe course by the end of 2004-05. All instructors are regular university faculty or adjunct faculty who also teach in Oregon public schools. Many faculty also serve as advisors to students in the program.

### Eastern Oregon University

Dr. M. Ruth Davenport, Sharon Evoy, Dr. Phillip Hofmann, Dr. Carol Lauritzen, Dr. Lee Ann McNerney, Lisa Snyder, Dr. Kerri Wenger

### Oregon State University

Kay Stephens, Dr. Ken Winograd

### Portland State University

Dr. Emily de la Cruz, Megan Owens, Sherrilyn Rawson, Dr. Xiaoqin Sun-Irminger, Dr. Carrol Tama

### Southern Oregon University

Dr. Younghee Kim, Dr. Jo-Anne Lau-Smith, Joan Marioni, Duella Scott-Hull, Dr. Marty Turner

### Western Oregon University

Dr. Sue Dauer, Dr. David Hargreaves, Dr. Bonnie Morihara, Dr. Ella Taylor

### Number of Courses/Campuses Teaching Courses

<i>Term</i>	<i># of Courses</i>	<i>EOU</i>	<i>OSU</i>	<i>PSU</i>	<i>SOU</i>	<i>WOU</i>
Spring '03	11	9	1	—	—	1
Summer '03	9	2	—	7	—	—
Fall '03	9	5	—	1	2	1
Winter '04	11	5	—	2	4	—
Spring '04	11	8	1	—	—	2
Summer '04	12	3	—	8	1	—
Fall '04	15	7	1	3	3	1
Winter '05*	10	5	—	2	1	2
Spring '05*	11	5	1	—	3	2
<b>Totals</b>	<b>99</b>	<b>49</b>	<b>4</b>	<b>23</b>	<b>14</b>	<b>9</b>

\*Currently scheduled. Does not include Practica.

# Behind the Scenes of a Collaborative Program

**Faculty.** Reading faculty are essential to the success of CREADE, in both planning the program and developing and teaching courses. Faculty with expertise in literacy education designed the program around the Standards for Reading Specialists developed by the International Reading Association. Faculty from each university who have served as course authors teach CREADE courses via distance education. Very few of the reading faculty had developed or taught an online course prior to CREADE, so they had the additional challenges of learning a new technology and pedagogy.

**Infrastructure.** CREADE's infrastructure includes key stakeholders in the program:

- ◆ Deans Council on Teacher Education
- ◆ Faculty Advisory/Authors Committee: *26 reading/literacy faculty from five universities; 2 teachers from Oregon Reading Association; 3 teacher/adjunct faculty; and Teaching Research Institute staff*
- ◆ Faculty Authors: *24 reading faculty have developed or redesigned 40 courses*
- ◆ Deans/Directors of Continuing/Distance Education
- ◆ Registrars' Council: *Registrars from participating campuses*
- ◆ Staff provide leadership, coordinate activities
- ◆ External evaluator
- ◆ Two websites: *grant management, K-12 teachers.*

**Leveraging existing courses.** The Education Deans and Faculty Advisory Committee approved a policy of "cross-walking" appropriate existing reading courses being offered via distance at some universities into the CREADE program. These strategies added 11 courses to the CREADE curriculum and increased the average number of courses available each term by 35%.

**Defining roles.** To achieve cost efficiencies among the partners in the collaborative, key functions are conducted via coordinated/centralized and campus-based approaches (*below*).

**Home institution model.** CREADE adopted a "home institution" model so that students have a single university to provide academic advising as well as guide the practicum and submit state-required documentation for teachers in the Reading Endorsement program. Students select a home institution when they complete an

online CREADE application. They may choose any participating university as their home institution. They may be subject to different admission requirements depending on the university, and whether they are seeking a Reading Endorsement, master's degree, Literacy Course of Study, or courses only.

**Program approval.** Approving a new academic program at a university is a lengthy process of multi-level reviews; developing and approving a multi-institution program requires many more layers of review. CREADE developed a unified program proposal in the format required by the Board of Higher Education that was then used as a model and adapted to program approval processes at each university. CREADE also presented a joint proposal to the Teacher Standards and Practices Commission (TSPC) for the Reading Endorsement. Over a two-year period, CREADE moved through reviews at five education departments, campus curriculum committees, Faculty Senates, and K-12 Educational Consortium for teacher education programs; as well as OUS Academic Council, Board of Higher Education, and TSPC.

**Common tuition.** Although students register for courses at the teaching university, the Deans/Directors of Education and Continuing/Distance Education recommended that a "common tuition" be established to avoid students favoring courses taught by universities with lower tuition rates. The common tuition selected for the pilot year (including fees) was \$240 per graduate credit hour. Current tuition is \$270 per credit hour.

**Registration/Transcripting.** Students enroll in courses and receive transcripts from the university teaching the course. This approach was selected for its long-term sustainability rather than establishing a centralized registration for CREADE. Students may take any approved reading/literacy course from any collaborating university and have it count toward the Literacy Education Course of Study for Classroom Teachers or the Reading Endorsement. Faculty advisors have authority to determine if traditionally-delivered reading courses meet CREADE requirements. This increases flexibility for students who are able to mix both on-campus and distance courses or address case-by-case situations for those who have completed reading courses elsewhere.

## Coordinated/Centralized Functions

- ◆ Develop/maintain 2 websites (grant management, K-12 teachers)
- ◆ Marketing efforts (fliers, letters, email, presentations)
- ◆ Develop/guide academic program proposals through system review processes
- ◆ Develop online application for home institution selection
- ◆ Develop common online course evaluation
- ◆ Gather and summarize course evaluations for campuses
- ◆ Maintain common data on program/enrollments
- ◆ Develop common documents for courses (guidelines, course information format, program completion forms, standards checklist)
- ◆ Develop/update course schedules each term and publish at website
- ◆ Administer grants (finances, reporting, arranging meetings, external evaluation, tuition assistance reimbursements)

## Campus-based Functions

- ◆ Plan and review curriculum; keep updated
- ◆ Establish programmatic elements, including common tuition
- ◆ Provide feedback/approve common documents
- ◆ Shepherd programs through campus review processes
- ◆ Identify, approve, assign faculty to develop and teach courses
- ◆ Develop courses on Blackboard or WebCT (campus-supported system)
- ◆ Register and transcript students (courses)
- ◆ Advise students (academic advising)
- ◆ Market program to students at own university, others
- ◆ Develop campus webpage for CREADE
- ◆ Recommend candidates for endorsement, issue certificates

# Program Requirements

**C**READE offers two graduate level programs: a 12-credit Literacy Education Course of Study (mini-certificate), and a 24-credit Reading Endorsement. Both programs have been designed by the Faculty Advisory Committee around six core thematic areas – Literacy Foundations,

Literacy Strategies and Methods, Literacy for Diverse Learners, Literacy Assessment, Leadership in School Leadership Programs, and Literature – plus a school-based practicum and electives.

## **Literacy Foundations**

*3 credits required for endorsement*

Examines components that contribute to literacy practices. Foundational courses may include topics such as: language development, how written information is processed, various disciplines related to literacy acquisition, how the language areas are interrelated, strategies related to literacy instruction, how language works, and the nature of teaching language arts K-8.

## **Literacy Strategies & Methods**

*3 credits required for 12- and 24-credit programs*

Helps educators guide students in acquiring skills necessary for reading, writing, thinking, and study in all curricular areas. The focus is on providing functional methods for integrating literacy strategies at all levels, from pre-reading and literacy development to content area study in the middle and high school.

## **Literacy for Diverse Learners**

*3 credits required for 12- and 24-credit programs*

With modern classrooms reflecting a diversity of students from various cultural backgrounds, populations with special needs due to cognitive processing approaches, and a multitude of learning/intelligence styles, CREADE seeks to provide opportunities for teachers to enhance their knowledge of multifaceted instructional approaches. Courses provide knowledge/skills in four areas: foundations of literacy, bi- and multi-literacy, and language development; research-proven instructional methods/strategies effective in helping students develop/enhance skills in reading, writing, speaking, listening, and thinking; specific methods/strategies for reading specialists that work well with a variety of students in various literacy programs; methods/strategies that empower classroom teachers to effectively work with the broad range of students in their classrooms.

## **School-based Practicum**

*3 credits required for endorsement*

Practicum focuses on literacy assessment, leadership in reading programs, and an individualized project. Each university offers a 3-credit, school-based practicum for its own home institution students.

## **Literacy Assessment**

*3 credits required for endorsement*

Appropriate use of authentic assessment of students' reading proficiencies and difficulties. Assessment is designed to inform curricular instruction and honor individual differences. Focus is on one or more levels: early childhood, elementary, middle, secondary, adult. Involves a wide range of tools/practices including formal individual and group assessment strategies, and extensive use of informal assessment tools (e.g., teacher observation; portfolios). The ensuing assessment forms the basis for instruction that accommodates individual learning, cultural, ethnic, and linguistic diversity. Courses also offer preparation in appropriate/effective communication of assessment results to students, parents, colleagues, and administrators.

## **Leadership in School Reading Programs**

*3 credits required for endorsement*

Examines issues related to school- or district-wide literacy activities. Courses are of particular interest to those in leadership roles including coordination of language arts programs or involvement with curriculum. Topics may include selecting and designing curriculum, current instructional practices, management of systems, staff roles, staff development, supervision, organization of support systems for students, research issues, review of literature, and action research.

## **Literature**

*All literature courses are electives*

Develops educators' knowledge of the rationale for using literature, to provide greater awareness of current and traditional books, and familiarize educators with instructional strategies for using literature in the classroom. Topics may include Children's Literature, Young Adult Literature, and Multicultural Literature for use with early childhood, elementary, middle, and high school.

## **Electives**

*6 credits required for 12- and 24-credit programs*

All literature courses are electives. Students may choose courses in other thematic areas as well.

# The CREADE Curriculum

## National Standards

CREADE programs and courses are based on the International Reading Association's (IRA) *Standards for Reading Professionals*, updated in 2003. The Standards describe the literacy process and teaching proficiencies that reading professionals should possess to effectively apply that knowledge. Each course in the CREADE program includes learning outcomes established by the faculty that align with the IRA and state standards in reading/literacy. Performance-based assignments assure that teachers will be able to apply what they are learning in the classroom.

## New Courses

The FIPSE grant supported the development of 29 new literacy courses and the conversion of 11 individualized study courses into online. Grant plans included the development of as many as 30 1-credit modules. However, early on the students reported they would rather take 3-credit courses, and the faculty noted the time commitment to teach 1-credit modules was nearly as great as for 3-credit courses. So the decision was made at the fall 2003 Program Review meeting to focus primarily on 3-credit courses. Today, seven 1-credit modules remain in the CREADE curriculum, and other 1-credit modules have been redesigned as 3-credit courses.

### 29 New Courses

READ 512: Foundations of Literacy: ECE/Elem. (3 cr)

*Lauritzen, EOU*

READ 513: Foundations of Literacy, Middle/High (3 cr)

*Snyder, EOU*

READ 514: Linguistics for Teachers, K-12 (3 cr) *Wenger, EOU*

READ 514: Linguistics for Teachers, ECE/Elem (3 cr)

*Hargreaves, WOU*

READ 515: ECE/elem Foundations of Literacy Development (3 cr)

*Kim, SOU*

READ 519: Language Study for Teachers, K-12 (1 cr)

*Sun-Irminger, PSU*

READ 530: Reading/Composition in Content Areas (3 cr)

*Owens, PSU*

READ 532: Writing Across the Curriculum (1 cr) *Tama, PSU*

READ 536: Teaching Phonics/Word Study (1 cr) *Evoy, EOU*

READ 537: Reading across the curriculum, K-12 (3 cr)

*Scott-Hull, SOU*

READ 540: Media literacy, K-12 (1 cr) *de la Cruz, PSU*

READ 541: Literacy and the Internet, grades 4-12 (3 cr)

*Morihara, WOU*

READ 550: Literacy Development for ELL (3 cr) *Wenger, EOU*

READ 551: Literacy for Special Needs Students K-12 (3 cr)

*Sun-Irminger, PSU*

READ 554: Literacy Instruction Strategies for ELL Students,

K-12 (3 cr) *Sun-Irminger, PSU*

READ 556: Literacy and Cultural Competence, K-12 (3 cr)

*Morihara, WOU*

READ 570: Classroom Assessment & Reading Instruction (3 cr)

*Lau-Smith, SOU*

READ 571: Principles/Methods of Diagnosis/Assessment (3 cr)

*Rawson, PSU*

READ 572: Reading Assessment ECE/Elem (3 cr) *Kim, SOU*

READ 574: Reading Assessment: Middle/High (3 cr) *Snyder, EOU*

READ 576: Miscue Analysis (1 cr) *Davenport, EOU*

READ 580: Leadership in Reading Programs (3 cr) *Turner, SOU*

READ 580: Leadership in Reading Programs (3 cr) *Dauer, WOU*

READ 581: Action Research in Leadership in Literacy (3 cr) *Turner,*

*SOU*

READ 590: Children's Literature, pK-5 (3 cr) *Marioni, SOU*

READ 591: Young Adult Literature, Gr 5-12 (3 cr) *Dauer, WOU*

READ 594: Young Adult Literature (1 cr) *Lauritzen, EOU*

READ 595: Multicultural Literature (1 cr) *McNerney/Wenger, EOU*

READ 509: Literacy Practicum (3 cr) *varies by university*

### 11 "Crosswalked" Courses

ED 548: 2nd Language and ESOL Strategies (3 cr) *McNerney, EOU*

ED 560: Foundations of Literacy Learning (2 cr) *Davenport, EOU*

ED 561: Emergent Literacy (3 cr) *Lauritzen, EOU*

ED 562: Literacy in the Elementary Grades (3 cr) *Davenport, EOU*

ED 564: Literature in Literacy Programs (2 cr) *Davenport, EOU*

ED 567: Spelling Matters (2 cr) *Lauritzen, EOU*

ED 568: School Reading Programs (3 cr) *Lauritzen, EOU*

ED 581: Literacy in Middle/High Schools (2 cr) *Snyder, EOU*

ED 582: Techniques of Diagnosis/Instruction for Reading Specialists  
(3 cr) *Lauritzen, EOU*

CI 810: Literacy Symposium (3 cr) *Tama, PSU*

ED 599: Communication in Action (1 cr) *Stephens, OSU*



## Meeting Teacher's Needs

**C**READE applications have greatly outpaced planning estimates. To date, 562 CREADE applications have been submitted by five categories of students: inservice teachers (67%), substitute teachers (12%), licensed teachers not teaching (7%), preservice teachers (5%), and others (7%).

Of the 562 applicants, 72% indicate an intention to work toward a Reading Endorsement, 12% intend to work on the Literacy Certificate, and 14% expect to take courses only.

Half of CREADE applicants who are currently teaching are teaching in high-need schools (49%), including Title I schools and high-need middle and high schools. (*Need is determined by the Oregon Department of Education, based on level of 50% or more free/reduced school lunch.*)

Course enrollments have also exceeded planning estimates. In the seven terms CREADE has offered classes, a total of 74 courses have been offered. Though CREADE has been scheduling 9-11 courses per term, most courses close before the end of the registration period, and many have waiting lists. "We originally instituted caps on courses because of faculty concern about how many students they can realistically teach well in a graduate-level course in reading," explains Michael Jaeger, Dean, School of Education and Business, Eastern Oregon University. "Although the class size average is 12 (excluding practica), overall class size has been generally increasing as more students learn of the program and instructors become more comfortable with larger online classes," adds Bonnie Morihara, CREADE Coordinator.

### CREADE Applicants

- ★ 91% female, 9% male
- ★ 66% elementary level teachers, 16% middle school, 18% high school
- ★ 67% employed teachers, 2% instructional assistants, 12% substitute teachers, 7% licensed not teaching, 5% preservice, 7% other
- ★ 30% from the Portland Metro area, 21% Willamette Valley, 10% central Oregon, 17% southern Oregon, 11% Oregon coast, 9% eastern Oregon, 2% out-of-state
- ★ 88% Caucasian, 3% people of color, 9% declined to respond
- ★ 72% are interested in earning a Reading Endorsement
- ★ 51% have taken at least one CREADE course and 18% who have taken courses, have taken 5-12 courses.

*Based on 562 CREADE applicants, 10/04*

## Leveraging Resources

**D**uring CREADE's early planning, the Faculty Advisory Committee noted the difficulty K-12 teachers would face participating due to the lack of professional development funds in school districts throughout Oregon. Planning then focused on offering tuition assistance to "jumpstart" access to the program early on – and help meet what everyone agreed was expected to be strong demand for graduate-level courses in reading through the statewide distance education program.

Beginning with the first courses offered in spring 2003, CREADE has leveraged additional federal funds outside the FIPSE grant to provide tuition assistance to teachers who participate in CREADE programs. Support has come from the Eisenhower Higher Education Professional Development program, Title II Teacher Quality Enhancement program, Title IIA University/School Partnerships, Oregon GEAR-UP, and Title IIA Partnership Grant to Recruit and Retain High Quality Teachers and Paraprofessionals.

CREADE's leveraging strategy has worked well to support teachers' participation. "Tuition assistance is limited to individuals holding a teaching license who are employed in an Oregon school," explains CREADE Coordinator, Morihara. "Since demand exceeds available funding, teachers who are able to receive tuition assistance from their school districts are asked to let the CREADE office know so that assistance can go to teachers who don't have district support."

There are currently three categories of tuition assistance based on criteria established in the grants that support teacher professional development in reading: 1) teachers eligible for 60% assistance – those who teach at high-need schools; 2) teachers eligible for 50% assistance; and 3) teachers eligible for 100% assistance (Oregon GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs - reimburses teachers from any of 34 middle and high schools participating in GEAR UP a 50% match to the CREADE 50% assistance).

### Tuition Assistance by Term

	<u>Enrollments</u>	<u>Amount</u>
Spring '03	67	\$29,220
Summer '03	139	\$50,400
Fall '03	110	\$33,960
Winter '04	100	\$33,672
Spring '04	109	\$29,700
Summer '04	201	\$47,006
<b>Totals:</b>	<b>726</b>	<b>\$224,958</b>

# Getting the Word Out

The availability of the distance-delivered 24-credit Reading Endorsement, the 12-credit Classroom Literacy Course of Study, and reading courses has been widely advertised throughout Oregon since 2003.

Key strategies for getting the word out have included:

- ◆ mailings to all K-12 schools and Education Service Districts each academic term (addressed to school principals for circulation to teachers)
- ◆ multiple email notifications to CREADE applicants
- ◆ links from various reading/literacy websites
- ◆ distribution of flyers, bookmarks, and other marketing materials to university faculty to give out at presentations, to students in their education classes, and to schools for distribution to teachers.


CREADE maintains an informational website for K-12 teachers. At this site, teachers may link to the CREADE online application, home institution information, general advising pages, schedule of CREADE courses and course information pages, roster of faculty

and their credentials, list of campus-based traditionally delivered reading courses, and the CREADE online course evaluation.

Early plans called for CREADE to market distance education offerings to teachers in other states. CREADE staff worked with the California teacher licensing board to determine if CREADE would meet California requirements (it does), but with the early high demand in CREADE from Oregon teachers, marketing plans beyond the state have been suspended for the time being.

In February 2003, Oregon educational agencies/associations joined to create a single website to centralize information on reading/literacy resources. Partners in the collaborative include: Oregon Department of Education, Teacher Standards & Practices Commission, Oregon University System, Oregon Department of Community Colleges & Workforce Development, Oregon Education Association, Confederation of Oregon School Administrators, Oregon Reading Association, and International Reading Association. CREADE is featured at the “Read Oregon” website (*below*).

## Website for K-12 Teachers

Collaborative Reading Education And Distance Education – CREADE	
<a href="#">About CREADE</a>	About the CREADE project, Fall 2003 newsletter, Support letters from principals, Term-by-term comparison of course evaluation summaries
<a href="#">Online Catalog</a>	8-term catalog of CREADE courses by thematic area
<a href="#">Current Courses</a>	Current schedule of reading/literacy courses available through CREADE
<a href="#">CREADE Application</a>	Teachers: Fill out this application to apply to the CREADE programs
<a href="#">Home Institutions</a>	Information about and links to CREADE home institutions
<a href="#">Program Advising</a>	General advising for CREADE programs
<a href="#">Tuition Assistance</a>	Obtaining tuition assistance for CREADE courses; High-need school list
<a href="#">Reading Endorsement</a>	Overview of the 24-credit Reading Endorsement program
<a href="#">Literacy Education Course of Study</a>	Overview of the 12-credit Literacy Course of Study
<a href="#">Frequently Asked Questions (FAQ)</a>	Common questions and answers about participating in the CREADE program and teaching reading in Oregon
<a href="#">CREADE Faculty</a>	Information about faculty teaching CREADE distance education courses
<a href="#">Standards for Reading Specialists</a>	Performance-based standards for reading specialists developed by the International Reading Association
<a href="#">Reading Resources</a>	Links to resource materials in reading/literacy
 <p><b>CREADE is for:</b></p> <ul style="list-style-type: none"> <li>• K-12 teachers who want to be reading specialists</li> <li>• K-12 teachers who want to improve their knowledge and skills in teaching reading</li> <li>• Preservice teachers</li> </ul>	

## “Partnership” Website

Read Oregon COLLABORATIVE FOR THE IMPROVEMENT OF LITERACY Literacy Courses, Programs, & Resources for K-12 Teachers	
<b>Courses, Modules, Workshops, Certificates, Events</b>	<ul style="list-style-type: none"> <li>• Face-to-face courses/workshops/programs               <ul style="list-style-type: none"> <li>◦ Oregon Department of Education                   <ul style="list-style-type: none"> <li>▪ Reading First</li> <li>▪ ODE Events Calendar</li> </ul> </li> <li>◦ ESD/district workshops: Professional Development Database</li> <li>◦ Writers in the Schools (WITS)</li> </ul> </li> <li>• Distance-delivered courses/workshops               <ul style="list-style-type: none"> <li>◦ Literacy Program for classroom teachers - CREADE</li> <li>◦ Distance-delivered literacy courses from Oregon's public universities</li> </ul> </li> <li>• Literacy events, meetings, conferences</li> </ul>
<b>Reading Specialist Programs</b>	<ul style="list-style-type: none"> <li>• Traditional reading specialist programs at 9 Oregon colleges/universities</li> <li>• Distance-delivered reading specialist program - CREADE</li> </ul>
<b>Assessment &amp; Testing</b>	<ul style="list-style-type: none"> <li>• Assessment Programs from Northwest Regional Educational Laboratory (NWRLE)</li> <li>• Focus on Reading Assessment from the International Reading Association</li> <li>• Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</li> <li>• LEARN: Literacy Assessment Observation Tools</li> <li>• Praxis II Reading Specialist Test (for teachers)</li> </ul>
<b>Resource Links</b>	<ul style="list-style-type: none"> <li>• COPACE Distance-delivered teacher/literacy courses and programs</li> <li>• Literacy Newsletter</li> <li>• Oregon's In-P Context and Performance Standards</li> <li>• Standards for Reading Professionals</li> <li>• Reading Resource Link</li> </ul>
<b>Adult and Family Literacy Resources</b>	
<b>Oregon Resources</b>	<b>National Resources</b>
<ul style="list-style-type: none"> <li>• Read Right</li> <li>• LEARN: Linking Education &amp; Assessment</li> <li>• ODE's Online Literacy Service</li> <li>• Oregon Literacy, Inc.</li> <li>• Oregon State Literacy Resources</li> <li>• OSMA: Start Making A Reader Today</li> </ul>	<ul style="list-style-type: none"> <li>• National Institute for Literacy</li> <li>• American Library Association, a service of the National Institute for Literacy</li> <li>• National Center for Family Literacy</li> <li>• National LEARN: adult education and literacy resources on the Internet</li> </ul>

## Important Websites

CREADE homepage: <http://www.ous.edu/aca/CREADE/>  
 Read Oregon: <http://ReadOregon.org>

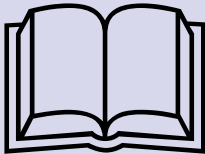
# Home Institution Choice

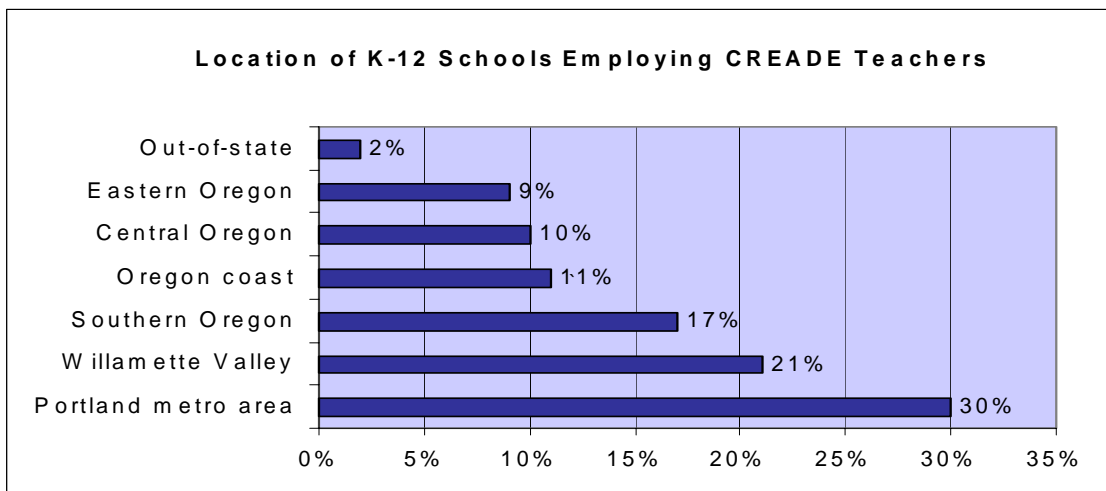
Teachers in the CREADE program choose one of the five universities as a “home institution.” This is the university that offers academic advising, oversees the literacy practicum, and recommends the teacher for the Reading Endorsement after passage of the Praxis II Reading Specialist exam. Teachers may select a different home institution by resubmitting the online CREADE application.

Students typically select a “home institution” in their geographical region. But students also choose home institutions based on prior attendance (alma mater), desire to incorporate

CREADE courses into a university-based master’s program, ability to “mix and match” between CREADE and a particular university’s literacy courses, satisfaction with courses taught at a particular university, and university “name brand.” Students have selected the following choices: EOU (16%), OSU (10%), PSU (38%), SOU (20%), and WOU (17%).

The following table shows the percentage of home institution students at each university who are teaching, and also indicates the location of K-12 schools where they are teaching.

School Locations for Teachers by Home Institution	
<i>(The majority of students in the CREADE program are teaching in Oregon K-12 schools.)</i>	
<p><b>Eastern Oregon University: 54 of 81 are teaching (66%)</b></p> <ul style="list-style-type: none"> <li>26 Eastern Oregon</li> <li>19 Central Oregon</li> <li>5 Southern Oregon</li> <li>2 Oregon coast</li> <li>1 Portland metro area</li> <li>1 Out-of-state</li> </ul>	<p><b>Southern Oregon University: 85 of 108 are teaching (79%)</b></p> <ul style="list-style-type: none"> <li>62 Southern Oregon</li> <li>19 Oregon coast</li> <li>2 Willamette Valley</li> <li>1 Portland metro area</li> <li>1 Out-of-state</li> </ul>
<p><b>Oregon State University: 33 of 53 are teaching (62%)</b></p> <ul style="list-style-type: none"> <li>13 Willamette Valley</li> <li>9 Oregon coast</li> <li>7 Central Oregon</li> <li>3 Portland metro area</li> <li>1 Southern Oregon</li> </ul>	<p><b>Western Oregon University: 70 of 89 are teaching (79%)</b></p> <ul style="list-style-type: none"> <li>46 Willamette Valley</li> <li>12 Oregon coast</li> <li>6 Portland metro area</li> <li>3 Southern Oregon</li> <li>1 Eastern Oregon</li> <li>1 Central Oregon</li> <li>1 Out-of-state</li> </ul>
<p><b>Portland State University: 150 of 206 are teaching (73%)</b></p> <ul style="list-style-type: none"> <li>107 Portland metro area</li> <li>20 Willamette Valley</li> <li>12 Central Oregon</li> <li>4 Eastern Oregon</li> <li>3 Oregon coast</li> <li>4 Out-of-state</li> </ul>	



# Course Evaluations

CREADE courses are evaluated each academic term by students using an online evaluation tool. Results are tallied by the CREADE staff and provided to the faculty teaching the courses. The following chart depicts results from 74 courses to date.

	<u>Spring 2003</u>	<u>Summer 2003</u>	<u>Fall 2003</u>	<u>Winter 2004</u>	<u>Spring 2004</u>	<u>Summer 2004</u>
Response rate	78%	54%	58%	54%	48%	44%
First distance-delivered course taken	73%	48%	43%	20%	21%	26%
Average credits per student (graduate level)	4.4	6	4	4.7	4.6	6
Students' average miles from teaching campus	211	160	79	186	190	113
Agreed satisfied with academic advising	100%	93%	89%	85%	96%	79%
Agreed course registration was easy	92%	90%	84%	86%	87%	74%
Agreed course software easy to use	89%	84%	78%	96%	87%	77%
Agreed course navigation was straightforward	97%	74%	87%	96%	83%	84%
Agreed no problems obtaining course materials	92%	75%	81%	78%	93%	75%
Agreed objectives/learning outcomes were clear	97%	88%	92%	91%	89%	89%
Agreed student responsibilities for course were clear	93%	82%	90%	89%	83%	85%
Agreed assignments were helpful	100%	88%	86%	89%	93%	88%
Agreed course provided practical knowledge and skills	98%	88%	87%	89%	96%	87%
Agreed course was well organized	96%	86%	85%	92%	79%	86%
Agreed textbook was useful	89%	86%	89%	88%	92%	83%
Agreed felt free to ask questions or disagree	98%	94%	88%	79%	89%	80%
Agreed received timely feedback to questions or concerns	98%	84%	83%	81%	81%	68%
Agreed had ample opportunity for interaction with students	93%	91%	87%	92%	95%	89%
Agreed course grading system was fair	98%	83%	90%	92%	86%	71%
Agreed would recommend this course to others	94%	81%	81%	79%	88%	75%
Agreed distance learning format was effective	97%	89%	91%	93%	90%	83%
Agreed would take another course via distance	98%	90%	95%	93%	97%	94%

## Examples of Open-ended Comments on CREADE Course Evaluations

### *How has the course influenced your teaching?*

- ◆ I learned to look for patterns in reading and writing behaviors. I have improved my abilities in using informal assessments for diagnostic teaching.
- ◆ I am more aware of student behaviors and can identify specific developmental stages in reading and writing.
- ◆ I have learned new techniques and some new activities that reach ALL children.
- ◆ I am looking into our school's reading programs and determining what effect they have and what I can do to help refocus or expand them.
- ◆ I am viewing inservice from a new perspective. I am also implementing and encouraging some new types of teacher learning activities.
- ◆ I have added wall-text and collaborative learning into many lessons.
- ◆ I am more reflective of my own practice as far as issues that came up as a result of reading and discussion. I have reevaluated what I do, why, and whether it is time for a change.
- ◆ It has really changed my thinking about teaching phonics and spelling.
- ◆ I've begun to think more about leadership and how to make a school-wide literacy plan.
- ◆ I have lots of ideas to share with my colleagues and I now will think about how to get reading strategies in every subject.
- ◆ I will be using more of a constructivist approach in my classroom this year.
- ◆ I will be using assessment to guide my instruction in a whole new way. I now understand portfolios in a new way. I plan to make time for conferencing and anecdotal records as a priority.

*"I am teaching my students to think and read critically."*

*"I'm pumped up and want to be a better teacher, an advocate for reading."*

*"I am integrating more literature across the curriculum."*

*"I reflect more about the value of my classroom activities."*

*"I'm more aware of utilizing a variety of strategies to teach content."*

*"I designed and implemented a stronger reading program."*

# Faculty Reflections on Teaching in CREADE

At the annual faculty meeting in fall 2003, faculty reflected on teaching in CREADE and what they learned from teaching online courses. Examples are provided below:

- ◆ The best part about teaching in CREADE is the quality of the students, including our discussions on applications in teachers' own K-12 classrooms.
- ◆ The level of active participation by teachers in the classes has been encouraging.
- ◆ Having an out-of-state student was an asset to the class because the Oregon teachers could hear about reading issues in another state (New York).
- ◆ The teachers are developing a real appreciation for the other teachers in the course. The communication among teachers has shown support as a "community."
- ◆ As faculty we are learning a lot from the CREADE students – and this is helping us in our preservice program roles.
- ◆ As faculty we want to be involved and provide feedback – we are very engaged (e.g., eager to read what students have said).
- ◆ Responding to every student takes time. Faculty need to devise methods for handling the heavy workload of the online class.
- ◆ We have to learn to be disciplined when scheduling an online class; i.e., treat it like a face-to-face class, allowing prep time, teaching, and evaluation. Being online "all the time" is not feasible. The time the student is online should be equivalent to time spent in a classroom for traditional courses.
- ◆ It's helpful to establish a reciprocal relationship with other faculty to provide behind-the-scenes mentoring and monitoring (e.g., two instructors are "lurking" in one another's courses and this mutual observation/feedback has improved both their online teaching styles and efficiencies.)
- ◆ The two instructors who "lurked" in each other's courses shared many of the same students and questions/responses in one course helped the other see what she needed to emphasize or clarify. Also, a question asked in one course was in the expertise of the other instructor, so the second instructor sent a response to the first who then posted it on the discussion board. This saved time for the first instructor.
- ◆ It is valuable to have a technical person behind the scenes to provide technical support during online chats.
- ◆ Some faculty prefer synchronous online chat sessions for immediate interaction and feedback (in addition to using asynchronous discussions). In order to handle "late arriving" students, one instructor puts a lock on the online chat and late students are then required to respond to the discussion board.
- ◆ Some faculty used "literature circles" of small groups of 3-4 teachers to interact about various children's books. The groups were re-formed later in the term so that teachers had opportunities to interact with many others. That strategy worked well.
- ◆ Instructors do not have to respond to all postings on the discussion board; waiting a day or two often results in students stepping in to make suggestions.
- ◆ Consider having a separate social message board (like a "coffee house") apart from the discussion board to facilitate networking by students and keep the discussion board focused on course assignments.
- ◆ Numerous suggestions for encouraging quality participation in online classes developed by one of the CREADE faculty are posted at: <http://www.ous.edu/aca/TEpdf/WengerAdvice.pdf>



## CREADE Staff Changes

CREADE Director Holly Zanville has left Oregon for a new position as Senior Administrator/Chief Academic Officer of Washington State's Higher Education Coordinating Board. As Associate Vice Chancellor for Academic Affairs for the Oregon University System (OUS), Zanville was responsible for OUS teacher education and distance education planning and grant project management, production of special policy studies and reports, and convening multiple interinstitutional and intersector groups. She worked closely with the Education Deans/Directors of both the public and independent colleges/universities, distance education units in community colleges and public/private colleges and universities, the Oregon Department of Education, K-12 schools, and the Teacher Standards and Practices Commission. She was also a familiar face in testimony before the Oregon legislature.



TSPC Executive Director Vickie Chamberlain with Holly Zanville

Among major grants Zanville brought to Oregon are the Oregon Network for Education funded by the Fund for the Improvement of Postsecondary Education, the 2<sup>nd</sup> Generation Distance Education Partnership funded by the federal Learning Anytime Anywhere Partnership program, the Oregon Quality Assurance in Teaching I program (Title II Teacher Quality State Grant), Oregon Teacher Recruitment and Mentoring project, and the CREADE project.

“Zanville’s contributions to teacher preparation programs in Oregon are deep and long-lasting. She brought competing universities together with a shared vision for collectively and collegially improving all of our programs. The partnerships and networks established during the Oregon Quality Assurance in Teaching I project are continuing in many ways that benefit teaching in both higher education and in K-12 schools,” said Meredith Brodsky, Director of The Teaching Research Institute (TRI) at Western Oregon University.

As part of the Oregon Board of Higher Education’s reorgani-

zation of the OUS in 2004, Zanville has worked with TRI to transition the management of a number of federal grants in education to TRI, including the Oregon Teacher Recruitment and Mentoring (OTRM) project and the Title II A University/School Partnership grant competition.

With the transfer of CREADE Coordinator, Bonnie Morihara, and Administrative Assistant, Alison Grossnicklaus to TRI, project oversight of the remainder of the CREADE grant has also moved to TRI with OUS continuing final fiscal management.

## Award to CREADE

In October 2004, the Oregon Department of Education presented an Award of Distinction to each of the five universities participating in CREADE “in recognition of significant contributions to K-12 education.” Signed by State Superintendent of Public Instruction, Susan Castillo, the award commends five Colleges of Education for developing a shared curriculum in reading that enables teachers throughout the state to “participate in rigorous professional development to improve their capacity to teach reading to students from the earliest grades through high school.” Deans of Education were also recognized for developing new interinstitutional policies and guiding their campuses to work effectively together. The CREADE collaborative was also lauded for securing multiple grants to help Oregon teachers defray their tuition costs.

## Faculty Distinctions

Among the textbooks being used in CREADE courses, four are authored by CREADE faculty:

- ◆ Davenport, M. Ruth (2002). *Miscues, not mistakes: Reading assessment in the classroom*. Portsmouth, NH: Heinemann.
- ◆ Tama, Carrol M. & McClain, Anita Bell (2001). *Guiding reading and writing in the content areas: Practical strategies* (second ed.). Dubuque, Iowa: Kendall/Hunt.
- ◆ Wilder, Sandra (2000). *Miscue analysis made easy: Building on student strengths*. Portsmouth, NH: Heinemann.
- ◆ Yatvin, Joanne (2004). *A room with a differentiated view: How to serve ALL children as individual learners*. Portsmouth, NH: Heinemann.

Yatvin also was recently elected 2004 Vice President of National Council of Teachers of English, putting her on NCTE Presidential team with a 4-year commitment moving through posts of Vice President, President-Elect, President, and Past President.

## CREADE Advisory Committee

- Julie Esparza Brown, Bilingual Teacher Pathway Director, Bilingual/Special Education, Portland State University
- Valerie Camilli, Assistant Professor, Education, Eastern Oregon University
- Vye Carlile, K-12 Teacher and Adjunct Instructor, Western Oregon University
- ★ **Sue Dauer**, Professor, Teacher Education, Western Oregon University
- ★ Ruth Davenport, Associate Professor, Education, Eastern Oregon University
- ★ Emily de la Cruz, Associate Professor, Education, Portland State University
- ★ Sharon Evoy, Assistant Professor, Language Arts and Reading, Eastern Oregon University
- Darlene Frazier, K-12 Teacher and Oregon Reading Association member
- Gretchen Freeman, K-12 Teacher and Oregon Reading Association member
- William Greene, Associate Professor, Education, Southern Oregon University
- ★ David Hargreaves, Associate Professor, Linguistics and Humanities, Western Oregon University
- ★ Phillip Hofmann, Professional Development Coordinator, School of Education and Business, Eastern Oregon University
- ★ Younghee Kim, Associate Professor, Education, Southern Oregon University
- ★ **Jo-Anne Lau-Smith**, Assistant Professor, Education, Southern Oregon University
- ★ **Carol Lauritzen**, Professor, Education, Eastern Oregon University
- JoNan LeRoy, Assistant Director, Education Programs, Extended Programs, Western Oregon University
- Margaret Mahoney, Director, Student Academic Services, University of Oregon
- ★ Joan Marioni, Associate Professor, Education, Southern Oregon University
- ★ Lee Ann Mc Nerney, Assistant Professor, Bilingual and ESOL Education, Eastern Oregon University
- ★ Bonnie Morihara, Assistant Professor, Western Oregon University
- ★ Chloe Myers, Assistant Professor, Western Oregon University
- ★ Megan Owens, K-12 Teacher and Adjunct Instructor, Portland State University
- ★ Sherrilyn Rawson, Adjunct Instructor, Portland State University
- ★ Duella Scott-Hull, Director of Curriculum, Instruction and Assessment, Coos Bay School District
- ★ Lisa Snyder, Instructor, Literacy, Eastern Oregon University
- ★ Kay Stephens, Instructor, Education, Oregon State University
- ★ Xiaoqin Sun-Irminger, Assistant Professor, Curriculum and Instruction, Portland State University
- ★ **Carrol Tama**, Professor, Reading and Secondary Education, Portland State University
- ★ Ella Taylor, Associate Research Professor, Western Oregon University
- ★ Marty Turner, Professor, Education, Southern Oregon University
- ★ Kerri Wenger, Assistant Professor, Education, Eastern Oregon University
- ★ **Ken Winograd**, Associate Professor, Education, Oregon State University
- Joanne Yatvin, Professor, Education, Portland State University
- Petey Young, Professor, Education, Southern Oregon University

★ *Faculty Authors are designated by a star. CREADE Campus Coordinators are designated in bold. The list includes both current and past members.*

### CREADE STAFF

**Director:** Holly Zanville  
**Coordinator:** Bonnie Morihara  
**Administrative Assistant:** Alison Grossnicklaus  
**External Evaluator:** Dick Markwood

#### Participating Universities

Eastern Oregon University      Southern Oregon University  
 Oregon State University      Portland State University  
 Western Oregon University

