



C·R·E·A·D·E

Collaborative Reading Education And Distance Education

www.ous.edu/aca/CREADE/

Fall 2003

Background to CREADE

Reading competency is foundational to learning. Low literacy is closely related to unemployment, poverty, poor health and crime; 43% of those with the lowest literacy skills live in poverty, and 70% of the prison population falls into the two lowest levels of reading proficiency (*1998 National Institute for Literacy Fact Sheet*). The National Assessment of Educational Programs (NAEP, 2002) provides a troubling picture of where we are as a nation in reading—38% of 4th graders cannot read at a basic level. Oregon's picture is similar—34% of the state's 4th graders cannot read at a basic level.

The *No Child Left Behind Act of 2001* (NCLB) requires that “states set a high standard for achievement in reading and mathematics—the building blocks of all learning—and test every child in grades 3-8 to ensure that students are making progress.” Under NCLB all teachers must be “highly qualified” by the end of the 2005-06 school year. The federal goal is that teachers be fully licensed and meet state standards for subject knowledge and teaching skills in their assigned teaching levels and courses.

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

- ◆ Reading Summits (two have been sponsored, each attended by 700+ teachers)
- ◆ Policy goal that all 1,200 schools have the services of a trained Reading Specialist
- ◆ Strategic plan in which comprehensive K-12 literacy is one of three imperatives
- ◆ Reading First, six-year federally funded grant program to provide professional development in reading/literacy to early grade teachers in Oregon high-need schools
- ◆ Reading assessments—collect/report data on K-12 students
- ◆ Forums: with universities/other partners to address literacy as comprehensive K-12 process.

In 1999-2000, the Board of Higher Education requested the public universities to report on what they were doing to assist K-12 schools in the teaching of reading. The Deans Council on Teacher Education, thereafter, completed, *The Teaching of Reading in Teacher Preparation Programs in the Oregon University System* (2001).

The report found that enrollments in traditional campus Reading Endorsement programs were low, and many teachers were not enrolling in traditional Reading Endorsement programs because of access problems. Furthermore, no campus had enough faculty to mount a new distance education program in reading/literacy on its own. A key recommendation was to: “Develop new methods for

offering the Reading Endorsement via interinstitutional and inter-agency collaborations and distance education (offer in accessible and usable formats and locations).”

With these compelling findings, the Deans Council through the Chancellor's Office of the Oregon University System (OUS) applied for and received a three-year grant in 2001 from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to develop a new collaborative reading initiative. The project addresses both teacher professional development and preservice needs.

The Oregon Readeng Education And Distance Education (TO-READE) project began operations in fall 2001. The name was subsequently revised at the request of the Deans Council to CREADE (Collaborative Readeng Education And Distance Education) to underscore the collaborative nature of the project.

CREADE is managed by the Chancellor's Office in tandem with the Deans Council on Teacher Education (*see below*). Six universities that prepare teachers are represented on the Deans Council. Key agency partners are the Teacher Standards and Practices Commission (teacher licensing board), Oregon Department of Education, and the Oregon Education Association.

“The FIPSE grant has been vital to Oregon's ability to quickly develop new collaborative distance education options for teachers in reading. We have a shortage of reading specialists in our state. But we also have many general classroom teachers, particularly at the middle and high school level, who need assistance to better teach reading in their content areas,” notes Holly Zanville, OUS Associate Vice Chancellor for Academic Affairs and CREADE project director.

Deans Council on Teacher Education

- Phyllis Edmundson, Dean, Graduate School of Education, Portland State University (PSU)
- Michael Jaeger, Dean, School of Education and Business, Eastern Oregon University (EOU)
- Martin Kaufman, Dean, College of Education, University of Oregon (UO)
- Geoff Mills, Associate Dean, Teacher Education, Southern Oregon University (SOU)
- Hilda Rosselli, Dean, College of Education, Western Oregon University (WOU)
- Sam Stern, Dean, School of Education, Oregon State University (OSU)
- Holly Zanville, Associate Vice Chancellor for Academic Affairs, Chancellor's Office, Oregon University System (*Chair*)

Elements of a Collaborative Program: Behind the Scenes

Faculty. Reading faculty at the universities are crucial to the success of CREADE, in both planning the program and developing and teaching courses. Faculty with expertise in literacy education have planned the program; many of them (and other faculty) are serving as faculty authors to develop and teach the new CREADE courses via distance education. “We learned early on that few of the reading faculty had previously taught an online course, so they have had the additional challenges of learning the technology used in distance education. CREADE would not be possible without these exceptional and dedicated faculty,” notes Zanville.

Infrastructure. “We’ve been learning that it’s best to include everyone at the table early—to help solve the many issues that come up in these kind of collaboratives,” says Zanville. CREADE’S infrastructure includes the key stakeholders in the program:

- ◆ Deans Council on Teacher Education (*see page 1*)
- ◆ Faculty Advisory/Authors Committee (26 reading/literacy faculty from 6 universities; 2 teachers from K-12 and Oregon Reading Association; 2 K-12 teachers/adjunct faculty; 1 staff from ODE, and 2 staff from OUS (*see page 8*))
- ◆ Faculty Authors: 19 reading faculty
- ◆ Deans/Directors of Continuing/Distance Education: 5 offices
- ◆ Registrars Council: participating campus registrars
- ◆ CREADE staff from Chancellor’s Office provide leadership and assist with a range of centralized/coordinated functions
- ◆ External evaluator
- ◆ Website for grant management (*see opposite column*)

Leveraging Existing Distance-delivered Courses. The Education Deans and Faculty Advisory Committee approved “cross-walking” existing reading courses being offered via distance into the CREADE program. “This added a total of 11 courses to the mix of reading courses available to students, and increased the average number of courses CREADE has been able to offer each term by 50%,” explains Bonnie Morihara, project coordinator.

Defining Roles/Responsibilities. To achieve cost efficiencies among the partners in the collaborative, key functions are sorted into coordinated/centralized and campus-based (*see below*).

Home Institution Model. CREADE adopted a “home institution” model so that students will have a single university to provide academic advising, and for those seeking a Reading Endorsement,

guide their practicum and recommend for the endorsement. Prospective students may select any participating university as their home institution. However, they are subject to different admission requirements depending on the institution, and whether they are seeking a Reading Endorsement, master’s degree, Literacy Course of Study, or courses only. Students select a home institution when they complete an online CREADE application. CREADE students have selected home institutions as follows: EOU (18%), OSU (9%), PSU (45%), SOU (11%), and WOU (17%).

Grant Management Website

| | |
|---------------------------------------|--|
| Overview | <ul style="list-style-type: none"> ◆ Overview of grant and CREADE project |
| Deans & Directors | <ul style="list-style-type: none"> ◆ Roster; Role in CREADE ◆ Minutes of meetings |
| Faculty Advisors | <ul style="list-style-type: none"> ◆ Roster of Faculty Advisory Committee ◆ Responsibilities ◆ Minutes of meetings |
| Faculty Authors | <ul style="list-style-type: none"> ◆ Brief bios of faculty authors ◆ Assigned courses |
| CREADE Documents | <ul style="list-style-type: none"> ◆ Proposals submitted to Board of Higher Education and TSPC ◆ Faculty guidelines for course development ◆ Program advising and completion forms ◆ Reading standards checklist |
| CREADE Homepage | <ul style="list-style-type: none"> ◆ Website for K-12 teachers |

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 current common tuition selected for the pilot year (including fees) is \$240 per graduate credit hour.

Registration/Transcripting. Students enroll in courses and receive transcripts from the university teaching the course. This approach is expected to be more sustainable in the long-term 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 12-credit Literacy Education Course of Study for Classroom Teachers or the 24-credit Reading Endorsement. A faculty advisor at each campus has authority to determine if traditionally-delivered reading courses meet CREADE program requirements. “This increases program flexibility for students who are able to mix both on-campus and distance courses or those who come to the program having already completed some reading courses,” notes Morihara.

Coordinated/Centralized Functions

- ◆ Develop/maintain 2 websites (grant management; K-12 teachers)
- ◆ Coordinate marketing efforts (fliers, letters, email, presentations)
- ◆ Develop/guide 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 processes)

Campus-based Functions

- ◆ Plan curriculum; develop and approve definitions
- ◆ Establish programmatic elements, including common tuition
- ◆ Provide feedback/approve common documents
- ◆ Shepard 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

CREADE Curriculum

Common Philosophy

The Faculty Advisory Committee determined that a critical first step in planning the collaborative curriculum was establishing a common philosophical foundation. Their discussions resulted in a common definition of “the reading process” and a statement about “school literacy programs” (*see opposite column*).

National Standards

The CREADE programs and courses are based on the International Reading Association’s (IRA) *Standards for Reading Professionals*. The Standards describe the literacy process and the teaching proficiencies reading professionals should possess to effectively apply that knowledge. Each 3-credit course and 1-credit module 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.

New Courses

The FIPSE grant is supporting the development of 12, 3-credit courses and 30, 1-credit modules. These courses have a “READ” course designation to identify them in the OUS Banner system (student records information system) as courses in the collaborative multi-campus program to distinguish them from campus-based reading courses with an “ED” or “CI” designation. To date, 8, 3-credit courses and 15, 1-credit modules have been developed and taught with an additional 4 courses and 4 modules assigned to faculty authors and in preliminary development stages. Additional courses and modules are planned for future development.

The Reading Process

Reading is both the acquisition of information and the making of meaning. Not only do readers take information from the printed page, they bring to the act of reading their own knowledge, experience, cultural background, and personality, all of which affect how they understand a text. For this reason the reading process is always a complex interaction between text and reader. The text gives clues and the reader uses strategies. We call textual clues, the “cueing systems” of written language because they guide readers as they attempt to decode and comprehend text. The major cueing systems are grapho-phonemics (letter to sound correspondences), syntax (the grammatical structure of language) and semantics (the meanings of words and phrases). The strategies beginning readers use include sounding-out unfamiliar words, chunking words into parts, drawing analogies between known and unknown words, and predicting from what has already been read. But there are also more sophisticated strategies that become available as readers grow in experience, confidence and competence.

The School Literacy Program

The purpose of a school literacy program is to enhance individual and civic life in a democratic society. To individuals, reading and writing are effective tools for work, play, social interaction and spiritual fulfillment. To society, they are a powerful force for expanding and maintaining our ideals of freedom, equality, compassion and peace. To achieve these goals a school literacy program must pervade the entire school curriculum and operation. Teachers and students need to read, speak and write continually as they gather and disseminate information, formulate arguments, express ideas, opinions and feelings, describe and explain, and take action. Teachers in an effective literacy program use a variety of validated methodologies and resources for all students and provide additional help to struggling students. Phonemic awareness and phonics are necessary tools for beginning readers, but comprehension and critical analysis are also needed. These thinking tools gain importance as readers progress and texts become more complex. It is the job of the reading teacher to make students aware of all the cueing systems and strategies available to them and to facilitate their use through instruction and practice.

Faculty Advisory Committee
May 2002

Courses and Modules Developed for CREADE

Courses (3-credit)

- READ 512:** Foundations of Literacy: ECE/Elem. (*Lauritzen, EOU*)
- READ 513: Foundations of Literacy Development: Middle/High (*Snyder, EOU*)
- READ 514:** Linguistics for Teachers: ECE/Elementary (*Hargreaves, Dauer, WOU*)
- READ 514:** Linguistics for Teachers, K-12 (*McNerney, Wenger, EOU*)
- READ 530:** Reading/Composition in Content Areas, Gr 5-12 (*Owens, Tama, PSU*)
- READ 551:** Literacy Instruction for Special Needs Students (*Sun-Irminger, PSU*)
- ★ READ 570: Classroom Assessment and Reading Instruction (*Lau-Smith, SOU*)
- ★ READ 580: Leadership in School Literacy Programs (*Turner, SOU*)
- ★ READ 580: Leadership in School Literacy Programs (*Dauer, WOU*)
- READ 590:** Children’s Literature, preK-5 (*Marioni, SOU*)
- READ 591:** Young Adult Literature (*Dauer, Taylor, WOU*)
- READ 509: Guided Practicum (common syllabus for 5 universities)

Modules (1-credit)

- READ 515:** ECE Foundations of Literacy Development (*Kim, SOU*)
- READ 516:** Elementary Foundations of Literacy Development (*Davenport, EOU*)
- READ 517: Mid-Level Foundations of Literacy Development (*Dauer, Taylor, WOU*)
- READ 519:** Language Study for Teachers (*Sun-Irminger, PSU*)
- READ 532:** Writing Across the Curriculum, Gr 5-12 (*Owens, Tama, PSU*)
- READ 533:** Comprehension Activities across the Curriculum, Gr 5-12 (*Owens, Tama, PSU*)
- READ 536:** Teaching Phonics and Word Study (*Evoy, EOU*)
- READ 540:** Media Literacy, K-12 (*de la Cruz, PSU*)
- READ 554:** ELL Strategies for ECE/Elementary (*Sun-Irminger, PSU*)
- READ 572: Reading Assessment: ECE (*Kim, SOU*)
- READ 574: Reading Assessment: Middle/High (*Snyder, EOU*)
- READ 581: Action Research in Leadership in Reading (*Turner, SOU*)
- READ 593: Children’s Literature, preK-5 (*Marioni, SOU*)
- READ 594:** Young Adult Literature (*Lauritzen, EOU*)
- READ 595:** Multicultural Literature, K-12 (*McNerney, Wenger, EOU*)

Courses/modules in bold have been taught at least once.

★ These courses have an attached 1-credit practicum.

Program Approval

Developing and approving a new program in education at a single university is a lengthy process of multi-level reviews and approvals; developing and approving a multi-institution program requires even more layers of review and approval. The CREADE program has been subject to review and approval requirements at all five of the universities offering the CREADE program (a sixth university serves on the advisory committee but is not a program participant at this time).

“Over almost a two-year period, CREADE has moved through required reviews at the Education departments and curriculum com-

mittees of five universities; five campus curriculum committees and Faculty Senates; five K-12 Education Consortium for the campuses; OUS Academic Council; Board of Higher Education; and the Teacher Standards and Practices Commission (for the Reading Endorsement),” underscores Zanville. “We’re happy to report that all the final approvals will be in by the end of 2003.” Hilda Rosselli, Dean of the College of Education, Western Oregon University explains, “In a multi-institutional program, there is a greater scrutiny of quality measures because each university wants to be assured that its good reputation will be maintained or even enhanced by the partnership.”

Program Requirements

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

core thematic areas—Literacy Foundations, Literacy Strategies & 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 both 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 both 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, and an individualized project. Each home institution offers a 3-credit practicum, courses in assessment and leadership also offer a 1-credit practicum.

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 can choose courses in other thematic areas as well.

Meeting the Needs of Teachers

Online CREADE applications by teachers in its first half-year of operation have greatly outpaced planning estimates, with the former at 306 and the latter at 150. To date, applications have been submitted by five categories of students—inservice teachers (67%), substitute teachers (15%), licensed teachers who are not teaching (8%), preservice students (6%), and other (4%).

Of 306 applicants, 205 (67%) indicate their intention to work toward a Reading Endorsement, 41 (13%) intend to work on the Literacy Certificate, and 60 (19%) expect to take courses only.

Nearly half of CREADE applicants who are currently teaching are teaching in high-need schools (48%), including Title I schools and high-need middle and high schools (*need determined by the Oregon Department of Education, at level of 50% or more free/reduced school lunch*).

Course enrollments have also exceeded planning estimates. Even though CREADE has been scheduling 9-11 courses per term, most of the courses are closing before the end of the registration period, and many have waiting lists. “We have had to institute caps on our courses because of faculty concerns about how many students they can realistically teach well in a graduate-level course in reading. Our faculty have needed time to apply web technologies to distance education methods, particularly since this is the first time these courses have been taught,” explains Michael Jaeger, Dean, School of Education & Business, Eastern Oregon University. “The faculty have hoped to hold enrollments to 10-12. But many of the classes have been scheduled for 15, 20, even 25, because of the strong demand,” adds Morihara.

CREADE courses began spring term 2003 with 67 enrollments in 11 courses offered by three universities (EOU, OSU, WOU). Summer term enrollments totaled 139 in 9 courses offered by two universities (EOU, PSU), and fall 2003 enrollments totaled 111 in 9 courses offered by four universities (EOU, PSU, SOU, WOU).

CREADE Demographics

- ★ 90% female, 10% male
- ★ 56% elementary level teachers, 26% middle school, 18% high school
- ★ 67% employed teachers, 15% substitute teachers, 8% licensed not teaching, 6% preservice, 4% other
- ★ 35% from the Portland Metro area, 20% Willamette Valley, 12% central Oregon, 12% southern Oregon, 10% Oregon coast, 9% eastern Oregon, 2% out-of-state
- ★ 98% Caucasian, 2% People of Color

Based on 306 CREADE applicants, October 2003

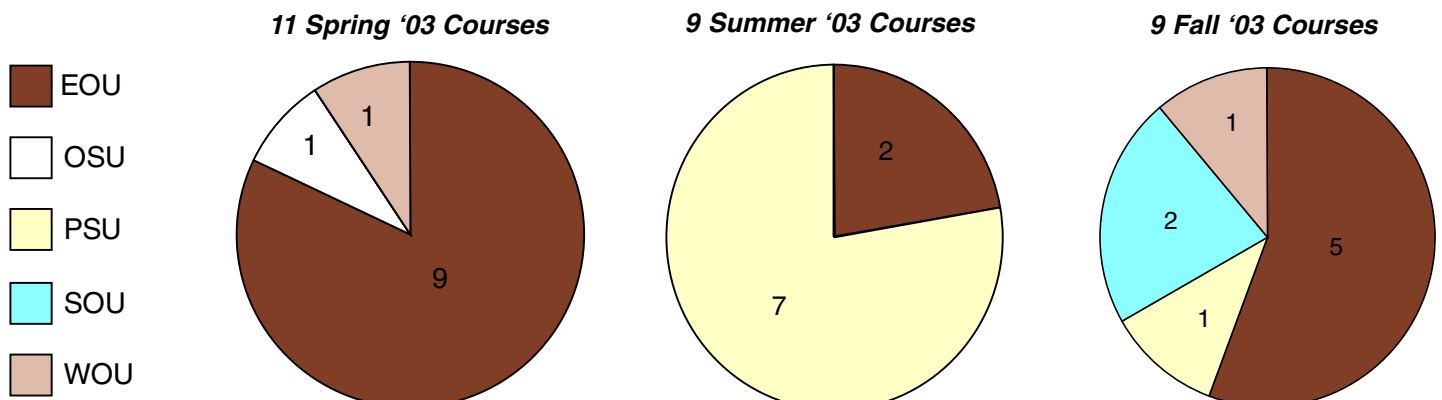
Leveraging Resources

During CREADE’s early planning, the Faculty Advisory Committee expressed serious concern about the difficulty K-12 teachers would face participating in CREADE due to the lack of professional development funds in school districts throughout Oregon. They recommended that if CREADE could offer tuition assistance, that would likely “jumpstart” access to the program early on—and that would help meet what everyone agreed was expected to be strong demand for graduate-level courses in reading through distance education.

Beginning with the first courses offered in spring 2003, CREADE has leveraged additional federal funds outside the FIPSE grant to provide partial tuition assistance to Oregon teachers who participate in CREADE programs in the first “pilot” year. Funds have been used from the Eisenhower Higher Education Professional Development program, the Title II Teacher Quality Enhancement Program; and Oregon GEAR UP.

Zanville notes, “This strategy worked so well to help support teachers’ participation in CREADE’s first year that we are working hard to identify funds to continue tuition assistance in this year’s constrained budget environment. Teachers tell us this extra help has made it possible for them to participate—so access will continue to be a priority for CREADE.”

Number of Courses & Campuses Teaching Courses, by Term



Marketing: Getting the Word Out

The availability of the distance-delivered 24-credit Reading Endorsement, the related 12-credit Classroom Literacy Course of Study, and reading courses is being widely advertised throughout Oregon.

Key strategies for getting the word out include:

- ◆ 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, links to the CREADe online course evaluation, and more.

“Our early plans called for CREADe to market distance education offerings to teachers in other states,” notes Zanville. “We 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, our marketing plans beyond Oregon 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 new “Read Oregon” website (*below*).

Website for K-12 Teachers

| Collaborative Reading Education And Distance Education - CREADe | |
|---|--|
| Literacy Courses & Programs for K-12 Teachers | |
| About CREADe | About the CREADe project and its partners. |
| CREADE Application | Teachers: Fill out this application to apply for CREADe tuition assistance. |
| Home Institutions | Information about and links to CREADe home institutions. |
| Reading Specialist Program | Overview of the graduate-level, distance-delivered 24-credit Reading Specialist program. |
| Literacy Education Course of Study | Overview of the graduate-level, distance-delivered 12-credit Literacy Education Competency Certificate for general classroom teachers. |
| Program Advising | General advising for CREADe programs. Please consult with your home institution for specific advising on your program. |
| Course Catalog | Schedule of reading/literacy courses and modules available from CREADe, as well as key deadlines for course registration. |
| Tuition Assistance | How to obtain tuition assistance to participate in the CREADe program. |
| Frequently Asked Questions (FAQs) | Common questions and answers about participating in the CREADe program and teaching reading in Oregon. |
| CREADE Faculty | Information about faculty teaching CREADe distance education courses. |
| Standards for Reading Specialists | Performance-based standards for reading specialists developed by the International Reading Association. |
| Reading Resources | Links to resource materials in reading/literacy. |

New “Partnership” Website

| Read Oregon COLLABORATIVE FOR THE IMPROVEMENT OF LITERACY | |
|--|---|
| Literacy Courses, Programs, & Resources for K-12 Teachers | |
| Courses | • Face-to-face courses/workshops/programs |
| Workshops | • Distance-delivered courses/workshops |
| Events | • Literacy Events, Meetings, Conferences |
| Reading Specialist Programs | • Traditional reading specialist programs at 9 Oregon colleges/universities |
| | • Distance-delivered reading specialist program - CREADe |
| Assessment & Testing | • ERIC Clearinghouse for Assessment, Evaluation, and Research |
| | • Assessment Programs from Northwest Regional Educational Laboratory |
| | • Focus on Reading Assessment from the International Reading Association |
| | • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) |
| | • LEARNS Literacy Assessment Observation Tools |
| | • Praxis II Reading Specialist Test (for teachers) |
| Resource Links | • Oregon's K-12 Content and Performance Standards in Reading |
| | • Standards for Reading Professionals |
| | • Reading Resource links |
| Adult and Family Literacy Resources | |
| Oregon Resources | National Resources |
| • Family Literacy in Oregon - Even Start | • America's Literacy Directory |
| • Oregon Literacy, Inc. | • LEARNS |
| • Oregon State Literacy Resources | • National Institute for Literacy |
| • SMART - Start Making A Reader Today | • National Center for Family Literacy |
| | • National LINCS |

Important Websites

CREADE homepage (for K-12 teachers): <http://www.ous.edu/aca/CREADE/>

CREADE grant management website: <http://www.ous.edu/aca/reade.htm>

Read Oregon: <http://ReadOregon.org>

Course Evaluation

CREADE developed an online course evaluation form with input from the Faculty Advisory Committee, Faculty Authors, and Deans Council on Teacher Education. The evaluation covers 25 questions (21 demographic and likert-scale, 4 open-ended). At the end of each term, the CREADE office contacts enrolled students, requesting that they complete the course evaluation (this does not replace university course evaluations). Two reminder

notices are sent via email. When the evaluations are in, the CREADE office tallies results for each course and sends a summary to the instructor(s) and his/her Education Dean. Staff also compile an anonymous grouped summary of course evaluations to share with CREADE committees. "These evaluations will be very useful in Faculty Advisory Committee and Deans Council discussions to improve course and program components," comments Zanville.

Course Evaluations from Spring (SP) and Summer (SU) 2003 – 20 Courses –

| | <u>SP</u> | <u>SU</u> | | <u>SP</u> | <u>SU</u> |
|---|-----------|-----------|---|-----------|-----------|
| Average credits per student | 4.4 | 6 | Agreed course was well organized | 96% | 86% |
| Satisfied with academic advising | 100% | 93% | Agreed textbook was useful | 89% | 86% |
| Agreed course registration was easy | 92% | 90% | Felt free to ask questions or disagree | 98% | 94% |
| Agreed course software easy to use | 89% | 84% | Received timely feedback to questions/concerns | 98% | 84% |
| Agreed course navigation was straightforward | 97% | 74% | Had ample opportunity for interaction with students | 93% | 91% |
| No problems obtaining course materials | 92% | 75% | Agreed course grading system was fair | 98% | 83% |
| Agreed objectives/learning outcomes were clear | 97% | 88% | Would recommend this course to others | 94% | 81% |
| Agreed student responsibilities for course were clear | 93% | 82% | Agreed that distance learning format was effective | 97% | 89% |
| Agreed assignments were helpful | 100% | 88% | Would take another course via distance | 98% | 90% |
| First distance-delivered course | 73% | 48% | Agreed course provided practical knowledge/skills | 98% | 88% |
| Students' average miles from teaching campus | 211 | 160 | | | |

From Open-ended Comments on Course Evaluations

What Contributed Most to Learning?

- ◆ The opportunity to write reflectively and receive responses to what I said.
- ◆ Practical and useful ideas!
- ◆ Feedback from the professor was positive, prompt, and encouraging.
- ◆ I am a preservice teacher and it was great to have conversations with master teachers.

What Detracted from Learning?

- ◆ Not being able to meet in person was a disadvantage, but the excellent written discussion made up for it.
- ◆ Not having to actually show up for class meant I had to be sure to schedule my own time to accomplish the course requirements.
- ◆ It was a challenge to keep on top of all the reading.

Advice for Future Students

- ◆ One of the greatest benefits of this course is being able to interact with your peers in a supportive yet intellectually challenging setting—take advantage of it!
- ◆ Order your books early.
- ◆ Taking courses long distance is convenient, yet time consuming. Make sure you have time to devote to learning, studying, assignments, etc.
- ◆ Be diligent in setting up a course schedule for yourself and stick to it!
- ◆ Be prepared for in-depth interaction.



"I want a Reading Endorsement but the distance to a university is a problem."

"Offering the course work online is heaven-sent for me as a teacher and busy mother of three children!"

"CREADE is a wonderful idea, with the distance I have to drive to the nearest college."

"Our district is in dire need of a reading specialist. These classes fit perfectly."

"The distance education program is invaluable as I'm not always able to attend campus courses."

"I like the fact I can work full-time and still take courses because they are online."

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