

### Summer School Can Help Close the Gap

*The Bethel School District and UO methodologists Keith Zvoch and Joseph Stevens of the Department of Educational Methodology, Policy, and Leadership are studying methods for closing the achievement gap.*

The scientific literature is clear, says Keith Zvoch, Ph.D. "During the school year, kids tend to learn at the same rate, whether they are from advantaged or disadvantaged backgrounds. But during summer, more disadvantaged students oftentimes experience a fallback or 'slide' in achievement, while their more advantaged peers continue to progress. As a result, the gap in achievement widens with each summer recess."

Summer school is one approach used by school leaders to help narrow the achievement gap between advantaged and disadvantaged students and otherwise keep students progressing toward proficiency in subjects such as reading and math.



In June 2009, Zvoch and Stevens received a \$1.2 million grant from the Institute of Education Sciences, U.S. Department of Education, to conduct a three-year study titled *Summer School and Summer Learning: An Examination of Selection, Implementation, and Program Effects in a Multiyear Randomized Trial*. The purpose of the study is to conduct a rigorous impact evaluation of the Bethel School District's summer school initiative.

"Some districts offer a summer school program that operates more like day care," says Zvoch. "In contrast, the Bethel School District in Eugene, Oregon, offers a well-established, academically focused, intensive literacy intervention for struggling readers. They've been doing this program for a while and are like a well-oiled machine, with a laser focus on providing need-based literacy instruction to students during the four day per week, three and a half hour summer session."

"Students who participate in Bethel's summer program receive two hours or more of intensive reading instruction each day. Preliminary analysis of some of Bethel's historical data has shown some promising results. For example, students who have participated in the summer program have gained an average of 10 words per minute in oral reading fluency while their peers who also qualified for a summer placement, but did not attend, lost an average of two words per minute during the same period."

#### Duck and Cheer Squad Celebrate Summer Success

To underscore the value of summer school, enhance the positive experience for attendees, and encourage participation in future summers, Zvoch and coinvestigator Joe Stevens, Ph.D., arranged for the UO Duck to visit Bethel classrooms for an end-of-summer send-off.

The Duck made quite an impression. "The kids were so excited, they were literally shaking," says Zvoch, "and staff members were moved by the kids' emotion at getting to meet this larger-than-life character. The Duck and the UO cheer squad also did cheers to celebrate kids' accomplishments."

"It's just one strategy to increase excitement and participation next summer," Zvoch says. "The research team is also thrilled to get to come back too, because Bethel's staff is so great to work with. They're helpful, organized, data driven, and great collaborators. Bethel administrators and staff understand the role of research and want to know what is best for their kids."

FALL 2009  
VOL. 14 – NO. 1

#### INSIDE

Honored Visitors  
Meet the New President  
Building Honor Roll



Photo Insert  
Scholarship Support  
Teacher of the Year  
Beauty and Utility  
New Department Name  
Call for Nominations



UNIVERSITY  
OF OREGON



## Strengthening Our Learning Community

*THE ACADEMIC YEAR BEGAN with a schoolwide orientation for new students in the beautiful Kendall Plaza, the centerpiece in the College of Education complex. As the year began, we started to utilize all the new spaces in the stunning HEDCO Education Building and all the remodeled spaces in previously existing buildings on a daily basis. It is hard to describe how different it is to work in a facility that is accessible to all, technologically innovative, functional, and beautiful. We can do more, see more, teach more, and learn more than we ever have before.*

*A culture of belonging is a critical component of being able to provide our students with the experience of a lifetime here on the Oregon campus. An engaged community is essential for our students to build relationships and to learn from faculty and one another. This sense of community also enhances our faculty's ability to collaborate on new ideas, focus on research, and share teaching practices. It is this learning community that I am seeking to strengthen during these stressful economic times. There is absolutely no question that rising tuition costs and diminishing state support have put an extra burden on students and staff alike. By building and sustaining relationships and fostering innovative ways of solving problems, we can continue to remain one of the most effective and powerful programs in the country.*

*The College of Education has creatively weathered economic and political ups and downs before. We have learned to be entrepreneurial, competitive in recruiting students, skilled in securing external research contracts, and creative in exploring ways to expand our academic programs into new markets. Throughout the years and challenges, our alumni have connected us to schools and agencies across the country, engaged in campus activities, and financially supported our efforts. They—you—are an integral part of creating a culture of belonging. Together we will work to create new knowledge, advance educational and social service practices, and continue our critical and collaborative tradition of improving the lives of children and their families in this state, nation, and the world.*

Michael Bullis, Ph.D.  
Dean, College of Education  
Sommerville-Knight Professor

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*"We can do more, see more, teach more, and learn more than we ever have before."*

Mike Bullis



## Public Officials Visit

**October 21, 2009:** The Lane County Board of Commissioners met with university and college officials in the HEDCO Education Building. COE dean Michael Bullis—with COE associate dean for research and outreach Edward Kame'enui, Education and Community Supports director Rob Horner, and Secondary Special Education and Transition director Lauren Lindstrom—made presentations on the focus of college programs, research, and outreach services in Lane County.

(Video: <http://apps.lanecounty.org/WebCast>SelectArchives2009,BCCMeetingwithUO>)



**October 29, 2009:** Under Secretary Martha Kanter of the U.S. Department of Education (USDE) visited the HEDCO Education Building to meet with UO president Richard Lariviere, UO vice president for research Rich Linton, and COE faculty members Gerald Tindal, Daniel Close, and Christopher Murray. Kanter's tour of post-

secondary schools and universities has emphasized themes of sustainability, nontraditional students, and pathways for those transitioning from community colleges to university programs.

Kanter expressed interest in the long partnership between the USDE and the college and reflected that the college's 44 current grants with the USDE continue to enable leaps in policy and practice in education settings from early childhood through higher education.

On behalf of the college, Tindal presented a comprehensive empirical study in the arena of student progress monitoring and large-scale testing, including formative assessment systems provided to 50 states. Close described service learning's student impact, contributing the equivalent of \$7.3 million human-services labor hours in local agencies since 1996. Murray described secondary-education transition research and a campus-based initiative to support UO faculty in meeting needs of college students with disabilities.

**November 6, 2009:** Oregon House Representative Chris Harker met with Dean Bullis and Edward Kame'enui for a luncheon discussion of education research in the state.

## Meet President Lariviere

**New UO president Richard Lariviere and his wife, Jan, are wasting no time getting to know Oregon.**

**He walks to work**, is quick to share his love of fly fishing, and exudes old-world style in his habit of wearing a fedora, but don't let that fool you into thinking that new University of Oregon president Richard Lariviere, Ph.D., is leisurely in assuming his new role as chief executive officer of the flagship university of the state: he has an urgent date with the future, and he's been on the move all over the state talking about it.

During the first three months of his presidency, Lariviere and his wife, Jan, have been making good on ambitious goals to meet state and community leaders in every county of Oregon. At the Founder's Lunch at the College of Education on September 9, he gave an update on his progress and shared the wonder of their new Oregon experience, commenting on the variety of landscapes and the incredible, unexpected, beauty.

"This isn't Kansas!" said Lariviere.

From day one—which began for Lariviere by meeting people from the community and campus at 5:45 a.m., July 1, 2009—the new president has been seeing firsthand how the university serves the entire state. "It's important to Jan and me to get out there and see it," said Lariviere, who, in addition to hitting his stride in governance and campus processes, is intent on continuing progress in his plans to engage with

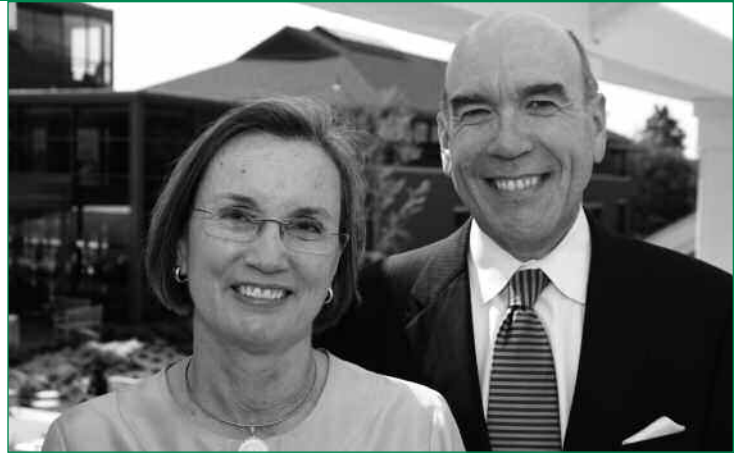
- all 90 legislators in their districts
- community college presidents
- leaders of Oregon's recognized tribes
- every daily newspaper
- community leaders, alumni, and friends

The Lariviere tour of Oregon has already included the Portland metro area; UO Institute of Marine Biology in Charleston; southern Oregon universities and colleges; Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians; Coquille Indian Tribe; Cow Creek Band of Umpqua Indians; and Roseburg and Medford, where he received a primer on Oregon's timber industry.

The couple has also made several sweeps of northeast and central Oregon, including a recent Pendleton Roundup. In Bend, they met with Bend-LaPine district superintendent Ron Wilkinson and High Desert Education Service District superintendent Dennis Dempsey.

"These leaders impressed upon me that if we are to succeed with our goal of making a university education available to every Oregonian, we have to strengthen the very first educational experiences of children, because later educational success depends upon it," said Lariviere.

"Bend administrators believe that if they and other administrators in the state are supported to increase a focused emphasis on grades K–3 to make sure all children can read by the end of the



third grade, we will reduce the number of students who are identified as learning disabled or as qualifying for special education services. It was gratifying to see that their ultimate goal is so aligned with our goal: for all students to attend a postsecondary education site," said Lariviere.

UO alum Dennis Dempsey is pleased with Lariviere's interest in strengthening development of teachers and expanding training options available to teachers who are currently remote from campus programs.

"We talked about targeted training for teachers in central Oregon in conjunction with the university instead of teachers just taking whatever is available to them here," said Dempsey. "We have a regional focus on early childhood literacy and getting 100% of our graduating students into postsecondary education. To make this happen, we need a partner like the UO to help us create degree and endorsement programs in reading and in science, technology, engineering, and mathematics."

Jan Lariviere and UO faculty are currently working with school district partners to get federal funding for the design and delivery of virtual professional development options for current and preservice science, technology, engineering, and math (STEM) educators in the state.

"The university and the college together have an important leadership role in innovating the best next high-quality virtual options for K–12 educator programs," said Lariviere.

**Appointed UO president in March 2009, Richard Lariviere, Ph.D., served for three years as executive vice chancellor and provost at the University of Kansas, where he restructured both graduate education and technology transfer. Since 1995, Lariviere has been a Judson Neff Centennial Fellow in the IC2 Institute at the University of Texas.**

**Janis Worcester Lariviere is a math and science educator with teaching experience in four states. She helped design, fund, and implement two innovative science and mathematics teacher preparation programs—UTeach at the University of Texas and UKanTeach at the University of Kansas. Jan Lariviere serves central Oregon communities as senior counselor, External Relations in the Office of UO Advancement.**

Find Richard Lariviere's biography: [president.uoregon.edu/biography](http://president.uoregon.edu/biography)  
Follow his blog: [president.uoregon.edu/blog](http://president.uoregon.edu/blog)

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## Thank You!

“Yesterday, I taught in the new HEDCO building for the first time. I am using the building as an instructor, a supervisor, and a researcher and am very appreciative! It is a beautiful building, though it is much more than that. Between classes, it is teeming with students—using laptops, eating lunch, reading, and meeting in study groups. I can see and feel a new sense of community among students. And now that we are located with programs in other disciplines, many of us have already built new partnerships that will generate improved instruction and scholarship. This building has come to life!”

~ Jeff Todahl  
 Assistant Professor,  
 Couples and Family Therapy

Thanks to the efforts of all of you who have made this vision for new and renovated facilities come into being, the College of Education is at the pinnacle of possibilities—with space, tools, and outstanding faculty and students set to do great things in the 21st century. It is incumbent upon all of us now to sustain this level of excellence. Maintenance of facilities and endowments for student scholarships, faculty, and program support are critical to our ability to uphold our reputation, prepare future education and human service professionals, support faculty scholarship, and protect our capital assets. Although current economic times may put pressure on us all, the future continues to be bright. Alumni and friends can help sustain that future by supporting the College of Education through estate plans. If you would like information about wills, trusts, and annuities, please contact:

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May 2009

## Dear Dr. Rawers,

Thank you so much for your contribution to the University of Oregon "UO Teach" program and for my scholarship from the Lucinda Jane Criswell scholarship fund. The financial stresses and burdens in the economy today are high, and knowing that there are people such as you in the world that will support youth sheds hopeful light upon our staggering economic situation. And, from a personal perspective, your gift will help relieve the financial pressures on my shoulders of obtaining a master's of education.

I decided to become an educator about a year ago when I was working as a business intelligence analyst for a large international corporation. I did not enjoy the work and felt lost as I sat in front of three computer monitors for 10 hours a day. Finally coming to the realization that I was not cut out for the lifestyle of a businessman, I left that job and moved back to Eugene. I started to coach soccer and volunteer at South Eugene High School tutoring at-risk sophomores, while at the same time searching for jobs related to my field of study—finance and economics. I had five interviews and received four job offers in the time of one month, but still something didn't feel right about my professional aspirations. I turned down all four positions and continued to coach and volunteer. After spending three months volunteering and building strong relations with the students, I decided to become an educator.

Reading about Lucinda Jane Criswell, I realize that she and I have much in common. We both grew up in rural America where we learned to work hard and play after the work was finished. I lived in a family where going to college was not a choice—it was set in stone as part of my future because my parents view education as having the utmost importance.

As I begin to financially plan for the next year, I fall short greatly in terms of paying for my graduate education. For the past year I have been on food stamps and living on a coach's salary, saving every last penny for my schooling. Your contribution helps me out in ways that I cannot even describe with words, but a smile on my face and the inner joy of knowing that there are people that will invest in a wildcard; hoping to help them in some shape or way. I will let you know that the wildcard that you chose to invest in is going to turn out to do great things and help our youth for years to come. Thank you so much for helping me, and I look forward to becoming the best educator I can be.

James B. Weber

*"The wildcard that you chose to invest in is going to turn out to do great things and help our youth for years to come."*

James Weber



## Board Member Supports Student Commitment

Lois Rawers has established two College of Education scholarships. She says: "After attending several UO COE spring award brunches and meeting many refreshing young scholarship recipients with lofty goals and concrete plans for future careers in education, my husband Jim and I realized we had found a purpose very worthy of our support. We could think of no more powerful way to have a positive influence on the future than by assisting promising students in reaching their goals of becoming public school educators. We envision these scholarships to be a solid investment in the future." The letter at left from one recipient shows how powerful such support can be.

### LUCINDA JANE CRISWELL SCHOLARSHIP

This endowment was established in 2008 by Lois Rawers in memory of her mother, Lucinda Jane Criswell, a devoted wife and mother who led by example in a time when women had limited opportunities. Lucinda Jane Criswell was born into a farming family in rural Kentucky. Though her family moved frequently during her childhood, causing large gaps in her early school experience, Lucinda capitalized on her later public school years and became accomplished in the business world as an expert bookkeeper and office manager. She always emphasized the importance of hard work and study, making sure her own children had both the early and higher educational opportunities she had missed. Lois Rawers is a retired elementary school principal in Corvallis and serves on the UO College of Education Alumni Association Board.

This scholarship provides assistance to graduate students or postbaccalaureate students majoring in teacher education or educational leadership.

### LOIS OLDHAM RAWERS SCHOLARSHIP

"I had established a scholarship for my mother," says Lois Rawers. "My husband pointed out, 'You are the one who is the educator; you should have a scholarship established in your name.' I'm most interested in the important role that early years of school play in preparing children for productive, fulfilling lives and for informed decision making."

The specific focus of this scholarship is the support of UO College of Education undergraduate or graduate students focusing on elementary education with the goal of becoming well-rounded classroom teachers.

For information about scholarships:

<http://education.uoregon.edu/scholarship>

## Alumna Oregon Teacher of the Year

**Donna DuBois**, Education Leadership master's program alumna and fourth-grade teacher at Camas Ridge Community School in Eugene, is **Oregon's Teacher of the Year**, 2009–10. The 12-year teaching veteran was surprised at her school October 27 with an assembly and an award presentation by Oregon superintendent of public instruction, Susan Castillo. Selected from among 44 state nominees for the award, DuBois will be honored at a national forum in Washington, DC. Her school will receive support for educational software and hardware.

At Camas Ridge, students and faculty members alike have become energized through the "Light it Forward" project\* DuBois created about sustainable resources, electricity, recycling, and scientific methods of research.

In addition to her stellar classroom teaching, DuBois was cited by her principal Wally Bryant for "instrumental contributions" to the merger of two schools, with service on advisory committees and the site council.

Join Camas Ridge students in their sustainable energy project.

Read more about \*Light it Forward at <http://education.uoregon.edu/dubois>

## Beauty & Utility Unify the College

In October, the final pieces of public art were installed in the College of Education complex. According to artist Yuki Nagase, "It was clear that the vision for the new College of Education complex would physically and symbolically reconnect the existing buildings. My design concept comes from that vision to unify and to harmonize the diverse separate facilities into an interrelated whole." The piece Unity and Harmony, shown here with the Clinical Services Building, was also designed as a children's play structure.



For more, see: <http://education.uoregon.edu/content/2465>

## Educational Methodology, Policy, and Leadership New Name Reflects Breadth & Strengths

Effective fall term 2009, UO provost Jim Bean has approved the name change of the college's Department of Educational Leadership to the Department of Educational Methodology, Policy, and Leadership (EMPL). Department members sought to revise its name to more accurately capture the variation and strengths of specializations leading to Ph.D., master's, and D.Ed. degrees within its programs.

## Call for Nominations

The College of Education Alumni Board honors individuals and organizations who have made a positive impact on the field of education and human services through their work or advocacy. The board encourages nominations from alumni, faculty, and practitioners in the field.

### Recognition Awards

These awards recognize individuals and organizations that help enrich children, schools, and their local communities by providing opportunity and encouraging excellence. Awards are given in the five categories listed below.

**FRIEND OF EDUCATION:** Recognizing local government officials, legislators, or agencies for their significant impact on local school districts or the educational system in general.

**COMMUNITY AWARD:** Presented to a parent, community member, or organization for their contributions to improve the quality of life in the community and/or the educational climate.

**BUSINESS/EDUCATION PARTNERSHIP:** Acknowledging contributions of time, expertise, financial support, or volunteer efforts by businesses.

**EDUCATIONAL EXCELLENCE:** Recognizing professionals within the educational community whose contributions have made a significant impact on students, instructional programs, assessment, and/or delivery.

**STUDENT ACHIEVEMENT:** Acknowledging significant achievements, service to school/community, or contributions to society by a student or student group.

**DISTINGUISHED ALUMNUS:** Recognizing graduate or licensure recipients for their significant impact on education through innovative programs, leadership, and/or community service.

With the exception of the Distinguished Alumnus awards, regional award recipients do not need to be graduates of the University of Oregon or College of Education.

### Outstanding Alumnus Award

Each year an outstanding alumnus or alumna is recognized for exceptional contributions that have a national impact on educational policy, professional practice, community service, or research and scholarship. The honoree is invited to campus to speak at the college commencement ceremony in June. Nominees must have obtained at least one degree or licensure from the UO College of Education.

If you know deserving candidates, please let us know! Nominations are due by January 30, 2010.

Find nominations forms online:

<http://education.uoregon.edu/coeaa-awards>



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Continued from page 1

If Summer School Works, Why Study It Further?

“We know summer school can often work for those who attend,” says Zvoch. “However, we have little data on those who choose to not participate, and we’d like to know more about these students. One goal is to learn how to best increase their summer attendance by staying involved with the district on the selection and invitation process during the year. It’s attracted our attention for further study because increasing participation in summer school may be a key part of any multicomponent strategy designed to close the achievement gap.

“When students show up for the first day of kindergarten, those from disadvantaged backgrounds tend to score below their more advantaged peers on a variety of achievement measures. A host of factors likely underlie the early gap in performance: poor nutrition, unstable home environments, exposure to lead, and so on,” says Zvoch.

“If we don’t leverage summer to increase learning for these students, it will be difficult to close pre-existing achievement gaps, no matter how effective our school year instruction is,” says Zvoch.

“For those who do attend, we have an opportunity to focus on a target group to measure their outcomes against the fidelity with which their instruction matches the research-based program model. In other words, to what extent does the teacher’s delivery of the program matter,” says Zvoch. “We also have a chance to look more closely at the features of student engagement. In this respect, the study is also unique. More typically, researchers employ ‘black box’ studies: one group gets the intervention and another doesn’t, but no one actually goes in to see what is going on in the black box, or in this case, inside the classroom. We think it is crucial to understand what the child is experiencing each day as that lesson is being delivered.”