

Nurturing Native Abilities

When the U.S. Department of Education announced nearly \$105 million in Indian Education grants this fall, the UO College of Education received yet another award to complement its ground-breaking program, Sapsik^watá (the Sahaptin language word for “teacher”), established in 2002.



Last year, the UO College of Education joined forces with the nine federally recognized tribes of the state of Oregon to garner a three-year, million-dollar award to support a comprehensive teacher education program to recruit, train, and mentor American Indian teachers serving American Indian communities. Native American students receive help with tuition, educational, and living expenses as they prepare to serve schools and communities as role models and mentors—and highly qualified professional educators.

The confederated tribes and the UO College of Education identified a need for increasing the number of American Indian teachers,” says Pat Rounds, COE teacher education faculty member and director of the new program. “Until our first students graduated last spring, there were only about 100 American Indian teachers licensed in Oregon to serve an estimated 12,000 American Indian students in Oregon’s K-12 schools.”

While tribal representatives and faculty from the university and college gathered in early 2003 to craft the work plans and honor their shared vision for improving the education of American Indian youth, the first students were already lining up to participate in the program. Participants earn a master’s degree in education and initial teaching licensure for the state of Oregon in either general or special education at the elementary or middle/high school levels.

A second award from the federal government provides \$638,000 for the next three years to fund the project **Building Community: A Model for American Indian Teacher Development**. The project offers a solution to reducing the cultural, geographical, and professional isolation of American Indian teachers.

“The preparation of teachers does not end with the awarding of the teaching license,” says Rounds. The idea of community is central to American Indian cultures, and new teachers require support from professional peers, peers with whom to share problems of practice that arise in the workplace.

Opportunity to create ongoing exchange is important for educators so they can learn from each other and build professional identities. Research has shown that professional educators who are connected to a community of practice find the support and learning opportunities that are vital to successful career growth.

Rounds says that three aspects of community will guide the induction and continuing professional development of American Indian teachers:

CONSORTIUM: The college works with a consortium of the nine federally recognized tribes of Oregon to create a cultural community that works together to recruit American Indians into teacher education programs. The consortium will subsequently support them through pre-service preparation into professional teaching and continued professional development.

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“The state is indeed fortunate to have access to expertise that rolls up its sleeves and goes to work every day.”

Marty Kaufman

Expertise That Works

FOR 35 YEARS, THE UNIVERSITY OF OREGON has been a member of the Association of American Universities (AAU), the elite top two percent of all higher education institutions. The College of Education is no less distinctive, as evidenced by our high national rankings. Yet the true value of the UO College of Education might best be measured in the very tangible resource of an accessible expertise.

The college attracts an extraordinary faculty whose expertise helps school, community, and state agencies improve student learning and system performance. COE faculty provides cutting-edge research knowledge and affordable technical assistance to use that knowledge in implementing scientifically based practices and effective, efficient assessment tools and systems.

COE faculty also imports significant capital into Oregon, providing valuable expertise to Oregon’s educational, youth services and corrections, and vocational rehabilitation agencies as they compete for national funding to strengthen their capacity to implement and improve services and outcomes. In the past 12 years, federal programs have awarded more than \$300 million dollars to these agencies as a direct result of COE faculty helping agencies prepare their grant applications with the most current research-based evidence and strategies.

Our communities also benefit from COE expertise as COE programs provide clinical and outreach services. In Lane County, the college’s EC CARES program serves more than 1,000 young children with special needs and their families. COE Family and Human Services students provide nearly 85,000 hours of volunteer service to agencies such as Relief Nursery, Looking Glass, and Birth to Three. Our Marriage and Family Therapy, and Counseling Psychology students provide nearly 30,000 hours of supervised face-to-face therapy to individuals and families each year.

Oregon faces difficult challenges in creating successful readers, reforming educational assessments, and preventing school violence and learning failure. The state is indeed fortunate to have access to expertise that rolls up its sleeves and goes to work every day to address these challenges.

Martin J. Kaufman

Martin J. Kaufman
Dean, College of Education

Engineering Success

- Every state west of the Mississippi is being served by **DIBELS**, the **Dynamic Indicators of Basic Early Literacy Skills**, developed by COE faculty in the areas identified by the National Reading Panel (2000) and National Research Council (1998). DIBELS monitors student progress in pre-reading and early reading skills, at a cost of only \$1 per child.
- 1,958 schools in 30 states are using **Positive Behavior Supports**, the school-wide behavior system helping schools achieve up to a 60 percent reduction in office referrals. 871 of these schools are using the School Wide Information System, a project led by COE professors Rob Horner, Jeff Sprague, and George Sugai. The software allows school administrators to keep track of discipline patterns and identify problems more quickly and effectively.
- Much UO College of Education research activity develops funding opportunities for state and local agencies, such as the \$48.4 million Oregon **Reading First** grant from the federal government to help educators deliver successful research-based reading instruction. The state of Oregon’s proposal was written by COE faculty members. This initiative directly provides service to communities (e.g., Medford, Portland-Metro, Salem-Keizer, South Umpqua, and Tri-Counties) of the 34 schools chosen to participate.
- College of Education faculty help local and state education and community services agencies compete for federal funding. Examples include **Institute on Violence and Destructive Behavior** (IVDB) Safe Schools, Healthy Students programs addressing the prevention of antisocial behavior. Including \$9 million each for Bend, Eugene, and Portland as well as a combined total of \$5 million for Lane, Marion, and Polk Counties, these programs brought in more than \$32 million to Oregon schools in 2002-03.
- COE’s **Oregon Career Information Systems** (OCIS), accounted for 55 percent of all UO licensing revenue in 2002-03. Existing UO licenses brought in \$1.82 million—eclipsing the \$554,000 revenue of 2001-02. Now licensed in 13 states, OCIS is a set of databases and computer tools that help students, job-seekers, and others sort through volumes of data about potential careers and training opportunities.



College of Education faculty will help create the training and implementation of methods proven to transform reading instruction.



Breaking the Code



EARLY READING SKILLS—almost everything depends upon them. But 40 percent of the nation's children—even children from privileged backgrounds—cannot read at a basic level in grade four. And a startling 70 percent of low-income students cannot read at a basic level.

"The great news is that the science of beginning reading has taught us that this doesn't have to be," says COE professor Deb Simmons. "If we use the best of what we know early enough, we can have 95 percent of children reading at state benchmarks by the end of grade three."

University of Oregon College of Education faculty was among the first to "break the code" to identify the critical skills and methods of instruction that students need to become successful readers. They also have developed assessment tools to identify struggling students early and monitor their growth. Using these research-based tools, teachers are able to change their instruction based on indications of student progress. Now all children can benefit from those findings through a national initiative known as **Reading First**.

Under the U.S. Department of Education's Reading First initiative—a part of the federal No Child Left Behind Act—states have been awarded federal funds to help schools and districts improve children's reading achievement in kindergarten through third grade. Over the next six years the state of Oregon will receive approximately \$48.4 million for implementation of the national initiative.

BUILDING THE CAPACITY

COE professor **Ed Kame'enui** will direct the Western Regional Reading First Technical Assistance Center (WRRFTAC). Other COE faculty, including professors Scott Baker, Douglas W. Carnine, David Chard, Ben Clarke, Roland Good, David Howe, Sarah Mc Donagh, Jerry Silbert, and Mike Stoolmiller, will join Kame'enui in this major national effort. A total of three regional technical

assistance centers—at Florida State University and University of Texas in addition to the University of Oregon—will jointly carry out the activities of the national center, with the UO center serving as the assessment experts for all the centers. The UO center will also serve its assigned 22 states from Hawaii to Wisconsin, and Alaska to California. The center will provide assistance to states to implement essential components of reading instruction.



WHAT'S NEW ABOUT READING FIRST?

This initiative is unique because of "the non-negotiable components required of states, districts, and schools," says Kame'enui. "They must conduct regular assessments and respond to results by changing instruction if necessary; they must choose a core K-3 reading curriculum that has been evaluated and found to include the critical components of reading instruction. They must also have a plan in place for students who are not succeeding, and they must provide intensive professional development for all staff."

Says Kame'enui, "We've learned over the last two decades that there are at least two complex systems we must attend to in teaching children to read. One is the complexity of the alphabetic writing system. The other is the complex environment of schools and their capacity to carry out effective assessment and instruction in every classroom. Attention to these details will give each student the best chance to be a strong reader by the end of grade three."

"Adding sustained staff development and creating mechanisms for these processes to be evaluated, reassessed, and linked to district-wide reading performance means that the best practices we've known about for some time now will have a much broader reach. Through Reading First and the Technical Assistance Center, schools in remote areas will have the same access to expert advice that larger school systems have," says Kame'enui.

HOW WILL THE PROGRAM ADDRESS LITERACY NEEDS?

When it comes to literacy, one size does not fit all, and Reading First is no exception, says Kathy Howe, deputy director of WRRFTAC.

"First of all, states are very different. The logistics of organizing school services in California, for instance, are very different than they are in South Dakota or Oklahoma. California is heavily populated, with large districts, such as LA Unified School District, serving urban centers. South Dakota and Oklahoma must cope with large geographic distances with sparse populations. Alaska is another story altogether with several urban districts and many remote districts that require school services to be literally flown-in to serve students," observes Howe. She notes that, even within districts, schools may vary markedly in the cultural, language, or ethnic groups represented in their different populations of students.

"Clearly, technical assistance for states and schools can't be the same for everyone," says Howe. "No matter what the context, however, all students deserve instruction that takes advantage of the beginning reading research. The job of the WRRFTAC staff is to help each state get that high-quality instruction to its students."

Developing Potential Through Cultural Perspective

Born in Poplar, Montana, Don Moccasin of the Assiniboine tribe was raised by a foster family and moved with them to several different states

through his grade school years. It wasn't until he was nearly 16 that he started getting in touch with his heritage. He did not graduate from high school; instead, he found himself in 1971 in Hawaii working as a spiritual guidance counselor in non-profit alcohol and drug addiction treatment programs. Leading people to develop identity through understanding their cultural heritage became a key tool in helping them change destructive behaviors, says Moccasin. "I discovered that I could teach other people

about their cultures, as I learned more about my own spirituality and native culture."

After moving to Oregon, Moccasin completed an undergraduate degree in business administration at Chemawa Indian School but found that he liked to help other special needs students succeed. He was drawn to the field of special education and is now enrolled in the special education middle/secondary program at the UO College of Education.

"My personal mission as a special educator is to allow myself to be in touch with individuals who are troubled, help them make sense out of chaos. For the most difficult children, this puts them at ease, having someone willing to be in touch with the whole realm that they experience.

"There is almost a natural inclination toward education as a profession for me, as I see this as an essential part of Native American values. The transmission of the culture always has been and continues to be oral, and a universal theme that exists for native peoples is the honoring of elders and of youth. The recognition of the generations and their roles is very much a function of education, of encouraging the dialogue between them.

"But it is still a very individual process. Not everyone is called to do this in as public a way as teaching. Each person, through their own nature discovers individually the inner strength to explore and understand their native culture—and to determine in what ways they are experiencing 'culture shock' by being isolated from that heritage.

"One way to define that discovery process is by realizing the riches of different cultures: when you develop an appreciation for the way another culture is vibrant and alive, you've accepted in some measure the definition of your own way of being distinctly different. So the multicultural piece of an education is invaluable, not just in terms of encouraging tolerance, but in discovering some of the depths of our own experience and potential."

Moccasin also encourages high school students to "do the homework" of knowing their culture and taking the education role into their own hands even at an early age. He mentors a Chemawa Performing Arts native dance performance group of 16-18 year olds who conduct up to 15 presentations per year in the Salem-Keizer School District and at the state capital.

"They are held strictly to two requirements," says Moccasin. "Members must be drug free, and they must be able to demonstrate knowledge of their own tribal heritage by being able to speak highly of their own culture, in order to present and teach the traditions with respect."

Participants research their tribal customs and beliefs so that they may visually or dramatically present the experience of these customs to varied public audiences in school or community settings.

Moccasin's students have learned to appreciate more than just facts about their tribal lineage, or the good feelings of knowing about their "roots."

"Education provides a doorway to the future for all our native people. It is rewarding to see more of us holding that door open for the next generation."

Don Moccasin



Repetition with a lack of understanding isn't really hinking culturally," says Moccasin. "In life, it is most important to remember who you are, and for young person to begin to do that, we need to each the youth to think, not to simply learn facts o repeat. Our youth are more challenged in this generation than any other to waste themselves in drugs or isolate themselves without a community of support. The reality is that 70 percent of our Native American population is under the age of 25. If we are to be effective in building the processes that preserve our traditions, and protect he environment so precious to us, our students must develop the ability to discriminate the things of critical value. That starts with identifying their own value to their community, and identifying gifts hey have to give back to that community."

"When you develop an appreciation for another culture, you've accepted in some measure your own way of being distinctly different."

Moccasin encourages giving back through the expression of traditional performance and through mentoring Chemawa youth who participate in the Youth Leadership Academy, a national organization providing leadership training to Native American youth from all over the state of Oregon.

From colonization to the present we've experienced seven generations, and this seventh generation—our young people of today—are the bridge o a unity of powerful potential.

I see my job as being a goodwill ambassador—promoting the understandings that inform that potential—by encouraging everyone to understand heir own tribal traditions and beliefs. I'm not here o speak for everybody, every tribe; rather, I am here to put us all at ease with our primary goal: upporting and mentoring our youth in becoming educated and effective leaders.

Education provides a doorway to the future for ll our native people, and it is rewarding to see more of us holding that door open for the next generation." ■

Building on Traditions

Lauren Blackhorn grew up with educator role models: both her mother and father have been longtime public-school administrators, and her stepfather is a youth transition program coordinator.

Blackhorn graduated with the spring class of 2003 as an educational foundations minor with special education major. When she entered the special education graduate program, she worked in the resource classroom at Harris Elementary, helping 3rd and 5th graders in reading and spelling. She also experienced practicums in math, social studies, and art, but her heart remained in special education.



"We need more teachers who are concerned with the students who fall through the cracks of the system," says Blackhorn. "There are a disproportionate number of minority students whose needs are never properly identified as special education needs. Sometimes the disconnect in school is part of relating differently because of culture; many times true learning disabilities are getting in the way. I want to identify those kids, help them out."

For Blackhorn the work of reapproaching and creating a self identity within a native culture is deliberate. "I was not raised with much knowledge of my tribe," says Blackhorn, whose father is from the Maidu tribe of California. "My father actually was adopted and raised by upperclass white people, so he, too, had to approach his native heritage through reading and learning about it on his own rather than being raised in a tradition."

Blackhorn is raising her 7- and 3-year-old daughters to respect and participate in the traditions she did not have access to growing up: they are learning Cheyenne language and tribal dancing. "We attend a Native American church. They are inter-tribal, and customs vary among the tribes. But even with the variety, this does a lot to preserve respect for Native American oral tradition and helps you stay rooted within your culture. My girls are quite comfortable with the church ceremony and seem to just flip right into the mode of knowing what to do, behaving in a manner that shows respect for traditional ways."

Blackhorn sees this drive to learn about and exemplify the traditions of her heritage as being pragmatic. "I don't believe in blaming; I believe in creating understanding—both for ourselves as native peoples and for those who live and teach with us who are not of native heritage. If you learn, yourself, how to have a healthy self-identity, you can help other people learn how to be healthy—and everyone needs those skills, regardless of their cultural origin."

"Native Americans have a saying about the seventh generation: the kids who are growing to adulthood right now were born seven generations after the massacre at Wounded Knee. They will be the healers. Those like me who enter teaching have an important role in turning our people back into a thriving, successful people that survives."

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Thank you for your support of the college through special gifts and the annual giving program.

Your investment in students, faculty, and programs has helped make the UO College of Education one of the finest and most respected education programs in the country.

Together we form a partnership that transforms the lives of children and families.

Martin Kaufman

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Faculty Earns Support

TAKING SOCIAL SAVINGS TO SCALE

■ COE research faculty **Robert Horner** and **George Sugai** direct the national research center on Schoolwide Behavior Support; now they will direct the National Technical Assistance Center on **Positive Behavioral Interventions and Supports**. The newest award, funded by the U.S. Department of Education Office of Special Education programs, supports large-scale technical assistance to states for developing implementation and sustainable infrastructures for school-wide Positive Behavior Support (PBS). Over the next five years, Horner and Sugai will continue to direct the implementation of school-wide PBS in at least 4,000 schools across 35 states/districts. A resource network will be used to disseminate large-scale implementation of school-wide PBS. They will also conduct research in new areas: PBS in high school and urban settings, function-based PBS for students with severe behavior problems, and integration of PBS with school-based mental health.

TARGETING BEHAVIORAL CHALLENGES

■ COE researchers **Emma Martin** and **Tary Tobin** will direct a four-year comprehensive pre-service training project in **Positive Behavior Support** funded by the U.S. Department of Education Office of Special Education programs.

There is currently an acute shortage of teachers trained to deliver instruction to students with emotional behavioral disorders (EBD) nationally. The College of Education project will provide teacher trainees with intensive instruction and practical experience in the implementation of school-wide, classroom, and individualized strategies designed to achieve positive social and learning outcomes for students. Approximately 64 preservice teachers will receive support and specialized coursework needed to complete a master's degree and eligibility for Oregon certification in teaching children with high-incidence disabilities at the elementary or middle/secondary level. This project specifically targets students with high-incidence disabilities and severe behavior challenges because they are the last to be included, first to be excluded, and the most difficult to provide with effective behavior support. Also, these students pose significant challenges to teachers and administrators due to their extreme problem behaviors and capacity to exceed the resources of conventional educational settings.

GUIDE RECOMMENDS COE ASSESSMENT TOOLS

■ A recent monograph reviewing social-emotional screening tools was distributed to thousands of Head Start, Early Head Start, and Early Intervention practitioners and other professionals via the U.S. Department of Education National Early Childhood-Technical Assistance Center at the University of North Carolina at Chapel Hill.

National Head Start standards require that a specific social, emotional, and behavioral screening be administered for all Head Start and Early Head Start children within 45 days of enrollment.

Three of the five highlighted assessments recommended by the national review were developed by UO College of Education faculty:

- Ages & Stages: Social-Emotional (**Jane Squires, Diane Bricker, Liz Twombly**)
- Preschool Behavior Scales (**Kenneth Merrell**)
- Early Screening Project (**Hill Walker, Herb Severson, Ed Feil**)

HEDCO PROFESSORSHIP AWARDED

■ COE Communication Disorders and Sciences (CDS) Area Head **Marilyn A. Nippold**, Ph.D., has been awarded the HEDCO Professorship. The professorship is endowed by the HEDCO Foundation, which provides support to qualified educational and healthcare institutions for projects that promote the betterment of humanity. The foundation is located in Oakland, California.

Professor Nippold is internationally recognized for her scholarship in later language development. Her research serves as the foundation for understanding the protracted course of language development in school-age children, adolescents, and young adults and for recognizing difficulties that young people sometimes encounter in attaining linguistic proficiency.

An ASHA Fellow, Professor Nippold has taught in the CDS program for 21 years and chaired the program for five years. She has published two books and nearly 70 articles and chapters and has made more than 100 presentations at state, national, or international conferences. Currently, she serves as an investigator on a longitudinal project, funded by the National Institutes of Health, examining specific language impairment in children and adolescents.

COE faculty efforts impact schools and communities across the nation.

COMMUNITY SAFETY PAYS DIVIDENDS

■ Preventing one youth from re-entering a correctional facility saves the state tens of thousands of dollars annually, says UO College of Education Professor **Mike Bullis**, whose research followed youth offenders released from incarceration. Bullis found that youth eligible for special education services were re-incarcerated at statistically significantly higher rates than non-disabled youth.

In 1999, the Oregon Youth Authority, Oregon Department of Education, Oregon Vocational Rehabilitation Services, and the UO developed **Project SUPPORT** to address the transition from correctional facilities to the community. SUPPORT has already helped more than 300 Oregon incarcerated youth with disabilities stabilize in communities; now the U.S. Department of Education has awarded \$250,000 annually to a model demonstration to expand Project SUPPORT in Lane and Multnomah counties.

RAINING STATES TO SERVE CHILDREN

■ Early intervention's **Diane Bricker** and **Jane Squires** received additional federal funding to expand their multi-site, multi-state outreach project **CASCADES** through 2006. For the last three years, CASCADES has provided outreach training services to states including Oregon, Washington, Arkansas, Kansas, North Carolina, Maine, and West Virginia. Most of the training addresses assessment/evaluation to support larger scale delivery of services to young children with disabilities and their families. This includes screening and activity-based intervention practices.

MEDIA LITERATURE PROJECT

■ Senior Instructor Emeritus **Gary Ferrington** was a recipient of the first Alliance for a Media Literate America (AMLA) **Meritorious Service Award**. The award is given to individuals or projects that have "significantly contributed to the growth and quality of the field of media literacy." The AMLA Board presented the award acknowledging Ferrington's work with the UO Media Literacy Online Project (MLOP) from its inception in 1994. Part of COE's Center for Advanced Technology in Education, MLOP provides educators, producers, students, and parents with information and resources related to the influence of media in the lives of children and youth.

For more information about COE, see our website <http://education.uoregon.edu>

Investing in Positive Behavior

We have learned that one-shot, 'train-n-hope' approaches to staff development, skill improvement, and system change are ineffective and costly. Different investments need to be made if durable change is going to be realized in classrooms, schools, and districts. Our work in establishing school-wide Positive Behavior Support systems indicates that expandable and durable change is possible if (a) the process is led by a team, (b) school administrators are active and involved participants, (c) only a few high-priority initiatives are addressed at any one time, (d) behavioral capacity and expertise are established locally,



Rob Horner



George Sugai

(e) good data are collected and used to guide decision making, (f) priority is given to the adoption and use of evidence-based practices, (g) a proactive instructional approach to discipline and classroom and behavior management is taken, and (h) formal and visible supports are in place to assist implementers.

"Schools are being asked to do more with fewer resources, which means that schools must make decisions that give careful consideration to intervention effectiveness and efficiency. For students with severe problem behavior, the need for improved efficiency is particularly important. However, the challenges are operationally defining what systems of function-based support look like, how school-based mental health might be configured, and how to construct systems that enable sustained and accurate implementation of these systems.

"Results from research and demonstration efforts in real school settings have taught us that schools can build effective and efficient systems of school-wide behavior support, and that these systems improve educators' opportunities and capacity to support students with severe problem behaviors. The next challenge is to figure out how to expand what we have learned from a few to many schools, one to many districts in a region or state, and some to many states across the country.

"Although extremely important, improving school climate and creating safe schools requires more than adopting positive and preventive classroom and behavior management and school-wide discipline practices. The real challenge is establishing systems that enable teachers and school administrators to expand the accurate and durable use of these practices.

"Federal initiatives are focusing educators' attention on improved outcomes for all students. To do this well, educators must pay attention to how they teach—and how they arrange and manage the social contexts in which learning and teaching occur.

~Rob Horner and George Sugai are co-directors of the National Technical Assistance Center on Positive Behavioral Interventions and Supports.

Misty Mocekis's progress through practicum experiences and student teaching received broad media exposure as reports on the unique professional preparation program for Native American students caught the attention of national audiences.

Graduate Begins Career

The first graduate of the Sapsik[™]atá program, Misty Mocekis '03, is already employed as a full-time second-grade teacher in the Siletz Valley School.

"Most of the people who live in Siletz are Siletz tribal members," says Mocekis. "It's important that I'm there, as a role model, as someone who represents life beyond the small community. I never had a native teacher. So I understand the value of having someone to model a life or a professional career that a child might aspire to."

"The hardest thing for me has been living in such a small community—my high school graduating class was bigger than this town's population. The town of Siletz has 800 people, and it was a little bit of culture shock for me, in spite of my knowledge of native culture."

"I think it takes a lot of willpower and dedication to be a teacher. I'll be the first teacher in my family; that means that no one in my family support system actually knows what I do all day or why I might be exhausted—after all, all I have to worry about are 25 kids at my feet each individually wanting my attention, how hard could that be?!"

"That's why the integrated licensure cohort system has been extremely important to me. Help is always available, and anyone is willing to take time to debrief or hear someone else's perplexing classroom problem and offer solutions. We all know the basic issues, each of us face the same fatigue or challenges in different ways, but there's a familiarity that is both comfort and practical help."

"It's important for people to realize that there are not very many native teachers. It's vital for Native Americans to become interested in teaching, because it is necessary for their own children to be supported in their cultures and values—and because all children—native and non-native—need to appreciate different outlooks on culture and heritage. I've experienced firsthand how I can share my culture with others. We really can learn from one another."

"I understand the value of having someone to model a life or a professional career that a child might aspire to."

Misty Mocekis



Alumni: Staying in Touch

Lory Britain (formerly Freeman), M.A. '86, Ph.D. '92, has authored *My Grandma Died: A Child's Story about Grief and Loss*, published by Parenting Press.

Carol Comeau '63, was named the 2003 Alaska Superintendent of the Year and grand marshal of the July 4th parade in Anchorage, Alaska. She is superintendent of the Anchorage School District.

Jennifer Lupori '00, educational studies, is residential counselor for RiverBend Youth Center, a non-profit, residential psychiatric treatment facility with an adolescent day treatment program. Her clients are children who have failed to live at home and a regular school setting. "Many of our children come from the state hospital, other higher level treatment facilities, or foster homes," says Lupori.

Patti Kinney (administrator licensure '88-90) was named 2003 National Middle Level Principal of the Year by Met Life/National Association of Secondary School Principals. Kinney is principal of Talent Middle School in southern Oregon. She serves on the board of directors of the National Middle School Association and is co-author of the book *A School-Wide Approach to Student-Led Conferences*.

Ruth Ullmann Paige, Ph.D., '78, counseling psychology, has been elected to serve as recording secretary for the American Psychological Association. The recording secretary serves on the board of directors and on the council of representatives.

IN MEMORIAM:

Donald L. Johnson (Whitehawk) '73, '76, rehabilitation, counseling psychology. Focusing his career on rehabilitation services, Johnson pioneered access for Native American Veterans to all VA services and in particular for treatment of post-traumatic stress syndrome. His widow, **Ellen Johnson** '73, is a counselor on Bainbridge Island, WA.

We invite you...

to send news about yourself or other alumni to:

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Passing the Baton

Much of this edition of *Education Matters* demonstrates the impact of passing on expertise, values, and inspiration to the next generation. During our professional careers educators can make a lifetime impact on children and families. We also have the opportunity to make an impact far beyond our time in the classroom or clinic: we have the opportunity to influence the next generation of educators by leaving a legacy that will help prepare them to be professionals.

You may not be aware of how much the simple act of naming the College of Education in your will can mean to the future of the profession of education. Wording in your will or trust acknowledging either a percentage or a fixed amount “to be given to the University of Oregon Foundation for the support of the College of Education” can create significant support for students, faculty, and programs. The Office of Gift Planning can help alumni and friends with a range of planned giving opportunities including bequests, as well as charitable remainder trusts and gift annuities that pay donors an income during their lifetimes. Your decision to pass the baton to the next generation of educators will last beyond a lifetime. For more information, contact

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The SILVY KRAUS Presidential Fellowship in Education

Last July, UO Foundation Trustee Robert Kraus '63, of Lake Oswego and his sister, Joan Haines of Bozeman, Montana, established the Silvy Kraus Presidential Fellowship in Education for students demonstrating high academic standards and promise as future mentors and educational leaders. Kraus and Haines created the \$200,000 endowment fund to honor their mother, Silvy Kraus, by helping those who prepare educators to work with students, families, and schools. Silvy Kraus served as head of the English Department at Eugene High School from 1953 until 1958, when she began teaching methods of English instruction to teachers in training at the University of Oregon.

“Teaching was absolutely her whole life,” said her son. “This was a way to honor my mother [and] help the university. It was just a win for everybody.”

THE POWER OF MENTORSHIP

Carol Petersen '60, a retired middle school teacher from Beaverton, was a student of Silvy Kraus both in high school and college.

“Dr. Kraus—you see, I cannot to this day call her anything but by her formal title,” says Carol Petersen, “Dr. Kraus was a living example of mentorship, and her legacy to each of us was her sense of professionalism.”



Carol Petersen didn't know at the time of her early encounters with Silvy Kraus that she would follow in Kraus's footsteps herself and become an English teacher. Petersen quickly became a specialist at the junior high age level: “I had to work harder with the middle schooler level,” says Petersen, “and it kept my energy level up knowing how much responsibility I had in meeting and guiding these still-developing young minds.”

Petersen attributes to Kraus the first sense she had of a model teacher-student relationship, noting how the bearing or sensibility of the teacher is critical to enhancing or detracting from the student's development. “Dr. Kraus was always fair-minded and did not play favorites; she was always prepared and brought a sense of dignity to that relationship with students. You can have high standards and still be a warm person and considerate about things that are important. It's an important balance, bringing it all together as a teacher, and I worked hard in my career to bring that kind of warmth but with care to keep my role as a teacher defined for students.”

“I was the type of student who always sat in the front row of class, and I studied her reactions. I always did work hard and had straight A's, but this did not cloud her vision of my work. To this day I have a term paper that was my only B grade in high school. Dr. Kraus had cautioned me that the topic was too broad, and I would need to narrow my focus. I didn't listen to her, and worse—I tried to rush it out at the last minute because, of course, she had been right: the topic was so broad I couldn't bring it effectively to closure. That B was a tough lesson, but I think it was one that made an impression because of the no-nonsense way Dr. Kraus held out a standard that even good students were expected to uphold in every instance. I have thought of that many times.” ■

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COHORT: American Indian pre-service teachers develop collegial relationships within a “cohort.” By drawing from a diversity of tribal affiliations and locating ongoing training or development activities at the UO, American Indian students benefit from the opportunity to learn from one other, and from the rich resources available on the University of Oregon campus for American Indian students.

COMMUNITIES OF PRACTICE: The Building Community project brings the newly inducted professionals together often for seminars on issues of high concern for teachers of American Indian students. Each new teacher is introduced to a mentor, who provides formative evaluations of teaching; participants will also receive support for attendance at a professional conference, an electronic

discussion board, list serve, and on-line and on-site consultation and website conferencing.

In conjunction with the current Sapsik^watá Indian Education program at the college, the Building Community project will increase the number of American Indian teachers in Oregon by 27% and strengthen the cultural, social, and professional ties between the Confederated Tribes, the Oregon Department of Education, and the university.

According to Rounds, “We are truly creating the network that will become an Oregon American Indian educators’ professional learning community.”

~Bead designs pictured are from the regalia of a Sapsik^watá student.



The Nine Federally Recognized Tribes of Oregon: Partners with the College of Education



- **Burns Paiute** Tribe
- Confederated Tribes of **Coos, Lower Umpqua, and Siuslaw** Indians
- **Coquille** Indian Tribe
- **Cow Creek** Band of Umpqua Indians
- Confederated Tribes of the **Grande Ronde**
- The **Klamath** Tribes (Klamath, Modoc, Yahooskin)
- Confederated Tribes of the **Siletz** Indians of Oregon
- Confederated Tribes of the **Umatilla** Indian Reservation (Cayuse, Umatilla, Walla Walla)
- Confederated Tribes of the **Warm Springs** Reservation



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