

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Professional Development for Arts Educators

CFDA # 84.351C

PR/Award # U351C140065

Grants.gov Tracking#: GRANT11651087

OMB No. , Expiration Date:

Closing Date: May 19, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1240-Project Description)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1236-GEPA 427)</i>	e11
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1235-STELLAR Project Abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1238-The STELLAR Project 5_19_14)</i>	e16
<i>Attachment - 2 (1239-Appendix)</i>	e64
8. Other Narrative Form	e111
<i>Attachment - 1 (1237-AndersonVITA_2013_full)</i>	e112
9. Budget Narrative Form	e116
<i>Attachment - 1 (1234-Budget Narratives and justifications)</i>	e117
10. Form ED_524_Budget_1_2-V1.2.pdf	e130
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e132

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/19/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="936000600"/>	* c. Organizational DUNS: <input type="text" value="1808074970000"/>
---	---

d. Address:

* Street1:	<input type="text" value="76499 Rose Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Oakridge"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="OR: Oregon"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="97463-0000"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Donald"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kordosky"/>	
Suffix: <input type="text" value="Ed.D"/>	
Title: <input type="text" value="Superintendent"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="541-782-2813"/>	Fax Number: <input type="text" value="541-782-2813"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public K-12 Education

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031814-001

* Title:

Office of Innovation and Improvement (OII): Professional Development for Arts Educators (PDAE)
Program CFDA Number 84.351C

13. Competition Identification Number:

84-351C2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

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*** 15. Descriptive Title of Applicant's Project:**

The STELLAR Project: Strategies for Technology-Enhanced Learning and Literacy through ART

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,369,778.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,369,778.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)** ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Project Brief Description

The STELLAR Project is a collaborative professional development initiative involving five high poverty rural school districts in Lane County, Oregon; the Jordan Schnitzer Museum of Art (JSMA); the Lane ESD; the Oregon Writing Project (OWP), and the University of Oregon's Center for Advanced Technology in Education (CATE). The goal of the *STELLAR Project* is to provide participating teachers and administrators with intensive and sustained professional development in evidenced-based strategies for teaching the visual arts in ways that lead to the following student outcomes: (a) enhanced visual literacy, (b) improved reading and writing of informational text, (c) increased digital literacy skills, (d) the integration of visual literacy, thinking, and informational reading/writing across the curriculum, and (e) proficiency related to national standards in visual arts (NAEA), writing informational text (CCSS), and use of technology (ISTE).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Peggy Mahla</p>	<p>TITLE</p> <p>Business Manager</p>
<p>APPLICANT ORGANIZATION</p> <p>Lane County School District 76</p>	<p>DATE SUBMITTED</p> <p>05/19/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name Lane County School District 76
* Street 1 76499 Rose Street Street 2
* City Oakridge State RI: Rhode Island Zip 97463
Congressional District, if known: 4th

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Arts in Education CFDA Number, if applicable: 84.351
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8. Federal Action Number, if known: 	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:
Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 N/A Street 2
* City N/A State OR: Oregon Zip

b. Individual Performing Services (including address if different from No. 10a)
Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 N/A Street 2
* City N/A State OR: Oregon Zip N/A

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Peggy Mahla
* Name: Prefix Ms. * First Name Peggy Middle Name
* Last Name Mahla Suffix
Title: Business Manager Telephone No.: 541-782-2813 Date: 05/19/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U351C140065

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA 427 PROVISIONS

Section 420 of the U.S. Department of Education's General Education Provision Act (EPA) requires that projects in this competition have a plan in place for eliminating various barriers to equal access based on gender, age, race, national origin, color, or disability. We have carefully considered our local circumstances for Strategies for Technology-Enhanced Learning and Literacy Through Art (the STELLAR Project), and we do not believe that most of these areas provide any barriers to potential project participants. Oakridge School District and all project partners have guidelines in place that prohibit discrimination based on any of these factors, and has considerable support available to help surmount possible barriers.

Our analysis of our goals leads us to believe that only one potential barrier could be an issue for project participants. This barrier involves providing appropriate instructional accommodations for students with certain types of disabilities – those who are blind. With respect to potential project trainees who are blind, the Jordan Schnitzer Museum of Art at the University of Oregon is noted for accessing the museum experience to visually impaired individuals. The University is also has access to a network of resources for making reading and instructional resources available in Braille, and we will promptly make use of these resources if needed. With respect to project trainees who are visually impaired, we have access to a network of resources for similar accommodations.

Participating school districts and PDAE partnering agencies have made use of these service in the past for support of their faculty and students with disabilities, and intend to do so with the proposed project if circumstances warrant such actions.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Lane County School District 76"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Peggy"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Mahla"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Business Manager"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Peggy Mahla"/>	* DATE: <input style="width: 150px;" type="text" value="05/19/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

The STELLAR Project:

Strategies for Technology Enhanced Learning and Literacy through ART

Submitted by: Oakridge School District
Contact Person: Dr. Donald Kordosky, Superintendent
(541) 782-2813
dkordosky@oakridge.k12.or.us

The STELLAR Project is a collaborative professional development initiative involving five high poverty rural school districts in Lane County, Oregon; the Jordan Schnitzer Museum of Art (JSMA); the Lane ESD; the Oregon Writing Project (OWP), and the University of Oregon's Center for Advanced Technology in Education (CATE). The goal of the *STELLAR Project* is to provide participating teachers with intensive and sustained professional development in evidenced-based strategies for teaching the visual arts and informational writing in ways that lead to the following teacher outcomes: (a) increased knowledge and skills in teaching the visual arts using the highly successful *Visual Thinking Strategies*; (b) increased knowledge and skills in teaching informational writing aligned with the CCSS; and (c) increased knowledge and skills in using digital tools and online resources for promoting visual literacy and informational writing across the curriculum. It is anticipated that successful adoption and integration of the STELLAR Project's unique professional development program will lead to the following student outcomes: (a) enhanced visual literacy in the arts; (b) improved writing of informational text, with special focus on critiquing, constructing, and writing well-supported arguments; (c) increased digital literacy skills for learning; (d) the integration of visual literacy, thinking, and informational writing across the curriculum; and (e) proficiency related to national standards in visual arts (NAEA), writing informational text (CCSS), and use of technology for learning (ISTE).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**The STELLAR Project:
Strategies for Technology Enhanced Learning and Literacy through ART**

Table of Contents

Table of Contents	i
Significance	1
Overview of the STELLAR Project.....	1
Needs of the Target Population.....	1
Building Capacity to Address Needs of the Target Population	2
Responsiveness to Absolute and Competitive Priorities	3
Dissemination	6
Project Design.....	7
Logic Model for the STELLAR Project	7
Theoretical and Research Base for the STELLAR Professional Development Program...	8
Research Base for the STELLAR Professional Development Model	11
Sustainability.....	13
Project Services	14
Project Goals.....	14
Project Objectives	14
High-Quality Professional Development in the STELLAR Project	15
Intensity and Duration of Professional Development in the STELLAR Project	18
Promise of Impact of Professional Development on Student Achievement	21
Strategies for Ensuring Equal Access and Treatment	22
Project Partners and Key Personnel.....	23
Center for Advanced Technology in Education (CATE), UO	23
Oregon Writing Project at the UO	24
Jordan Schnitzer Museum of Art (JSMA), UO	25
Lane Educational Service District (Lane ESD)	26
Consultants.....	27
Partnering School Districts: Years 1 and 2	29
Equal Access in Employment	31
Management Plan	32
Project Objectives and Desired Outcomes	32
Activities by Objective	34
Project Timeline and Major Milestones	37
Responsibilities and Time Commitments of Key Personnel	37
Procedures for Ensuring Feedback and Continuous Improvement	40
Administrative Leadership for Communication and Collaboration	41

Evaluation Plan	43
Overview of Evaluation Plan	43
Design-Based Research (Years 1 & 2)	44
Quasi-Experimental Comparison Group Design (Years 3 &4)	45
Performance Measures	46
Ways in Which Evaluation Plan (if well implanted) Will Yield Evidence of Promise ...	46

Appendices

Appendix A: Supplementary Materials

The STELLAR Project Logic Model
 Profiles of Partner School Districts
 Project Timeline and Major Milestones

Appendix B: Letters of Commitment

University of Oregon Sponsored Projects Services – Joshua Kerber
 Center for Advanced Technology in Education (CATE) – Dr. Lynne Anderson-Inman
 Oregon Writing Project (OWP) – Peggy Marconi
 Jordan Schnitzer Museum of Art (JSMA) – Lisa Abia-Smith
 Lane Education Service District (Lane ESD) – Bob Curtis
 Visual Thinking Strategies (VTS), Yoon Kang-O'Higgins, Executive Director
 Abacus Research, Inc. – Dr. Keith Smolkoski
 Partner School Districts
 Lowell School District – Kay Graham
 South Lane School District – Dr. Krista D. Parent
 Creswell School District – Todd Hamilton
 Junction City School District – Dr. Kathleen Rodden-Nord

Appendix C: Vita for Key Personnel

Dr. Donald Kordosky, Superintendent, Oakridge School District
 Dr. Lynne Anderson-Inman, Principal Investigator, University of Oregon
 Dr. Keith Smolkowski, External Evaluation Consultant, Abacus Research, LLC
 Peggy Marconi, Project Coordinator, Oregon Writing Project, UO
 Lisa Abia-Smith, Coordinator for Arts Education, Jordan Schnitzer Museum of Art
 Katie Galliard, Arts Assessment Consultant, Beaverton School District
 Bob Curtis, Implementation Coordinator, Lane ESD
 Matthew Lowes, Site Facilitator, Oakridge School District
 Robert Young, Site Facilitator, Lowell School District

The STELLAR Project: Strategies for Technology Enhanced Learning and Literacy through ART

Significance

Overview of the STELLAR Project

The STELLAR Project is a collaborative professional development initiative involving five high poverty rural school districts in Lane County, Oregon; the Jordan Schnitzer Museum of Art (JSMA); the Lane Education Service District (Lane ESD); the Oregon Writing Project (OWP); and the University of Oregon's Center for Advanced Technology in Education (CATE). The goal of the *STELLAR Project* is to provide teachers and administrators in high-need, rural schools with intensive and sustained professional development in evidenced-based strategies for teaching the visual arts in ways that lead to the following student outcomes: (a) enhanced visual literacy, (b) improved reading and writing of informational text, (c) increased digital literacy skills, (d) the integration of visual literacy, thinking, and informational writing across the curriculum, and (e) proficiency related to national standards in visual arts (NAEA), writing informational text (CCSS), and use of technology (ISTE).

Needs of the Target Population

The target populations for the STELLAR Project are teachers and students in high poverty rural school districts in Oregon. According to the National Research Center on Rural Education Support “more than 40 % of all American schools are in rural areas and 30 % of all students attend rural schools” (NRCRES, 2014). Teachers in high poverty rural schools face enormous challenges. Not only are they isolated from the cultural advantages available to their more urban colleagues, they are often isolated professionally from anyone teaching the same subject or at the same grade level. Subject area specialists are rare in rural schools and teachers are often expected to provide high quality instruction in disciplines for which they were never trained. In addition,

access to high quality professional development opportunities is frequently nonexistent, or requires an enormous expenditure of travel time – leading teachers to select one time workshops rather than intensive, sustained professional development with onsite support. For these and other reasons, teacher retention and burn out are frequently a problem in rural districts, resulting in high turn over (DeYoung, 1991; Collins, 1999) and disruptions in the school curriculum. With respect to arts education specifically, few rural school districts in Oregon have more than one full time arts specialist for the entire district, and often not even that. For our five partner school districts, three districts employ one art teacher, one district has a half-time art teacher and one district has no art teacher. These low numbers reflect the difficulty of attracting and affording arts specialists in rural school districts and the fact that Oregon is one of the most poorly funded states for arts education.

Building Capacity to Address Needs of the Target Population

Underlying the STELLAR Project is a recognition that high poverty rural school districts are never going to be able to employ sufficient arts educators to meet the need for arts education in their schools. At the core of the *STELLAR Project* is a bold approach to addressing that problem – if the district cannot find or afford arts specialists - then districts should provide the professional development needed so that ***ALL teachers become ART teachers***. Conceptually this is parallel to past school reforms where a mandate emerged to require all teachers to be reading teachers and all teachers to be writing teachers. The STELLAR Project will improve arts education in high poverty rural districts by building local teacher capacity to provide visual arts education, and do so in a way that enhances critical thinking and generalizes visual analysis and visual literacy skills to other subject matter disciplines. Teachers will receive instruction and support to teach visual arts programs through intensive two-day training institutes at the Jordan Schnitzer Museum of Arts, hands-on mentoring and feedback in their classrooms, and on-site

support from visiting artists and arts educators. An especially innovative feature of the STELLAR Project is the use of a virtual world, *Second Life*, as a venue for teachers from multiple districts to attend follow-up workshops, share their best practices with colleagues, and work collaboratively on curriculum design and lesson planning.

The *STELLAR Project* will work with teachers and administrators in five high-poverty rural school districts, beginning Year 1 in the Oakridge School District and the Lowell School District. In subsequent years the project will work with educators in three additional high poverty rural districts in Lane County, managed fiscally and operationally by the Lane ESD Office of School Improvement. In total the project will provide high quality, intensive and sustained professional development to a minimum of **160 K-12 teachers** in high poverty rural schools.

Responsiveness to Absolute and Competitive Priorities

Absolute Priority. This priority supports professional development for K-12 arts educators **and other instructional staff** that use innovative instructional methods and current knowledge from educational research and focus on...the integration of standards-based arts instruction with other core academic content.

The STELLAR Project has adopted the highly successful visual arts curriculum known as *Visual Thinking Strategies* (VTS), developed by Philip Yenawine (former director of education at New York's Museum of Modern Art) and Dr. Abigail Housen (cognitive scientist studying strategies for promoting aesthetic thought and critical thinking). Building on more than 15 years of research, they wrote and tested the VTS curriculum (Yenawine, 2013) – an approach to teaching visual literacy in the arts that is based on a series of questions that prompt groups of students to think carefully about what they see in selected works of art, describe what is going on, and then document their statements with evidence from the image or artifact. The teacher's role is one of facilitator – asking key open-ended questions, acknowledging student responses, paraphrasing

their answers, pointing to parts of an image or artifact being referred to, probing student input to encourage more in-depth visual analysis, and making connections across responses to surface commonalities and differences in students' interpretations.

VTS provides a safe but highly effective way to engage students with carefully selected works of art, build their capacity for visual analysis and visual literacy, and provide them with arts related vocabulary for thinking and communicating. These same skills have been found to transfer to other disciplines across the curriculum including math, science, and literature (Yenawine, 2013).

Visual Thinking Strategies is well aligned with the anchor standards for two of the four artistic processes expressed in the *National Visual Arts Standards* recently released by the National Arts Education Association. These include: (a) Responding: Understanding and evaluating how the arts convey meaning, and (b) Connecting: Relating artistic ideas and work with personal meaning and external context.

Professional development on VTS will be paired with professional development on informational writing, with a particular emphasis on evidence-based strategies for writing arguments. Embedded in the Common Core State Standards (CCSS) for Writing is increased emphasis on critical thinking and the ability to use reasoning to both construct and critique arguments. The CCR Anchor Standards ask that students be able to “delineate and evaluate an argument and specific claims...including the validity of the reasoning [and] the relevance and sufficiency of the evidence”. Unlike a persuasive essay where the writer can appeal to emotions – argument writing is based on evidence, and explains how the evidence supports a writer’s claim. The skills needed to construct and critique cogent arguments in writing will build naturally from those learned using VTS to visually explore works of art, make claims about what is observed, and substantiate those claims with evidence. Led by staff at the Oregon Writing Project (OWP), teachers in the *STELLAR Project* will learn effective strategies and resources to

use when teaching informational and argument writing, first as applied to visual arts (following group discussions using VTS) and then applied across the disciplines: English, Social Studies, Science, and Math.

Competitive Priority: Technology. Projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Integrated into the STELLAR Project is professional development on the use of digital tools and online resources to support visual arts instruction and online informational writing in media-rich digital environments. Since the mid 1990s the Oregon Writing Project has integrated the use of digital tools and online resources in the professional development it provides to teachers. This includes step-be-step strategies for adopting and integrating digital tools such as online dictionaries, thesaurus, and translation programs; bookmarking and notetaking applications for gathering and organizing information; graphic organizers and templates for sharing written products; and online archives of images and videos. Teachers will also learn how to communicate ideas and concepts with images as well as text. In addition, the Jordan Schnitzer Museum of Arts is a leader in promoting the use of 21st century tools such as digital cameras and graphic arts programs for arts production.

More innovative is the use of *Second Life*, a three-dimensional immersive world as a venue for teacher meetings, workshops, presentations, and collaboration. Virtual meetings in *Second Life* will enable frequent and ongoing professional development, as well as collaborations across districts, in spite teachers' dispersed geographic locations. The use of social networking and virtual worlds for professional development has been called "transformative" by those who have experienced its power to promote professional communities online and support peer-to-peer

learning. The Oregon Writing Project at the UO has years of experience conducting professional development for teachers in *Second Life*, including its use for summer institutes, follow-up workshops, collaborative projects, group discussions, and modeling use of three-dimensional virtual resources (e.g. virtual art galleries, historical artifacts) when teaching. Teachers will have the opportunity to go on virtual safaris in Second Life, collecting three dimensional images and artifacts to be used in classroom demonstrations and

Dissemination

The STELLAR Project will adopt a variety of approaches to disseminating its professional development materials and project findings to target audiences. Traditional methods include the following: (a) Papers will be written and submitted to journals designed to reach both practitioners (arts educator, teachers, museums, rural administrators) and researchers in arts education, rural education, and literacy education. (b) Proposals will be submitted for presentation at state and national conferences, including the annual conferences of the Oregon Art Educators, the National Art Education Association (NAEA), the National Rural Schools (NREA) Association, and the American Education Research Association (AERA).

More useful for educators interested in adopting the project's approach to integrating VTS with instruction on argument writing and digital tools, will be the project's website. Maintained throughout the project, it will be the repository of all professional development materials, readings, and lessons developed by teachers. Project staff will also produce an illustrated set of implementation guidelines with accompanying videos to support future adoption in other rural schools. The website will also serve as a communication and dissemination tool during the project as participating teachers and staff will post to its blog at regular intervals.

Project Design

Logic Model for the STELLAR Project

Included below is a logic model for the STELLAR Project that illustrates the interactive and dynamic relationships between (a) the project’s Resources, (b) the “active ingredients” in the project’s professional development model, (c) the intended teacher outcomes, (d) the intended student outcomes, (e) the project’s evaluation plan, and (f) the context in which the project will be implemented.

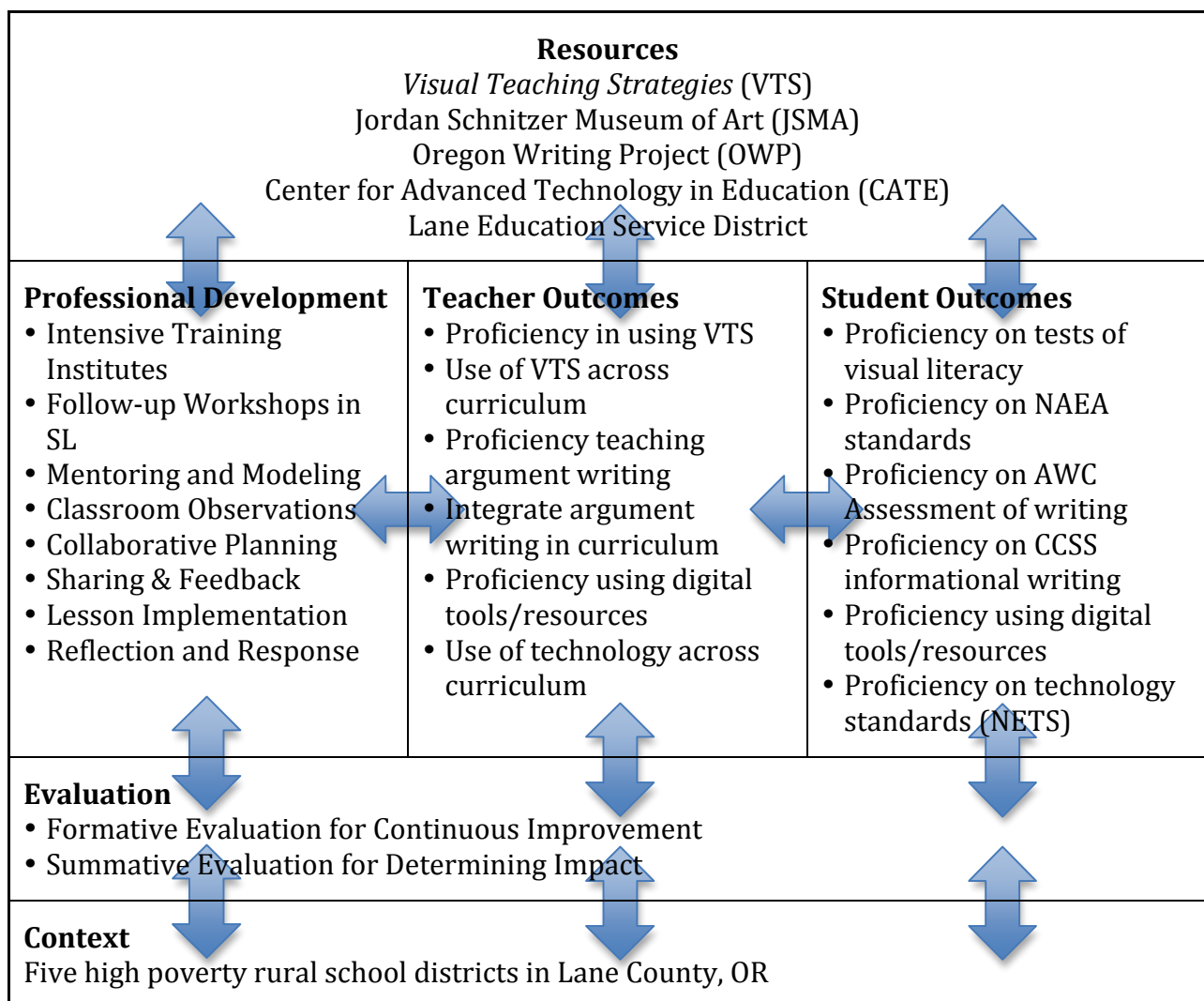


Figure 1. The STELLAR Project Logic Model

Theoretical and Research Base for the STELLAR Professional Development Program

Research Underlying Visual Thinking Strategies (VTS). In his book *Toward a Psychology of Art* (1972), Rudolf Arnheim stated that “In the arts as well as elsewhere in education, the best teacher is not the one who deals out all he knows or who withholds all he could give, but the one who, with the wisdom of a good gardener, watches, judges, and helps out when help is needed.” This theory underlies the model for increasing knowledge and skills in the visual arts known as *Visual Thinking Strategies (VTS)*. The VTS approach is based on more than 15 years of research into aesthetic development by Dr. Abigail Housen in which she identified five stages of aesthetic growth: (a) Accountive, (b) Constructive, (c) Classifying, (d) Interpretive, and (e) Re-creative (Housen, 2007). The VTS curriculum is designed to support students where they are (usually Stage 1) and gradually increase their aesthetic understanding, and skills in visual analysis, through a supportive series of interactions with carefully selected works of art.

VTS has been adopted by museums and districts nationwide and some have participated in careful evaluations of their implementations. For example, San Antonio Independent School District students in grades three through five who completed VTS lessons significantly outperformed students who did not have VTS lessons in both aesthetic and critical thinking growth. The students who received the VTS curriculum transferred critical thinking skills, such as supported observations and speculations, to their individual art-viewing experiences independent of the group or a teacher. They students also transferred critical thinking skills fostered by VTS discussions about art to individual viewing experiences of non-art objects. Being at risk and coming to school speaking a language other than English did not interfere with San Antonio VTS students' development of critical thinking strategies. They clearly demonstrated steps in the process of learning to learn. VTS, which mirrors and strengthens best practices for teaching at risk and students with limited English proficiency, supplies a missing

component needed in schools. The data from this study convinced the San Antonio Independent School District to implement VTS system-wide (DeSantis & Housen, 2002).

Research Underlying Informational Writing as Core to Academic Success. The Common Cores Stand Standards (CCSS) have shifted the teaching of writing away from writing narratives that tell a story and toward the writing of informational text – text is drawn from sources and is written for a specific, non-fictional purpose. The five-paragraph theme is no longer the goal. Rather, the standards lead to writing for a real-world audience and basing the length and style of the writing on the purpose, the topic, and the audience (Dodson, 2013). Educators have come to realize that the teaching and learning of argument writing within the curriculum can provide one avenue for rethinking the role of writing in all content areas. For “argument is a basic structure of discourse that filters everything we speak or write [and] may take one of several forms, but at the same time they are infinitely malleable” (Hillocks, 1995, p. 129).

Fundamental to the inclusion of argument writing in the curriculum is the need to address teachers’ beliefs regarding the role argument writing has in learning, how such writing might be taught, and how students learn to write arguments. These issues are being explored in today’s classrooms as teachers come to grips with the expectations embedded in the CCSS for informational writing in general and argument writing in particular. In classrooms where instruction focuses on “high literacy” skills such as argumentative writing, students gain both the basic literacy skills they need to get by, but also content knowledge, ways of structuring and developing ideas within disciplines, and ways of communicating with others that are considered the marks of an educated person (Langer, 2002).

Tying instruction in argument writing to instruction on *Visual Thing Strategies* enhances the power of both to bring about real educational change and improve student achievement. In VTS students are asked to really examine a visual image and share what they see orally: to share their fund of knowledge. Then they are asked to make a claim about the image, and support that claim with details from picture. The student's claim and reasoning behind it is often influenced by the group discussion and may reflect a new level of understanding and completely different claim. VTS helps students understand the reasonableness of their classmates claims and the soundness of their own claim. Teachers using VTS are not looking for a "right answer" but a reasoned answer. This process is much like the pre-writing exercise for argument writing. Student discusses the protagonist in a novel. The class is divided; some students think he is of good character and others think the opposite. The class talks about the situation the character is in and compare his response to their own or someone they know who is like the character in the story (exploring funds of knowledge). Now students decide if there is enough evidence in the story to support their original claim. If so, they will be able to write a paper stating their claim, identify evidence from the story to support it, and offer a reflection on why they feel the way they do about the character of the protagonist.

In VTS the work is oral (or could be written). When teaching argument writing, teachers also start orally by exploring funds of knowledge the same way VTS does, then move into the more advanced aspects of writing claims and supporting them with evidence. VTS has the power to bring the same passion students feel about art to their written work through the argument paper. Tying the argument protocol to art is genius, and research suggests the knowledge will transfer to other core academic areas.

Research Underlying Use of Digital Tools and Online Resources. Participants will learn strategies for adopting and integrating digital tools and electronic writing environments as

evidence-based practices for improving writing. One of the primary recommendations of the National Commission on Writing is that new technologies be used to advance both the teaching and learning of writing (National Commission on Writing, 2003). Research on the effect of computers on student writing shows high positive correlations between the use of computers and both the quantity and quality of student writing. A meta-analysis of 26 scientifically based quantitative research studies conducted over the last decade found that “on average, students who develop their writing skills while using a computer produce written work that is .4 standard deviations higher in quality than those students who learn to write on paper. On average, the effect of writing with digital tools on both the quality and quantity of student writing was larger for middle and high school students (Goldberg, et al, 2003). Research over the past two decades consistently finds that students writing with technology share their work more often with others; make revisions while producing text (rather than after); engage in revising their work throughout the writing process; and benefit from teacher input earlier in the writing process (Goldberg, et al, 2003). The advantageous effects of technology on student writing are especially strong for students with disabilities and English Language Learners (Anderson-Inman & Frisbee, in press).

Research Base for the STELLAR Professional Development Model

Evidence Supporting the Project’s Approach to Professional Development. Participants will be engaged in a professional development program built from evidence-based practices for successful improvements in instruction recommended by the U.S. Department of Education and adopted by the National Writing Project. In 1999 SRI International conducted research for the U.S. Department of Education on professional development of teachers and found six features to be characteristic of effective professional development programs (Garet et al, 1999). These include: (a) reform (focused on meaningful and authentic change); (b) duration (last long enough to result in a real change in behavior, not just improve understanding); (c) collective participation

(emphasize community and working in site-based groups); (d) content focus (emphasize the deepening of participants' content knowledge); (e) active learning (support active engagement and analysis of their own teaching) and (f) coherence (encourage continued professional communication with other teachers.)

The research conducted in 1991 by SRI International is supported by more recent research on teacher professional development. Specifically, research by Darling-Hammond and colleagues found that professional development designed to promote adoption of new instructional approaches was most effective when it was of long term duration, involved teachers in professional learning communities, and included both modeling and feedback (Darling-Hammond, 2010). The research also suggests that teachers should have opportunities to strengthen their content knowledge with the context of school-wide initiatives (Darling-Hammond & Richardson, 2009) and collaborate with peers on curriculum development (Robkin et al, 2011). The professional development approach adopted for the STELLAR Project incorporates features aligned with all of the above recommendations. More details on the ways in which the STELLAR Project has embraces these evidence-based recommendations can be found in the section Project Design.

Evidence on Social Networks and Virtual Worlds for Professional Development. The use of social networking and virtual worlds for professional development has been called “transformative” by those who have experienced their power to promote professional communities and support peer-to-peer distributed learning (Reingold, 2012; Stevens, 2007). Social networks and online communities enable educators to share professional profiles; post and discuss products, readings, and presentations; and collaborate with colleagues at disparate geographic locations. Social networks connect real people doing professionally relevant things for authentic purposes (35). Virtual worlds go beyond social networking by visually representing

participants at meetings and workshops with computer-generated avatars, creating a sense of presence and community. Even professionals with a “real life” connection find that participation in a virtual world augments their interactions through constructive and collaborative work (Stevens, 2007; Eidman-Aadah, 2012). Virtual worlds play a significant role in the education programs of major universities (e.g., Harvard, Columbia), businesses (e.g., Xerox, Sun Microsystems), and professional organizations (e.g., ISTE).

Sustainability

The STELLAR Project has incorporated a variety of features designed to promote continued involvement by teachers and sustainability over time. These include:

- Emphasis on building of local capacity so teachers with expertise can mentor new teachers);
- Emphasis on building an online professional community for ongoing sharing and problem solving - thus building commitment to continued growth among a group of peers;
- Requiring a high level of administrator support and involvement, thus ensuring resource allocations that help to maintain the project;
- Involving local arts organizations and other community partners’
- Involving the Lane ESD school improvement specialists in ways that empower them carry the professional development forward to the other 11 districts in Lane County.

Project Services

Project Goals

The STELLAR Project has four major goals for participating districts. The first goal is to improve arts education in high poverty rural school districts by providing all teachers with the knowledge and skills to be visual arts educators. The second goal is to enhance the impact of visual arts instruction by integrating it with instruction in informational writing as well as easily accessible digital tools and resources in ways that promote integration of visual analysis and informational writing across the curriculum. The third major goal is to create a district wide sense of community around and commitment to the STELLAR approach to combining visual arts instruction and informational writing so that the project's impact can be sustained over time. And the fourth goal is to positively impact student knowledge, skill, and confidence in visual literacy, informational writing, and the use of digital tools and resources across the curriculum.

To accomplish these goals, the STELLAR Project proposes to provide teachers and administrators in participating districts with a high quality program of professional development that is of sufficient intensity and duration to bring about the desired changes in educator knowledge and behavior, and have a positive impact on student performance in visual analysis, informational/argument writing, and use of digital tools and online resources.

Project Objectives

The STELLAR project has four major professional development objectives for participating teachers. These include:

1. Increase teacher knowledge and instructional skills in the visual arts using *Visual Thinking Strategies*
2. Increase teacher knowledge and instructional skills in critical thinking and informational writing across the curriculum.

3. Increase teacher knowledge and instructional skills in using digital tools and online resources for enhancing visual literacy and writing across the curriculum;
4. Increase teacher, administrator, and community commitment to improving students' visual literacy, informational writing, and effective use of digital tools and resources.

High-Quality Professional Development in the STELLAR Project

The STELLAR Professional Development program has the following evidence-based features.

Together they will have a strong impact of both teacher and student outcomes.

Evidence-based practices. As described earlier there are three major “active ingredients” in the STELLAR professional development program: (a) instruction and practice in *Visual Thinking Strategies*; (b) instruction and practice in informational writing with an emphasis on skills needed to construct and write sound arguments; and (c) instruction and practice in the use of digital tools and online resources that support both visual arts education and writing in media-rich environments. All three have a strong research base confirming positive impact on teacher and student knowledge and skills. It is anticipated that combining them into one professional development package will have a transformative effect on participating teachers, schools, students, and districts.

Highly skilled professional development staff. The STELLAR Project will benefit from the skills and experience of arts education staff at the University of Oregon’s Jordan Schnitzer Museum of Art (JSMA), a teaching museum with years of experience working with Oregon teachers and providing professional development in the visual arts using *Visual Thinking Strategies*. In addition, the project will benefit from the Oregon Writing Project’s leadership team and cadre of OWP Teacher Leaders, all of whom have tremendous experience and expertise in providing high quality, effective professional development designed to improve writing instruction at all school levels and in all disciplines. For more than 10 years the OWP

staff have integrated the use of digital tools and online resources into their professional development for teachers and during the last three years their emphasis has been on teaching informational writing, with a specific emphasis on the skills needed to critique, construct, and write sound arguments.

School-wide initiative. Professional development will be provided in the context of a reform initiative embraced by the entire school and district. This ensures strong administrative commitment and allocation of resources to foster success.

Professional learning community. During each year of the project, participating teachers will engage in multiple professional development opportunities as part of a stable group, with teachers representing at least two different rural districts. The STELLAR Project will foster teacher networks within, between, and among participating sites through shared experiences and an online meetings using effective social networking and virtual meetings in a 3D immersive world. Assignments and expectations will encourage high levels of communication and sharing, as teachers work to learn new strategies and implement them in their classrooms. Experience has shown that this leads to an increased sense of community and a reduced sense of professional isolation.

Peer modeling, mentoring, and feedback. The STELLAR Project has adopted a “Teachers Teaching Teachers” model that celebrates expertise rooted in classroom practice and advocates peer-to-peer approaches to learning new instructional strategies. VTS trainers and OWP Teacher Leaders all have strong classroom experience and will support participating teachers through co-teaching, peer modeling, mentoring, and opportunities for reflective feedback. In addition, participating district teachers will have opportunities to model their best practices to colleagues and provide supportive, responsive feedback to their peers. These professional development

techniques help to scaffold new learning as well as provide safe places to try out new strategies, techniques, and technologies.

Collaborative curriculum planning. Teachers deepen their content understanding when working collaboratively with colleagues. The STELLAR Project will provide teachers with opportunities to co-create lessons that incorporate VTS, argument writing assignments, and use new digital technologies and resources. Teachers will be encouraged to partner with teachers from a different district, with virtual meetings held in *Second Life*. After the lessons have been taught in their respective classrooms, teachers will meet again in *Second Life* to debrief the experience and make joint plans for improvement.

Integration across the curriculum. The most effective professional development focuses on new approaches to teaching and new instructional strategies that can be adopted and integrated in multiple subject areas. Following initial instruction and practice on the new VTS strategies, participating teachers will be supported in their efforts to adopt the techniques associated with visual analysis of artwork to visual analysis of graphs in math, poems in English, and unexplained phenomena in science. Similarly, teachers will support students as they apply their critical thinking and informational writing skills to constructing arguments in science, social studies, and math. This approach will extend the utility of newly learned strategies and empower students to look for connections on their own.

Alignment with national standards. Adoption of the Common Core State Standards has launched a number of conceptual and instructional shifts, particularly for standards in English Language Arts and Content-area Literacy. Effective professional development must work in concert with these new changes in teacher expectation and new measures of student learning. The STELLAR Project proposes a program to support teachers in meeting critical anchor standards in informational writing at all grade levels. In addition, the program is designed to help

teachers meet some of the newly released standards in visual arts (NAEA) and technology standards for students advocated by the International Society for Technology in Education (ISTE).

Intensity and Duration of Professional Development in the STELLAR Project

The STELLAR Project proposes a professional development model that is of sufficient intensity and duration to lead to desired improvements in teacher practice. Key features related to intensity and duration include the following:

One-year teacher commitment. All participating teachers will make a one-year commitment to the project. Implementation is staggered in each district so that teachers in the district's first cohort can be the eager first adopters - the teachers who are ready to learn new approaches to instruction, have a high level of interest in arts education, are committed to improving students' writing skills, are already experienced in using technology, and/or have been suggested by their principals as having leadership skills useful to project implementation.

Two-year district commitment. Participating rural districts will commit to active involvement in the project's professional development program for a minimum of two years, selecting at least two cohorts of teachers to be involved. After the first cohort's one year of intensive instruction and practice, participating teachers will be encouraged to assume leadership roles as mentors to teachers participating in the district's second cohort. Following the district's two years of intensive involvement in the project's professional development program it is anticipated that districts will have sufficient capacity to sustain the program using local resources and expertise. Included below is chart illustrating the staggered implementation schedule for the four-year STELLAR Project.

District	Teachers Year 1	Teachers Year 2	Teachers Year 3	Teachers Year 4
Oakridge School District	12	12		
Lowell School District	12	12		
South Lane School District		12	40	
Creswell School District			10	20
Junction City School District				30
Total/Year	24	36	50	50

Two-day Training Institute. Professional development in each district will begin with an intensive two-day weekend training institute at the Jordan Schnitzer Museum of Art on the University of Oregon campus. During this training teachers will receive an integrated and interactive professional development program that prepares them to adopt and use the VTS approach to visual arts instruction, an approach to teaching informational and argument writing that is approved by the National Writing Project, and an introduction to the many digital tools and online resources available for supporting and enhancing classroom implementation. As part of this training, teachers will be able to practice the VTS strategies with their colleagues using selected works of art in the museum’s galleries.

Multiple and frequent follow-up opportunities. Critical to the intensive nature of the STELLAR Project’s professional development program are the many options for follow-up training and practice, mentoring, co-teaching, collaborative planning, and sharing. Some of these follow-up opportunities will take place onsite in the teacher’s classroom (e.g. observations and feedback by VTS trainers), school (group debriefing sessions), or district (cross school sharing). Many, however, will involve teachers across districts and therefore take place in the project’s

professional development venue in *Second Life*, primarily after school hours. There will be regularly scheduled one-hour meetings in *Second Life* approximately every two weeks (for a total of 50 sessions). Participation at any given virtual meeting will be optional but teachers will be required to participate in at least 70% of the meetings, for a minimum total of 35 sessions. Experience with past projects indicates that these sessions are fun and well received by participating teachers, and most teachers far exceed the minimum number of required follow-up sessions.

Multiple lessons to be planned and implemented. Embedded in the STELLAR professional development program are expectations that teachers plan and implement a minimum of 10 lessons that involved the use of *Visual Teaching Strategies*, 10 lessons that engage students in some aspect of critical thinking leading to critiquing, constructing, or writing arguments, and 10 lessons in which teachers integrate the use of new digital tools and online resources. Where possible teachers will be encouraged to blend the three new approaches within their lessons. Teachers will document their use of these strategies in a Digital Notebook and share their experiences with colleagues at the regularly scheduled virtual follow-up sessions. VTS trainers will observe at least two of the lessons implemented by each teacher, providing individual feedback and support. Planning, implementing, and debriefing these lessons are expected to engage teachers in a minimum of 25 hours of professional development.

One-Day Celebration and Leadership Training. As the close of the teacher's first year in the STELLAR Project, teachers will again convene at the Jordan Schnitzer Museum of Art for a one-day celebration of their accomplishments. In addition, project staff will provide teachers strategies for using their new expertise when mentoring colleagues in a subsequent cohort or teachers who were unable to participate during the two-year implementation at each district. This training will be especially helpful in sustaining the project over time, and empowering

participants to introduce new teachers to the school’s approach to valuing arts education, preparing students to think critically and write cogent argument, and adopting the digital tools and resources needed for learning and working in a highly technical and media rich world.

Intensity and Duration. Teachers in their first year of the STELLAR Project will participate in a minimum of 80 hours of professional development implemented over a nine-month period of time. This includes:

Initial two-day training institute	12 hours
Follow-up observations and feedback onsite	4 hours
Follow-up mentoring and co-teaching onsite	3 hours
Follow-up workshops & collaboration in Second Life	35 hours
Lesson planning and implementation	20 hours
One day celebration and leadership training	<u>6 hours</u>
80 hours	

Promise of Impact of Professional Development on Student Achievement

Based on the quality, intensity, and duration of the STELLAR Project’s professional development plan we anticipate high levels of teacher involvement and commitment to using the innovative strategies and tools they have learned. Previous research on schools implementing VTS found that students improved significantly in their abilities to analyze works of art, think critically about what they were seeing, draw conclusions as to what the artist was trying to communicate, and share evidence for their conclusions. This in turn impacted the knowledge they brought to their own art production and their abilities to think critically and analytically in other subject areas. Previous research on teaching argument writing shows that knowing how to critique, construct, and write cogent arguments based on claims back by evidence are skills that can be applied to learning in all content areas and lead to improved student achievement.

These two powerful approaches to improving student thinking, learning, and achievement have not been systematically combined into one professional development package. The STELLAR Project will design, develop, implement, and evaluate a professional development program that ultimately provides teachers with a seamlessly integrated set of expectations, training materials, videos, digital tools and online resources that enable effective adoption and classroom implementation with high levels of fidelity to the program's original design. The STELLAR Project has adopted an Evaluation Plan designed to support the development and refinement of this integrated professional development package by gathering evidence of its use across school levels, across districts, and across disciplines, and then refining the program to reflect the data collected. This design-based research approach to project evaluation will be followed by a more formal investigation using a quasi-experimental comparison group design that is powerful enough to detect impact on student achievement.

Strategies for Ensuring Equal Access and Treatment

Participation in the STELLAR Project will be open to all teachers in participating school districts. As described above, professional development training at each district will be staggered over a two year to enable building capacity over time, beginning with teachers most interested in participating. If more teachers volunteer than the project can manage, then teachers will be selected randomly from the pool of volunteers. The only exception to this equitable access is that preference given to teachers of students with special needs and teachers with classes of English Learners. The rationale for this exception is that training in *Visual Thinking Strategies* has been shown to have a powerful effect on the scholastic engagement and classroom communication skills of students who normally perform on the margins (Yenawine, 2013). This is due in large part to the program's emphasis on expressing ideas orally and the recognition by students that there are no wrong answers – only answers that can't be supported by the evidence.

Project Partners and Key Personnel

The STELLAR Project is a collaborative initiative with multiple partners. Partnering organizations are described briefly below, followed by a short biographical sketch of their key personnel. Detailed descriptions of all five partnering school districts are in Appendix A: *Profiles of Partnering School Districts*. Vitas for key personnel are included in Appendix C.

Center for Advanced Technology in Education (CATE), UO

The Center for Advanced Technology in Education (CATE) is a research and outreach unit in the University of Oregon's College of Education. *The STELLAR Project* will benefit from more than 25 years of research on curriculum development and teacher outreach focused on the use of technology to improve reading and writing for K-12 students. Over the last 20 years CATE has managed more than 40 federally funded research and development projects, including large professional development projects focused on teachers in rural school districts in Oregon. These include two *Teaching American History* Projects, one with teachers in Douglas County, OR and one with the High Desert ESD. Three recent projects developed, tested, and implemented strategies for online reading, writing, and learning: *Project ESTRELLAS (Electronic Supported Text for English Language Learner Academic Success)*, *Project SOAR (Strategies for Online Academic Research)* and *Project SAIL (Strategies for Academic Internet Learning)*. CATE hosts two national research centers funded by the Office of Special Education Programs: the National Center for Supported eText (NCSeT) and the Mathematics eText Research Center (MeTRC).

Dr. Lynne Anderson-Inman, PI and Project Director. Dr. Anderson-Inman is a professor in the University of Oregon's College of Education and Director Emeritus of the university's Center for Advanced Technology in Education (CATE), a position she held for 15 years. Dr. Anderson-Inman is an internationally recognized expert on the use of technology to improve reading, writing, and studying, with emphasis on strategies to enhance the academic

success of struggling learners. She has been PI on more than 30 federally funded projects, including *Project ESTRELLAS: Electronic Supported eText for English Learner Academic Success* (2009-2013) and *Project SAIL: Strategies for Academic Internet Learning* (2010-2014), both funded by the Institute for Education Sciences. She is also PI and Director of the *National Center for Supported eText* (NCSeT) and Co-PI of the *Mathematics eText Research Center* (MeTRC). Dr. Anderson-Inman publishes regularly and is a frequent speaker at national conferences.

Oregon Writing Project at the UO

The Oregon Writing Project (OWP) at the University of Oregon was founded in 1978, one of the first sites in the National Writing Project's network. Through summer institutes, advanced teacher trainings, workshops, as well as school and district partnerships, the OWP provides high quality, intensive professional development designed to improve writing instruction at all grade levels and across all disciplines. OWP's partnership with Jordan Schnitzer Museum of Art (JSMA) is long standing, resulting in national recognition for integrating art and writing into subject area curricula. Central to OWP's success in schools is a model that empowers participating teachers to become OWP Teacher Leaders, able to mentor their teacher colleagues using peer-to-peer modeling and feedback. Since the mid 1990s the OWP has focused on helping teachers to integrate technology into their writing and literacy curriculum. This has resulted in a cadre of OWP Teacher Leaders called Technology Teacher Consultants or Tech TCs. For the last several years the OWP at the UO has worked to reduce the professional isolation of rural educators through *Project DIRECT: Distance Innovations for Rural Educators through Communication Technologies*. The barrier caused by working with teachers in geographically dispersed schools was eliminated by meeting online in a virtual world known as *Second Life*.

Although teachers attended workshops and present lessons as avatars, they developed a strong sense of community and a commitment to both the program and to each other.

Peggy Marconi, Project Coordinator. Peggy Marconi is Associate Director of the Oregon Writing Project (OWP) at the University of Oregon and coordinator for *Project DIRECT: Distance Innovations for Rural Educators through Communication Technologies* (2010-2013), funded by an Oregon Title II A Improving Teacher Quality grant. She is a former middle school reading/language arts teacher in the Oakridge School District, has directed Title I programs in Alaska and Oregon, and is a consultant on strategies for students with extreme learning problems. Peggy is a member of the National Writing Project's Rural Network, a curator for NWP's *Digital Is* website, and a presenter at national conferences on building professional learning communities using 3-D immersive platforms.

Jordan Schnitzer Museum of Art (JSMA), UO

The Jordan Schnitzer Museum of Art at the University of Oregon has a strong arts education program for both teachers and students and a history of collaborating on federally funded projects. The JSMA has been an active partner in a U. S. Department of Education Title VI program, responsible for executing K-12 teacher professional development and outreach, and providing 105 hours of professional development for teachers, including those participating in the Oregon Writing Project's Summer Institute. At JSMA professional development for teachers has increasingly focused on the use of *Visual Thinking Strategies* (VTS), a highly successful curriculum for the visual arts that is easy for teachers to learn and integrate across the curriculum. JSMA's education staff are the only VTS certified trainers south of Portland.

Lisa Abia-Smith, Arts Education Coordinator. Lisa Abia-Smith is the director of education and public programs at the University of Oregon's Jordan Schnitzer Museum of Art and Adjunct Associate Professor for the UO Department of Arts Administration. Lisa has been in her position

for seventeen years and has developed national recognition for her skills in using visual arts to improve 21st Century Skills, rebuilding docent programs, creating interactive learning exhibits for families, providing professional development and outreach to teachers, establishing collaborative partnerships between schools and museums. Lisa is a certified trainer in *Visual Thinking Strategies* (VTS) and has been funded to implement VTS programs in several Oregon schools. Her work with the Oregon Writing Project inspired the partnership for Project STELLAR. Lisa is currently on the Writing Team for Oregon Standards for the Visual Arts. She publishes regularly, curates shows, and is a frequent speaker at national conferences.

Lane Educational Service District (Lane ESD)

The Lane Educational Service District is an intermediate school district with a mandate from the Oregon Department of Education to provide services in four primary areas: students with special needs, administrative services, technology support, and school improvement. The Lane ESD works diligently to provide services that support equitable and quality service to 16 school districts in Lane County, most of which are in rural areas. These support services focus on improving achievement for all students in the county by providing high quality professional development, technical assistance, and instructional support for educators. In addition, the Lane ESD collaborates with local districts, higher education, and other agencies to provide leadership and support in pursuing and administering grants for the benefit of Lane County's schools and students. Local school districts recognize the relationship between Lane ESD's support services and improvement in student achievement.

Bob Curtis, Implementation Coordinator. Bob Curtis is a curriculum specialist at Lane Education Service District specializing in science and mathematics K-12. Bob works with all sixteen districts in Lane County coordinating professional development, grants, and Oregon Department of Education compliance. Prior to working at the ESD, he taught junior high and

middle school science, math and TAG in Roseburg and Springfield. Bob has a B.S. in General Science from the University of Oregon and a M.S. in Science Education from Oregon State University. He currently serves as Project Director for Project ACT, a 21st CCLC after-school program in three rural Lane county districts. Bob has also managed and directed Goals 2000 Science and Mathematics grants, Eisenhower consortium grants, and has served as a consultant on collaborative NSF funded projects between the Lane ESD and the University of Oregon.

Consultants

Dr. Keith Smolkowski, External Evaluation Consultant, Abacus, LLC. Dr. Keith Smolkowski is a Research Scientist at Oregon Research Institute (ORI) and lead methodologist at Abacus Research, LLC. He has a Ph.D. from the University of Oregon and more than 25 years experience in social science, education, and public health research. He is an expert in the design and analysis of complex research projects. As PI or lead methodologist on federally funded projects, Dr. Smolkowski has overseen the design and research methods on over 33 school or community-based research initiatives, funded by the IES, OSEP, NIH, and the CDC.

Sarah Lenoue Visual Thinking Strategies Trainer. Sarah Lenoue is a VTS Trainer, Teaching Artist, Tutor and Writer. She is a long time arts educator serving schools, community groups and individuals through the power of the arts. Sarah is a leading professional development trainer for teachers implementing *Visual Thinking Strategies* (VTS) in their classrooms, and also gives presentations in schools and museums across the country. This approach to teaching has shaped her into the educator she is today. Sarah earned an MA in English/Creative Writing from San Francisco State University in 2003, and her poetry has been published in *Parthenon West Review*, *Exquisite Corpse*, and *14 Hills*.

Katie Gillard, Standards Alignment and Visual Arts Assessment. Katie Gillard is a Visual Arts Teachers in the Beaverton School District in Oregon. She is also an adjunct instructor in the

School of Applied Arts and Architecture at the University of Oregon where she teaches a course on Youth Arts Curriculum. She is a board member and past president of the Oregon Art Education Association and has a long history of advocacy for arts education at the Oregon Department of Education. She is currently Lead Writer for the Oregon Visual Arts Standards Writing Team and an expert in aligning arts education to standards-based assessment.

Tom Layton, *Second Life Mentor and Manager*. Tom Layton is a retired Oregon English teacher and was a national leader in the adoption of technology for teaching English. He is a part time resident of *Second Life* where he founded Undershaw Publishing (publishers of free 3D virtual books) and created Alice's Academy, a professional development venue that offers virtual workshops and online "safaris". Tom enjoys working with teachers who are new to *Second Life* and served as Virtual World Mentor for the Oregon Writing Project's *Project DIRECT* (2010-2013).

Liora Sponko, *Lane Regional Arts Council*. Liora Sponko was named Executive Director of Lane Regional Arts Council in March 2011, bringing to the Council several years experience in nonprofit administration. Lane Regional Arts Council works to strengthen and support the arts throughout Lane County. Ms. Sponko oversees the placement of more than two dozen teaching artists in schools throughout Lane County. As a community leader in the arts across, she is continually expanding the variety of visiting artists and other partners interested in contributing to student learning in the arts through school partnerships. Liora is passionate about the arts and strongly believes in its power to impact us on both an individual and community level. She also serves on the Committee for the Lane County Cultural Commission whose mission is to "create and support a vibrant cultural life through arts, heritage, and humanities in Lane County", one of 45 county-based Cultural Coalitions in the state.

Partnering School Districts: Years 1 and 2

Oakridge School District. Oakridge is a small rural community located in the foothills of the Cascade Mountains, 45 miles from the nearest population center. The school district has 501 students, of which 77% qualify for free and reduced lunch. On state tests of writing, measured at the 11th grade, 63% of the students did not meet performance standards. The district employs two administrators, 30 teachers, and 17 additional instructional staff. There is one half-time art teacher at the high school, so most arts instruction falls to the classroom teachers.

Dr. Donald Kordosky, Superintendent. Dr. Donald Kordosky is one of ten administrators in the State of Oregon certified as a Distinguished Administrator. Dr. Kordosky has served as the Oakridge School Superintendent since 2006. He is a participant in Oregon Legislative Subcommittees and serves as the Rural School Representative on the Lane ESD Board of Directors. During his tenure at Oakridge he has successfully initiated wide ranging district improvements including proficiency based education, a gifted education program, an alternative high school serving three rural districts, and a five year technology enhancement plan. In addition, he has successfully managed district grants, including a seven-year GEAR UP grant to increase college enrollment and a five year multimillion dollar 21st Century grant. Dr. Kordosky is a recognized expert in rural TAG education and is the author of two books: *Gifted Education* and *Four Day School Week*.

Matthew Lowes, Site Facilitator. Matthew Lowes has filled multiple roles in the Oakridge School District, including Language Arts Teacher, Substitute Administrator, Grant Writer, and Testing Coordinator. His recent successful application to the GEAR UP Program ensures seven more years of funding to increase college enrollment. Matt currently facilitates state assessments for the Junior High and High School. He has a BA in English Literature from the University of Wisconsin, Madison, and an MA in teaching from Pacific University. In addition to his roles in

public education, he is a professional writer and editor. His book "Elements of Chess" was endorsed by a high school state chess champion and his science fiction and fantasy stories have appeared in a variety of publications.

Lowell School District. Lowell is a small rural community of 1056 people with a school population of 253 students. District staffing includes two administrators, 13 teachers, and six instructional staff. Title I free and reduced lunch is provided for **88%** of the district's pupils. District performance in writing, measured at the 11th grade level, shows 70% not meeting performance standards. Lowell does not have any teachers certified to teach art.

Robert Young, Site Facilitator. Robert Young is an author and former elementary and middle school teacher. In 2011 he retired from the Lane Education Service District, where he had served as the Language Arts/Social Studies Staff Development Specialist since 2000. At Lane ESD he provided assistance to teachers in sixteen Lane County school districts with their writing programs. He was also Project Director for three major grant funded projects: a *Goals 2000* Project (2001-2002) and two *Teaching American History* projects (2001-2011), funded by the U.S. Department of Education. Robert currently works as a writing consultant, serving schools in the U.S. and abroad. He is also a well-published author and continues to add to his list of twenty-six children's books. Using his experience as a teacher and writer, Robert makes author visits to schools, shares his love for words, and helps students become better writers.

South Lane School District. The South Lane School District is situated in the small town of Cottage Grove in southern Lane County. The school district serves 2736 students, which makes it the largest of our partner districts. Title I free and reduced lunch is provided for **62.9%** of the district's pupils. District performance in writing, scored at the 11th grade level, shows 45.6% not meeting performance standards. District staff includes 16 administrators, 131 teachers, and 146 instructional staff. South Lane School District has one art teacher.

Dr. Krista Parent, Superintendent. Dr. Krista Parent has been an educator in the South Lane School District for 29 years and is beginning her 13th year as district superintendent. In 2007 Dr. Parent was selected as the National Superintendent of the year, the first and only Oregon Superintendent to have received the award. Dr. Parent is past President of the Confederation of Oregon School Administrators (COSA) and has served in numerous other statewide leadership roles including Chair of the state's "Assessing Leadership Performance" work group and President of the Oregon Association of School Executives (OASE). Dr. Parent is also an adjunct faculty in the College of Education at the University of Oregon where she teaches a course entitled "Curriculum Design and Delivery"

Equal Access in Employment

The University of Oregon, the Lane ESD and all five participating school districts are Affirmative Action employers, committed to providing equal access to all potential employees and project participants. Employers and procedures for recruiting, hiring and promoting project personnel will be non-discriminatory with respect to race, color, national origin, gender, age, sexual orientation or disability. Announcements of open positions will be distributed widely to ensure visibility by diverse populations of potential applications. In addition, they will occur in forms and locations accessible to individuals with disabilities. Applicants will submit a vita describing their qualifications for the advertised positions: their experience and training in fields related to the project's objectives. For any individuals with disabilities hired for positions in the STELLAR Project, all necessary accommodations will be made, including the purchase of specialized equipment if needed.

Management Plan

The STELLAR Project management plan is based on a strong commitment to the principles of management by objectives and results. The key factors to the management plan are: (1) clearly-stated project objectives tied to desired outcomes; (2) clearly-specified sequence of activities for achieving each objective, (3) well defined responsibilities for key personnel, (4) a timeline for meeting major milestones, (5) formative evaluation procedures that ensure ongoing feedback and continuous improvement, and (6) administrative leadership that fosters communication, collaboration, and shared decision making. Information relevant to each of these factors is presented below.

Project Objectives and Desired Outcomes

The project has four major professional development objectives for participating teachers. Each is closely tied to desired outcomes for both teachers and students.

Objective	Desired Outcomes
1. The <i>STELLAR Project</i> will increase teacher knowledge and instructional skills in the visual arts using <i>Visual Thinking Strategies (VTS)</i> .	Teacher proficiency in the use of VTS during instruction.
	Increased teacher use of VTS across the curriculum
	Improved student scores on curriculum embedded tests of visual analysis and visual literacy
	Student proficiency on Oregon’s new standards-based assessments for the visual arts (aligned with NAEA standards)
2. The <i>STELLAR Project</i> will increase teacher knowledge and instructional skills in strategies	Teacher proficiency in teaching informational writing aligned to anchor standards in CCSS English/Language Arts
	Increased frequency of instruction on informational writing

for critical thinking and informational writing across the curriculum.	across the curriculum
	Improved student scores on informational writing assignments (as measured by Analytic Writing Curriculum Assessment)
	Student proficiency on informational writing tasks aligned with the CCSS (as measured by the Smarter Balanced Assessment System used in Oregon)

3. The <i>STELLAR Project</i> will increase teacher knowledge and instructional skills in using digital tools and online resources for enhancing visual literacy and writing across the curriculum.	Teacher proficiency in the use of digital tools and online resources for instruction in visual arts and writing
	Increased teacher use of digital tools and online resources during instruction in visual arts and writing
	Increased student use of digital tools and online resources during instruction in visual arts and writing
	Student proficiency on tests of technology use aligned with the NETS (ISTE’s national standards for students)

4. The <i>STELLAR Project</i> will increase teacher, administrator, and community commitment to improving students’ visual literacy, informational writing, and effective use of digital tools and resources.	Change in school culture related to instruction in visual arts, informational writing, and use of technology
	Increase in community involvement related to visual arts education, informational writing, and use of technology.
	High percentage of teachers moving from learner to leader in teaching VTS, informational writing, and use of technology
	Teachers/administrators involved in dissemination of project

	results and sharing with other school districts.
	Sustained use of strategies learned in the STELLAR Project after PD and after funding is over

Activities by Objective

Major activities for each of the project's four objectives are listed below. Although listed separately by objective, many professional development activities will happen concurrently.

1. The <i>STELLAR Project</i> will increase teacher knowledge and instructional skills in the visual arts using <i>Visual Thinking Strategies (VTS)</i> .
VTS instruction by VTS National Trainer at Training Institute - JSMA
VTS group practice in the JSMA galleries
Read, reflect, and discuss <i>Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines</i> (Yenawine, 2013)
Classroom implementation of VTS – minimum 10 lessons/year, followed by individual and group debriefing sessions.
Two formal classroom observations by JSMA VTS trainers with feedback/discussion
Mentoring and co-teaching onsite by JSMA VTS trainers
Biweekly workshops and follow-up training in <i>Second Life</i>
Teacher VTS presentations to colleagues in <i>Second Life</i> (sharing best practices), followed peer-to-peer feedback
Support integration of VTS with argument writing instruction across the curriculum
Family Arts and Digital Literacy Night – teachers and kids share with parents and the community, hosted by participating districts.

Spring Celebration of Accomplishments at the JSMA (sharing and evaluation)

2. The *STELLAR Project* will increase teacher knowledge and instructional skills in strategies for critical thinking and informational writing across the curriculum.

Instruction in informational/argument writing by Project Coordinator and OWP Teacher Leader during initial Training Institute - JSMA

Practice in argument writing in response to art work in the JSMA galleries

Read, reflect, and discuss chapters from *Teaching Argument Writing* (Hillocks, 2011 – online)

Classroom integration of argument writing - minimum 10 lessons/year, followed by individual and group debriefing sessions.

Two formal classroom observations by OWP staff with feedback/discussion

Mentoring and co-teaching onsite by OWP Teacher Leaders

Biweekly workshops and follow-up training in *Second Life*

Teacher informational writing presentations to colleagues in *Second Life* (sharing best practices), followed peer-to-peer feedback

Support integration of argument writing instruction, VTS, and digital tools/resources in assignments across the curriculum

Family Arts and Digital Literacy Night – teachers and kids share with parents and the community, hosted by participating districts.

Spring Celebration of Accomplishments at the JSMA

3. The *STELLAR Project* will increase teacher knowledge and instructional skills in using digital tools and online resources for enhancing visual literacy and writing across the curriculum.

Introduction to new digital tools for visual arts and/or informational writing during initial Training Institute - JSMA
Introduction to new online resources for visual arts and/or informational writing during initial Training Institute - JSMA
Read, reflect, and discuss <i>Because Digital Writing Matters</i> (DeVoss et al, 2010)
Classroom integration of argument writing - minimum 10 lessons/year, followed by individual and group debriefing sessions.
Two formal classroom observations by OWP staff with feedback/discussion
Mentoring and co-teaching onsite by OWP Teacher Leaders
Biweekly workshops and follow-up training in <i>Second Life</i>
Teacher informational writing presentations to colleagues in <i>Second Life</i> (sharing best practices), followed peer-to-peer feedback
Support integration of argument writing, VTS, and technology across the curriculum
Family Arts and Digital Literacy Night – teachers and kids share with parents and the community, hosted by participating districts.
Spring Celebration of Accomplishments at the JSMA

4. The <i>STELLAR Project</i> will increase teacher, administrator, and community commitment to improving students’ visual literacy, informational writing, and effective use of digital tools and resources.
Promote and support high levels of district level administrative involvement and leadership
Invite all teachers at partnering schools to participate over two year implementation
Create sense of community through peer-to-peer sharing of best practices

Promote cross-district sharing, collaboration, and mentoring
Involve local artists and arts organizations at participating schools.
Host annual Family Arts and Digital Literacy Night – for teachers & students to share with families and community
Celebrate teacher success and student projects with postings to school websites
Share project evaluation findings with administrators, teachers, and community
Develop school-based procedures for sustaining project momentum in subsequent years
Promote administrator & teacher involvement in dissemination efforts, in both print and presentations.

Project Timeline and Major Milestones

Appendix A includes a detailed project timeline, broken down by year and by quarter. The timeline includes a chronological list of major project activities, the key personnel responsible for accomplishing each activity, and indication of when major project milestones will be met.

Responsibilities and Time Commitments of Key Personnel

Principal Investigator (.30 FTE in Year 1, .25 FTE in Years 2-4). The Principal Investigator will provide conceptual, administrative, and fiscal oversight for the project during all four years. The PI will identify and prioritize all activities related to the life cycle of the project and serve as contact person for all administrative matters within the university system and across collaborating partners. The PI will supervise university personnel involved in the project, provide leadership to the project’s research activities, coordinate the project’s evaluation team, lead project staff in the preparation of project reports, and disseminate project findings through publications and presentations at national venues.

Project Coordinator (.50 FTE Year 1-3, .40 FTE in Year 4). The Project Coordinator will coordinate activities related to the design, refinement, and implementation of the STELLAR professional development program in all partner districts, working under the direction of the PI and in collaboration with the Coordinator for Arts Education from the Jordan Schnitzer Museum of Art. In addition, she will serve as the primary liaison with the Implementation Coordinator at the Lane ESD, Site Facilitators at participating school districts, and other members of the professional development team, setting priorities and ensuring project activities are implemented as designed. She and the Coordinator for Arts Education will work closely on all aspects related to the design, refinement, and implementation of the STELLAR program and conduct the biweekly follow-up meetings in *Second Life*. She will also work with the PI on activities related to evaluation and dissemination of project results. For professional development on informational and argument writing, the Project Coordinator will be assisted by a Master Teacher from the Oregon Writing Project (.20 FTE) and a cadre of mentor teachers experienced in technology-enhanced writing.

Arts Education Coordinator (.15 FTE in Years 1-4). The Arts Education Coordinator will be responsible for coordinating all project activities related to training teachers to use *Visual Thinking Strategies* and integrating VTS across the curriculum. Working in collaboration with the Project Coordinator and supported by VTS trainers on staff at the Jordan Schnitzer Museum of Art, the Arts Education Coordinator will assist the National VTS Trainer during training institutes at the museum, provide mentoring and modeling onsite at participating schools, and conduct classroom observations and co-teaching sessions. She will also work with the PI on activities related to dissemination of project results.

Implementation Coordinator (.10 FTE in Years 1- 4). The Lane ESD will provide an Implementation Coordinator to work collaboratively with the Project Coordinator to ensure

implementation of the STELLAR professional development program in four partnering rural school districts: Lowell, South Lane, Creswell, and Junction City. The Implementation Coordinator will work with these districts to choose Site Facilitators and manage all contractual arrangements and teacher stipends. He will assist with activities related to the design, refinement, and implementation of the STELLAR professional development program, attend training sessions, and work closely with participating school administrators. He will also identify Lane County schools to serve as matched control schools during Years 3 and 4 of the project and negotiate arrangements with school and district administrators for access to data to be used in project evaluation. In addition, he will work with the PI on activities related to dissemination of project findings. FTE above and beyond the .10 FTE budgeted in this proposal will be contributed to the project without additional cost. In addition, the Implementation Coordinator will be assisted by a Program Assistant at .10 FTE in Year 1 and .20 FTE in Year 2.

District Site Facilitators (.25 FTE -.30 FTE). District level site facilitators will coordinate grant-related activities in participating district schools and serve as liaisons with other project partners. Site facilitators will support implementation and evaluation of the project's professional development program by district teachers, ensuring project activities are implemented as designed and data for the project's performance measures are collected as requested by the project's External Evaluator. Site Facilitators will attend the project's Training Institutes and follow-up meetings in *Second Life*. They will also work with district teachers to host an annual Family Arts and Digital Literacy Night. As needed, they will attend planning and evaluation meetings with the Project Director, Project Coordinator, Lane ESD Implementation Coordinator, and other Site Facilitators. Time commitments will vary by district and year of involvement, but it is estimated that Site Facilitators will devote .25 -.30 FTE on grant related activities each year their district has teachers attending the project's professional development trainings.

External Evaluation Consultant (112 hours/year in Years 1- 4). The External Evaluation Consultant will work collaboratively with the project's Principal Investigator and other members of the project's evaluation team to conduct a high quality independent evaluation during all four years of the project. The External Evaluation Consultant will provide leadership in establishing evaluation designs appropriate for the different stages of project implementation; direct, review and refine evaluation procedures at each stage; establish data collection procedures and timeline; analyze data on a regular basis to assist with both formative evaluation of program implementation and summative evaluation of the project's professional development program on targeted teacher and student outcome measures. The External Evaluation Consultant will also write technical reports for internal use and engage in dissemination activities as appropriate.

Procedures for Ensuring Feedback and Continuous Improvement

The Center for Advanced Technology in Education has developed multiple mechanisms for ensuring that evaluative information on both project outputs and outcomes is used to improve movement toward achievement project objectives. With respect to outputs, project personnel record and report on the target output indicators as they conduct project activities. Electronic forms for reporting project activities and sharing project files and documents are available to all project personnel through project fileserver and project Dropbox shared document spaces. The project fileserver is used for sharing and archiving large numbers of project documents and large files such as videos. The Dropbox provides shared space for smaller files and documents that are currently being used by multiple people. Reports and data are tabulated on a regular basis and reviewed at weekly meetings of the project team to ensure adequate progress toward accomplishing project activities. Where discrepancies occur between ideal and actual accomplishment of activities, program modifications will be made.

With respect to project outcomes, the PI and Co-PI meet bi-weekly to assess progress on the collection and interpretation of data related to research questions embedded into the research and development process. These data are then used to plan the next step in the development or implementation process, using the principles of design-based research as a guide for decision-making. For example, where the data suggest that specific aspects of the professional development model are difficult for a school to adopt, the features in question will be modified in order to improve project outcomes.

In addition, the following key personnel will comprise the project's Evaluation Team: *Principal Investigator, Project Coordinator, Arts Education Coordinator, Implementation Coordinator, and Evaluation Consultant*. The Evaluation Team will meet quarterly to discuss data emerging from project implementation and assess the extent to which the project is meeting its objectives on time and within budget. Recommendations from the Evaluation Team meetings will then be discussed with *District Site Facilitators* and implemented at participating schools.

Administrative Leadership for Communication and Collaboration

The Principal Investigator has a long history of managing complex projects with multiple partners, often distributed across great geographic distance. She has found that collaborating partners work best together when there is a shared understanding about project goals and procedures, open communication and support for diverse opinions, a strong focus on data derived from participating sites, and a commitment to shared decision making. These principles will be enacted in the STELLAR Project through (a) frequent and regularly scheduled meetings (both face to face and virtual) of key personnel responsible for different aspects of the project (e.g., curriculum development and refinement, on-site implementation, evaluation, etc) (b) a commitment to careful record keeping and open access to all minutes, recordings, and documents produced during planning, implementation, and evaluation (as described above), and (c) a culture

of empowerment where concerns, questions, and suggestions are valued and utilized to make sound decisions that improve program implementation in alignment with the project's Logic Model.

Evaluation Plan

Overview of Evaluation Plan

The University of Oregon's Center for Advanced Technology in Education (CATE) will coordinate an Evaluation Team for the *STELLAR Project* during all four years of implementation. The Evaluation Team will be led by the project's external evaluator Dr. Keith Smolkowski, working in collaboration with the Principal Investigator and other Key Personnel. The STELLAR Project will adopt multiple approaches within its evaluation of its professional development program, reflecting the model's different stages of development and refinement. We intend to refine our thinking about the evaluation plan during the first few months of the project, taking advantage of the RFP's offer to use some or all of the first year to develop a rigorous evaluation plan. We have contacted Scott Jones of the Arts Education Partnership in Washington, DC and he has agreed to assist us in the process of developing a strong and cohesive evaluation plan as related to national standards for education in the visual arts. In addition, we have engaged the services of Katie Gillard who serves as Lead Author on the Writing Team for the Oregon Arts Education Standards, now under construction and modeled after the Visual Arts Standards recently released by the National Art Education Association. She will also be involved in working with the state to develop assessments aligned to these standards. In short, the field is moving rapidly in its development of national and state standards for the visual arts and the project is in a position to benefit from these recent developments.

In general, the project's evaluation will explore the impact of professional development using the STELLAR model for integrating arts education, informational writing, and technology, the evaluation will look for changes in teacher knowledge and performance related to (a) visual arts education in general and VTS specifically; (b) teaching informational writing; (c) adoption of digital tools and online resources for reading and writing; and (d) integrating VTS and

informational writing strategies across the curriculum. In addition, students will be evaluated on curriculum-embedded pre and post tests related to visual analysis and argument writing, as well as state tests tied to national standards in visual arts (recently released by the National Arts in Education Association); informational writing (as defined by the Common Core State Standards in Writing); and use of digital tools and resources for learning (as defined by the NETS – National Educational Technology Standards for Students, developed by the International Society for Technology in Education). It is anticipated that teachers and students will improve on all outcome measures.

Design-Based Research (Years 1 & 2)

During Years 1 and 2 the *STELLAR Project* will implement a design-based research approach to refine the project’s integrated technology-enhanced visual arts and writing PD program and ensure its feasibility for classroom implementation across grade levels and across the curriculum. Design-based research is a methodology that emerged in the 1990s as an approach to designing and investigating educational innovations within extant classrooms using an iterative, data-driven process (Brown, 1992; Design-Based Research Collaborative, 2003). By situating the design, testing, and refinement of educational innovations within authentic learning environments, the intervention in design-based research is seen as the interaction between teachers, materials, and students—with a functional, evidenced-based intervention as one of the outcomes of the process (Design-Based Research Collaborative, 2003). Design-based research has at least seven major characteristics (Barab & Squire, 2004; Cobb, Confrey, diSessa, Lehrer, & Schauble, 2003; Collins, 1999, Shavelson, Phillips, Towne, & Feuer, 2003) that make it useful for the *STELLAR Project*. Using terminology from Cobb et. al (2003), design-based research is iterative, collaborative, interventionist, process-focused, theory driven, utility-oriented, and multilevel.

Design-based research is something that researchers the Center for Advanced Technology in Education (CATE) have used frequently during the development and refinement of curriculum materials and online modules for teachers and students. We will work closely with participating teachers and administrators in two school districts during Year 1 to obtain input and feedback on the professional development being offered and integrate their suggestions and recommendations into the final program. Data will be collected at all stages of the implementation and used in formative way to improve and refine the professional development program. This ensures that the integrated professional development program under construction is **usable** by teachers, **feasible** for implementation in school classrooms, and shows **promise of impact** on teacher behavior and student achievement.

During Year 2, we will conduct a pilot test in three participating districts, working with a new set of teachers as informants, 12 from each district. Data will again be collected at all stages of the implementation and analyzed as a case study – to reveal qualitative as well as quantitative effects. The data will inform final revisions to the STELLAR professional development program, ensuring it is ready for a more formal test during Years 3 and 4.

Quasi-Experimental Comparison Group Design (Years 3 &4)

During Years 3 and 4 the STELLAR Project will implement a quasi-experimental comparison group design for evaluating changes in teacher knowledge and skills as a function of the project's integrated professional development program. In addition, the STELLAR Project will use this design to assess promise of impact on targeted student outcomes. Our evaluation consultant has recommended we employ a quasi-experimental design (QED) with a matched nonequivalent comparison group of non-participating schools to build evidence of effectiveness using a repeated measures longitudinal design. Multiple measurements before and after the program implementation will be conducted for participating schools and for comparison schools.

Comparison schools will be selected by the Lane ESD's Implementation Coordinator based on (a) similar demographics and neighborhood characteristics (socioeconomic status and race/ethnicity) and (b) baseline achievement level by subgroup and school-wide. According to Shadish, Cook, & Campbell (2002) student's prior achievement serves as statistical control that can allow stronger inferences to be drawn from results when random assignment is not possible. To control for any differences between treatment and comparison groups, analysis of covariance will be used. By using a one-to-one match for each participating school in the comparison analysis, the analysis will achieve stronger statistical power. Using the same QED, project evaluators will analyze outcomes on student measures by using extant data on state assessments.

Performance Measures

The STELLAR Project will select, refine, and implement performance measures to assess both teacher and students knowledge and skills. Embedded in the curriculum will be pre and post measures tied closely to the project's integrated package of professional development as well as more distal measures tied closely to the national standards in visual arts (NAEA), writing (CCSS), and technology (ISTE). Specific measures will be selected during the development of the project's Evaluation Plan.

Ways in Which Evaluation Plan (if well implanted) Will Yield Evidence of Promise

If well designed and implemented the project's evaluation plan will provide extensive data on both teacher and student outcomes, leading to accurate assessments of promise.

The STELLAR Project:
Strategies for Technology Enhanced Learning and Literacy through ART

Appendices

Appendix A: Supplementary Materials

The STELLAR Project Logic Model

Profiles of Partner School Districts

Project Timeline and Major Milestones

Appendix B: Letters of Commitment

University of Oregon Sponsored Projects Services – Joshua Kerber
Center for Advanced Technology in Education (CATE) – Dr. Lynne Anderson-Inman
Oregon Writing Project (OWP) – Peggy Marconi
Jordan Schnitzer Museum of Art (JSMA) – Lisa Abia-Smith
Lane Education Service District (Lane ESD) – Bob Curtis
Visual Thinking Strategies (VTS), Yoon Kang-O'Higgins, Executive Director
Abacus Research, Inc. – Dr. Keith Smolkoski
Partner School Districts
 Lowell School District – Kay Graham
 South Lane School District – Dr. Krista D. Parent
 Creswell School District – Todd Hamilton
 Junction City School District – Dr. Kathleen Rodden-Nord

Appendix C: Vita for Key Personnel

Dr. Donald Kordosky, Superintendent, Oakridge School District
Dr. Lynne Anderson-Inman, Principal Investigator, University of Oregon
Dr. Keith Smolkowski, External Evaluation Consultant, Abacus Research, LLC
Peggy Marconi, Project Coordinator, Oregon Writing Project, UO
Lisa Abia-Smith, Coordinator for Arts Education, Jordan Schnitzer Museum of Art
Katie Galliard, Arts Assessment Consultant, Beaverton School District
Bob Curtis, Implementation Coordinator, Lane ESD
Matthew Lowes, Site Facilitator, Oakridge School District
Robert Young, Site Facilitator, Lowell School District

Profiles of Partnering School Districts The STELLAR Project

Oakridge School District Oakridge, OR

Oakridge is a small rural community located in the foothills of the Cascades, 45 miles from the nearest population center. The community is rebounding from a declining logging economy to one of tourism. Surrounded by the Willamette National Forest and Cascade Range, Oakridge is popular with outdoor enthusiasts. Oakridge's population is 3,205, with the total enrollment for the district at 501 pupils. Per-pupil state spending is close to the state average with 21% from local taxes and fees. **Title I free and reduced lunch is provided for 77% of the district's pupils.** District performance in writing, scored at the 11th grade, but reflective of performance in previous grade levels, shows 63.6% of pupils not meeting performance standards. At the 9th grade 91.2 of all pupils are on track to graduate within four years, however only 63.4% graduate with a regular diploma, and of those, only 57.4% continue their education after high school. This completion rate is substantially increased by the number of students receiving a modified, extended or adult high school diploma to a rate of 90.6%. The district employs two administrators, 30 teachers, and 17 additional instructional staff. **At the high school there is one half-time art teacher;** all other arts instruction falls to classroom teachers. Opportunities to enjoy and participate in the visual arts are limited. Artists residing in Oakridge, however, are very supportive of the school and readily participate in school activities.

Lowell School District Lowell, OR

Nestled in the Cascade foothills, Lowell is surrounded by three magnificent lakes and several covered bridges. The history of Lowell goes back to the 1850's and is celebrated in school and community activities, including a giant mural on the façade of the school that celebrates early characters and their role in settling the area. This small rural community of 1056 has a total school population of 253. Per-pupil state spending is slightly above the state average with 31% from local taxes and fees. **Title I free and reduced lunch is provided for 88% of the district's pupils.** District performance in writing, scored at the 11th grade level, but reflective of performance in previous grades, shows 70% of pupils not meeting performance standards. At the 9th grade 84.6% of all pupils are on track to graduate within four years, 81.4% graduate with a regular diploma, but only 50% continue their education after high school. District staffing includes two administrators, 13 teachers, and six instructional staff. **Lowell does not have an art teacher,** but does have a community of professionals, writers, and artists who volunteer in the schools.

South Lane School District Cottage Grove, OR

The South Lane School District is situated in Cottage Grove in the southern part of Lane County. Cottage Grove is known as the Covered Bridge Capitol of Oregon, with six covered bridges located in or around the city. The school district serves 2736 students which makes it the largest

of our partner districts. Per-pupil state spending is close to the state average with 28% from local taxes and fees. **Title I free and reduced lunch is provided for 62.9% of the district's pupils.** District performance in writing, scored at the 11th grade level, shows 45.6% not meeting performance standards. At the 9th grade 77.6% of all pupils are on track to graduate within four years, however only 70.3 graduate with a regular diploma, and of those, only 57.8% continue their education after high school. District staff includes 16 administrators, 131 teachers, and 146 instructional staff. South Lane School District **has one art teacher.** The Cottage Grove Art Guild, a non-profit organization, was established to foster the growth of art among interested people in and around Cottage Grove. Members range from 14 to 92 years of age. The Guild provides an atmosphere of interest and encouragement to all artists at any level. Local businesses host Art Walks for any artist who wishes to participate.

Creswell School District Creswell, OR

Creswell is known as one of the friendliest cities in Oregon. Surrounded by grass seed farms, this small rural community is located in the lower Willamette Valley. Creswell is a family oriented community that celebrates together with a popular 4th of July celebration and Christmas tree lighting. With a population of 5,031, the total enrollment for Creswell School District is 1,259 pupils. Per-pupil spending is slightly below the state average, with 26% of the annual budget from local and state taxes. **Title I free and reduced lunch is provided for 62.9% of the District's pupils.** District performance in writing, scored at the 11th grade, shows 42% of pupils not meeting performance standards. At the ninth grade 82.6% of all pupils are on track to graduate within four years, however, only 64.1% continue their education after high school. District staffing includes four administrators, 62 teachers, and 28 instructional staff. Creswell **has one art teacher** in the high school; all other art instruction falls to the classroom teachers. Creswell celebrates the arts through their music program and Young Rembrandts Arts Program. The community boasts one fine arts gallery: Pretchel.

Junction City School District Junction City, OR

Junction City is a small rural farming community in the lower Willamette Valley. The small community of 5,392 believes in education and is willing to go to great lengths to support their schools. During a financial shortfall in 2003, a number of local men posed in the nude for "The Men of the Long Tom Grange Calendar" to raise money for the school district. Sales totaled over \$225,000 and students were the beneficiaries. Junction City has a total school population of 1659 pupils. Per-pupil state spending is close to the state average with 31% from local taxes and fees. **Title I free and reduced lunch is provided for 65% of the district's pupils.** District performance in writing, scored at the 11th grade level, shows 44% of district's pupils not meeting performance standards. At the 9th grade 70.7% of all pupils are on track to graduate within four years, however only 65.1% graduate with a regular diploma, and of those, 57.1% continue their education after high school. Junction City School District staffing includes nine administrators, 96 teachers, and 45 instructional staff. The district **has only one art teacher.** The community has several local galleries, and celebrates the art and culture of its Scandinavian heritage with a large festival every summer.

Project Timeline and Major Milestones

Abbreviations Key: OS = Oakridge Superintendent, PI = Principal Investigator/Project Director, PC = Project Coordinator, AEC = Arts Education Coordinator, IC = Implementation Coordinator, SF = Site Facilitator, EC = Evaluation Consultant.

Year 1

September 1 – November 30, 2014

Activity	Key Personnel	Milestone
Announce grant award to all project partners	OS, PI	
Implement contracts with UO, Lane ESD, Ext. Evaluator	OS	
Recruit teachers from Oakridge & Lowell SDs	OS, SF	
Plan for Year 1 Training Institute (VTS/Argument Writing)	PC, AEC, IC	
Refine evaluation plan	EC, PI	
Collect baseline measures of teacher knowledge/skills	EC, SF	
Hold Year 1 Training Institute	PC, AEC, IC, SF	Completed by 11/15/14
Conduct 1 st follow-up session in <i>Second Life</i>	PC, AEC, IC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

December 1, 2014 – February 28, 2015

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Regional Arts Council - Visiting Artist	AEC, SF	
Mentoring/Observation, and co-teaching on site by JSMA VTS trainers and OWP Teacher Consultants, followed by debriefing (coaching activity)	AEC, PC, SF	
Bi-weekly workshops and follow-up training in Second Life: argument writing/best practices/peer-to-peer feedback/cross district sharing and collaboration (Integrating Digital Tools)	PC, AEC, IC, SF	
Attach Project STELLAR Blog to OWP Web Site and NWP's Digital Is Web Site: recruit submissions	PC, AEC, IC, SF, OS	
Monthly Logic Model Revisit	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

March 1 – May 31, 2015

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC	
Lane Regional Arts Council - Visiting Artist	AEC, FC	
Mentoring/Observing and co-teaching on site by JSMA VTS Trainers, and OWP Teacher Consultations, followed by debriefing. (coaching activity)	AEC, PC, SF	
Bi-weekly Second Life Trainings: argument writing/ best practices/peer-to-peer feedback/cross-district sharing and collaboration	PC, AEC ,IC, SF	
Assess student writing with NWP’s Analytical Scoring Guide	PC, SI	
Project STELLAR Blog on OWP Web Site and NWP Digital Is Web Site: recruit submissions	PC, AEC, IC, SF, OS	
Family Arts and Digital Literacy Event	PC, AEC, PI, IC, SF	Hosted by 5/30/15
Monthly Logic Model Revisit	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

June 1 – August 31, 2015

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	Completed by 6/15/15
Share Project Evaluation Findings with School Community/ Submit annual project report to funder	PC, AEC, EC, PI	Completed by 6/15/15
Recruit Teachers for Year II: Creswell, Junction City and Saouth Lane	SF, IC	
Plan and Conduct Training Institute for Year II (VTS and Argment Writing)	PC, AEC, IC, SF	Completed by 9/1/15
Celebration of Work	PC, AEC, IC, SF, PI, EC,	Completed by 6/15/15
Maintain STELLAR Blog: Post Work and Resources of Year I	PC	
Collect Data on Teacher Knowledge	EC, SF	
Monthly Logic Model Revisit	PC, AEC, SF, IC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

Year 2

September 1 – November 30, 2015

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Conduct follow-up (Summer Institute) in Second Life	PC, AEC, IC	Completed by 9/1/2015
Lane Regional Arts - Council Visiting Artist	AEC, SF	
Mentoring/Observation and co-teaching on site by JSMA VAT rainers, and OWP Teacher Consultants, followed by debriefing (coaching ativity)	PC, AEC, SF	
Open Project STELLAR Blog to project participants: recruit submissions	PC, AEC, IC, SF, OS	
Biweekly workshops and follow-up training in Second Life: argument writing/best practices/pee-to-peer feedback/cross district sharing and collaboration (Integrating Digital Tools)		
Revisit Logic Model		
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

December 1, 2015 – February 28, 2016

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Regional Arts Council - Visiting Council	AEC, SF	
Mentoring/Observation, and co-teaching on site by JSMA VTS trainers and OWP Teacher Consultants, followed by debriefing (coaching activity)	AEC, PC, SF	
Biweekly workshops and follow-up training in Second Life: argument writing/best practices/peer-to-peer feedback/cross district sharing and collaboration (Integrating Digital Tools)	PC, AEC, IC, SF	
Recruit submissions for the STELLAR Blog posted on the OWP Web Site and NWP's Digital Is Web Site	PC, AEC, IC, SR, OS	
Monthly Logic Model Revisited	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

March 1 – May 31, 2016

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Redional Art Council - Visiting Artist	AEC, FC	
Bi-weekly Second Life Training: argument writing/best practices/peer-to-peer feedback/cross-district sharing and collaboration. Mentoring/Observation, and co-teaching on site by JSMA VTS trainers and OWP Teacher Consultants, followed by debriefing (coaching activity)	PC, AEC, IC, SF	
Assess Student Writing with NWP's Analytical Scoring Guide	PC, SI	
Contribute to the Project STELLAR's Blog on the OWP Web Site and NW Digital Is Web Site	PC, AEC, IC, SF, OS	
Family Arts and Digital Literacy Event	PC, AEC, PI, IC, SF	Hosted by 5/30/2016
Collect Data on Teacher Knowledge	EC, PI, SFhare	
Revisit Logic Model	PC, AEC, SF, IC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

June 1 – August 31, 2016

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Share Project Evaluation Finding with School Community	PC, AEC, EC, PI	Completed by 6/15/16
Recruit Teachers for Year III: Oakridge, Junction City, Lowell, Creswell, South Lane	SF, IC	
Plan and Conduct Training Institute for Year III	PC, AEC, IC, SF	Completed by 9/1/16
Celebration of Work	PC, AEC, IC, SF, PI, EC	Hosted by 6/15/16
Maintain STELLAR Blog: Post Work of Year 2	PC	
Review Logic Model	PC, AEC, SF, IC	
Submit Annual Report to funder	PI, EC, PC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

Year 3

September 1 – November 30, 2016

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Conduct follow-up (Summer Institute) in Second Life	PC, AEC, IC	
Lane Regional Arts Council - Visiting Artist	AEC, SF	
Mentoring/observation and co-teaching on site by JSMA VAT trainers and OWP Teacher Consultants, followed by debriefing (coaching activity)	PC, AEC, SF	
Open Project STELLAR Blog to project participants: recruit submissions	PC, AEC, IC, SF, OS	
Bi-weekly Second Life Training: argument writing/best practices/peer-to-peer feedback/cross-district sharing and collaboration.	PC, AEC, SF	
Revisit Logic Model	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

December 1, 2016 – February 28, 2017

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Regional Arts Council - Visiting Council	AEC, SF	
Mentoring/Observation and co-teaching on site by JSMA VTS trainers and OWP Teacher Consultants, followed by defriefing (coaching activity)	AEC, PC, SF	
Bi-weekly workshops and follow-up training in Second Life: argument writing/best practices/peer-to-peer feedback/cross district sharing and collaboration (Integrating Ddigital Tools)	PC, AEC, IC, SF	
Recruit submissions for the STELLAR Blog on the OWP Web Site and NWP's Digital Is Web Site	PC, AEC, IC, SR, OS	
Monthly Logic Model Revisited	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

March 1 – May 31, 2017

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Regional Arts Council - Visiting Artist	AEC, FC	
Mentoring/observation and co-teaching on site by JSMA VAT trainers and OWP Teacher Consultants, followed by debriefing (coaching activity)	PC, AEC, IC, SF	
Assess Student Writing with NWP's Analytical Scoring Guide	PC, SF	
Family Arts and Digital Literacy Event	PC, AEC, PI, IC, SF	Hosted by 5/12/2018
Collect Data on Teacher Knowledge	EC, PI, SF	
Revisit Logic Model	EC, AEC, SF	
Bi-weekly workshops and follow-up training in Second Life: argument writing/best practices/peer-to-peer feedback/cross district sharing and collaboration (Integrating Digital Tools)	PC, AEC, SF, IC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

June 1 – August 31, 2017

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Share Project Evaluation Finding with School Community	PC, AEC, EC, PI	
Recruit Teachers for Year IV: Oakridge, Junction City, Lowell, Creswell and South Lane	SF, IC	
Plan and Conduct Training Institute for Year IV	PC, AEC, IC, SF	Completed by 9/1/17
Celebration of Work	PC, AEC, IC, SF, PI, EC	
Maintain Project STELLAR Blog	PC	
Review Logic Model	PC, AEC, SF, IC	
Submit annual project report to funder	PI, EC, PC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

Year 4

September 1 – November 30, 2017

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Conduct Follow-up (Summer Institute) in Second Life	PC, AEC, IC	
Lane Regional Arts Council - Visiting Artist	AEC, FS	
Mentoring/Observation and co-teaching on site by JSMA VAT trainers, and OWP Teacher Consultants, followed by debriefing (coaching activity)	PC, AEC, SF	
Open Project STELLAR Blog to project participants: recruit submissions	PC, AEC, IC, SF, OS	
Bi-weekly Seconde Life Training: argument writing/best practices/peer-to-peer feedback/cross-district sharing and collaboration	PC, AEC, IC, SF	
Revisit Logic Model	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

December 1, 2017 – February 28, 2018

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Regional Art Council - Visiting Artist	AEC, FC	
Bi-weekly Seconde Life Training: argument writing/best practices/peer- to-peer feedback/cross-district sharing and collaboration	PC, AEC, IC, SF	
Mentoring/Observation, and co-teaching on site by JSMA VTS trainers, and OWP Teacher Consultants, followed by debriefing (coaching activity)	PC, AEC, IC, SF	
Contribute to Project STELLAR Blog on the OWP Web Site and NWP Digital Is Web Site	PC, AEC, IC, SF, OS	
Monthly Logic Model Revisited	PC, AEC, SF, EC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

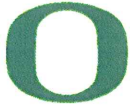
March 1 – May 31, 2018

Activity	Key Personnel	Milestone
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Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Lane Regional Arts Council - Visiting Artist	AEC, FC	
Bi-weekly Second Life Training: argument writing/best practices/peer-to-peer/cross-district sharing and collaboration	PC, AEC, IC, SF	
Mentoring/Observation, and co-teaching on site by JSMA VTS trainers, and OWP Teacher Consultants, followed by debriefing (coaching activity)	PC, AEC, IC, SF	
Contribute to Project STELLAR's Blog on the OWP Web Site and NWP Digital Is Web Site	PC, AEC, IC, SF, OS	
Family Arts and Digital Literacy Event	PC, AEC, PI, IC, SF	Hosted by 5/30/18
Collect Data on Teacher Knowledge	EC, PI, FC	
Revisit Logic Model	PC, AEC, SF, IC	
Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	

June 1 – August 31, 2018

Activity	Key Personnel	Milestone
Implement refinements to PD program based on Evaluation Team recommendations	PC, AEC, IC, SF	
Share Project Evaluation Findings with School Community	PC, AEC, EC, PI	
Celebration of Work	PC, AEC, IC, SF, PI, EC	
Assess Student Writing with NWP's Analytical Scoring Guide	PC, SI	
Final Quarterly Evaluation Team meeting	PI, PC, AEC, IC, EC	
Analyze all remaining data from final implementation	PI, EC	
Write final report for funder	PI, EC	
Submit final project report to funder	PI, EC	



UNIVERSITY OF OREGON

May 19, 2014

Dr. Don Kordosky, Superintendent
47997 W 1st St
Oakridge, OR 97463

Dear Dr. Kordosky,

This University of Oregon is pleased to provide a letter of commitment to participate in the project entitled "The STELLAR Project." This project, under the direction of Dr. Lynne Anderson-Inman, seeks funds in the amount of \$813,977 for project period September 1, 2014 through August 31, 2018.

By signing below, we certify the University of Oregon is in compliance with all assurances and certifications referenced in the application process, and has institutional policies and procedures in place to ensure compliance with human subjects, animal use and conflict of interest issues, as well as other applicable federal and state laws, rules and regulations.

Should an award be made to The University of Oregon by contract, please forward the contract to: Dr. Kimberly Andrews Espy, Vice President for Research and Innovation, Dean of the Graduate School, Sponsored Projects Services, 5219 University of Oregon, Eugene, OR 97403-5219. You can also reach Dr. Espy at 541-346-5131 or via e-mail at sponsoredprojects@uoregon.edu. Any other award document and/or payments should be forwarded to Sponsored Projects Services, 5219 University of Oregon, Eugene, OR 97403-5219 (e-mail: sponsoredprojects@uoregon.edu, telephone 541-346-5131, facsimile 541-346-5138). As a state institution of higher education, the University of Oregon is tax exempt and the employer identification/tax identification number is 48-1278531.

Questions regarding the proposal project should be directed to Dr. Anderson-Inman at 541-346-2657 or lynnei@uoregon.edu. However, please contact me directly (jkerber@uoregon.edu or 541-346-5846) for questions and/or concerns regarding this letter or the attached documents. Thank you for considering the University of Oregon.

Sincerely,

Joshua Kerber
Pre-Award Sponsored Projects Administrator
Internal Reference: EPCS #21376

SPONSORED PROJECTS SERVICES

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PR/Award # U351C140065



UNIVERSITY OF OREGON

May 15, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don,

I am writing this letter of support to express our excitement and delight in the partnership that has evolved around the STELLAR Project, a collaborative initiative between the Oakridge School District, the Lane ESD, and the University of Oregon designed to improve arts education and informational writing across the curriculum in Lane County's rural schools. We understand that you are submitting a grant proposal to the *Professional Development for Arts Educators* (PDAE) competition, sponsored by the U.S. Department of Education's Office of Innovation and Improvement. Please consider this letter of support a sign of our commitment to the STELLAR Project, and our willingness to participate fully when funded.

The Center for Advanced Technology in Education is a research and outreach center in the College of Education at the University of Oregon. The STELLAR Project will benefit from more than 25 years of research on research and development focused on the use of technology to improve reading and writing for K-12 students. Over the last 20 years CATE has managed more than 40 federally funded research and development projects, including large professional development projects focused on teachers in rural school districts in Oregon. These include two *Teaching American History Projects*, one with teachers in Douglas County, OR and one with the High Desert ESD. Three recent projects developed, tested, and implemented strategies for online reading, writing, and learning: *Project ESTRELLAS (Electronic Supported Text for English Language Learner Academic Success)*, *Project SOAR (Strategies for Online Academic Research)* and *Project SAIL (Strategies for Academic Internet Learning)*. CATE hosts two national research centers funded by the Office of Special Education Programs: the *National Center for Supported eText (NCSeT)* and the *Mathematics eText Research Center (MeTRC)*. In short we have a long history of engaging in collaborative projects designed to improve teacher instruction and improve student outcomes. We are poised to focus our expertise on the STELLAR project.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lynne Anderson-Inman".

Lynne Anderson-Inman, Ph.D.

CENTER FOR ADVANCED TECHNOLOGY IN EDUCATION

College of Education · 5214 University of Oregon
Eugene OR 97403-5214 · (541) 346-3460 · Fax (541) 346-2565

PR/Award # U351C140065

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UNIVERSITY OF OREGON

May 15, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don,

The Oregon Writing Project (OWP) at the University of Oregon is delighted to be a part of the planning and implementation for this outstanding collaborative effort - the STELLAR Project. As you know, the OWP at the UO was founded in 1978, one of the first sites in the National Writing Project's network. OWP is proud of its service to teachers across disciplines and at all levels, early childhood through university. We provide professional development through summer institutes, workshops, and partnerships with schools and agencies, develop resources through teacher-to-teacher sharing of ideas, generate research, especially individual professional inquiry, and act on knowledge to improve the teaching of writing and learning in schools and communities, both locally and globally.

The Oregon Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. We work in partnership with institutions, organizations, and communities to develop and sustain leadership for educational improvement through the hard work of our teacher leaders. The integration of technology to enhance literacy instruction and the use of technology as a venue for professional development is a passion of the OWP. We solidly believe in the use of technology to benefit student learning and expression through writing. The CCSS align beautifully with our organization's philosophically and mission. Ultimately we want all students to be citizens empowered with the thinking and writing skills necessary for today and for our future.

Since the mid 1990s our site has had a specific focus on helping teachers to integrate technology into their writing and literacy curriculum. The Oregon Writing Project at the University of Oregon took the lead within the NWP national network, introducing and supporting the integration of technology and bringing cutting-edge digital literacy tools to teachers. The Center for Advanced Technology in Education (CATE) at the University of Oregon has been an active collaborator in this endeavor, partners with the OWP on research projects that investigate technology-enhanced literacy innovations. This vibrant collaboration of research and practice is mutually beneficial and brings strengths to any initiative, not accomplished individually.

OWP offers institutes, advanced teacher trainings, workshops, and school and agency partnerships to deliver professional development. Our partnership with Jordan Schnitzer Museum of Art (JSMA) is long standing, resulting in national recognition for integrating art and writing into subject area curricula. OWP has a proud history of working with schools and teachers in Oregon and, most recently, with schools and teachers in other countries. We provide thousands of teacher professional development hours annually. Several of our PDAE proposal administrators remarked that their dream team would be any partnership with the Oregon Writing Project, the Center for Advanced Technology in Education, the Jordan Schnitzer Museum of Art, and the Lane Education Service District.

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UNIVERSITY OF OREGON

Most recently, OWP engaged in two important initiatives with strong ties to the STELLAR Project. First, as part of NWP's national investigation into the effects of teaching argument writing at the elementary level, OWP provided 45+ hours of professional development focused on the CCR Anchor Standard for writing arguments. The professional development and the outcomes of this work was presented on National Public Radio, mostly to celebrate the success of the PD model OWP created and used with teachers in this project. The CCR Anchor Standard for argument writing is the cornerstone of strategic thinking and understanding in all content areas. Secondly, *Project DIRECT* (Title IIA Teacher Improvement grant) focused on professional development in technology-supported reading and writing in rural schools in southern Oregon. The success of this project, where *Second Life* was used as our venue for professional development, changed the way we think about delivery of services. Today, we routinely include *Second Life* in delivery of professional development.

Participants in *Project DIRECT* met in the virtual world *Second Life* weekly for workshops, sharing sessions, modeling practices, and literacy support groups, where they could communicate in real time via both text and voice. *Second Life* was selected as the virtual venue for *Project DIRECT* because its immersive world interface connects easily to the 2D world of Web 2.0; it supports media rich products development and sharing; and we had access to Alice's Academy, spaces specifically designed for professional development of teachers and other educators. The success of *Project DIRECT* motivated us to offer a global OWP Summer Institute entitled the Global Writing Institute. OWP continues to use this highly satisfactory venue for building community and delivering the training activities of our site. The rural teachers in our PDAE proposal live and work in remote areas where teaching can be an especially isolating practice. Community and a reduced sense of professional isolation emerge as teachers become engaged in professional development activities presented in *Second Life*. We believe this will also be the case for the participants of the STELLAR Project.

The STELLAR Project defines the perfect partnership of educational resources (OWP, CATE, JSMA and Lane ESD) for schools and teachers. All professional developers involved in the STELLAR Project have a common goal: to effect deep sustained impact on student growth, especially critical thinking in art, writing, and other content areas. A collective investment of the time and resources of this group will result in a program where all students will meet literacy standards in all subjects, including the use of technology and digital media strategically and capably, the STELLAR Project brings together a team of strong and vibrant educators who are able to see the potential of *Visual Thinking Strategies* paired with informational reading and writing standards to transform classroom instruction and student learning. The Oregon Writing Project at the University of Oregon has the experience, philosophical framework, resources, and commitment this project demands. Working with this team of educators would be an honor.

Sincerely,

Peggy A. Marconi, Associate Director
Oregon Writing Projector at the UO

CENTER FOR ADVANCED TECHNOLOGY IN EDUCATION

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JORDAN SCHNITZER
MUSEUM OF ART

May 14, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don:

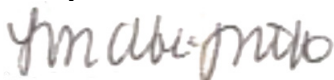
The Jordan Schnitzer Museum of Art (JSMA) at the University of Oregon is delighted to participate in the *STELLAR Project*, a collaborative initiative that also includes the Oregon Writing Project, the Lane Education Service District, and the University of Oregon's Center for Advanced Technology in Education. We are excited about the potential for this project to improve arts education and informational writing across the curriculum in five high poverty rural school districts in Lane County. Please consider this letter of support a sign of our commitment to the *STELLAR Project*, and our willingness to participate as the lead arts educators on the project.

The Jordan Schnitzer Museum of Art has a strong arts education program for both teachers and students and a history of collaborating on federally funded projects. As part of a U. S. Department of Education Title VI program, the JSMA has been responsible for executing all of the K-12 teacher professional development and outreach. In addition to providing an arts-based curriculum for students, the Museum's education staff provided 105 hours of professional development for teachers, including those in the Oregon Writing Project. At JSMA professional development for teachers has increasingly focused on the use of *Visual Thinking Strategies* (VTS), an internationally recognized curriculum for the visual arts that also leads to improved student performance in writing and literacy. As the only VTS certified staff south of Portland, our museum educators are well prepared to support teachers as they learn the powerful VTS techniques for visual analysis and literacy. We are excited about working with the Oregon Writing Project and the Center for Advanced Technology in Education to enhance the extent to which VTS is integrated into the writing curriculum and combined with powerful digital tools and resources. The intervention that will emerge from this collaboration will provide their students with key 21st century skills aligned with Common Core State Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

The VTS component of the *STELLAR Project* will include a combination of full-staff trainings, grade-level and content-area group debriefings, and classroom co-teaching sessions to all participating teachers. The museum's professional development and curriculum model are sequential and developmentally-based to respect and reflect students' growth in critical thinking, language, and art-viewing skills over time. Supporting the project will be the Museum's 13,500 works of art from Japan, Korea, China, Cuba, the US, and Europe. These objects will serve as an integral resource in the *STELLAR Project's* professional development for teachers in rural Lane County.

We place a high priority on providing meaningful professional development for teachers and strive to serve as a resource for teaching effective strategies for arts integration. We are honored to be included in this project providing teachers in rural schools with research-based training leading to improved student performance as a result of effective arts integration. As a writing team member for Oregon's new Standards for the Visual Arts, I cannot think of a more effective strategy and program for teachers to learn than VTS, supported by museum object-based learning.

Sincerely,



Lisa Abia-Smith
Director of Education/Adjunct Associate Professor



Shaping the future:
Supporting excellence in education

LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461-8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

May 14, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don:

Lane Education Service District (Lane ESD) is eager to partner on the *STELLAR Project*, a collaborative initiative between the Oakridge School District, the Lane ESD, and the University of Oregon designed to improve arts education and informational writing across the curriculum in Lane County's rural schools. We understand that you are submitting a grant proposal to the *Professional Development for Arts Educators (PDAE)* competition, sponsored by the U.S. Department of Education's Office of Innovation and Improvement. Please consider this letter of support a sign of our commitment to the *STELLAR Project*, and our willingness to participate fully when funded.

Lane ESD has an extensive network of support for the sixteen districts in Lane County and has curriculum specialists on board who support the implementation and professional development around the Common Core State Standards in English Language Arts and Mathematics. We feel that teachers in our districts will benefit in so many ways through the Visual Thinking Strategies (VTS) curriculum in the *STELLAR Project* and its implications for instruction to benefit all students. In our districts, the arts have minimal support and the integrative approach of this project will have broad and lasting impact.

Lane ESD is committed to collaborate with outside trainers, the Jordan Schnitzer Museum of Art and the University of Oregon to create a seamless rollout to the rural districts throughout the four year project. Lane ESD Specialists and Program Assistants will ensure timely dissemination of materials, recruitment of teacher and administrator participants and the exploration of sustainability. Lane ESD has had a great success in partnering with the Lane Arts Council and after school programs in three rural districts and anticipate building on those success through this project.

We are very pleased to be poised to support our rural districts in this exciting project!

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Curtis".

Bob Curtis, MS
Curriculum Specialist

Walt Hanline
Superintendent
541-937-2124
whanline@lowell.k12.or.us

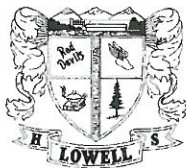
Lowell Jr./Sr. High
65 South Pioneer Street
Lowell, Oregon 97452
541-937-2124 FAX 937-2112

Lundy Elementary
45 South Moss Street
Lowell, Oregon 97452
541-937-2105 FAX 937-8709

LANE COUNTY SCHOOL DISTRICT 71

Lowell/Fall Creek

www.lowell.k12.or.us



Kay Graham
K-12 Principal
541-937-2124
kgraham@lowell.k12.or.us

Nathan Bowers
Technology & Food Service
541-520-5577
nbowers@lowell.k12.or.us

Debi McNamara
Business Office
541-937-8405
dmcnamara@lowell.k12.or.us

May 15, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Dr. Kordosky,

This letter is to verify that the Lowell School District is delighted to be invited to participate in the STELLAR Project designed to improve arts education and writing in rural schools. We understand that you are submitting a grant proposal to the Professional Development for Arts Educators sponsored by the U.S. Department of Education. Please consider this letter of support a sign of our commitment to the STELLAR project.

Our district is very rural and has a free and reduced lunch population of approximately 80%. We focus on the core programs and do not have funding to focus on the arts. This project will help us focus on the arts and improve opportunity to use digital tools and online resources for art, writing, and technology. We are hoping to work towards having "art in resident" programs and think the STELLAR project will help us achieve this goal.

We hope to use the STELLAR project as an avenue to improve our teachers' ability to teach the visual arts and increase skill level in teaching informational writing required by the new Common Core State Standards.

Again, thank you for this opportunity and we look forward to working with you through the STELLAR project.

Sincerely,

A handwritten signature in cursive script that reads "Kay D. Graham".

Kay D. Graham
K-12 Principal

VTS Visual Thinking Strategies™

May 14, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don:

We are excited to be invited to participate in the *STELLAR Project*, a collaborative initiative between the Oakridge School District, the Lane ESD, and the University of Oregon designed to improve arts education and informational writing across the curriculum in Lane County's rural schools. We understand that you are submitting a grant proposal to the *Professional Development for Arts Educators* (PDAE) competition, sponsored by the U.S. Department of Education's Office of Innovation and Improvement. Please consider this letter of support a sign of our commitment to the *STELLAR Project*, and our willingness to participate fully when funded.

Visual Thinking Strategies (VTS) will support the STELLAR Project by providing teacher professional development in the visual arts to participating classroom teachers in rural and underserved elementary, middle, and high schools. In addition to supporting the implementation of this research-based program through group and individual professional development, we will also continue to support the Jordan Schnitzer Museum of Art's staff with training, expertise, and resources.

Visual Thinking Strategies will be a key partner and we look forward to collaborating with the University of Oregon's Center for Advanced Technology in Education, the Jordan Schnitzer Museum of Art, the Oregon Writing Project, and the five participating districts in Lane County. Together we will assist teachers to integrate a visual arts program that has been shown to significantly increase critical thinking skills, and positively affect test scores. VTS has a strong presence in arts integration programs and aligns perfectly with the program's objectives and outcomes. The STELLAR Project's comprehensive and responsive arts education and writing program is designed to support the Common Core and this partnership will provide teachers with meaningful and successful strategies for introducing the arts to diverse students at all schools.

We look forward to being involved with the STELLAR Project and know it could serve as a model for school and arts partnerships where students not only gain significant experiences in the arts, but also gain critical thinking and 21st century skills that will carry them throughout their scholastic experience and beyond.

Yoon Kang-O'Higgins
Executive Director
Visual Thinking Strategies (VTS)
14 Murray St. Box #143, New York, NY 10007
ykang@vue.org | 206-602-2662



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Research Design • Statistical Analysis • Program Evaluation • Grant Writing • Web Development

May 16, 2014

Don Kordosky,
Oakridge School District,
76499 Rose Street,
Oakridge, OR 97463

Dear Dr. Kordosky,

Thank you for the opportunity to work with you as an external evaluator on your integrated professional development program in the visual arts and writing. I would be pleased to help with the research design, the research process, data analysis, and offer other methodological support as needed. As you may know, I have collaborated with Lynne Anderson and colleagues at the Center on Advance Technology in Education on several past projects, including two OSEP-funded center grants and several other projects funded by the U.S. Department of Education and National Science Foundation.

I have extensive experience with the design and analysis of a wide range of research studies, from focused randomized controlled trials to less formal evaluations of the scale-up of effective intervention across schools and districts. I have served as the lead methodologist, co-investigator, or principal investigator on 34 research projects funded by DOE, NSF, or NIH. For example, I was the external evaluator for an OSEP State Personnel Development Grant funded to the Oregon Department of Education, which produced not only an evaluation for the state but also several manuscripts.

Your intervention is timely and innovative, and I look forward to evaluating its implementation and efficacy. You have clearly put considerable thought into the project. I am very enthusiastic about your application and look forward to working with you and your team.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith Smolkowski".

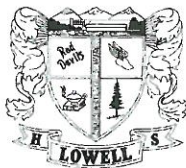
Keith Smolkowski, Ph.D.
Research Methodologist & Principal

Walt Hanline
Superintendent
541-937-2124
whanline@lowell.k12.or.us

LANE COUNTY SCHOOL DISTRICT 71

Lowell/Fall Creek

www.lowell.k12.or.us



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541-937-2124 FAX 937-2112

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541-520-5577
nbowers@lowell.k12.or.us

Debi McNamara
Business Office
541-937-8405
dmcnamara@lowell.k12.or.us

May 15, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Dr. Kordosky,

This letter is to verify that the Lowell School District is delighted to be invited to participate in the STELLAR Project designed to improve arts education and writing in rural schools. We understand that you are submitting a grant proposal to the Professional Development for Arts Educators sponsored by the U.S. Department of Education. Please consider this letter of support a sign of our commitment to the STELLAR project.

Our district is very rural and has a free and reduced lunch population of approximately 80%. We focus on the core programs and do not have funding to focus on the arts. This project will help us focus on the arts and improve opportunity to use digital tools and online resources for art, writing, and technology. We are hoping to work towards having "art in resident" programs and think the STELLAR project will help us achieve this goal.

We hope to use the STELLAR project as an avenue to improve our teachers' ability to teach the visual arts and increase skill level in teaching informational writing required by the new Common Core State Standards.

Again, thank you for this opportunity and we look forward to working with you through the STELLAR project.

Sincerely,

A handwritten signature in cursive script that reads 'Kay D. Graham'.

Kay D. Graham
K-12 Principal

**South Lane
School District 45J3**

455 Adams
P.O. Box 218
Cottage Grove, OR 97424
Phone 541-942-3381
Fax 541-942-8098
www.slane.k12.or.us



May 14, 2014

Krista Parent
Superintendent

Kyle Tucker
Director

Tim Rochholz
Director


Letter of Support for the STELLAR Project:

South Lane School District fully supports the STELLAR Project application and intends to be a full participant if the grant is awarded. Sixty-five percent of the students in our school district live at the poverty level and are challenged to meet the high stakes literacy standards in order to graduate from high school. We are working hard to find motivating and engaging projects and strategies to help students improve their literacy skills and we think the STELLAR Project will do just that. In addition, many of our students are not exposed to the arts or other enrichment exhibits and having the connection with the Jordan Schnitzer Museum of Art will allow these economically disadvantaged students in rural Oregon to open up their world.

Increasing the rigor of Oregon's graduation requirements has been a challenge for many small rural communities and school districts. Finding strong partnerships is one of the keys to leveling the playing field for students across the state in terms of opportunity to meet these rigorous requirements. Many of our students have never visited an art museum and have limited access to the world of art. Bringing these two worlds together has the potential to "open up the world" for students in rural Oregon.

The Oregon Writing Project and the Jordan Schnitzer Art Museum have outstanding reputations for partnering and supporting school districts. South Lane School District is the fourth largest school system out of 16 in the county so the number of students served will impact the county as well.

Thanks for you time and consideration of this worthy proposal.

Sincerely,

Dr. Krista D. Parent, Superintendent
South Lane School District

May 14, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don:

We are excited to be invited to participate in the *STELLAR Project*, a collaborative initiative between Oakridge School District, Lane ESD, and University of Oregon designed to improve arts education and informational writing across the curriculum in Lane County’s rural schools. We understand that you are submitting a grant proposal to the *Professional Development for Arts Educators* competition, sponsored by the U.S. Department of Education’s Office of Innovation and Improvement. Please consider this letter of support a sign of our commitment to the *STELLAR Project*, and our willingness to fully participate, when funded.

Currently, Creswell SD serves nearly 1,300 K-12 students with 60.6% of these students eligible for free or reduced lunch. The District has three schools: Creslane Elementary (grades K-5), Creswell Middle (grades 6-8) and Creswell High School (grades 9-12).

Creswell SD enjoys the strong support from a growing, family-oriented community, with outstanding assistance from the Creswell Education Foundation and local service groups. Our District also has a rich history of partnering with other school districts and local education agencies, including Lane ESD and the University of Oregon, to provide extended opportunities for our students and staff. Without these partnerships, our ability to adequately and effectively prepare our students and staff for success would be limited.

Creswell SD commits to contributing to the *STELLAR Project* by providing in-kind support (e.g., staff time, supplies, equipment, donations) to support activities for the duration of the grant and beyond. We will also support evaluation efforts to measure the impact on teachers and students.

We would like to reiterate our enthusiasm for this program. We believe the *STELLAR Project* has great potential to improve arts education and informational writing across the curriculum in our district.

Sincerely,



Todd Hamilton
Superintendent

May 15, 2014

Dr. Don Kordosky, Superintendent
Oakridge School District
76499 Rose St.
Oakridge, Oregon 97463

Dear Don:

We are excited to be invited to participate in the *STELLAR Project*, a collaborative initiative between the Oakridge School District, the Lane ESD, and the University of Oregon designed to improve arts education and informational writing across the curriculum in Lane County's rural schools. We understand that you are submitting a grant proposal to the *Professional Development for Arts Educators (PDAE)* competition, sponsored by the U.S. Department of Education's Office of Innovation and Improvement. Please consider this letter of support a sign of our commitment to the *STELLAR Project*, and our willingness to participate fully when funded.

- The overall demographics of the Junction City community includes a significant portion of rural/farming connections, a central core of the downtown area in business related occupations and a currently steady 56% of the school population at the Free & Reduced Lunch level.
- Indicative of teacher and administrator interest in improving teacher and student use of digital tools and online resources has been the recent K-12 adoption of English/Language Arts textbooks and materials. Included in the ELA instructional team's combined proposal was over \$100,000 of technology hardware/software and training directly related to the instruction at sequential grade levels.
- The Junction City School District is pleased to be able to provide our support in bringing together visual arts education curriculum as implemented by the Jordan Schnitzer Museum of Art, teaching artists, the staff at the Oregon Writing Project and school educators to increase the integration and sustainability of the arts in student learning through English, Math, Social Studies and Science disciplines.

It is truly our pleasure at being included in the effort to make all teachers in rural schools increasingly skilled at utilizing the visual arts with informational writing aligned with CCSS while enhancing the effective use of digital tools and online resources.

Sincerely,


Kathleen Rodden-Nord, Ph.D.

Superintendent, Junction City School District

EXPERIENCED EDUCATOR with PROVEN TRACK RECORD OF SUCCESS

SUMMARY OF QUALIFICATIONS

- Certified as “Distinguished Administrator,” one of only ten administrators in the State of Oregon who has achieved the highest level of administrator certification. This license recognizes advanced preparation substantially beyond the traditional administrator training program.
- Unique and extensive professional experience in all areas of public education as a district superintendent, special education director; facilities and maintenance director; building principal, building asst. principal, classroom teacher, classified instructional assistant, bus driver, athletic director and coach.
- An expert in differentiation of instruction, proficiency based education implementation and teacher development and accountability.

EDUCATION

- **Doctorate of Education**, Administrative Leadership, Walden University, Minneapolis, MN, 2009
- **M.S. Ed.**, Science Education, Oregon State University, 2001
- **B.S., Biology**, Culver-Stockton College, Canton, MO, 1986
- **A.A., Liberal Arts**, Eastern Arizona College, Thatcher, AZ, 1984

LICENSURE

- Oregon Distinguished Administrator License, Current through February 13, 2015
- Oregon and Missouri Teaching Certification, Secondary, Biology

HIGHLIGHTED PROFESSIONAL EDUCATION EXPERIENCE

Superintendent Experience

- Served as Oakridge School District Superintendent from 2006 – current.
- Facilitated ODE Title Audit and developed protocol that was implemented by LESD as a template for all Lane County School Districts
- Led negotiations with classified and certified unions through multiple collective bargaining agreements
- Initiated district wide improvements including: standardized outcomes for middle school to high school advancement; initiated District-wide gifted education program; application and awarding of federal bio-fuel heating system for Oakridge Elementary School; application and awarding of multimillion dollar 21st Century five year grant award; Initiated Westridge School Alternative Program that serves students from three districts (Pleasant Hill; Lowell; Oakridge); implemented proficiency based education;
- Initiated and successfully implemented 5 year technology enhancement plan

Additional District Level Experience

- Experienced as Special Education Director (2010-2011)
- Lincoln County Activities Association Executive Board (1996-2003); Chairman, 1997-2002
- Assistant Superintendent (2005-2006)
- Director of Facilities and Maintenance (2012-2013)
- District Testing Coordinator (2003-2008)
- Human Resource Director (2003-2013)

Building Level Administrative Experience

- Building Principal, Oakridge High School (2003-2013)
- Building Principal, Oakridge Junior High School (2007-2013)
- Assistant Principal, Waldport High School (2000-2003)
- Waldport High School and Waldport Middle School Athletic Director (1996-2003)

- Head Teacher, Waldport Alternative Charter School (1996-2000)
- AP Coordinator, Oakridge High School (2006-2010; 2011-2013)
- Testing Coordinator, Waldport High School/Oakridge High School (1999-2003/2003-2013)

Other Educational Employment Experience

- Music Teacher, Waldport Middle School and Waldport High School (1993-1994)
- Advisor mentor for students enrolled in University of Oregon IAL and completing practicum
- Classroom Teacher, Dan Hinton Special Education Accommodation School (1989-1990)
- Music Teacher, Newport Middle School (1991-1992)
- Head or Asst. Varsity Coach: Football; Wrestling; Baseball; Basketball
- Integrated Pest Management Coordinator; Oregon Licensed Pesticide Applicator
- Computer Lab Coordinator
- Community Coach: Softball and T-ball
- School Bus Driver; Inst. Aide at Dan Hinton Special Education Accommodation School (1987-1990)
- Experienced as Technology Lab Instructional Assistant

Additional Educational Activities

- Member: "TEAM OAKRIDGE" Intergovernmental Partnership of Eastern Lane County Public Services
- Implemented Proficiency Based Education prior to ODE Mandates (HB 2220)
- Differentiation of Instruction Trainer
- Experienced in Oregon initiatives, including but not limited to: OEIB, SB 290 (Teacher Evaluations); Achievement Compacts; Division 22 Standards; Common Core State Standards (CCSS); eCIPs; 21st Century School Requirements; Title Audits;
- Implemented Teacher Mentoring Program
- 'Key Note' speaker or Session Speaker on Education Reform on the local, state and national level.
- Prepared and implemented budgets: district and building level (declining and increasing revenue situations)
- Author of two published books (Gifted Education and Four Day School Week) and journal articles
- Extensive grant writing experience: Charter Schools; Gifted Education; Family Resource Center; 21st Century Schools; Lane Electric Efficiencies Grant, Race to Top, District; Gear-Up Grant; etc.
- Participant in Oregon Legislative Subcommittees
- Participant or facilitator in district committees associated with: Manifestation Determinations; IEPs; TAGEPS; Change of Placement Meetings; SITE Councils; Safety Councils; Expulsion Hearings; Employee termination hearings
- Facilitated multitudes of School Board Meetings; School Board Work Sessions; School Board Executive Sessions; Negotiation Sessions; Budget Committee Meetings;
- Oakridge School District Teacher Evaluation Committee
- Experienced in both closing an existing school and opening a new school
- Established "HORIZON Committee" to investigate future district changes and propose alternatives

ASSOCIATIONS

- Membership: Oregon Association of School Executives; National Association of Gifted Children; National Association of Secondary School Principals; American Association of School Administrators; National Association of School Superintendents; Oregon Association of Secondary School Administrators; Confederation of Oregon School Administrators

REFERENCES

Available upon Request

Dr. Kordosky

"Knows every aspect of running a district from the duties of a teacher, to a classified bus driver to the superintendent."

VITA
Lynne Anderson-Inman, Ph.D.

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Email: LynneAI@uoregon.edu, lynneandrs@gmail.com

EDUCATION

University of Oregon	Ph.D., 1978 (Special Education, C&I)
University of Wisconsin – Oshkosh	M.A., 1974 (Special Education)
University of Wisconsin – Madison	B. A., 1970 (Comparative Literature, Psychology)

PROFESSIONAL EXPERIENCE

2009 – present	Co-PI, Mathematics eText Research Center (MeTRC), University of Oregon
2005 – present	Director, National Center for Supported eText (NCSeT), University of Oregon
2003 - present	Director, Oregon Writing Project at the University of Oregon
1995 - 2010	Director, Center for Advanced Technology in Education (CATE), U. of Oregon
1991 - 2012	Director, Center for Electronic Studying, College of Education, U. of Oregon
1982- present	Tenure-Line Faculty, College of Education, University of Oregon

SELECTED GRANT AWARDS

Project SAIL: Strategies for Academic Internet Learning. U.S. Department of Education, Institute for Education Sciences (IES). \$1,500,000 (2010-2014).

Project DIRECT: Distance Innovations for Rural Educators using Communication Technologies. U.S. Department of Education, Title II, Part A. \$199,845 (2010-2013)

Project ESTRELLAS: Electronic Supported Text Research for English Language Learner Academic Success. U.S. Department of Education, Institute for Education Sciences (IES). \$1,500,000 (2009-2013).

Mathematics eText Research Center. (MeTRC). U.S. Department of Education, Office of Special Education Programs. \$5,000,000 (2009-2014) (Co-PI with Dr. Mark Horney)

Project SOAR: Strategies for Online Academic Reading. U.S. Department of Education, Office of Special Education Programs (OSEP). \$400,000 (2009-2011)

National Center for the Study of Supported eText (NCSeT) U.S. Department of Education, Office of Special Education Programs (OSEP). \$3,000,000 (2005-2013)

Oregon Writing Project (OWP) at the UO. U.S. Department of Education, through the National Writing Project (NWP). \$476,342 (2003-2014).

Project DRAW: Digital Reading and Writing. U.S. Department of Education, Title II, Part A (through Teaching Research Institute). \$316,822 (2007-2009)

CBSS Online: Evaluating the Impact of an Online Course in Computer-Based Study Strategies. U.S. Department of Education, Office of Special Education Programs (OSEP). \$600,000 (2005-2007)

- Project WRITE: Writing Revitalization through Integrated Technology and Enrichment.* Oregon University System, Title II, Part A. \$277,453 (2004-2007)
- Project INTERSECT: Internet Texts with Electronic Resources, Supportive Enhancements, and Comprehension Tools (Steppingstones: Phases 1 and 2).* U.S. Department of Education, Office of Special Education Programs (OSEP), \$800,000 (1998-2004).
- Project EXCEL: Excellence through Computer Enhanced Learning.* U.S. Department of Education, Office of Special Programs. \$450,000 (2001-2005).
- Web de Anza Project: Online Learning to Promote Historical Inquiry.* National Endowment for the Humanities - \$250,000, Consortium for Education, U.S. Department of Education - \$50,000, National Park Services - \$76,351, and SRS Technologies - \$100,000 (1997-2005).
- Project ACCESS: Accessing the Curriculum via Computer-Enhanced Study Strategies.* U.S. Department of Education, Office of Special Education Programs. \$450,000 (2000-2004).

SELECTED RELEVANT PUBLICATIONS/PAPERS

- Frisbee, M. Anderson-Inman, L., Rivas, C., Terrazas-Arellanes, F. (in preparation). Using design-based research to develop and test an e-reading system for English Language Learners. To be submitted to *Educational Technology Research and Development*.
- Terrazas-Arellanes, F., Anderson-Inman, L., Walden, E., Frisbee, M. (in preparation). Project ESTRELLAS: The impact of online reading supports and strategies on students' vocabulary and reading comprehension. To be submitted to *TESOL Quarterly*.
- Rivas, C., Anderson-Inman, L., Frisbee, M. & Terrazas-Arrelanes, F. (in preparation). The ESTRELLAS eLiteracy Kit: Online tools and strategies to support adolescent literacy for English Language Learners. To be submitted to *Journal of Adolescent and Adult Literacy*.
- Anderson-Inman, L. & Frisbee, M. (in press). Supported etext: Enhanced reading and learning for struggling students through strategic use of digital resources. To be published in Li Jen-Yi & Victor Chen (Eds) *Inclusive Education in the New Media Era*. New York: Springer.
- Anderson-Inman, L. (2009). Supported etext: Literacy scaffolding for students with disabilities. *Journal of Special Education Technology*, 24(3), 1-8
- Anderson-Inman, L., Terrazas-Arellanes, F., Slabin, U. (2009). Supported etext in captioned videos: A comparison of expanded versus standard captions on student comprehension of educational content. *Journal of Special Education Technology*, 24(3), 21-34.
- Horney, M. A., Anderson-Inman, L., Terrazas-Arellanes, F., Schulte, W., Mundorf, J., Smolkowski, K., Katz-Buonincontro, J. & Frisbee, M. (2009). Exploring the effects of digital notetaking on student comprehension of science texts. *Journal of Special Education Technology*, 24(3), 45-61.
- Anderson-Inman, L. (2009). Thinking between the lines: Literacy and learning in a connected world. *On the Horizon*, 17(2), 122-141.
- Keeler, C., Richter, J., Anderson-Inman, L., Horney, M., & Ditson, M. (2008). What works for exceptional learners: Differentiated instruction online. Chapter 10 in C. Cavanaugh & R. Blomeyer (Eds.) *What works in K-12 online learning*. Eugene, OR: International Society for Technology in Education (ISTE).

- Anderson-Inman, L. & Horney, M. (2007) Supported etext: Assistive technology through text transformations. *Reading Research Quarterly*. 42 (1), 153-160.
- Anderson-Inman, L. (2004) Reading on the Web: Making the most of digital text. *Wisconsin State Reading Association Journal*. 44 (2), 8-14.
- Anderson-Inman, L. & Ketterer, K. (2003). Technology in language arts and foreign language instruction. Chapter 10 in M. Roblyer (Ed.) *Integrating educational technology into teaching* (third edition). (pp. 235-252) Columbus, OH: Merrill.
- Knox, C., & Anderson-Inman, L. (2001). Migrant ESL: High school students succeed using networked laptops. *Learning and Leading with Technology*, 28(5), 18-21, 52-53.
- Horney, M.A & Anderson-Inman, L. &. (1999). Supported text in electronic reading environments. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 15(2), 127-168.
- Anderson-Inman, L., Knox-Quinn, C & Szymanski, M. (1999). Computer-supported studying: Stories of successful transition to post-secondary education. *Career Development and Exceptional Individuals*, 22(2), 185-212.
- Anderson-Inman, L. & Ditson, L. (1999). Computer-based concept mapping: A tool for negotiating meaning. *Learning and Leading with Technology*, 26(8), 6-13.
- Anderson-Inman, L. & Horney, M. (1999). Electronic books: Reading and studying with supportive resources. *Reading Online*. Available at <http://www.readingonline.org>.
- Anderson-Inman, L. & Horney, M. (1998). Transforming text for at-risk readers. In D. Reinking, L. Labbo, M. McKenna, & R. Kieffer (Eds.). *Handbook of literacy and technology: Transformations in a post-typographic world*. (pp. 15-43.). Mahwah, NJ: Lawrence Erlbaum.
- Anderson-Inman, L. & Reinking, D. (1998). Learning from text in a technological society. In C. Hynd, S. Stahl, B. Britton, M. Carr, & S. Glynn (Eds.) *Learning from text across conceptual domains in secondary schools*. (pp.165-191) Mahwah, NJ: Lawrence Erlbaum.
- Anderson-Inman, L. (1998). Electronic text: Literacy medium of the future. *Journal of Adolescent and Adult Literacy*, 41(8), 678-682.

SELECTED RECENT CONFERENCE PRESENTATIONS

- Challenges and Opportunities When Working With English Language Learners: The ESTRELLAS Project*. IES Project Directors Conference, Washington, DC, March 6, 2013.
- The ESTRELLAS Project: Preliminary Findings for a Supported eText Intervention for Middle School ELLs*. AERA, Vancouver, B.C., April 15, 2012. (With F. Terrazas and M. Frisbee)
- Promoting English Language Learner Academic Success with an eText Reading System*. Council for Exceptional Children, Denver, CO: April 12, 2012 (With M. Frisbee and F. Terrazas)
- Supported eText on the iPad*. Presented at the annual Council for Exceptional Children (CEC) conference. Denver, CO, April 2012 (with Mindy Frisbee).
- Accessing Grant Opportunities*. Invited presentation at the National Writing Project Annual Meeting. Chicago, IL: November 4, 2011.

Literacies for Learning in Immersive Worlds. Invited presentation at the National Writing Project Annual Meeting. Orlando, FL: November 18, 2010.

Getting STEM Savvy. Invited presentation at the National Writing Project Annual Meeting. Orlando, FL: November 19, 2010 (with Laura Roop, University of Michigan).

Co-Resourcing in Long Term Partnerships. Invited panel presentation at the National Writing Project Partnerships Institute, Wellesley, MA. July 18, 2009.

Accessible Instructional Materials: The Road from Access to Achievement. Council for Exceptional Children (CEC) conference. Seattle, WA April 2, 2009. (with C. Hitchcock)

Historical Inquiry Online: Scaffolds and Strategies for Accessing Historical Archives and Images. Featured speaker at the Technology, Reading and Learning Diversity Conference. San Francisco, CA. January 23, 2009.

Literacies for Learning in 3D Immersive Worlds. Featured speaker at the Technology, Reading and Learning Diversity Conference. San Francisco, CA. January 24, 2009.

Digital Texts: The Road from Access to Achievement. Featured speaker at the Technology, Reading and Learning Diversity Conference. San Francisco, CA. January 22, 2009.

Making the Most of Digital Texts: Reading and Learning with Supported eText. Presentation at the PATINS 2008 State Conference, Indianapolis, IN. November 10 & 11, 2008.

Making the Most of Digital Texts: Reading Across the Curriculum with Supported eText. Invited presentation at the Texas Assistive Technology Conference. Houston, TX. June, 2008

Digital Texts That Work: What We Know and What We Don't. Council for Exceptional Children (CEC) Annual Convention. April, 2008. Boston, MA (with Dr. Judith Zorfass)

Making the Most of Digital Texts: Evidenced Based Strategies for Improving Reading Comprehension of Content Area Materials. Featured presenter at the Technology Reading and Learning Difficulties Conference. January, 2008. San Francisco, CA.

Literacy for Learning in 3-D Virtual Worlds. Featured presenter at the Technology Reading and Learning Difficulties Conference. January, 2008. San Francisco, CA.

SELECTED EDITORIAL ACTIVITIES

Editorial Board: *Exceptional Children* 2000 – 2009

Editorial Board: *Journal of Special Education Technology*

Associate Editor: *Reading Online* 1997-2000

Contributing Editor: *Journal of Teacher Education in Special Education* 2005-2006

Column Editor: *Journal of Adult and Adolescent Literacy (JAAL)* 1994-1999

Keith Smolkowski

EDUCATION

University of Oregon, Eugene, OR B.S. 1990 Mathematics, Psychology
University of Oregon, Eugene, OR M.S. 1995 Decision Sciences, Mathematics, Psychology
University of Oregon, Eugene, OR Ph.D. 2006 Special Education

PROFESSIONAL EXPERIENCE

1991-07 Senior Research Analyst, Oregon Research Institute, Eugene, OR
2003- Research Methodologist & Principal, Abacus Consulting, LLC, Eugene, OR
2007-11 Associate Research Scientist, Oregon Research Institute, Eugene, OR
2011- Research Scientist, Oregon Research Institute, Eugene, OR

PROFESSIONAL ACTIVITIES (SELECTED)

Manuscript and Application Reviews

2006 CDC Health Promotion and Disease Prevention Research Centers Panel
2006- *Prevention Science*
2006-08 *Scientific Studies of Reading*
2007 *Journal of School Psychology*
2008-12 IES Early Intervention and Early Childhood Education Panel
2009- *Child Development*
2010 IES Basic Processes Research Panel
2011- *Assessment for Effective Intervention* (Editorial Board)
2011-12 *Early Childhood Research Quarterly*
2011- *Journal of Positive Behavior Interventions*
2012- *Elementary School Journal* (Co-Editor)
2012-13 *Human Psychopharmacology: Clinical and Experimental*
2012 *Journal of Statistics Education*
2013 *Journal of Early Education*
2013 *Remedial and Special Education*
2014- *School Psychology Quarterly* (Editorial Board)

Methodological and Statistical Consultation

1990- University of Oregon, College of Education and Departments of Psychology and Human Physiology
1998-02 University of Washington, Parenting Research Clinic, School of Nursing
2005-08 Western Regional Reading First Tech Assistance Center, Eugene, OR
2005-08 Dynamic Measurement Group, Eugene
2006-12 Oregon Department of Education (External Evaluator)
2006-11 University of Nebraska-Lincoln, Center for At-Risk Children's Services
2008-09 University of South Carolina, Psychology Department
2010 Institute of Education Sciences
2010- Texas Christian University, Special Education Department
2012- Instructional Research Group, Los Alamitos, CA
2012- Committee for Children, Seattle, WA
2013- Safe and Civil Schools, Eugene, OR

PEER REVIEW PUBLICATIONS (SELECTED)

Thurber, R., Shinn, M., & Smolkowski, K. (2002). What is measured in mathematics tests? Construct validity of curriculum-based mathematics measures. *School Psychology Review, 31*, 498-513.
Smolkowski, K., Biglan, A., Barrera, M., Taylor, T. K., Black, C., & Blair, J. (2005). Schools and homes in partnership (SHIP): Long term effects of a preventive intervention focused on social behavior and reading skill in early elementary school. *Prevention Science, 6*(2), 113-125.
Gunn, B., Smolkowski, K., Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill of Hispanic and non-Hispanic students through supplemental instruction. *Journal of Special Education, 39*(2), 66-85.
Smolkowski, K., Biglan, A., Dent, C., & Seeley, J. (2006). The multilevel structure of four adolescent problems. *Prevention Science, 7*(3), 239-256.
Baker, S. K., Smolkowski, K., Katz, R., Fien, H., Seeley, J. R., Kame'enui, E. J., & Thomas Beck, C. (2008). Reading fluency as a predictor of reading proficiency in low performing high poverty schools. *School Psychology Review, 37*(1), 18-37. [2008 SPR Article of the Year]

- Blonigen, B., Harbaugh, W., Singell, L., Horner, R. H., Irvin, L. K., & Smolkowski, K. (2008). Application of economic analysis to School-Wide Positive Behavior Support (SWPBS) programs. *Journal of Positive Behavior Interventions, 10*(1), 5-19.
- Crawford, L., & Smolkowski, K. (2008). When a "sloppy copy" is good enough: Results of a state writing assessment. *Assessing Writing, 13*, 61-77.
- Danaher, B. G., Smolkowski, K., Seeley, J. R., & Severson, H. H. (2008). Mediators of a successful web-based smokeless tobacco cessation program. *Addiction, 103*(10), 1706-1712.
- Gordon, J., Biglan, A., & Smolkowski, K. (2008). The impact on tobacco use of branded youth antitobacco activities and family communications about tobacco. *Prevention Science, 9*(2), 73-87.
- Clarke, B., Baker, S. K., Smolkowski, K., & Chard, D. (2008). An analysis of early numeracy curriculum-based measures: Examining the role of growth in student outcomes. *Remedial & Special Education, 29*(1), 46-57.
- Fien, H., Baker, S. K., Smolkowski, K., Smith, J. M., Kame'enui, E. J., & Thomas Beck, C. (2008). Using nonsense word fluency to measure reading proficiency in K-2 for English learners and native English speakers: Concurrent and predictive validity from Reading First schools. *School Psychology Review, 37*(3), 391-408.
- Rusby, J. C., Smolkowski, K., Marquez, B., & Taylor, T. K. (2008). A small-scale randomized efficacy trial of Carescapes: Enhancing children's social development in child care. *Early Childhood Research Quarterly, 23*(4), 527-546.
- Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, controlled trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*(3), 133-144.
- Smolkowski, K., Danaher, B. G., Seeley, J. R., Kosty, D. B., & Severson, H. H. (2010). A comparison of methods for imputing missing binary outcome data from a successful Web-based smokeless tobacco cessation program. *Addiction, 105*(6), 1005-1015.
- Baker, S. K., Smolkowski, K., Smith, J., Fien, H., Kame'enui, E., & Thomas Beck, C. (2011). Impact of Oregon Reading First on student reading outcomes. *Elementary School Journal, 112*, 307-331.
- Clarke, B., Smolkowski, K., Baker, S., Fien, H., & Chard, D. (2011). The impact of a comprehensive Tier 1 kindergarten curriculum on the achievement of students at-risk in mathematics. *Elementary School Journal, 111*(4), 561-584.
- Gunn, B., Smolkowski, K., & Vadasy, P. (2011). Evaluating the effectiveness of Read Well Kindergarten. *Journal of Research on Educational Effectiveness, 4*(1), 53-86.
- Gunn, B., Vadasy, P., & Smolkowski, K. (2011). Instruction to help young children develop language and literacy skills: The roles of program design and instructional guidance. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 14*(3), 157-173.
- Chaparro, E. A., Ryan-Jackson, K., Baker, S. K., & Smolkowski, K. (2012). Effective Behavioral and Instructional Support Systems: An integrated approach to behavior and academic support at the district level. *Advances in School Mental Health Promotion, 5*(3), 161-176.
- Chaparro, E. A., Smolkowski, K., Baker, S. K., Hanson, N., & Ryan-Jackson, K. (2012). Closing the implementation gap with increased collaboration on behavior and literacy evidence-based practices. *Psychology in the Schools, 49*(5), 465-482.
- Doabler, C., Cary, M. S., Jungjohann, K., Clarke, B., Fien, H., Baker, S. K., Smolkowski, K., & Chard, D. J. (2012). Enhancing core mathematics instruction for students at risk for math disabilities. *Teaching Exceptional Children, 44*(4), 48-57.
- Horner, R., Swaminathan, H., Sugai, G., & Smolkowski, K. (2012). Expanding analysis and use of single case research. *Education and Treatment of Children, 35*(2), 269-290.
- Ratchford, S. M., Bailey, A. N., Senesac, H. A., Hocker, A. D., Smolkowski, K., Lantz, B. A., Jewett, B. A., Gilbert, J. S., & Dreyer, H. C. (2012). Proteins regulating cap-dependent translation

- are downregulated during total knee arthroplasty (TKA). *American Journal of Physiology – Regulatory, Integrative and Comparative Physiology*, 302(6), R702-R711.
- Smolkowski, K., & Gunn, B. (2012). Reliability and validity of the Classroom Observations of Student-Teacher Interactions (COSTI) for kindergarten reading instruction. *Early Childhood Research Quarterly*, 27(2), 316-328.
- Cena, J., Baker, D. L., Kame'enui, E. J., Baker, S. K., Park, Y., & Smolkowski, K. (2013). The impact of a systematic and explicit vocabulary intervention in Spanish with Spanish-speaking English learners in first grade. *Reading and Writing*, 26(8), 1289-1316.
- Dreyer, H. C., Strycker, L., Senesac, H. A., Hocker, A. D., Smolkowski, K., Shah, S. N., & Jewett, B. (2013). Essential amino acid supplementation mitigates muscle atrophy and restores functional mobility following total knee arthroplasty. *Journal of Clinical Investigation*, 123(1), 4654-4666.
- Marchand, E., & Smolkowski, K. (2013). Forced intercourse, individual and family context, and risky sexual behavior among adolescent girls. *Journal of Adolescent Health*, 52(1), 89-95.
- Nelson-Walker, N. J., Fien, H., Kosty, D. B., Smolkowski, K., Smith, J., & Baker, S. (2013). Evaluating the effects of a systemic intervention on first grade teachers' explicit reading instruction. *Learning Disability Quarterly*, 36(4), 215-230.
- Rusby, J. C., Jones, L. B., Crowley, R., & Smolkowski, K. (2013). The Child Care Ecology Inventory: Assessing the quality of family child care for promoting positive social development in preschool-age children. *Early Childhood Research Quarterly*, 28, 947-959.
- Rusby, J. C., Jones, L. B., Crowley, R., & Smolkowski, K. (2013). Associations of caregiver stress with working conditions, caregiving practices, and child behaviour in home-based child care. *Early Child Development and Care*. Advance online publication.
- Smolkowski, K., Strycker, L., & Seeley, J. R. (2013). The role of research evaluation for interventions on school-related behavior disorders. In H. M. Walker & F. M. Gresham (Eds.), *Handbook of evidence-based practices for students having emotional and behavioral disorders* (pp. 552-566). New York: Guilford.
- Doabler, C., Nelson-Walker, N., Kosty, D., Fien, H., Baker, S., Smolkowski, K., & Clarke, B. (2014). Examining teachers' use of evidence-based practices during core mathematics instruction. *Assessment for Effective Intervention*, 39(2), 99-111.
- Marquez, B., Marquez, J., Vincent, C. G., Pennefather, J., Sprague, J., Smolkowski, K., & Yeaton, P. (2014). Iterative development and initial evaluation of *We Have Skills!*, an innovative approach to teaching social skills to elementary students. *Education and Treatment of Children*, 37, 137-161.
- Clarke, B., Doabler, C. T., Strand Cary, M., Kosty, D., Baker, S., Fien, H., & Smolkowski, K. (in press). Development and preliminary evaluation of a Tier 2 intervention targeting whole number concepts in first grade mathematics: Utilizing a theory of change to guide formative evaluation activities. *School Psychology Review*.
- Doabler, C., Baker, S., Kosty, D., Smolkowski, K., Clarke, B., Miller, S. J., & Fien, H. (in press). Examining the association between explicit mathematics instruction and student mathematics achievement. *Elementary School Journal*.
- Fien, H., Smith, J. L. M., Smolkowski, K., Baker, S. K., Nelson, N., & Chaparro, E. A. (in press). An examination of the efficacy of a multi-tiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*.
- Smolkowski, K., Cummings, K., & Strycker, L. (in press). Fluency measures, their evaluation, and the methods to select students at risk for reading difficulties illustrated with DIBELS (6th Edition) measures. In Cummings, K., & Petscher, Y. (Eds.), *The fluency construct*. New York: Springer.
- Swaminathan, H., Rogers, H. J., Horner, R., Sugai, G., & Smolkowski, K. (in press). Regression models for the analysis single case designs. *Neuropsychological Rehabilitation*.

VITAE
Peggy A. Marconi

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EDUCATION Oregon State University MEd 1978
 Oregon State University BS 1971

PROFESSIONAL APPOINTMENTS

2007-Present *Research Assistant*, Center for Advanced Technology in Education,
 College of Education, University of Oregon
 Associate Director, Oregon Writing Project, Center for Advances
 Technology in Education, University of Oregon
1999-2006 State Department of Education *Language Arts Content Panel*
1981-2006 *Teacher*, Oakridge School District; Oakridge, Oregon
1980-1981 *Teacher*, Sandy Union High School; Sandy, Oregon
1977-1988 *Curriculum Specialist*, POIC Alternative School; Portland, Oregon
1974-1977 *Director*, Fairbanks Reading Clinic; Fairbanks, Alaska
1973-1974 *Teacher*, Lathrop High School; Fairbanks, Alaska
1971-1973 *Teacher*, Parkrose School District; Portland, Oregon

CONFERENCE WORKSHOPS AND PRESENTATIONS

2014 *SEED Argument and Informational Writing*: Managed logistics and
 conducted presentations for Awbry Park Elementary 2013-Present
 NWP Digital Is: Curator for NWP Web Site, 2014- present
2013 *Southern Oregon Tech Summit*: Presentation on Building Community
 with Online Learners, Ashland, OR
 NWP clmooc facilitator: Online work for Digital Is (NWP Web Site),
 2013-Present
 OWP Online Practicum for Summer 2012 Institute: Assisted with logistics
 and presentations for global audience, 2013
 SEED Argumentative and Opinion Writing: Assisted with logistics and
 conducted multiple presentations for Bertha Holt Elementary *NWP Blog*
 Radio Panel on The Role of the Administrator in Professional
 Development, 2013
2012 *Online Global Oregon Writing Project Summer Institute*: Assisted with
 logistics and conducted multiple presentations for global audience,
 NCCE Annual Meeting: Presentation of Building Community Online,
 Portland, OR, 2012

- SEED High Needs High School*: Assisted with logistics and presentation for Hidden Valley Teachers, Medford, OR, 2012-Present
- SEED Argumentative and Opinion Writing*: Assisted with logistics and presentations for Bertha Holt Elementary in Eugene, OR and with Cascade Elementary in Lebanon, OR, 2012-Present
- 2011 *Project DIRECT: Online Digital Literacy for Rural Educators*: Assisted with logistics and presentation for rural teachers in seven school districts throughout southern Oregon, 2011-2013
- IEEE International Annual Meeting*: Presentation of Immersive Education, Portland, OR, 2011
- National Writing Project Annual Meeting: Presentation on Digital Literacy/Digital Is, Chicago, 2011*
- Southern Oregon Tech Summit*: Presentation of Immersive Online Community Building, Ashland, 2011
- 2010 *National Writing Project Annual Meeting/Postcard Session: Rural School Partnerships: Philadelphia, PA 2010*
- National Writing Project Annual Meeting Presentation on School Partnerships:Philadelphia, PA 2010*
- Rural Schools Digital Literacy Institute*: Assisted with logistics and presentation for rural teachers in Lane and Grant County, October 2010
- 2009 *Oregon Writing Project Integrated Institute*: Assisted with logistics and presentations for teachers, Mapleton, OR 2009-2010
- OWP by the Sea*: Assisted with logistics and presentation for Oregon teachers, OIMB 2009-2010
- National Writing Project presentation on School Partnerships: Annual Meeting in San Antonio, Texas 2009*
- 2008 *OWP Technology Teacher Consultant Web Conferences*: Assisted with logistics and presentation for teachers, Eugene, OR 2008-2010
- Project DRAW 2.0: Digital Reading and Writing*: Assisted with Logistics and presentation for teachers, Dayville, OR January 2008
- 2007 *Project WRITE: Integrating Literacy and Technology*. Assisted with logistics and presentation for teachers. Eugene, Oregon February, 2007
- Project DRAW: Digital Reading and Writing*. Assisted with logistics and presentation for teachers. Eugene, OR June, 2007
- Project WRITE: Integrating Literacy and Technology*. Assisted with logistics and presentation for teachers. Eugene, OR June, 2007
- Project WRITE: Lesson Study*. Assisted with logistics and presentation for teachers. Eugene, OR October, 2007
- logistics and presentation for teachers, Eugene, OR 2008-Present
- 2006 *Oregon Writing Project Outreach: Westridge Middle School*: Presentations on writing instruction using NWP model
- Westridge Middle School, Westfir, OR September 2006 – June 2006
- Writing Process and Scoring Guide*: Multiple presentations for Teachers of Westridge Middle School, Westfir, OR
- 2005 *Consortium of Reading Excellence*: Multiple presentations for Teachers of Westridge Middle School, Westfir, OR 2002-2005

- 2001 *TESA and Oregon Content Standards*: Co-presented with Ken Hermens for teachers of Westridge Middle School, Westfir, OR
- 2000 *Douglas County ESD: Curriculum and Instruction Summer Institute*: Presentation to teachers on engaging students, Roseburg, OR August, 2002
- 1999 *Integrating Language Arts in the Content Areas*: Presentation for teachers of Sutherland Middle School, Sutherlund, OR, March, 1999
- 1998 *Integrating English, Math and Science in the Middle School*: Presentation for teachers of Hermiston Middle School, Hermiston, OR October, 1998
- 1997 *Integration: One Success Story*: Presentation for Consortium of School Administrators State Dept of Education, Salishan, OR January 1997
- 1992 *Lane County Education Service District: Video Production*: Presented multiple workshops for teachers, Eugene, OR 1992-2002
Imagination Revolution: Presented video yearbook production for teachers University of California at Davis, CA March, 1992
- 1991 *National Association Teachers of Journalism: Video Yearbook*: Presentation for teachers on the production of video yearbooks Anaheim, CA March 1986
- 1977 *International Reading Association: Reading in the Content Area*; Presentation to teachers at the Western Region Conference, Spokane, WA March, 1977

PUBLICATIONS/GRANTS

- 2009-Present Co-authored annual Oregon Writing project Grants with Lynne Anderson, PhD, Director of OWP/UO
- 2004 Peggy Marconi, Tamara Skordahl & Kathy Spencer, *Comprehensive School reform Grant, 2004* (\$365,000)
- 2002 Authored and co-authored *Title I Grants* from 1974-2002: Fairbanks, AK annual grant award \$942,000; Sandy, OR annual award \$87,000; Oakridge, OR annual award \$230,000+
- 2000 Peggy Marconi, Bob Holly, *Goals 2000: Integrated Education* (\$20,000)
- 1996 Peggy Marconi. *Alternative Education Grant* (\$92,000)
- 1995 *Images* – Lane Country Literary Magazine staff member for 10 years

HONORS AND AWARDS

- 1996 Presidential Citation for Excellence in Education for the State of Oregon
- 1994 NOAA Teacher at Sea Program
- 1992 PTO Teacher of the Year for Oakridge, Oregon
- 1989 Phi Beta Kappa Outstanding Educator--Lane County
- 1997 Secondary Teacher of the Year for Fairbanks, Alaska

LISA ABIA-SMITH

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Eugene, Oregon 97405

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abia@uoregon.edu

EDUCATION

M.A.	John F. Kennedy University <i>Orinda, California</i>	1992	Museum Studies
B.A.	St. Mary's College of California <i>Moraga, California</i>	1989	Art
Study Abroad	American Institute of Universities <i>Aix-en-Provence, France</i>	1988	Art History

PROFESSIONAL EXPERIENCE

1997- present

Director of Education and Outreach, Jordan Schnitzer Museum of Art at the University of Oregon, Eugene, Oregon

Adjunct Associate Professor, Dept. of Arts and Administration, University of Oregon, Eugene, Oregon (2001-present)

- Administer all aspects of the Museum of Art's public programming including developing, implementing and evaluating scholarly symposia, lecture series, gallery talks, family days, tours, workshops, and studio classes for diverse audiences including adults, university students, families, and children.
- Serve as a lead team member with curatorial staff and exhibition designer to plan exhibitions and re-installations of temporary and permanent works of art. Write interpretive labels, and create supportive education and outreach programs to accompany exhibitions.
- Develop tours and train a corps of 50 docents to lead interpretive and dynamic tours for the public.
- Create and evaluate outreach programs and traveling kits for audiences of all ages.
- Contribute to the Oregon State Department of Education development of arts and culture standards.
- Develop and evaluate university programs for UO students based on museum exhibitions.
- Write curriculum materials for K-12 teachers aligning content with the museum's collections.
- Curate exhibitions in the museum's interactive gallery for families
- Teach courses undergraduate and graduate in the arts and administration program, youth arts curriculum methods and museum studies.

1995-97

Visiting Assistant Professor of Art Education/Curator of Education, State University College at Buffalo, New York (Joint appointment)/Burchfield-Penney Art Center

- Responsible for establishing and directing the nation's first graduate concentration program in museum education for visitors with disabilities for the Master of Science Degree in Art Education.
- Developed and taught graduate and undergraduate courses in museum studies and art education
- Created the art museum's first interactive exhibition space, Useum, dedicated to multi-sensory learning.
- Managed the university museum's public programs and outreach program.
- Trained pre-service teachers in art education to use the art museum as a resource for curricular enhancement.
- Collaborated with regional arts organizations to complement educational programs.
- Trained and managed docent corps.
- Published curriculum and gallery guides which fulfill New York State Standards for Learning.
- Served as project director for museum/school curriculum projects, artists-in-schools residencies, and student exhibitions.
- Served as a liaison between the museum and other college departments for the purpose of program development and cross-discipline resources.

- 1993-95.1 **Independent Museum Consultant** (San Francisco, CA)
- 1993-1995 **Community Program Coordinator**, Gap Inc. Foundation/Community Affairs, (San Francisco, CA)
- 1991-93 **Art Educator**, Rose Resnick Center for the Blind and Handicapped (San Francisco)
- 1990-91 **Museum teacher**, Oakland Museum (Oakland, California)
- 1991-1992 **Volunteer, San Francisco African American Historical and Cultural Museum, Fort Mason**

UNIVERSITY COURSES TAUGHT

AAD 199	Writing for Art: Art of Writing*
ARH 411/511	Museology
AAD 250	Art and Human Values
AAD 252	Art and Gender
AAD 420/520	Youth Arts Curriculum
AAD 429/529	Museum Education
AED 501	Visual Communication
AED 505	Foundations in Museum Studies*
AED 603	Museum Education Internship*
AED 604	Fundamentals of Museum Education Programs for Visitors with Disabilities*
AED 591	Independent Study in Museum Education*
ATS 25	Art and Special Needs Populations

PROFESSIONAL ACTIVITIES

- Nominated to Writing Team for Oregon Standards for the Visual Arts (Sept 2013)
- Nominated Delegate: Oregon Congress on Art Education, November 2008
- Accepted Fellowship, Smithsonian Center for Museum Studies, "Writing for Publication" Orinda, California, November 2001.

PUBLICATIONS

Forthcoming. Contributing author: Managing Arts Programs in Healthcare. (Dr. Patricia Dewey) Chapter: "Preparing the Mind and Learning to See: Art Museums as Training Grounds for Medical Students and Residents" Routledge Press (2015)

"Teaching Asian Art for K-12 Students" Anthology, National Art Education Association, September 2010.

"Historical and Contemporary Approaches to Museum Education and Visitors with Disabilities," Chapter from *Remembering Others: Making Invisible Histories of Art*

RECENT NATIONAL PRESENTATIONS:

2014: American Alliance for Museums. "Art of the Athlete: Creating Engagement for University Student Athletes Through the Art Museum (Seattle, WA. May 18, 2014)

2013 NCAA Athletic Advisors Regional Conference: "Art of the Athlete: Using the Visual Arts to Improve 21st Century Skills"

2011 National Art Education Association "Best Practices: Revising and Building Docent Programs in Art Museums for the 21st Century"

2004 Western Museum Association. "Creating Interactive Learning Exhibitions for Families: A Look at the IDG at the UO Museum of Art"

2003 Accepted panel chair and presenter, "Redirecting Docent Programs: Strategies for Designing a Program for the 21st Century." American Association of Museums, Portland, Oregon

2001 Accepted presenter, "Teacher Training and Collaborative Partnerships between Schools and Museums" Western Museums Association conference; Palm Springs, California October 14, 2001.

2001 Moderator and presenter, "Developing Effective Teen Docent Program," Western Museums Association conference; Palm Springs, California.

2001 Presenter, "True Needs, True Partners: Meeting the Art Standards through Museum Programming," National Art Education Association, New York City, New York.

Katherine Ann Gillard

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(503) 756-2174

katicoa@a@gmail.com

"The three words that come to my mind when I think of Katie are passion, creativity and high standards for herself and her students. Katie has the ability to invite students to tap into their buried talents to produce works of art that are inspirational and artistically mesmerizing. She is a phenomenal art teacher!"

Sheila Baumgardner,
former Principal and founder of
the International School of
Beaverton

Katie's approach to art instruction is informed by her ability to connect a deep academic knowledge of her subject, with what students need to keep them interested, engaged and productive. She is effective at both inspiring students as well as stretching them intellectually.

Tyson Lazzaro
English Teacher
International College, Beirut,
Lebanon

Education

MAT, Art and Liberal Studies

Lewis & Clark College, Portland, OR, 2004

BA, Art and Art Education

Saint Mary's College, Notre Dame, IN, 1998

Study Abroad and Exchange Programs

Island Center for the Arts, Skopelos, Greece, Summer 2007

Florida State University Spain Program, Valencia, Spain, Summer 2003

University of New Mexico (Notre Dame Program), Taos, NM Summer 1997

Saint Mary's College Rome Program, Rome, Italy Fall 1994 to May 1995

Work Related Experience

Teaching Experience

- **Adjunct Instructor, University of Oregon, Youth Arts Curriculum, Arts and Administration Program, School of Applied Arts and Architecture**, January 2014 to present.
- **Cedar Park Middle School, IB MYP Visual Arts Teacher, Beaverton, Oregon**, August 2012 to present
- **International School of Beaverton, IB MYP & DP Visual Arts Teacher, Beaverton, Oregon**, September 2006 to 2012.
- **Highland Park Middle School, Visual Arts Teacher, Beaverton, Oregon**, September 1999 to June 2006.
- **Grant High School, Temporary Teacher, Portland, Oregon**, February 1999 to June 1999.
- **Portland Public Schools, Substitute Teacher, Portland, Oregon**, October 1998 to February 1999.

Professional Contributions

- Develop & implement a strong, cohesive scope and sequence curriculum for secondary & post secondary art education in various contexts.
- Facilitate and contribute to the current revision of the Oregon State Visual Arts Standards.
- Serve in a variety of professional roles on the national and state level to enhance curriculum & professional development, assessment, and art advocacy.
- Served on the planning team to open & develop the school, philosophy and curriculum for the International School of Beaverton, *6th-12th grade MYP & DP International Baccalaureate Magnet School*, 2005- 2006
- Developed the visual arts curriculum for a strong scope & sequence for the MYP & DP Visual Arts Programmes to insure student success in the International Baccalaureate Programme.
- Advocated for and advised the IB HL & SL Visual Arts class, facilitating communication between teachers, parents, students, and administration as necessary.
- Enacted daily support for IB SL & HL classes to help students in need to refine portfolios, necessary skills and abilities for attainment of the IB Diploma.
- Mentored students through the IB Extended Essay process and other writing contexts.

"Katie Gillard demonstrates the professional knowledge, interpersonal skills, and enthusiasm you dream that all teachers would possess. Her classroom is alive with creativity, and yet is rooted in rich instruction and assessment. Each student has artistic talents, is valued, and produces remarkable works beyond what he or she believed to be possible. Katie's commitment to the success of the entire school, including a rich program of activities for students, make her an incredible asset to our staff."

Ken Struckmeier, Former Assistant Principal International School of Beaverton & Principal of Cedar Park Middle School

Other Professional Experience

- Oregon Visual Arts Standards Writing Team, *Lead Writer*, present
- Oregon Art Education Association, *Board Member, Past President, President, President-Elect, Membership Chairperson*, 2000 to Present
- Teacher Advisory Council, Portland Art Museum, 2013 to Present
- *Slow Art Day* Spring Art Educator Workshop, *Facilitator*, Portland Art Museum, April 2014
- Arts Asia Panel, Jordan Schnitzer Museum of Art, University of Oregon, 2012
- International School of Beaverton, *Planning Team to Open School*, 2004 to 2005
- National Art Education Association Delegates Assembly, *Oregon Delegate*, Seattle 2011, New York 2012
- National Art Education Association Conference, *Presenter and Panel Speaker*, Baltimore, Maryland, April 2010
- Beaverton School District Annual Art Show, *Coordinator*, 2004 to 2010
- State Validation and Standard Setting Conference for TSPC & The Pearson Evaluation Systems, *Committee Member* 2010
- Oregon Art Education Association Fall Conference, *Presenter*, October, 2004, 2009, 2012 & 2013
- Oregon Art Education Association Fall Conference, *Conference Chairman*, 2005 to 2008
- Mentor Teacher, *Lewis & Clark College Teacher Ed Program*, 2003, 2005, & 2011
- Mentor Teacher, *Pacific University Teacher Ed Program*, 2004
- Mentor Teacher, *George Fox University Teacher Ed Program*, 2010
- Oregon Arts Content and Assessment Panel, 2004 to 2005
- Oregon Arts Instruction Materials Criteria Committee, 2004
- Oregon Arts Standards Committee, 2007

Professional Development

- National Art Education Pacific Region Meeting, Las Vegas 2010
- National Art Education Association Annual Conference, 2007 to 2013 & 2001
- Oregon Art Education Association Fall Conference, 2001 to 2014
- International Baccalaureate *Level II Visual Arts Diploma Programme Training*, United World College, NM 2009
- International Baccalaureate *Level I Visual Arts Diploma Programme Training*, Kansas City 2007
- International Baccalaureate *Visual Arts Middle Years Programme Training*, Toronto 2005
- Courage To Teach Program, Lewis & Clark College, 2001 to 2003

Honors and Activities

- IB Student World Conference Chaperone, *The New Sustainability*, University of British Columbia, July 2012
- *Beyond The Demos VI & VIII, Oregon Artists Who Teach*, Oregon Art Education Association's annual juried art exhibition, Jordan Schnitzer Museum of Art, University of Oregon, October 2011 and Central Oregon, Fall 2014
- National Art Honor Society Advisor, 2009 to 2011
- Advanced Art/Art Club Advisor, 1999 to 2006
- *Oregon Middle Level Art Educator of the Year*, 2005
- Coordinator and escort for student Ecoteach Expedition, Costa Rica & Nicaragua, 2004 and 2010
- Escort for Hokkaido International Youth Exchange Program, Sapporo, Japan, 2005 and 2007

Biographical Sketch: Robert Curtis

bcurtis@lesd.k12.or.us

2535 Pierce Street
Eugene, OR 97405

a) Professional Preparation:

MS Science Education, Oregon State University, 2002.
BS General Science, University of Oregon, 1981.

b) Appointments:

Curriculum Specialist, (Science and Mathematics Education), Lane Education Service District, Eugene, Oregon, 1998 – present.

Project Director (Watershed, Ecosystems and Teamwork Project), Springfield Public Schools, Springfield, Oregon, 1996-1998.

Middle School Teacher (Science, Health), Thurston Middle School, Springfield Public Schools, Springfield, Oregon, 1992-1996).

Junior High School Teacher, (Physical Science, Earth Science) Fremont Junior High School, Roseburg School District, Roseburg, Oregon, 1988-1992.

Hydrocarbon Well Logging Analyst E.G. and G. Continental Laboratories, Salt Lake City, Utah, 1982-1984.

c) Publications and Submissions

Cannon, John R., Crowther, David T., Curtis, Robert L., Lederman, Norman G. Association for the Education of Teachers of Science (AETS). January 2001. “Goals 2000 and Action Research: A Viable Plan for Teachers”.

David Parker, Bob Curtis, Bob-O Schultze. **Home Power: The Hands-on Journal of Home-Made Power**. Issue #67. October/ November 1998. “WET Lab Goes Solar”. pp. 18-22

Talks/Presentations (selected):

(INVITED) *Curtis, R., Becerra, S., STEM To STEAM in Lane County, 21st CCLC Annual Grantee Meeting, Chemeketa Community College, November 2012, Salem, Oregon.

(INVITED) *Curtis, R., Transition to Common Core State Standards Mathematics, Crow-Applegate -Lorane School District, August 2012, Lorane, Oregon.

(INVITED) *Curtis, R., Math Problem Solving Overview, Oakridge School District, August 2012, Oakridge, Oregon.

*Curtis, R., Full STEAM Ahead, 21st Century Community Learning Centers Lane County Consortium, Lane Education Service District, May, June, 2012, Eugene, Oregon. (*Presenter)

d) Synergistic Activities:

K-12 Science and Mathematics Education: I have worked as a curriculum specialist in science and mathematics education for Lane Education Service District for the past 14 years. Primary responsibilities include working with the sixteen school districts in Lane County to assist with the alignment and implementation of science and mathematics curriculum. In addition Lane Education Service District provides staff training on scoring guides, science tasks, state and federal compliance and standards alignment. We have partnered with the University of Oregon Materials Science Institute on an NSF GK-12 program, and the University of Oregon College of Education on “Exchange: A Process for Enhancing Quality

Content Teaching” (2006 – 2010) and “Mastering Mathematical Literacy and Logic Project” (2012-2013). I currently serve as Director of a five year (2009-2014) 21st Century Community Learning Center after-school program (Project ACT – Arts, Careers, Technology) funded by the Oregon Department of Education and two STEM focused grants: Full STEAM Ahead and STEM Accelerate – both funded through the Oregon Department of Education. I have served on the Oregon Science Content and Assessment Panel and was the site coordinator for statewide scoring of mathematics work samples.

e) Collaborators and Other Affiliations

Collaborators:

1) Science and Mathematics Education Outreach and Development:

Dean Livelybrooks, UO Physics

Dev Sinha, UO Mathematics

Angela Ruzicka, Eugene 4-J SD

Pete Ready, Oregon Department of Ed

2) Science Education

Richard Schmitt, MS Advisor OSU

MATTHEW LOWES
2893 Bailey Lane
Eugene, OR 97401
(805) 403-1768
matthewlowes@gmail.com

Education:

MA Teaching 2005, Pacific University College of Education, Eugene, OR

- 3.976 GPA
- ETS Recognition of Excellence for Praxis II Test: English Language, Literature, and Composition: Content Knowledge

B.A. English 1996, University of Wisconsin, Madison

- 3.8 Departmental GPA, 3.6 Intermediate and Advance Coursework, and 3.2 Overall GPA.
- 91st percentile in the Analytical section of the GRE, 84th percentile Verbal.

Computer Experience:

- * Windows and Mac fluent, with a broad knowledge of various office and internet applications.
- * Experience designing and maintaining websites.
- * Experience teaching computer applications and providing technical support.

Licensure:

Oregon State Initial Teaching I License: 10371059

- * Middle Level, High School: Language Arts
- * Middle Level: Multiple Subjects

Multicultural Experience:

- * Travel in Europe, Southeast Asia, South America, Mexico, Africa, Australia and the United States.
- * Tutoring and academic editing for undergraduate and graduate ESL students.
- * Five years working in public schools, serving student from diverse backgrounds.

Additional Experience:

- * 25 years experience practicing Aikido, a martial art that stresses non-violent conflict resolution.
- * Certified Russian martial art instructor teaching regular classes and seminars.
- * Taught classes for the blind, for law enforcement, and for the Pacific Martial Arts Conference.

Work Experience:

Nov 2013 – Present Oakridge School District Testing Administrator / Grant Coordinator

- * Facilitating the administration of State testing for the Junior High and High School.
- * Grant writing and coordinating partnerships for grant funded programs.
- * Substitute administrator and teacher.
- * Supporting administrative programs, student advisor groups, and student supervision.

Ongoing

Freelance Writer/Editor/Teacher

- * Author of numerous science fiction and fantasy stories. My work has been published in a variety of online and print magazines. See my website at: matthewlowes.com.
- * Grant Writer for Oakridge School district 2012/2013
- * Editing and re-writing graduate level academic papers, grant proposals, presentations and speeches.
- * Edited an award winning Master's thesis.
- * Edited a doctoral thesis for nationally recognized expert on rural TAG education.
- * Worked extensively with ESL students to prepare academic papers for publication.

- Aug 2007 – 2013 Lane County, OR Substitute Teacher / Administrator**
- * Teacher for multiple grade levels and subjects: Language Arts, Social Studies, Math, Science, PE, Health, and Special Ed.
 - * Vice-Principal/Principal in charge of handling student discipline and academic performance issues for Oakridge High School. Advised at risk students to improve retention.
 - * Taught a workshop at the University of Oregon on substitute teaching for the College of Education.
 - * Teaching in a variety of school districts: Oakridge, Cottage Grove, Creswell, Springfield and 4J.
- Aug 2006 – Aug 2007 Oakridge High School, Oakridge, OR Teacher**
- * Taught 9th and 11th grade English, College Prep English, and Drama.
 - * Differentiated lessons and content for a diverse learning community.
 - * Served as advisor to a group of 11th grade students.
 - * Directed 3 student theatre productions.
- Aug 2003 – Sept 2004 American Cancer Society, Austin, TX Cancer Information Specialist**
- * Provided information, referrals and support for cancer patients and their families in a challenging customer service environment with the highest quality standards.
 - * Utilized various databases to answer complex medical questions about the diagnosis, treatment and care of cancer patients.
 - * Served on Calibration Committee to help determine quality assurance standards and practices.
 - * Assisted with training and served as a mentor for new employees.
- Oct 1999 – June 2002 Ivy Inn Hotel, Madison, WI Auditor / Web Developer**
- * Responsible for balancing, updating and correcting all daily transactions.
 - * Responsible for all aspects of hotel management during the overnight shift including customer service and security.
 - * Independently contracted to develop and maintain hotel and restaurant website.
 - * Qualified onsite first aid and CPR provider.
- Oct 1998 – Sept 1999 EDS, Madison, WI Business Analyst**
Account: State Health Care
- * Responsible for writing Detailed Systems Designs, software testing and presentations of various new programs and program modifications within a team environment.
 - * Worked directly with clients to define customer needs and goals.
 - * Worked with Systems Engineers to establish practical solutions under strict deadlines.
 - * Taught quarterly class on data editing applications.
- 1997 - 1998 Qualitemps, Madison, WI Office Assistant**
- * Edited and facilitated the publication of area teachers' Action Research Papers for the Madison Metropolitan School District.
 - * My computer and writing skills were a valuable asset to a variety of clients.
 - * Quickly learned new jobs and adapted to new work environments.
 - * Job performance led to call-backs and personal requests.
- 1996 Ammirati Puris/Lintas, New York, NY Intern/Staff Assistant**
- * Co-led a group of interns in developing, writing, and presenting a pitch to target the 18-25 year old market for Amtrak.
 - * Assisted Strategic Planning with developing their Amtrak advertising strategy.
 - * Performed a variety of duties including the production of computer presentations.
 - * Gained knowledge and experience in all aspects of an advertising agency serving clients such as Johnson and Johnson, Burger King and RCA.

Robert Young

Educator/Author

172 Wetleau Drive

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areswhy@gmail.com

Lowell, Oregon 97452

◆
www.realwriting.us

(541) 729-4693

Education:

M.S. Interdisciplinary Studies, University of Oregon, 1982.

B.S. Education, University of Nevada-Reno, 1973.

Professional Experience:

Writing instructor, Portland State University, 2005-Present.

Writing consultant, national and international, 2000-Present.

Writing instructor, The Innovative Northwest Teacher, 1995-2005.

Visiting author, schools throughout the U.S., 1990-Present.

Language Arts/Social Science Staff Development Specialist and Grant Director,
Lane Education Service District, Eugene, Oregon, 2000-2011.

Teacher of second, third, and fourth grades,
Laurel Elementary School, Junction City, Oregon, 1985-2000.

Teacher of fifth through eighth grades, Oaklea Middle
School, Junction City, Oregon, 1979-1984.

Teacher of fifth through eighth grades, Bethlehem Township
School, Asbury, New Jersey, 1973-1977.

Grants:

Project Director, *Teaching American History*, Lane Education Service
District, Eugene, Oregon, 2001-2011. Funded by the U.S. Department of Education.

Project Director, Goals 2000, Lane Education Service District, Eugene,
Oregon, 2001-2002. Funded by the U.S. Department of Education.

Books:

Chomp! A Chewer's Guide to Gum, Real Writing Press, 2014.

Moving Targets, Real Writing Press, 2013.

Who Stinks?, Bushbaby Press, 2012.

Passage: A Dog's Journey West with Lewis and Clark, Your Town Press, 2012.

The Magic of A.C. Gilbert, Real Writing Press, 2011.
Not Fair! The Story of Abigail Scott Duniway, Mad Dog Press, 2008.
Passage: A Dog's Journey West with Lewis and Clark, Mad Dog Press, 2003.
A Personal Tour of Ellis Island, Lerner, 2001.
A Personal Tour of Old Ironsides, Lerner, 2000.
A Personal Tour of Camden Yards, Lerner, 1999.
A Personal Tour of Mesa Verde, Lerner, 1999.
A Personal Tour of Monticello, Lerner, 1999.
A Personal Tour of La Purisima, Lerner, 1999.
Game Day, Carolrhoda, 1998
Bubble Gum Science, Klutz Press, 1997.
A Household History of Money, Carolrhoda, 1997.
The American Revolution: Who Were the Real Patriots? Dillon Press, 1996.
The Transcontinental Railroad: American at Its Best? Dillon Press, 1996.
The Emancipation Proclamation: Why Lincoln Really Freed the Slaves, Dillon Press, 1994.
Hiroshima: Fifty Years of Debate, Dillon Press, 1994.
Bears, Buttons, and Bananas, Good Apple, 1994.
Pencils, Pennies, and Popcorn, Good Apple, 1993.
Miniature Vehicles, Dillon Press, 1993.
Sports Cards, Dillon Press, 1993.
Teddy Bears, Dillon Press, 1992.
Dolls, Dillon Press, 1992.
Action Figures, Dillon Press, 1992.
Sneakers: The Shoes We Choose, Dillon Press, 1991.
Christopher Columbus and His Voyage to the New World, Silver Press, 1990.
The Chewing Gum Book, Dillon Press, 1989.

Honors:

A Personal Tour of Monticello, Virginia Literary Awards Finalist, 2000.

Bubble Gum Science, Parent's Choice Approved, 1999.

A Household History of Money, Notable Children's Trade Book in Social Studies,
 Children's Book Council, 1999.

Both Sides series, Top Titles for Adult New Readers,
 Public Library Association, 1997.

Sports Cards, Children's Choice Award, International
 Reading Council/Children's Book Council, 1990.

Curriculum:

Discover Writing national presenter, 2006-Present.
 Write Traits national trainer, Great Source, 2003-2005.
 Writer, Pubworks, 2000-2002.
 Writer/consultant, Silver Burdette Social Studies, 1994-1995.
 Consultant, Goodyear Books, 1989-1991.
 Writer/editor, Health Skills for Life, 1986-1989.

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VITA
Lynne Anderson-Inman, Ph.D.

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EDUCATION

University of Oregon	Ph.D., 1978 (Special Education, C&I)
University of Wisconsin – Oshkosh	M.A., 1974 (Special Education)
University of Wisconsin – Madison	B. A., 1970 (Comparative Literature, Psychology)

PROFESSIONAL EXPERIENCE

2009 – present	Co-PI, Mathematics eText Research Center (MeTRC), University of Oregon
2005 – present	Director, National Center for Supported eText (NCSeT), University of Oregon
2003 - present	Director, Oregon Writing Project at the University of Oregon
1995 - 2010	Director, Center for Advanced Technology in Education (CATE), U. of Oregon
1991 - 2012	Director, Center for Electronic Studying, College of Education, U. of Oregon
1982- present	Tenure-Line Faculty, College of Education, University of Oregon

SELECTED GRANT AWARDS

Project SAIL: Strategies for Academic Internet Learning. U.S. Department of Education, Institute for Education Sciences (IES). \$1,500,000 (2010-2014).

Project DIRECT: Distance Innovations for Rural Educators using Communication Technologies. U.S. Department of Education, Title II, Part A. \$199,845 (2010-2013)

Project ESTRELLAS: Electronic Supported Text Research for English Language Learner Academic Success. U.S. Department of Education, Institute for Education Sciences (IES). \$1,500,000 (2009-2013).

Mathematics eText Research Center. (MeTRC). U.S. Department of Education, Office of Special Education Programs. \$5,000,000 (2009-2014) (Co-PI with Dr. Mark Horney)

Project SOAR: Strategies for Online Academic Reading. U.S. Department of Education, Office of Special Education Programs (OSEP). \$400,000 (2009-2011)

National Center for the Study of Supported eText (NCSeT) U.S. Department of Education, Office of Special Education Programs (OSEP). \$3,000,000 (2005-2013)

Oregon Writing Project (OWP) at the UO. U.S. Department of Education, through the National Writing Project (NWP). \$476,342 (2003-2014).

Project DRAW: Digital Reading and Writing. U.S. Department of Education, Title II, Part A (through Teaching Research Institute). \$316,822 (2007-2009)

CBSS Online: Evaluating the Impact of an Online Course in Computer-Based Study Strategies. U.S. Department of Education, Office of Special Education Programs (OSEP). \$600,000 (2005-2007)

- Project WRITE: Writing Revitalization through Integrated Technology and Enrichment.* Oregon University System, Title II, Part A. \$277,453 (2004-2007)
- Project INTERSECT: Internet Texts with Electronic Resources, Supportive Enhancements, and Comprehension Tools (Steppingstones: Phases 1 and 2).* U.S. Department of Education, Office of Special Education Programs (OSEP), \$800,000 (1998-2004).
- Project EXCEL: Excellence through Computer Enhanced Learning.* U.S. Department of Education, Office of Special Programs. \$450,000 (2001-2005).
- Web de Anza Project: Online Learning to Promote Historical Inquiry.* National Endowment for the Humanities - \$250,000, Consortium for Education, U.S. Department of Education - \$50,000, National Park Services - \$76,351, and SRS Technologies - \$100,000 (1997-2005).
- Project ACCESS: Accessing the Curriculum via Computer-Enhanced Study Strategies.* U.S. Department of Education, Office of Special Education Programs. \$450,000 (2000-2004).

SELECTED RELEVANT PUBLICATIONS/PAPERS

- Frisbee, M. Anderson-Inman, L., Rivas, C., Terrazas-Arellanes, F. (in preparation). Using design-based research to develop and test an e-reading system for English Language Learners. To be submitted to *Educational Technology Research and Development*.
- Terrazas-Arellanes, F., Anderson-Inman, L., Walden, E., Frisbee, M. (in preparation). Project ESTRELLAS: The impact of online reading supports and strategies on students' vocabulary and reading comprehension. To be submitted to *TESOL Quarterly*.
- Rivas, C., Anderson-Inman, L., Frisbee, M. & Terrazas-Arellanes, F. (in preparation). The ESTRELLAS eLiteracy Kit: Online tools and strategies to support adolescent literacy for English Language Learners. To be submitted to *Journal of Adolescent and Adult Literacy*.
- Anderson-Inman, L. & Frisbee, M. (in press). Supported etext: Enhanced reading and learning for struggling students through strategic use of digital resources. To be published in Li Jen-Yi & Victor Chen (Eds) *Inclusive Education in the New Media Era*. New York: Springer.
- Anderson-Inman, L. (2009). Supported etext: Literacy scaffolding for students with disabilities. *Journal of Special Education Technology*, 24(3), 1-8
- Anderson-Inman, L., Terrazas-Arellanes, F., Slabin, U. (2009). Supported etext in captioned videos: A comparison of expanded versus standard captions on student comprehension of educational content. *Journal of Special Education Technology*, 24(3), 21-34.
- Horney, M. A., Anderson-Inman, L., Terrazas-Arellanes, F., Schulte, W., Mundorf, J., Smolkowski, K., Katz-Buonincontro, J. & Frisbee, M. (2009). Exploring the effects of digital notetaking on student comprehension of science texts. *Journal of Special Education Technology*, 24(3), 45-61.
- Anderson-Inman, L. (2009). Thinking between the lines: Literacy and learning in a connected world. *On the Horizon*, 17(2), 122-141.
- Keeler, C., Richter, J., Anderson-Inman, L., Horney, M., & Ditson, M. (2008). What works for exceptional learners: Differentiated instruction online. Chapter 10 in C. Cavanaugh & R. Blomeyer (Eds.) *What works in K-12 online learning*. Eugene, OR: International Society for Technology in Education (ISTE).

- Anderson-Inman, L. & Horney, M. (2007) Supported etext: Assistive technology through text transformations. *Reading Research Quarterly*, 42 (1), 153-160.
- Anderson-Inman, L. (2004) Reading on the Web: Making the most of digital text. *Wisconsin State Reading Association Journal*, 44 (2), 8-14.
- Anderson-Inman, L. & Ketterer, K. (2003). Technology in language arts and foreign language instruction. Chapter 10 in M. Roblyer (Ed.) *Integrating educational technology into teaching* (third edition). (pp. 235-252) Columbus, OH: Merrill.
- Knox, C., & Anderson-Inman, L. (2001). Migrant ESL: High school students succeed using networked laptops. *Learning and Leading with Technology*, 28(5), 18-21, 52-53.
- Horney, M.A & Anderson-Inman, L. &. (1999). Supported text in electronic reading environments. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 15(2), 127-168.
- Anderson-Inman, L., Knox-Quinn, C & Szymanski, M. (1999). Computer-supported studying: Stories of successful transition to post-secondary education. *Career Development and Exceptional Individuals*, 22(2), 185-212.
- Anderson-Inman, L. & Ditson, L. (1999). Computer-based concept mapping: A tool for negotiating meaning. *Learning and Leading with Technology*, 26(8), 6-13.
- Anderson-Inman, L. & Horney, M. (1999). Electronic books: Reading and studying with supportive resources. *Reading Online*. Available at <http://www.readingonline.org>.
- Anderson-Inman, L. & Horney, M. (1998). Transforming text for at-risk readers. In D. Reinking, L. Labbo, M. McKenna, & R. Kieffer (Eds.). *Handbook of literacy and technology: Transformations in a post-typographic world*. (pp. 15-43.). Mahwah, NJ: Lawrence Erlbaum.
- Anderson-Inman, L. & Reinking, D. (1998). Learning from text in a technological society. In C. Hynd, S. Stahl, B. Britton, M. Carr, & S. Glynn (Eds.) *Learning from text across conceptual domains in secondary schools*. (pp.165-191) Mahwah, NJ: Lawrence Erlbaum.
- Anderson-Inman, L. (1998). Electronic text: Literacy medium of the future. *Journal of Adolescent and Adult Literacy*, 41(8), 678-682.

SELECTED RECENT CONFERENCE PRESENTATIONS

- Challenges and Opportunities When Working With English Language Learners: The ESTRELLAS Project*. IES Project Directors Conference, Washington, DC, March 6, 2013.
- The ESTRELLAS Project: Preliminary Findings for a Supported eText Intervention for Middle School ELLs*. AERA, Vancouver, B.C., April 15, 2012. (With F. Terrazas and M. Frisbee)
- Promoting English Language Learner Academic Success with an eText Reading System*. Council for Exceptional Children, Denver, CO: April 12, 2012 (With M. Frisbee and F. Terrazas)
- Supported eText on the iPad*. Presented at the annual Council for Exceptional Children (CEC) conference. Denver, CO, April 2012 (with Mindy Frisbee).
- Accessing Grant Opportunities*. Invited presentation at the National Writing Project Annual Meeting. Chicago, IL: November 4, 2011.

Literacies for Learning in Immersive Worlds. Invited presentation at the National Writing Project Annual Meeting. Orlando, FL: November 18, 2010.

Getting STEM Savvy. Invited presentation at the National Writing Project Annual Meeting. Orlando, FL: November 19, 2010 (with Laura Roop, University of Michigan).

Co-Resourcing in Long Term Partnerships. Invited panel presentation at the National Writing Project Partnerships Institute, Wellesley, MA. July 18, 2009.

Accessible Instructional Materials: The Road from Access to Achievement. Council for Exceptional Children (CEC) conference. Seattle, WA April 2, 2009. (with C. Hitchcock)

Historical Inquiry Online: Scaffolds and Strategies for Accessing Historical Archives and Images. Featured speaker at the Technology, Reading and Learning Diversity Conference. San Francisco, CA. January 23, 2009.

Literacies for Learning in 3D Immersive Worlds. Featured speaker at the Technology, Reading and Learning Diversity Conference. San Francisco, CA. January 24, 2009.

Digital Texts: The Road from Access to Achievement. Featured speaker at the Technology, Reading and Learning Diversity Conference. San Francisco, CA. January 22, 2009.

Making the Most of Digital Texts: Reading and Learning with Supported eText. Presentation at the PATINS 2008 State Conference, Indianapolis, IN. November 10 & 11, 2008.

Making the Most of Digital Texts: Reading Across the Curriculum with Supported eText. Invited presentation at the Texas Assistive Technology Conference. Houston, TX. June, 2008

Digital Texts That Work: What We Know and What We Don't. Council for Exceptional Children (CEC) Annual Convention. April, 2008. Boston, MA (with Dr. Judith Zorfass)

Making the Most of Digital Texts: Evidenced Based Strategies for Improving Reading Comprehension of Content Area Materials. Featured presenter at the Technology Reading and Learning Difficulties Conference. January, 2008. San Francisco, CA.

Literacy for Learning in 3-D Virtual Worlds. Featured presenter at the Technology Reading and Learning Difficulties Conference. January, 2008. San Francisco, CA.

SELECTED EDITORIAL ACTIVITIES

Editorial Board: *Exceptional Children* 2000 – 2009

Editorial Board: *Journal of Special Education Technology*

Associate Editor: *Reading Online* 1997-2000

Contributing Editor: *Journal of Teacher Education in Special Education* 2005-2006

Column Editor: *Journal of Adult and Adolescent Literacy (JAAL)* 1994-1999

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Oakridge School District

The STELLAR Project

9/1/2014 - 8/31/18

				YEAR 1		YEAR 2		YEAR 3		YEAR 4		
				2014-2015		2015-1016		2016-1017		2017-1018		
1. Salaries	Months	FTE	Annual	Salary	Benefits	Salary	Benefits	Salary	Benefits	Salary	Benefits	
District Administrator - Superintendent Dr. Don Kordo				<i>contributed</i>		<i>contributed</i>		<i>contributed</i>		<i>contributed</i>		
Year 1	12	0.1	115724	11572.4	4015.623							
Year 2	12	0.1	119196			11919.572	4136.091					
Year 3	12	0.1	122772					12277.16	4260.174			
Year 4	12	0.1	126455							12645.474	4387.979	
Grant Manager & Site Facilitator - Matt Lowes												
Year 1	12	0.40	48662	19,465	11,504							
Year 2	12	0.30	50122			15,037	8,887					
Year 3	12	0.10	51626					5,163	3,051			
Year 4	12	0.07	53174							3,722	2,200	
Salaries Direct Subtotal				19,465	11,504	15,037	8,887	5,163	3,051	3,722	2,200	
SERVICE/SUPPLIES				YEAR 1		YEAR 2		YEAR 3		YEAR 4		
3. Travel			\$ per trip	number	amount	number	amount	number	amount	number	amount	
					-		-		-		-	
In state travel to work with collaborating partners												
Out of state travel for dissemination												
4. Equipment												
5. Supplies				YEAR 1		YEAR 2		YEAR 3		YEAR 4		
			each									
Project Supplies					300		300		300		300	
Long Distance phone charges					100		100		100		100	
Postage					100		100		50		50	
Printing (PD materials)					300		300		100		100	
Books (Visual Thinking Strategies)				\$26	24	624	36	936	50	\$1,300	50	1300
Total Supplies					1,424		1,736		1,850		1,850	
6. Contractual				YEAR 1		YEAR 2		YEAR 3		YEAR 4		
University of Oregon contract					204,806		201,137		203,537		204,509	
Lane ESD contract					46,033		73,710		74,490		75,220	
External Evaluation Consultant				\$800	14	11,200	14	11,200	14	11,200	14	11,200
Total Contractual					262,039		286,047		289,227		290,929	
8. Other				YEAR 1		YEAR 2		YEAR 3		YEAR 4		
S&S Direct Subtotal					263,463		287,783		291,077		292,779	
UO Contract < \$25,000				25,000								
UO Contract > \$25,000					179,806		201,137		203,537		204,509	
Lane ESD Contract < \$25,000				25,000								
Lane ESD Contract > \$25,000					21,033		73,710		74,490		75,220	
(Subcontracts >\$25,000 excluded from F&A) Total > \$2500					200,839		274,847		278,027		279,729	
9. Total Direct (MTDC)					294,431		311,706		299,291		298,701	
10. Indirect (F&A)				3.3%	9-Jul							
					3,098		1,220		704		628	
11. Training Stipends				\$	# of teachers	# of teachers	# of teachers	# of teachers	# of teachers	# of teachers	# of teachers	
Oakridge School District				1000	12	12000	12	12000		0	0	
Lowell School District				1000	12	12000	12	12000		0	0	
South Lane School District				1000			12	12000	40	40000		
Creswell School District				1000					10	10000	20	20000
Junction City School District				1000							30	30000
Total Stipends					24	24000	36	36000	50	50000	50	50000
12. Total					321,529		348,926		349,994		349,329	

Oakridge School District #76 Budget Narrative for the STELLAR Project

Salaries

Authorizing Organization Representative – Dr. Don Kordosky, (0.10 in Years 1-4) The Authorizing Organization Representative (AOR) is the Superintendent of the Oakridge School District and ultimately responsible for all activities related to project implementation and evaluation. He will provide oversight to all aspects of the project at Oakridge schools, and confer regularly with both the Implementation Coordinator at the Lane Education Service District to ensure project activities at partnering rural districts in Lane County are implemented on time and within budget. **All expenses associated with the fulfillment of this role are contributed to the STELLAR Project at no cost.**

Grant Manager & Site Facilitator – Matthew Lowes (.40 FTE in Year 1, .30 FTE in Year 2, .10 FTE in Year 3, and .07 in Year 4) The Site Facilitator will coordinate activities related to the design, refinement, and implementation of STELLAR professional development program at Oakridge School District #76, under the direction of the Project Coordinator, and in collaboration with colleagues in partnering schools. He will manage the logistics of the program at the school level; ensuring project activities are implemented as designed and all data for the project's performance measures are collected and collated for the project's external evaluator. He will attend training institutes and biweekly follow-up meetings in *Second Life*. He will also attend planning and evaluation meetings with the Project Director, Project Coordinator, Lane ESD Implementation Coordinator, and site facilitators from other participating schools as needed. FTE across the four-year project reflects the need for high levels of site facilitation during the first two years when Oakridge teachers are receiving training and less in follow-up years.

Supplies

- Project-Related Supplies. The cost of project-specific supplies used at Oakridge, such as printer paper, stationery, headphones, blank CD/DVDs, flash drives and back up hard drives for data storage, etc. are estimated based on our experience in previous projects.
- Long Distance Phone Charges. Funds are budgeted to cover long distance phone charges incurred when making arrangements and conducting teleconference meetings with out of the area teacher partners and facilitators at participating sites. This rate is based on our experience with previous grants.
- Postage. Funds for postage are requested at a fixed rate of \$100/year to cover mailed communications with partnering schools and site facilitators in other districts. This rate is based on our experience with previous grants.
- Printing (PD Materials). Funds are requested to print professional development materials for participating teachers and administrators during all four years of the project.

- Book (*Visual Thinking Strategies [Yenawine, 2013]*). Funds are requested to purchase a recently released book written by the founder of *Visual Thinking Strategies* and former Director of Education at the Museum of Modern Art in New York City. The book will be required reading for all participating teachers and administrators, and time will be integrated into the project's professional development sessions for reflection and discussion. The book will assist participants in gaining deeper understanding of *Visual Thinking Strategies*, especially as they align with CCSS Anchor Standards in writing and other disciplines. Funds allocated for book purchase is budgeted across all four years of the project and reflect the number of teachers participating from each district each year.

Contractual

- University of Oregon. The Oakridge School District intends to contract with the University of Oregon to provide the proposed professional development program to teachers and administrators in all participating rural districts in Lane County. In addition, the University of Oregon will coordinate ongoing evaluation of the STELLAR Project and its impact on teacher and student knowledge and skills. Included in this proposal is a budget detail and budget justification for the proposed subcontract. The University of Oregon budget provides expenses for three participating UO partners: the Jordan Schnitzer Museum of Art (JSMA), the Oregon Writing Project (OWP), and the Center for Advanced Technology in Education (CATE).
- Lane Education Service District (Lane ESD). The Oakridge School District intends to contract with the Lane Education Service District (Lane ESD) to manage the logistics of implementing the STELLAR Project's professional development program in four partnering high poverty rural schools districts in Lane County: Lowell School District, South Lane School District, Creswell School District, and Junction City School District. In addition, the Lane ESD will support the University of Oregon's evaluation plan by identifying and negotiating arrangements with non-participating county schools and districts appropriate for serving as match control sites. Included in this proposal is a budget detail and budget justification for the proposed subcontract to the Lane ESD.
- External Evaluation Consultant – Dr. Keith Smolkowski. The Oakridge School District intends to contract with Dr. Keith Smolkowski of Abacus Research, Inc. to serve as the project's external evaluator. The External Evaluation Consultant will provide leadership to the project's evaluation team during all four years of the project, working closely with Principal Investigator, the Project Coordinator, and other evaluation consultants. He will be responsible for introducing evaluation models, supervising the construction of curriculum embedded tests, overseeing procedures for data collection and analysis, and collaborating in the preparation of project reports. He will also work with the PI on activities related to dissemination of project findings. Funds are requested to support 112 hours (14 days) per year in Years 1-4.

Stipends

Participating teachers from each partnering rural school district in Lane County will be paid a stipend of \$1000 during the first year of their participation in the project. The

stipend is designed to offset costs incurred during their participation in required training events and time spent on the project outside of school hours. Stipends for teachers in partnering districts will be administered by the Lane ESD and included in the Lane ESD annual subcontract once precise numbers of participating teachers are known.

Indirect Costs (F&A)

Indirect costs have been calculated at the Oakridge School District's negotiated indirect rate of 3.31% of modified total direct costs. Modified total direct costs, consist of all salaries and wages, fringe benefits, materials, supplies, services, travel and subcontracts up to the first \$25,000 of each subcontract. Modified total direct costs exclude equipment, capital expenditures, scholarships, participant stipends, and the portion of each subcontract in excess of \$25,000.

University of Oregon Subcontract Budget Narrative for the STELLAR Project

Three UO partners in the STELLAR Project are covered in this budget: the Jordan Schnitzer Museum of Art (JSMA), the Oregon Writing Project (OWP), and the Center for Advanced Technology in Education (CATE).

Salaries

- Principal Investigator (PI) - Dr. Lynne Anderson-Inman (.30 FTE in Year 1 and .25 FTE in Years 2-4 during the academic year. In summer months, .30 in Year 1, .28 in Year 2 and .25 FTE in Years 3 & 4) The Principal Investigator will provide conceptual, administrative, and fiscal oversight for the project. The PI will identify and prioritize all activities related to the life cycle of the project and serve as contact person for all administrative matters with the university and collaborating partners. The PI will supervise all project personnel, provide leadership to the project's research activities, coordinate the project's evaluation team, collaborate in the preparation of project reports, and disseminate project findings through publications and presentations in national venues.
- Project Coordinator – Peggy Marconi (.50 FTE in Years 1 – 2, .49 in Year 3 and .40 in Year 4). The Project Coordinator will coordinate activities related to the design, refinement, and implementation of the STELLAR professional development program in partner schools, working under the direction of the PI and in collaboration with the Coordinator for Arts Education from the Jordan Schnitzer Museum of Art. In addition, she will serve as the primary liaison with Site Facilitators at participating school districts and members of the professional development team, setting priorities and ensuring project activities are implemented as designed. She and the Coordinator for Arts Education will work closely on all aspects related to the design, refinement, and implementation of the STELLAR program and conduct the biweekly follow-up meetings in *Second Life*. She will also work with the PI on activities related to dissemination of project results.
- Arts Education Coordinator – Lisa Abia-Smith (.15 FTE Years 1- 4) The Arts Education Coordinator will be responsible for coordinating all project activities related to training teachers to use *Visual Thinking Strategies*. Working in collaboration with the Project Coordinator and supported VTS trainers on staff at the Jordan Schnitzer Museum of Art, the Arts Education Coordinator will assist the National VTS Trainer during training institutes at the museum, provide mentoring and modeling onsite at participating schools, and conduct classroom observations and co-teaching sessions. She will also work with the PI on activities related to dissemination of project results.
- JSMA VTS Trainer – Arthurina Fears (.20 FTE in Years 1 - 4) The VTS Trainer from the Jordan Schnitzer Museum of Art will assist the Arts Education Coordinator with all activities related to VTS training for participating teachers. In addition, she will work with JSMA's School Coordinator to conduct co-teaching and classroom observations on site at participating schools and model VTS lessons for teachers.

- JSMA School Coordinator – Summer Knowlton (.15 FTE in Years 1 - 4). The School Coordinator will work closely with the Project Coordinator and Arts Education Coordinator to plan and conduct the two-day training institutes for participating teachers. In addition, she will schedule classroom observations and work with them on developing curriculum for integrating VTS across all content areas.
- OWP Master Teacher - TBH (.20 FTE in Years 1 - 4) One of the Master Teachers in the Oregon Writing Project at the University of Oregon will be hired to assist professional development in informational writing at participating schools, working under the supervision of the Project Coordinator. This person will be hired from a pool of six OWP Master Teachers who were involved in previous professional development and research projects in area schools focused on informational writing aligned with the CCSS in English/Language Arts.
- A cost of living adjustment of 5% has been added to all salaries each year per UO policy.

Benefits

- Fringe Benefits. Benefits are budgeted using the average rates at the University of Oregon. Fringe benefits include medical, dental and other health insurance, unemployment insurance, social security (FICA), retirement (PERS), and worker's compensation insurance.

Materials and Supplies

- Project-Related Supplies. The cost of project -specific supplies used in the University office, such as printer paper, stationery, headphones, blank CD/DVDs, flash drives and back-up hard drives for data storage, etc. are estimated based on our experience in previous projects.
- PD Curriculum Material. Funds are requested to purchase or print Professional Development Curriculum materials for participating teachers at an estimated cost of \$15/teacher. PD Curriculum Materials will include essential printed materials related to implementation of the VTS curriculum, Informational Writing, and use of digital tools and resources.
- Copying/Printing. Funds to print assessment materials for data collection during all four years of the project.
- Long Distance Charges. Funds are budgeted to cover long distance phone charges incurred when making arrangements and conducting teleconference meetings with out of the area teacher partners and facilitators at participating sites. This rate is based on our experience with previous projects.
- Postage. Funds for postage are requested at a fixed-cost of \$100/year to cover a portion of our communications with site facilitators and consultants and for disseminating project results. This rate is based on our experience with previous projects.
- Video/Web Teleconferencing. Meetings between project personnel and participating school sites will be held online to save costs associated with face-to-face meetings. Costs

remote conferencing range from \$.08/min./user for teleconferencing to \$.42/min/user for both audio and Web conferencing. Additional services such as recording of the meeting, or transcriptions cost approximately \$15. Because of the many variables to figuring the cost of Web-based meetings, we have budgeted for both teleconferences and video-based Web conferences for up to 12 participants per meeting. This rate is based on our experience with previous projects.

- Venue for PD workshops in *Second Life*. PD workshops will be hosted in *Second Life*, a 3D immersive world where participants from diverse locations can meet together for training and sharing. The cost of leasing and maintaining space on a virtual “island” set up to host professional development workshops is \$500/year.

Equipment

No equipment costing \$5000 or more is requested for this project.

Travel

Travel rates used to estimate travel expenses are based on the Oregon State Board of Higher Education and the Oregon University System travel reimbursement rates.

- Local – to participating sites. Funds for multiple trips during all four years of the project are requested for the purpose of conducting professional development and data collection in participating schools. Each local event is estimated for authorized research staff to drive their private cars an average round trip of 60 miles at the standard mileage rate of 56 cents/mile, resulting in an average cost per trip of \$34.
- National Conference. Funds are requested for travel to national conferences for project dissemination all four years of the project. The cost per trip is estimated at \$2,234. This includes airfare (\$1026), lodging (\$558 for 3 nights at \$186 per night), meals (\$260 for four days at \$65 per day), ground transportation, and airport parking and miscellaneous expenses such as Internet access (\$115), and conference fee (\$275).
- National VTS Trainer. Funds are requested to reimburse the travel expenses for a trainer from the national VTS office to come to Eugene and provide two-day training institutes for participating teachers and two-day practicum experiences for project staff. The cost per trip is estimated at \$1,500. This includes airfare (\$990), lodging (\$354 for 3 nights at \$118 per night), and meals (\$156 for three days at \$52 per day).

Contractors

Other

- Training Institutes. Funds are requested to pay for space, materials, and refreshments for participants at the professional development training institutes each year. This has been budgeted at \$1500/year.
- VTS National Trainer. Sarah Lenoue from the VTS National office will provide training at each of the annual professional development training institutes for participating

teachers. In addition, she will provide a two-day practicum for project staff during Years 1 and 2. She is budgeted at \$6000/year for the training institutes and \$3500/year for the two-day practicum in Years 1 and 2.

- Subscription VTS Database. Funds are requested to support access to the VTS online image database and bank of VTS lesson plans. The cost is \$1000/year and is budgeted for all four years of the project.

Consultants:

- Katie Gillard. Katie Gillard will assist the project's evaluation team by helping to develop and administer tests in the visual arts aligned with national art standards and the CCSS. Her cost as a consultant is \$5000 in Year 1 and \$4000 in Years 2-4.
- Tom Layton. Tom Layton will support the project's implementation of workshops and sharing sessions in *Second Life*. During Year 1 he will modify the project's virtual island for the purposes of professional development in visual arts, writing, and technology; serve as a mentor for teachers new to *Second Life*, attend all virtual training sessions, and manage the project's virtual assets. The cost for Year 1 is \$8,000. Subsequent years are budgeted at \$5000 as the construction and modification will be completed.
- Mentor Teachers. Funds are requested to pay mentor teachers to visit school sites, model lessons for participating teachers, and assist with integration of the PD curriculum across the curriculum. Requested funds will cover honorarium and travel expenses.
- Visiting Artists. Funds are requested to pay local and regional visual artists to visit participating schools to share their work and assist with integration of arts education across disciplines. Artists will be identified in collaboration with the Lane Regional Arts Council and arts organizations local to partnering districts. Requested funds will cover honorarium and travel expenses.

Indirect Costs (F&A)

Indirect costs have been calculated at the University of Oregon's negotiated restricted indirect rate of 8% of modified total direct costs. Modified total direct costs, consist of all salaries and wages, fringe benefits, materials, supplies, services, travel and subcontracts up to the first \$25,000 of each subcontract. Modified total direct costs exclude equipment, capital expenditures, scholarships and fellowships as well as the portion of each subcontract in excess of \$25,000.

Lane Education Services District (ESD)

The STELLAR Project
9/1/2014 - 8/31/18

				YEAR 1		YEAR 2		YEAR 3		YEAR 4	
				2014-2015		2015-1016		2016-1017		2017-1018	
1. Salaries	Months	FTE	Annual	Salary	Benefits	Salary	Benefits	Salary	Benefits	Salary	Benefits
Lane ESD School Improvement Specialist - Bob Curtis											
Year 1	12	0.1	69,024	6902.4	3810.125						
Year 2	12	0.1	71095			7109.472	3924.429				
Year 3	12	0.1	73228					7322.756	4042.1614		
Year 4	12	0.1	75424							7542.4388	4163.426
Program Assistant - TBA											
Year 1	10	0.10	35514	3,551	2,948						
Year 2	10	0.20	36579			7,316	6,072				
Year 3	10	0.20	37677					7,535	6,254		
Year 4	10	0.20	38807							7,761	6,442
Salaries Direct Subtotal				10,454	6,758	14,425	9,997	14,858	10,297	15,304	10,605
SERVICE/SUPPLIES											
				YEAR 1		YEAR 2		YEAR 3		YEAR 4	
3. Travel			\$ per trip	number	amount	number	amount	number	amount	number	amount
					-		-		-		-
In state travel to work with collaborating partn				34	6,204	6	204	6	204	6	204
4. Equipment											
5. Supplies											
			each	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Project Supplies					300		300		300		300
Long Distance phone and WebEx charges					100		100		100		100
Postage					120		120		120		120
Printing (PD materials)					300		300		300		300
6. Contractual											
				YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Lowell Site facilitator					25,000		20,000				
South Lane Site facilitator					-		25,000		20,000		
Creswell Site Facilitator					-		-		25,000		20,000
Junction City Site Facilitator											25,000
8. Other											
				YEAR 1		YEAR 2		YEAR 3		YEAR 4	
S&S Direct Subtotal					26,024		46,024		46,024		46,024
Lowell Contract < \$25,000					25,000						
Lowell Contract > \$25,000							20,000				
South Lane Contract < \$25,000							25,000				
South Lane Contract > \$25,000									20,000		
Creswell Contract < \$25,000									25,000		
Creswell Contract > \$25,000											20,000
Junction City Contract < \$25,000											25,000
Junction City Contract > \$25,000											
(Subcontracts >\$25,000 excluded from F&A)	Total > \$2500			-			20,000		20,000		20,000
9. Total Direct (MTDC)					43,236		70,446		71,179		71,933
10. Indirect (F&A)											
	6.5%		9-Jul		2,797		3,264		3,311		3,287
12. Total					46,033		73,710		74,490		75,220

Budget Narrative Lane Education Service District Subaward

Salaries

Lane ESD Implementation Coordinator – Bob Curtis (.10 FTE Years 1- 4) The Lane ESD School Improvement Specialist will work collaboratively with the Principal Investigator and Project Coordinator and Lane ESD's Program Assistant to ensure the implementation of the STELLAR professional development program objectives and contractual obligations with participating schools. He will work closely with participating school administrators, especially as the project rolls out years 2-4. He will also work with the PI on activities related to dissemination of project findings.

Lane ESD Program Assistant – TBA (.10 FTE Year 1, .20 FTE Years 2-4) The Program Assistant will coordinate activities related to the design, refinement and implementation of STELLAR professional development program at Lane, under the direction of the School Improvement Specialist, and in collaboration with colleagues in partnering schools. He will manage the logistics of the program at the Education Service District Level; ensuring project activities are implemented as designed. He will attend training institutes and biweekly follow-up meetings in *Second Life*. He will also attend logic model evaluation and planning meetings with the Project Coordinator and site facilitators from other participating schools.

Services/Supplies

- Travel. Rates used to estimate travel expenses are based on the Oregon State Board of Higher Education and the Oregon University System travel reimbursement rates.
 - Local – to participating sites. Funds for multiple trips during all four years of the project are requested for the purpose of conducting professional development and data collection in participating schools. Each local event is estimated for authorized research staff to drive their private cars an average round trip of 60 miles at the standard mileage rate of 56 cents/mile, resulting in an average cost per trip of \$34.
- Equipment. No equipment costing \$5000 or more is being requested for this project.
- Project Supplies. The cost of project -specific supplies used in the University office, such as printer paper, stationery, headphones, blank CD/DVDs, flash drives and back-up hard drives for data storage, etc. are estimated based on our experience in previous projects.
- Long Distance Phone and Web Ex Charges. Meetings between project personnel and participating school sites will be held online to save costs associated with face-to-face

meetings. Costs remote conferencing range from \$.08/min./user for teleconferencing to \$.42/min/user for both audio and Web conferencing. Additional services such as recording of the meeting, or transcriptions cost approximately \$15. Because of the many variables to figuring the cost of Web-based meetings, we have budgeted for both teleconferences and video-based Web conferences for up to 12 participants per meeting. This rate is based on our

Funds are budgeted to cover long distance phone charges incurred when making arrangements and conducting teleconference meetings with out of the area teacher partners and facilitators at participating sites. This rate is based on our experience with previous projects.

- Postage. Funds for postage are requested at a fixed-cost of \$100/year to cover a portion of our communications with site facilitators and consultants and for disseminating project results. This rate is based on our experience with previous projects
- Printing (PD Materials). Funds to print professional development during all four years of the project.

Contractual

Lowell Site Facilitator. The Site Facilitator will coordinate activities related to the design, refinement and implementation of STELLAR professional development program at Lowell, under the direction of the Project Coordinator, and in collaboration with colleagues in partnering schools. He will manage the logistics of the program at the school level; ensuring project activities are implemented as designed. He will attend training institutes and biweekly follow-up meetings in *Second Life*. He will also attend logic model evaluation and planning meetings with the Project Coordinator and site facilitators from other participating schools.

South Lane Site Facilitator. The Site Facilitator will coordinate activities related to the design, refinement and implementation of STELLAR professional development program at the South Lane School District, under the direction of the Project Coordinator, and in collaboration with colleagues in partnering schools. He will manage the logistics of the program at the school level; ensuring project activities are implemented as designed. He will attend training institutes and biweekly follow-up meetings in *Second Life*. He will also attend logic model evaluation and planning meetings with the Project Coordinator and site facilitators from other participating schools.

Creswell Site Facilitator. The Site Facilitator will coordinate activities related to the design, refinement and implementation of STELLAR professional development program at Creswell, under the direction of the Project Coordinator, and in collaboration with colleagues in partnering schools. He will manage the logistics of the program at the school level; ensuring project activities are implemented as designed. He will attend training institutes and biweekly follow-up meetings in *Second Life*. He will also attend logic model evaluation and planning meetings with the Project Coordinator and site facilitators from other participating schools.

Junction City Site Facilitator. The Site Facilitator will coordinate activities related to the design, refinement and implementation of STELLAR professional development program at the Junction City, under the direction of the Project Coordinator, and in collaboration with colleagues in partnering schools. He will manage the logistics of the program at the school level; ensuring project activities are implemented as designed. He will attend training institutes and biweekly follow-up meetings in *Second Life*. He will also attend logic model evaluation and planning meetings with the Project Coordinator and site facilitators from other participating schools.

S&S Direct Subtotal I do not know what this is.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Lane County School District 76

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	19,465.00	15,037.00	5,163.00	3,722.00	0.00	43,387.00
2. Fringe Benefits	11,504.00	8,887.00	3,051.00	2,200.00	0.00	25,642.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,424.00	1,736.00	1,850.00	1,850.00	0.00	6,860.00
6. Contractual	262,039.00	286,047.00	289,227.00	290,929.00	0.00	1,128,242.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	294,432.00	311,707.00	299,291.00	298,701.00	0.00	1,204,131.00
10. Indirect Costs*	3,097.00	1,219.00	703.00	628.00	0.00	5,647.00
11. Training Stipends	24,000.00	36,000.00	50,000.00	50,000.00	0.00	160,000.00
12. Total Costs (lines 9-11)	321,529.00	348,926.00	349,994.00	349,329.00	0.00	1,369,778.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Lane County School District 76	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Lynne	Middle Name:	Last Name: Anderson-Inman	Suffix:
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Address:

Street1:	Center for Advanced Technology in Education
Street2:	1244 Walnut Street
City:	Eugene
County:	Lane
State:	OR: Oregon
Zip Code:	97463
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
541-346-2657	541-346-2565

Email Address:
lynneai@uoregon.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: Catagory 1

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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