

### Taking the Lead

Superintendent Roger Woehl of the West Linn-Wilsonville School District is taking the lead in transforming his district by implementing a plan with the University of Oregon College of Education for his educators to learn from the best that the practice of education has to offer today.

#### Connecting Practice to Research

“When high schools were created in the 1930s and ’40s,” says Woehl, “the concept was based on an agrarian and industrial model. All the foundational assumptions around this culture we call high school are about sixty to seventy years old. So it’s more than time to rethink the structure and use systems thinking and data to drive decisions.”



#### Connecting Research to Expertise

The goal led Woehl to the crafting of an innovative doctoral studies partnership with the UO College of Education, forming the district’s “own research think tank” working with members of the educational leadership faculty. This connection allows the district’s practicing professionals to focus the research required for their doctoral degrees on studies relevant to their district’s needs.

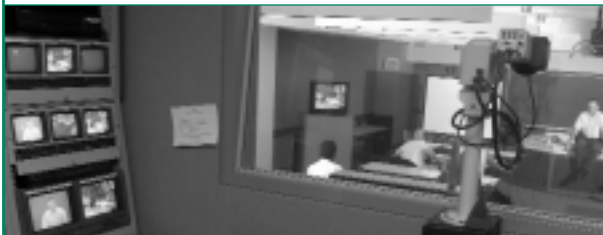
“UO faculty has a great deal of knowledge about how to design and structure research and how to create applications of that knowledge in design of a system for instruction,” says Woehl. “The structure provided by the UO program and the shared commitment to this research with the UO faculty is invaluable for our district.”

#### Access through Technology

“It can be difficult for districts to obtain high-quality professional development,” says Phil McCullum, director of the UO College of Education administrator licensure program. “But if we bring expertise to them, busy educational leaders can concentrate on their work, rather than traveling to and from distant conferences and classes.”

The college reaches West Linn-Wilsonville through live video distance technology or “VTEL” classes. With similar programs connecting faculty members to educators in Bend, Medford, Salem, Portland, Klamath Falls, and even Alaska, the college helps professionals outside commuting distance work on topics such as how to use data to make decisions and access world-class scientists in the classroom.

According to McCullum, “There’s a lot of demand on the single videography studio we share with the entire university, which limits the number of districts we serve. But—if we can build on the connection that the current technology and studio offers our partners—we can easily expand our reach. When the districts in Alaska became a thriving cohort, we realized we have the potential to reach professional practitioners anywhere in the nation.”



“To transform our educational outcomes in the district,” says Woehl, “we’ve asked ourselves: ‘How can we get to a significantly different place in our instructional practices, curriculum development, content, or programmatic offerings?’ And secondly: ‘Who are our exemplars? Where are the world-class examples of the best practices in education—and, when we say world class, what does that mean?’ Beyond high quality, it means, literally, the best practices in the world, second to none. So we said, let’s look at what’s happening around the world to find the highly successful practices producing high student learning that is second-to-none, and let’s begin to understand what are the elements that make it work.”

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UNIVERSITY  
OF OREGON



## Moving Ahead

ON AUGUST 4, 2005, THE OREGON LEGISLATURE approved Senate Bill 5514—the largest state-funded general obligation bond investment for University of Oregon capital construction in 30 years. The bill includes \$19.4 million for the HEDCO College of Education building and complex.

The \$48.1-million COE building project will allow the college to consolidate programs and departments now scattered across campus and the city of Eugene. The new building and remodeled facilities will create a visionary education complex, designed to set a national example of how to prepare professional educators in the 21st century. Facilities will include new classrooms, clinical teaching space, an instructional design resource center, distance learning and broadcast studios, and other specialized teaching space including math and science teaching methods rooms.

*“The new and improved facilities that will result from this public/private partnership will greatly improve our ability to serve our students,”* says UO President Dave Frohnmayer. *“On behalf of the university, I thank each and every one of our elected public servants for this investment in Oregon’s future.”*

IN ORDER TO FACILITATE THE TRANSITION from concept to final design phase for the college’s building project, President Frohnmayer has asked College of Education Dean Martin Kaufman to assume new specialized leadership responsibilities within the college as of September 1, 2005. As Distinguished University Professor, Kaufman will also work on school/community collaborations and support Director of External Affairs Andrea Wiggins in raising the remaining gifts needed for the building project.

Martin Kaufman says, *“I am optimistic about the college’s future, and I look forward to joining the college’s faculty as a distinguished university professor in educational leadership. Together we will share a bright future going forward.”*

*“We owe much appreciation to our alumni, donors, friends, and partners for their philanthropy and investments in our future. Your advocacy significantly contributed to success in obtaining state matching funds to achieve one of Campaign Oregon’s top priorities: a new education complex.”*

Michael Bullis, senior associate dean of education and Sommerville-Knight Professor of Education, will assume the duties of interim dean of the college. Bullis also serves as director of the new National Post-School Outcomes Center.

*“The advocacy of alumni, donors, friends, and partners significantly contributed to success in obtaining state matching funds.”*

Martin Kaufman



Artist’s conception of new HEDCO Education Building from Alder Street

## PROFILE: ALUMNUS LYLE TAVERNIER '03

### High Ambitions

#### POSITION:

Second-grade teacher, Primrose Elementary School, Fontana, California, near San Bernadino, one hour east of Los Angeles.

#### STATUS:

On July 1, 2005, Tavernier started his second academic year as a primary teacher in a school that runs year round. He is team leader for second grade and a member of the school leadership team.

#### CHALLENGES:

A school with low socio-economic indicators and a classroom with three languages: Arabic, Spanish, and English. This year there is no foreign language aide to help in the classroom or with parent conferences. Tavernier plans to take Spanish in the fall.

#### SPECIAL PROJECTS:

In addition to cultivating a community garden project at the school, he has launched a science-after-school club for interested novice science buffs. He is also developing a school-wide website for the faculty at Primrose. Lyle is interested in maintaining contact with his cohort in IT and in hearing from anyone who has bi-lingual or tri-lingual classrooms. Reach him at [lyle@oregonducks.org](mailto:lyle@oregonducks.org)

#### PERSONAL ASPIRATION:

After three years of teaching, he plans to apply to NASA’s Educator Astronaut program in order to become an astronaut on a future space flight.

*“Right now it’s up in the air, so to speak,”* says Lyle. *“The program has selected educators being trained for the next eighteen months, and I’m very busy acclimating to my role in elementary teaching.”*

*“But it has always been a personal interest of mine: my ultimate goal is to be in space.”*



NOTE: An educator astronaut is a full-time NASA astronaut who has experience and skill in K-12 classroom education. The role is designed to help lead NASA in the development of new ways to connect space exploration with the classroom and to inspire the next generation of explorers.

Learn more about NASA’s Educator Astronaut program at Edspace, <http://edspace.nasa.gov/> The website describes how astronauts prepare for spaceflight, what it’s like to live in space, and how they take part in online projects. Teachers, students, and parents around the world plan and carry out exploration-related activities through the use of the NASA Edspace site.

*Lyle Tavernier was interviewed for Education Matters at the close of spring term, when he returned to campus to speak to seniors in Alexa Parker's integrated teaching courses.*

## Launching a Career

**W**hile NASA engineers worked feverishly to launch the shuttle Discovery before the end of July, Primrose Elementary second graders launched into the start of their academic year, with second-year teacher and UO College of Education alumnus Lyle Tavernier at the helm.

Wait . . . the rest of the country was still enjoying baseball, picnics, and lazy summer days. School? Homework? In the summer?

### Why the unusual schedule?

Students at Primrose Elementary in Fontana, California, attend three months of school, and then have one month off—or twelve weeks of instruction to four weeks of vacation—year round. According to Lyle Tavernier, the staggered vacations help students as well as hardworking teachers.

"I find my students are retaining their learning progress over break time, which is substantially shorter than traditional summer vacation," says Tavernier. "It took a little getting used to, but I have to say, I really enjoy this now."

While the seven space shuttle astronauts assigned to Discovery's STS-114 mission were training for launch and landing at Kennedy Space Center in Cape Canaveral, Florida, Primrose second-graders had the chance to catch some space fever of their own from their teacher. With the annual school year beginning July 1, Tavernier was able to build all the exciting Discovery launch news into his first weeks of class. It is a special area of interest for Tavernier.

After graduation in 2003, Tavernier moved from Eugene, Oregon, to Huntsville, Alabama, to join the educational program staff at the U.S. Space and Rocket Center. After four intensive weeks of training in space content and methods for teaching specific science concepts, he taught lessons for six months on space exploration and intergalactic science.

"They have an awesome space museum there, and I was exposed to a lot of different ways to spark kids' interest in space science. I've started an after-school science club, and my class will be tracking the movements of the space shuttle Discovery after its launch this summer."

### What advice does the recent graduate have for his soon-to-be fellow teachers?

"There are three things that have been key for me in thriving in my first year of teaching: finding systems for getting organized, making planned time for myself, and creating classroom community.

"Finding some form of organization seems to be high on the list of concerns for beginning teachers," says Tavernier, "It took me about six months to get my system down. I found each master teacher has their own filing or collating and grading system, and this is something that programs could spend a little more time on with students before practicum. It's not really a college-level concern: most of us consider we know how to organize ourselves or our studies. But managing the flow of homework and grading for full-time teaching is sheer survival. I was heavily influenced by Randy Martin, the college's advisor for the program; he's an expert color-coder. I now color code all the homework I assign."

Tavernier also has recommendations for avoiding first-year burnout: "I can't stress enough that it's vital to make time for yourself as a beginning teacher. There is so much to do in the first six months to get organized and stay ahead of your curriculum, I found I can easily put in twelve to thirteen-hour days. I saw that happening early and decided daily to go home at five o'clock, even if I am not finished. I also have one 'stay late' day, Mondays, where I will typically be in the classroom working until 7:00 p.m.

"The integrated teaching program stresses self-reflection after each lesson. I have more success building in that reflection if I've taken the time to actually stop work before I've reached exhaustion. It's taken a little time to find the balance, but our year-round schedule reinforces better habits."

**T**avernier also spoke to future teachers about finding ways to create a sense of community for younger students. He finds his biggest challenges in the transience of the community population, which affects attendance.



*"There are three things that have been key for me in my first year of teaching: finding systems for getting organized, making planned time for myself, and creating classroom community."*

Lyle Tavernier



*Continued from page 3*

"My classrooms are small—we're an under-twenty building for primary grades—and last year I started the year with eighteen students in July; by midyear twenty-one and by end of the year, fifteen. And those remaining fifteen were not a constant: some of those individuals were new by midyear."

In addition to fluctuating enrollment, Tavernier is challenged by the complexity of multiple cultures in his classroom. Of his fifteen students at the end of last year, Tavernier says eleven were English language learners. Only three students were fluent, native English speakers.

"We currently have no aide to help with the language issues," says Tavernier, who has worked to create good peer networking in his classroom to help everyone be successful. Sometimes, says Tavernier, creating community among so many diverse cultures seems best achieved through activities outside the classroom, such as his after-school science club or school community garden project, which provides science and nutrition lessons as well as fun engagement with peers.

"All my students LOVE being in school. The challenge seems to be to help them create connections with their peers for learning and sharing or even just play outside of the school day, rather than relying on the classroom teacher to stay after hours for extended time to supervise individuals.

"These students would, in fact, prefer to stay at school rather than go home. It's a stable place for them. We have books and computers and a sense of place that is their own—something some of the children don't have in their homes."

One hundred percent of students at Primrose receive free or reduced lunch, and the socio-economic indicators for these highly mobile urban families are low. Those who have frequent housing or job fluctuations also often have less family management structure at home, including variable or late-night work hours, minimal supervision or socialization for younger family members, and, often, minimal resources for basics, including food or school supplies such as pencils or clothing.

"I don't even send homework home now without a pencil to complete it," says Tavernier. "Our curriculum assumes that crayons, scissors, and glue are available to everyone (I consider these now to be the 'fancy stuff!'). But I've had to adapt lessons I send home to reflect the reality my students experience outside the classroom. I keep it

simple and provide pencils and paper along with their daily assignment packets.

"It was humbling at first, realizing that my students can't be expected to achieve to their potential if they haven't eaten breakfast. We have provided school breakfast, but often the parents' fluid home management or variable work schedule means the child is tardy or misses the breakfast altogether. So my solution is to have low-cost, nutritious snacks on hand in my classroom."

### **M&Ms? Licorice?**

"Oh, no, these kids have access to all the junk food they want at home. So forget candy. They will forgo sweets if you offer raw vegetables. I find that raw carrots make a great reward system!" says Tavernier, who has a number of reward systems built into his classroom for individuals, small groups, and the whole class. For instance, Tavernier has a weekly drawing for high point earners from a treasure bag stocked with highly prized school supplies, a reward modeled after his own second-grade teacher's "Prize Pig," a glass pig with candies and toys for good students.

"I quickly learned to keep the stock up in erasers and pencils, because nobody takes candy!"

Tavernier described how graham crackers and juice snacks were supplied during long days of state testing last year. "Instead of complaining about the testing, or missing tests, students loved it, and we had the highest attendance rate of the year during testing. One boy saved his snacks in his desk from day to day, it was so valuable to him.

"This is not what I expected," says Tavernier of his first year acclimation to teaching. "Most of my challenges stem from managing student progress and performance in the context of wildly variable attendance. Then there are the nutrition issues I'm finding ways to address. And there is a language barrier for me, though I am working to change that as well." Tavernier will study Spanish this year and also finds himself picking up some Arabic.

For all the challenges in teaching students who may or may not have resources to be ready to learn, Tavernier finds it immensely rewarding.

### **Better than reaching for the stars?**

"Well, we're creating stars here. That's about as exciting as it gets. The children deeply appreciate everything you do for them. I know my presence matters to each of them in a profound way," says Tavernier. "It's an awesome responsibility."



*"I've had to adapt lessons to reflect the reality my students experience outside the classroom."*

Lyle Tavernier

## Education is Good Business

"I've always had an interest in business and finance," says COE alumna Kaye LeFrancq, "If I hadn't gone into teaching, I would have gone into business. I sold real estate at one point but decided it was more fulfilling to continue to teach and invest my earnings in real estate."

**The decision led to an unanticipated fulfillment.** When LeFrancq began investing years ago with her first duplex in the south hills of Eugene, it felt more like a game of Monopoly than a powerful way to create a legacy. But after years of helping children stretch to meet educational objectives—and after years of stretching to meet her own investment objectives—LeFrancq discovered an exciting opportunity to convert her endeavors into significant impact: she recently began giving away her hard-earned investments to promote and support the mission of higher education.

With a duplex gifted to Western Oregon University to support student scholarships and a large rental property soon to be gifted to the UO College of Education to support its HEDCO Building project, LeFrancq has discovered the pure joy of giving back to the institutions that led to her professional life.

"We prepare educators to be stewards of our most important investment: the future generations of society," says LeFrancq. "We are all largely products of public education, and it's high time to spend money reinvesting in higher education, to help future teachers continue to inspire and teach our youth."

### LeFrancq did not come from a privileged background.

Early in life, she learned the discipline to live strictly within the income that her mother—a beautician and the family's sole income earner—brought home. Once LeFrancq graduated and began teaching, she faced the challenge of applying that same discipline to managing her career.

"My college experiences gave me the opportunity to become not only a successful teacher but a successful adult. I want to give back to society to help others be similarly successful. It seems so natural to give back to the people who helped me.

"To think that the college facilities are in such a shambles really touches a chord with me as an alumna, because, of course, I am sensitive to the investment that the buildings represent. I graduated in '71, and the same old buildings are there with not much improvement, and certainly the world around them has been changing for awhile. No business would be able to sustain itself in such buildings; most businesses would fail under the conditions the COE puts up with."

### What's it like to plan gifts that will outlive you?

"The ride has been fun. The adrenaline really flows—it has been pure fun from the beginning, from the initial investing and accruing, right through planning the gifting. It is such an

exciting thing to have the means to create opportunities for others, but I think you have to be selective. I found that using property to endow gifts for higher education means my gift can be really powerful in creating a legacy. When students learn in the College of Education, they go on to be educators and clinicians, and they in turn teach others. I am excited by the influence that brings."

**LeFrancq's first gift to higher education**, for example, stipulated that recipients of her scholarship funds must take personal finance coursework and pledge to include personal finance as a part of their teaching. She has always had strong feelings about educating youth about money matters from an early age. As a fifth-grade teacher LeFrancq taught a full unit every spring about budgets, banking terms, and taxes. Now as a Selco Credit Union board member, she continues to help support initiatives that promote sound personal finance and junior business achievement.



"I believe we need to prepare youth in financial literacy. It is equally as important as literacy in reading and academic subject matter. I've learned to do this myself, but times have really changed. Students today have a completely different mindset about loans and credit, even from a very early age."

"I read an article in the Wall Street Journal that suggested if you have had the discipline to accumulate wealth, you might want to think about applying similar focused planning to giving your wealth away. Without such a plan, the investments you've worked so diligently to store up simply end up going back to the government.

"I don't know about other people, but I'd rather have my hard work realized in a more meaningful way. For me, that is in helping students learn what I had the privilege to learn, so I am planning now to create gifts that support higher education and my commitment to disciplined personal finance.

"My attorney is helping me a great deal—working closely with Hal Abrams of the UO Gift Planning Office. I don't think many people realize that property investments can continue to advantage their tax position. To a donor, this really extends the value of the gift."

# 2005 COE Alumni Association Awards

The following alumni, listed with their regions, were honored by the COEAA.

## COMMUNITY AWARD

**Robin Pfeiffer '69, '79 and Danuta Pfeiffer,**  
*Junction City, OR*

A retired high school teacher and his wife, owners of Pfeiffer Vineyards, saw a severe funding shortage in their local school district. Through collaboration with members of their community, they created the "Men of the Long Tom Grange" calendar, raising more than \$800,000 for books and programs in their local schools. (Southern Valley)

## DISTINGUISHED ALUMNUS AWARD

**Mary Apple '94, Baker City, OR**

Mary Apple was acknowledged for teacher development and services to special education students in Union and Baker Counties. She is a mentor for new special education directors statewide. Last year, in addition to her role as special education director, Apple took on transition leadership of the Union Baker ESD. (Eastern)

**Diane Hensley '86, Bend, OR**

Retired director of special education for Bend-LaPine School District, Diane Hensley was acknowledged for her leadership, services, and professional excellence in providing support for children with special needs. (Central)

**John Griffin '90, '96, Lakeview, OR**

Formerly director of curriculum for Lake ESD, Griffin was honored for his focus and commitment to helping all youngsters succeed. Griffin has helped at-risk students stay on track in their education programs, helping them succeed and reach their goals. Now retired, he serves as part-time principal of a small elementary school in Lake County. (Southern)

**Robert Nelson '85, '86, Albany, OR**

Superintendent of the Linn Benton Lincoln Educational Service District, Nelson was recognized for his leadership and collaborative efforts in developing systems that support students and education. Examples include developing the Open Public Education Network, an affordable Oregon-built software system for operating small to medium-sized school districts, and establishing Youth Service Teams to foster collaborative relationships between child-serving agencies and school districts served by Linn Benton Lincoln ESD. (Santiam)

**Marybeth Stiner '68, Portland, OR**

Honored for her leadership and advocacy for secondary students, Mary Beth Stiner has been actively involved in school reform and a leader for school

counselors focusing on career paths in a comprehensive high school. Now retired, she served as an administrator at David Douglas and Centennial High Schools. (Columbia)

**Karen Twain '86, Portland, OR,**

Principal of Metzger Elementary School, Karen Twain is widely acknowledged as an educational leader with skills, commitment, and processes to focus on each child's potential. Twain was applauded by students, parents, teachers, district administrators, and community leaders for making decisions based on best practices, inspiring her staff to be student centered, and providing positive school structure to help all children succeed. (Northwest)

**Ruth Waugh '63, '71, Eugene, OR,**

Ruth Waugh, COE faculty emeritus, has made innumerable contributions to the field of special education. Prior to serving on the UO College of Education faculty, she taught in the public school system for ten years, mentored teachers and administrators, and was a faculty advisor to many doctoral students now working as faculty at various colleges or as special education administrators within the public school system, nationally and internationally. Though retired, Waugh continues to be a resource to many educators in the field. (Southern Valley)

## FRIEND OF EDUCATION AWARD

**John Lamoreau '74, La Grande, OR**

Lamoreau was acknowledged for service to children, including increasing and stabilizing funding for the Rural Health Network. This network provides health services to children in rural areas of Union County, where he is County Commissioner. (Eastern)

**Bill Morrisette '67, Springfield, OR**

State senator and retired social studies teacher from Springfield High School, Morrisette has been a strong supporter of K-12 and higher education. Senator Morrisette has sponsored bills relating to children's health issues, including helmet laws for skateboarders and phasing out the sale of junk foods in public schools. (Southern Valley)

**Cathy Schneider '76, Portland, OR**

Cathy Schneider created and coordinates Books 2U, an early reading outreach program of the Multnomah County Library, which serves children at more than seventy sites. Children are encouraged to experience an array of reading materials, learn about the wealth of information available at a library, and select books to read at home. (Columbia)

*This spring  
the College of  
Education  
Alumni  
Association  
celebrated  
alumni for  
service to chil-  
dren, families,  
schools, and  
communities.*





## Outstanding Alumnus 2005: Calvin Frazier

**C**ommitted to improving the quality of teacher evaluation and monitoring student performance in the classroom, Calvin M. Frazier has had a distinguished career focusing on teacher education, teacher quality, and educational leadership.



Calvin Frazier began his education career in Washington state, where he served ten years as a teacher, principal, and special education director. After receiving his master's and doctorate at the University of Oregon in the early 1960s, Frazier returned to his native Colorado to teach at the University of Colorado-Boulder and

later serve as deputy superintendent of schools in Colorado Springs. In 1973 he was appointed by the Colorado Board of Education to serve as Colorado commissioner of education. In that role he led the state's educational reform initiatives and gained national attention for his commitment to improving student performance. After fourteen years of public service as a commissioner, Calvin Frazier moved to the University of Denver as faculty and director of school administration preparation programs. Since retiring in 1993, he has continued to serve as a consultant to school districts, state commissions, and national education organizations.

Calvin Frazier is an advocate and mentor of teacher excellence and a national leader of school reform. He has lead vigorous inquiry into the complexities of assessing students, setting objectives, implementing instructional strategy, and creating teacher compensation systems. The 2005 outstanding alumnus award recognizes his achievements and accomplishments as a leader who values all people and as a visionary who improved education for all students.

*The COE Alumni Association has also acknowledged the achievement of the following individuals and organizations:*

### **BUSINESS/EDUCATION PARTNERSHIP**

- Coos Bay Nissan and Bicoastal Media, *Coos Bay, OR*
- Ted Hillison, Jump\$tart/ChaseManhattan Mortgage Corporation, *Portland, OR*
- K-LAD Radio, *Klamath Falls, OR*
- Loie Maresh Foundation, *Newberg, OR*
- Paul L. Rodby, McDonalds, *Redmond, OR*
- Waltz Sheridan Crawford Insurance, *Forest Grove, OR*
- Sue Weber-Moore, Papa's Pizza, *Eugene, OR*
- St. Elizabeth Health Services, *Baker City, OR*

### **COMMUNITY AWARD**

- Assistance League of Klamath Basin
- Back to the Track Committee, *Brookings Harbor, OR*
- Peter Hoover, volunteer, Seven Peaks School, *Bend, OR*
- Gretchen Olson, Hands and Words Are Not For Hurting, *Amity, OR*
- Chris Quebbeman, volunteer, Greenwood Elementary School, *La Grande OR*
- Roy Pittman, volunteer, Tubman Middle School, *Portland, OR*
- Powers Lions Club, *Powers, OR*
- Theo Ward, school and city volunteer, *Gaston, OR*

### **EDUCATIONAL EXCELLENCE**

- Brad Bafaro, coordinator of special education programs, Forest Grove School District, *Forest Grove, OR*
- Gerry Breen, school counselor, Brookings Harbor High School, *Brookings Harbor, OR*
- Guido Caldarazzo, principal, South Salem High School, *Salem, OR*
- Donna Fontana-Smith, teacher, Gearhart Elementary, *Bly, OR*
- Evelyn Kennedy, reading teacher, LaPine Elementary School, *LaPine, OR*
- Shandra Lee, language arts teacher, Baker Middle School, *Baker City, OR*
- Butch Self, social studies teacher, Sandy High School, *Sandy, OR*
- Tessi Sims, 1st-grade teacher, Harrisburg Elementary School, *Harrisburg, OR*

### **FRIEND OF EDUCATION**

- Dana Phillips and Steve Olstedt, Seaside Booster's Club, *Seaside, OR*
- Bill Lansing, Menasha Forest Products, *Coos Bay, OR*

### **STUDENT ACHIEVEMENT**

- Apple Tree of Giving Project, *Silverton, OR*
- Alexis Bishop, student, UO College of Education
- Future Business Leaders of America, Mazama High School, *Klamath Falls, OR*
- Heather Shields, Forest Grove High School, *Forest Grove, OR*
- Honduran School Building Program, Crossroads Alternative School, *Oregon City, OR*
- Pendleton High School Key Club, *Pendleton, OR*

## *Alumni!* *A Call for* *Nominations:*

Who demonstrates excellence in your schools and community? If you would like to nominate someone for a College of Education Alumni Association (COEAA) award, see our website for nomination forms and information about the various awards.

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

Nominations for next year's awards are due November 1. With the exception of distinguished alumnus awardees, regional award recipients do not need to be UO or COE alumni.

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The West Linn-Wilsonville project exemplifies new possibilities for education, using technology to facilitate the school district's efforts to transform its practices. Using distance technology, a group of seventeen doctoral students from West Linn-Wilsonville is able to work with UO College of Education faculty members, pursuing studies that address real issues in their district. Access to research-based practices is provided through the networked learning community.



LEFT: Roger Woehl, superintendent of West Linn-Wilsonville School District, is working with UO education faculty members to help educators learn the most effective ways that people learn and communicate in the world today.



ABOVE: Monitors in the UO videography studio show a "VTEL" (videoconferencing) class in session. The transmission links students and adjunct assistant professor Todd Twyman (left) in Studio A of the UO Knight Library in Eugene with students and Keith Hollenbeck (far right), adjunct assistant professor for the UO College of Education, in Wilsonville, Oregon.

## Make Gifts of Property Work for You

Gifts of real property can help you realize large tax savings and even increased income. If you are interested in how your property can be used as a direct gift or as a long-range investment, please contact Andrea Wiggins.

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