



The ESD SOURCE

The Newsletter of Southern Oregon Education Service District

April 2005

Jill Vernal Bigelow Layton

On Friday, April 8, 2005, the celebration of Jill Layton's outstanding life was held to honor and remember her at Applegate Christian Fellowship in Ruch.

Jill had a life-long passion for learning. The family would like to continue fulfilling her dream. A Jill Layton Memorial Scholarship Fund has been set up at Key Bank. Contributions can be made at any branch, just give Jill's name. This scholarship will help Jill's love of education continue.

Superintendent Steve Boyarsky wrote, "It has been inspirational to see the compassion and support SOESD employees have given to each other and Jill's family. Jill's unfortunate death reminds us of our own mortality and inspires us to continue working as Jill would want us to, for the service of educators and students in our region. Jill's husband Tim has been very grateful for the kind words, visits, and financial information provided him at this difficult time. I am proud to work for an organization that has such compassionate and caring employees."

Jill passed away unexpectedly Friday, March 25, 2005 at Providence Medical Center. She was born October 17, 1961 in Livingston, Montana to John Bigelow of Condon, Oregon and Janet Regalia of Eugene. Raised in the Rogue Valley area, Jill graduated from Grants Pass High School in 1979.

After Jill married her best friend, Timothy Layton, at Cove Palisades State Park, Lake Billy Chinook on September 24, 1989, they moved to Alameda, California where Tim completed his naval career. Together they lived a life of volunteerism. At Tim's side, Jill was the president of the Condon Lady Elks Association. Many lives benefited from their service as volunteer emergency medical technicians. Jill never turned down an opportunity in service of others.

Jill was an outstanding, dedicated educator. Jill attended Lewis and Clark College where she earned her BS in June 1983. She was a language arts/drama teacher before pursuing an educational administrative license and a Master of Education degree from George Fox University in 2000. Administratively, Jill positively impacted as a K-12 principal, a curriculum coordinator, and most recently, a literacy specialist at the Southern Oregon Education Service District. Jill was in her last year of her doctorate at George Fox University. Some go into teaching because it's a job. Jill went into teaching to make a difference and the lives she touched have been changed forever.

All who knew Jill, will remember twinkling eyes, laughter, and a good joke at the right moment. Jill leaves behind her husband, Tim Layton of Medford; step-daughter, Stephanie Layton-Cudahy, and grandson, Ethan of Rogue River; father, John Bigelow of Condon; mother, Janet Regalia of Eugene; and brother, Jason Bigelow.



From the Superintendent

Steve Boyarsky

The Land of Second Chances



In the spring of 1993, my wife and I accompanied 20 high school students to Medford's sister city in Alba, Italy. One of our many observations was that the Italian teachers were primarily using lecture and recitation teaching techniques. We didn't see much hands-on instruction, active student discussions, or media support to exemplify a point. When asked how many assignments they use to evaluate students' grades, our Italian host teachers responded: four to six per grading period. The students seemed to be doing homework in the afternoons and evenings and scrambling to try to anticipate what information the teacher might ask the following day that might be one of five grades. The Italian teachers we observed absolutely controlled the destiny of their students.

In the fall of 1998, I visited Japan and observed the Japanese educational system for several weeks. Japanese schools are a microcosm of their society. Every student is part of their class and is expected to blend into the group. As the Japanese saying goes, "The nail that sticks up gets pounded down." Exams for Japanese college entrance determine what university a student attends; the university status determines what corporations they work for and largely what position they will attain. Poor performance in Japanese schools has lifelong negative consequences that can be irreversible. Students are very compliant and orderly, as they understand the impact school will have on the rest of their lives. The Japanese education system is relatively prescribed and rigid.

One of my student teachers, who is British and educated through university in England, called America "the land of second chances." He lamented that American high school students absolutely knew:

- If they didn't do well on a test, they could retake it.
- If they missed homework assignments they could make them up with extra credit.
- If they failed a class, they could complete credit retrieval.
- If they needed class credits, they could attend summer school.
- If they didn't have enough credits to graduate from high school, they could return for another year.
- If they dropped out of school, they could get a GED.
- If they couldn't get into a four-year university, they could attend community college.
- If they needed to leave college to work, they could always return.

I have to admit that I was somewhat envious of teachers in Italy, England, and Japan. My biggest problem as an educator was that many students "didn't do what I asked them to." Perhaps they knew there would always be a second chance.

American high school students don't stack up favorably in international comparisons. The graduation rate of American students is below our industrialized comparison groups, but if you measure the percent of Americans at age 25 who have a high school diploma or the equivalent, we do pretty well. College students take longer to get their degrees than in the past, but more American students, especially females, have degrees than our comparison countries. Young people have taken advantage of those second and third and fourth chances.

Public education in the United States is less a system than a series of educational options, where hopefully some educational door is always open. Because of these options, American students have taken more circuitous routes to careers than their international peers. The steps through our educational institutions don't look as organized, as efficient, or as systematic as other countries. However, I'm not sure we would want to define education systems as tightly as other nations. I actually take pride in the designation as "the land of second chances."

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Digital images complement instruction

By Joel Brain, SIT Instructional Technology

u • biq • ui • tous (*adj.*) present, or seeming to be present everywhere at the same time; omnipresence.

I'd say that's an accurate word to describe digital cameras these days. But are they really "everywhere?" Schools? Classrooms? And should they even *be* in classrooms?

We recently asked teachers throughout Oregon how they integrate digital technology into the core curriculum:

- To record events (e.g. the growth of plants, a yearbook, personal portfolios, field trips).
- To "illustrate" scenes for student's written stories.
- For treasure hunts related to subjects ~ e.g. a team of students work a problem, get a clue, take a picture of the found item, and proceed to the next problem. All pictures must be in correct sequential order to be successful.
- For math concepts ~ finding shapes in everyday scenes.
- To make graphs more meaningful by using a photo depicting the item that the column represents.
- To make "concentration" games.
- For riddles ~ Take a close-up of something and paste it into a word processing document. Write a riddle to go with it. (i.e. Photo: fire hose up close. Riddle: "I look like a snake but when I wake up, I stretch out straight").
- Student-created posters with several "enhanced" versions of the same photo of themselves.
- Kindergarten kids spell out the letters of the alphabet with their bodies and the photos are imported into PowerPoint and exported as QuickTime movies.
- In a chemistry classroom, cameras document experiment processes and results so students can talk about their results and include the photos in their lab reports.



Visual Literacy—the ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision making, communication, and learning—is a term that comes up when one gets serious about exploring where digital technology fits into instruction. For an expanded version of this article, more on Visual Literacy, the unedited list of contributions from Oregon teachers, and tips and tutorials for using digital cameras in the classroom, check out the resources we've compiled at www.soesd.k12.or.us/Page.asp?NavID=465.

Board Notes

The Southern Oregon ESD Board of Directors held a meeting March 16, 2005. At the meeting members:

- Appointed a team to bargain with OSEA Chapter 104 regarding insurance premiums.
- Received the financial report for the period ending February 28, 2005.
- Reviewed the superintendent's schedule for March, April, and May 2005.
- Heard a presentation by Mark Moskowitz, coordinator of the Deaf/Hard of Hearing and Visually Impaired Programs; Libby Baker-Watson, teacher of the deaf/hard of hearing; and Exley Mixon, student; regarding the annual Brain Bowl competition sponsored by Gallaudet University for deaf/hard of hearing students.
- Appointed Debbie Brownell, board member for Grants Pass School District, and Peggy Penland, board member for Medford School District, to SOESD's budget committee.
- Authorized administration to reduce in force/layoff, if necessary, during fiscal year 2005/2006.
- Heard from Superintendent Steve Boyarsky that all 13 component districts had voted in favor of continuing SOESD's three current resolution programs – School Improvement Services, Special Education Services, and Technology and Media Services – into 2005/2006.

Learning Matters

The following are a list of the story topics that will air on *Learning Matters* between April 20th and May 20th.

- **StarLab:** A look at this great educational tool, how it is being used in the schools and how it can be used for more than just studying the stars.
- **Nutrition in School:** A look at efforts to curb poor nutritional choices made by and on behalf of children today.
- **Wanda King:** A profile of an outstanding educator and someone dedicated to the welfare of the students at Gilchrist High.
- **Odyssey of the Mind:** A study of this unique educational experience which promotes creative problem-solving for students of all ages.



Learning Matters airs every Thursday on KTVL Channel 10 News during the 6PM broadcast. These one-minute spots are the result of hours of planning, filming, and editing by SOESD television staffers, Lorraine Stoeckel and Perry Young.

Communication opportunities prove essential

By Barbara Franklin, Deaf and Hard of Hearing Department Chair

The Program for Deaf/Hard of Hearing provides services to approximately 120 children, birth to 21 years of age, residing in five in Southern Oregon counties. Some of these students are bused to classroom “centers” in order to receive high levels of specialized instruction and interpreting services. The majority of the D/HH students, though, are served in their neighborhood schools with specialized instruction provided by an itinerant teacher of the deaf/hard of hearing. Sign language interpreting may also be provided when needed.



Communication is one of the biggest concerns when working with Deaf/HH students. Almost one-fourth of the D/HH students use sign language to get information and to communicate with others. The students served at the educational centers have access to communication with peers and adults due to the number of signing students and staff at these sites. The students served at their neighborhood schools, though, are often the only deaf or hard of hearing student at a school. Even though a sign language interpreter may be assigned to one of these students, there are still a limited number of people in the school with whom the student can effectively communicate. D/HH students who do *not* rely on sign language for communication also often have difficulty communicating clearly with their peers and the staff at school. These students may also experience a feeling of isolation because they seldom or never see other deaf or hard of hearing people. Communication with peers and adults is essential for learning social skills, developing language, and for academic achievement.

The Program for D/HH has been committed to giving students as many opportunities as possible to interact with other D/HH students within this region, as well as, outside Southern Oregon. Several students from Klamath and Jackson counties participated in the Deaf Academic Brain Bowl competition in Salt Lake City this February. While there, they not only competed against other Deaf/HH teams from other states, but also had the opportunity to interact and socialize with these peers. After this experience, one of the local students said, “I realized that I’m not the only hearing impaired student and I’m not stupid.”

On February 25, approximately 60 D/HH students and staff traveled from Douglas, Klamath, Jackson, and Josephine counties to Diamond Lake for a day of exercise, communication, and fun in the snow. It was a gorgeous day and everyone was able to spend several hours on the tubing hill. The tubing activity, lunch and the ride to and from Diamond Lake provided a diversity of opportunities for students to communicate and socialize with one another. Several students have already asked when the next trip to Diamond Lake will be!

Southern Oregon University’s Drama Department provided another opportunity for some of the elementary age students to get together by putting on a sign interpreted performance of “Fable Tales.” Not only was the performance dynamic, but the students were also able to enjoy lunch and some playtime together at Lithia Park after the play. One more field trip is being planned for this school year – a trip to the Scienceworks Museum in Ashland. The students will have a chance to socialize and eat lunch together prior to participating in the educational activities in the museum.

The Program for D/HH has also been working on a Video Relay System (VRS) as another means of encouraging communication and interaction among deaf peers. With the Video Relay system a camera and microphone receive and transmit video and audio signals so that a signing person can sign directly to another signing person at another location. The system can also facilitate communication between hearing and deaf people through a sign language interpreter relay facilitator. This method is much better than using a Telecommunication Device (TDD), because emotions and meaning can be more clearly expressed through the video. A Video Relay System has been set up at Lincoln Elementary School in Grants Pass, and others will be set up in D/HH classrooms in Klamath Falls, Central Point, and Medford in the near future.

Even though the D/HH Program in southern Oregon is rural and spread out across many counties and school districts, it will continue to have a high priority for providing educational opportunities for students to communicate with their peers.