



and



NWREL

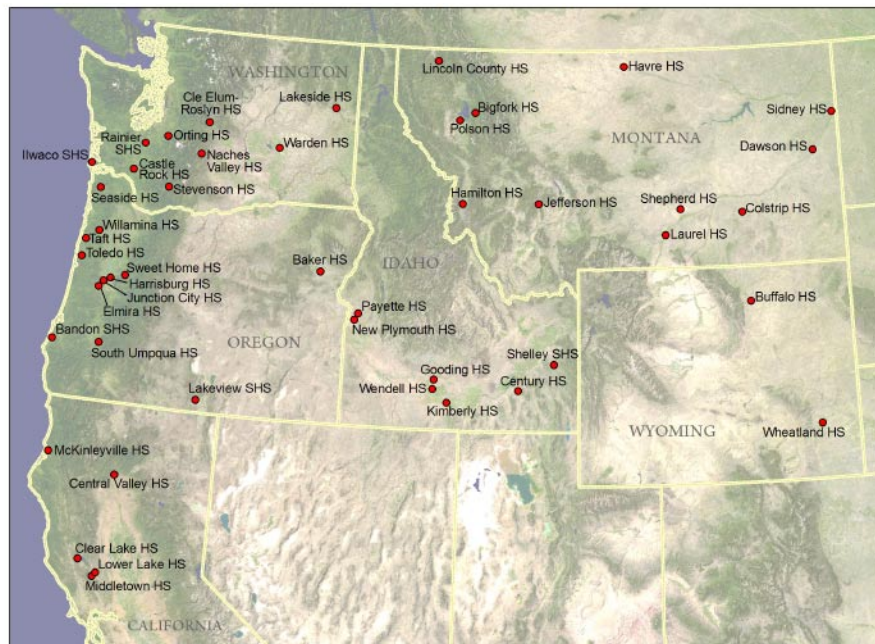
Project CRISS is in the middle of a three year research study with Northwest Regional Education Laboratory <<http://www.nwrel.org/index.php>>. The study focuses on ninth grade students in small, rural high schools throughout the northwestern United States. In 2007-08, twenty schools were selected. An additional twenty-eight schools were added in 2008-09. From this pool, random assignments were made for the control and experimental sites.

Each experimental site is assigned a CRISS National Trainer to provide two years of professional development. An on-site Local Facilitator (LF) is chosen early in the process to help in the school's adoption of CRISS. During Year 1, all ninth grade core content teachers receive an initial two-day Level I Training, followed by a third day later in the fall. The trainer provides an additional three days of support during Year 1 to teach and practice CRISS walk-throughs, to help with Learning Plan development, and to review Level I concepts. Also in Year 1, the Local Facilitator attends a second Level I Training and a Level II Workshop. In Year 2 of the study, the CRISS National Trainer provides another three-day Level I Training for any new 9<sup>th</sup> grade teachers (at which, the LF completes his/her apprenticeship), a day of *CRISS Cornerstones* <[http://www.projectcriss.com/criss\\_cornerstones.php](http://www.projectcriss.com/criss_cornerstones.php)> orientation, and a final day of general CRISS support. By the end of the two years, the teachers at each site have received 48-66 hours of professional development and have an on-site District Trainer to carry on the work of the National Trainer. After NWREL has collected its data, the control schools will have the opportunity to receive the same 2 years of treatment as the experimental schools.

Students are not tested during Year 1, so the newly trained teachers can have a year to familiarize themselves with CRISS. In Year 2, the new group of 9<sup>th</sup> graders is tested at the beginning of the year and again at the end of the year.

As school districts' budgets tighten, they are choosier than ever when deciding on "Research-based" professional development. Although we have data showing the effectiveness of Project CRISS <[http://www.projectcriss.com/criss\\_research.php](http://www.projectcriss.com/criss_research.php)>, we look forward to the results of this new study. So far, the feedback from teachers, Local Facilitators, and CRISS Trainers has been very positive. We expect the results from the study will be available by early 2011.

### NWREL / Project CRISS Study Site Schools



NOTE: This article first appeared in the Fall 2008 *Comments from CRISS*<sup>®</sup> newsletter. All material is copyrighted. Permission is granted to photocopy or print this article in its entirety, as long as all credits remain intact with the article and the Project CRISS<sup>®</sup> copyright appears on the materials. This article may not be used in any other publication in any medium, without the express, written permission of Project CRISS<sup>®</sup>.

©Project CRISS