Meeting 11 • 9 February 2010

Version:
2/9/10

Today • my deadline page

numbers in ( ) = minutes planned for activity/ topic
√ = topic / activity that was adequately dealt with during the class
+ = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out (but will be taken up later)
~~Struckthrough text like this~~ = a topic / activity that was proposed but not included / is not
going to be taken up after all
Italic text like this = *comments* after the meeting

	Main topic(s): Rubrics; Teaching and Testing Writing
	(10) assessment in the news! slow/no progress in English programs in PDX schools; Ohio State U president pushes for changes in academic tenure system; if time: faculty review procedure in PSU FLL
	(10) Help with pseudo-OPI assignment: detailed procedures / protocols for ACTFL/ILR OPI trainees (0776); excerpts from letter of congratulation, with advice (see today's handout)
	(50) rubrics: GER 101 Project 3 (Traumreise, includes work samples); GER 102 Project 1 (Einkaufen und Geschenke); current GER 102 Oral Test (K11): K11 protocol (doc) & scoring guide (doc)
	(30) Testing & teaching writing: initial discussion. Materials: ACTFL Guidelines for Writing (0013); outstanding article about teaching writing (Barnett, 0009)
	(10) Assignment: create a scoring guide for a language activity, with reflection; initial comments about the "BIMP" (AmAze me; Erin Watters idea)

Upcoming class meetings

9 & 11 Feb.: assessing writing (L2, of course; but how about L1?); teaching writing; much more about rubrics (and an assignment to create one); course, curriculum, program assessment; thinking about the BIMP

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page.

Announcements

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Misc.

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Ohio State president rethinks tenure

Higher ed | Gordon
Gee says professors
should be judged on the
quality of their work

BY ANDREW WELSH-HUGGINS
THE ASSOCIATED PRESS

COLUMBUS, Ohio — The leader of the country's largest university says it's time to re-examine how professors are awarded tenure, a type of job-for-life protection virtually un-known outside academia.

Ohio State University President Gordon Gee says the tra-ditional formula that rewards publishing in scholarly journals over excellence in teaching and other contributions is outdated and too often favors the quan-tity of a professor's output over quality.

"Someone should gain recog-nition at the university for writ-ing the great American novel or for discovering the cure for cancer," he told The Associated Press. "In a very complex world, you can no longer expect every-one to be great at everything."

Plenty of people have raised the issue over the years, but Gee is one of the few U.S. col-lege presidents with the reputa-tion and political prowess — not to mention the golden touch at fundraising — who might be able to begin the transforma-tion.

Still, some professors are al-ready skeptical.

"The idea of awarding ten-ure based on teaching makes me anxious," said Jennifer Hig-ginbotham, an English profes-sor at Ohio State who's up for tenure in three years. By then, she will need to publish a book she's writing about misconceptions of girlhood in the Middle Ages to have any chance at the pro-motion.

"There's a feeling, I think, that good teachers are a dime a dozen," said Higginbotham, 32. "I'm not sure what you'd have to do to distinguish yourself enough as a teacher to get tenure."

Tenure, which makes firing and other discipline difficult if

Tenure at PSU

Portland State University follows traditional procedures in relying on faculty committees, department chairs, deans, the provost and president to decide whether a professor deserves tenure. Where it differs is in the criteria all of those people use for making tenure decisions. Since 1996, the university has followed recommendations of the late Ernest Boyer, former chancellor of New York's public university system and a leader in higher education reform.

PSU judges professors for tenure more on the meaning and quality of their work than

the quantity. Professors are evaluated on their scholarship contributions in research, teaching and community outreach. They also are judged on how their work explains and interprets their research, provides discoveries and insights, connects knowledge across disciplines and applies to real-world problems.

In other words, tenured professors are expected to make their mark in the classroom, the academy and the community.

— Bill Graves

professors, according to the Amer-ican Association of University Professors.

The pressure to get tenure is greater as universities rely more on part-time faculty and non-tenure track professors. While the number of tenure track po-sitions grew by 7 percent from 1975 to 2007, the number of nontenure track jobs more than tripled, according to the Amer-

Gee is not yet giving specific examples of how a reformed ten-ure system would work. In order to make sweeping changes, he would need cooperation from faculty and administrators across the university system.

A few universities have taken steps toward Boyer's model, including Portland State Uni-versity and Western Carolina University.

The late Ernest Boyer, a for-mer chancellor of New York's state university system, raised some of the same issues in his groundbreaking 1990 book, "Re-considering Scholarship."

A full pro-fessor with tenure at Ohio State earns about $126,000 annually.

Tenure review, which took its current form in the 1940s, typi-cally emphasizes publications over teaching and sometimes weighs whether a professor brings in research grants. Be-sides job protection, tenure also figures into salaries. A full pro-fessor with tenure at Ohio State

But the job protection gives pro-fessors the freedom to express ideas and conduct studies with-out fear of reprisal.

ously generous to outsiders, can seem ridic-ulously generous to outsiders, not impossible, can seem ridic-

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English learner effort still failing

Portland schools |
The district has yet to resolve enough of its problems to rate full federal funding

By KIMBERLY MELTON
THE OREGONIAN

The Oregon Department of Education continues to withhold a portion of federal funding from Portland Public Schools after state officials found the district still isn't meeting federal standards for serving students learning English.

In a letter to Portland last month, officials said the district had fixed only some of the problems outlined in a 2009 audit. Furthermore, the state reported new problems with the program.

Some students still don't have access to core classes such as algebra and history or are not receiving support in those courses. New findings reported that some students were exiting the English Language Learner program without evidence they had learned English.

Diana Fernandez, director of Portland's English as a Second Language department, said the district has been addressing the problems since a year ago, including going through the schedule of each ELL student and training about 130 staff on more effective teaching strategies.

But she admitted that implementing the teaching strategies and changes to students' schedules hasn't been smooth.

"Are there issues and do we need to change the way we're serving kids? Yes," Fernandez said. "But what the state found this last time wasn't something that was happening in all of our schools. It's a few schools here and there."

For Portland, however, implementation has long been a problem.

More than a year ago, the Education Department said students learning English weren't being adequately served in Portland Public Schools. Some students weren't getting the bare minimum of 30 minutes a day of English language instruction, and some who were learning English weren't able to take core classes.

Two of the five issues reported in 2009 were also reported in a 2005 state audit.

In September, the state, which disperses the federal money, sent a letter informing the district of plans to withhold the ELL funding — about $600,000 — until the changes were made, citing a pattern of noncompliance.

Marta Guembes, chairwoman of the district's English as a Second Language department's parent advisory council, said Portland Public Schools ought to look at redesigning the department the same way it is redesigning its high schools.

"They're just using bandages on each little thing that comes up," said Guembes, who has filed two complaints to the U.S. Department of Education's Office of Civil Rights. "Maybe it would be a good idea to look at everything and start with a new structure and get rid of people not doing their work."

Xavier Botana, the district's new chief academic officer, said he believes the district will meet state requirements and be in compliance by March 1. But he said the department and the district have a lot of work to do to improve education for ELL students.

"We have some kids in classes that they don't understand and can't make sense of," said Botana, who was a bilingual teacher and ELL director in Chicago. "Getting in compliance, it will be a step in the right direction. But are we giving kids a meaningful opportunity to learn English? That's questionable."

In addition to working toward meeting the federal benchmarks, Botana is leading an effort to get every student learning English into a support class this spring. That means each ELL student would have a daily opportunity to get help from a trained staff person and ideally help from someone who speaks the student's native language.

At issue

Portland Public Schools has resolved three issues raised by the Oregon Department of Education. The state will continue to withhold federal money until the remaining problems are resolved.

Unresolved

• Not all students have access to required core classes.

• Not all schools use teaching strategies that would enable English Language Learner students to participate in core classes.

• The district's exit criteria aren't clear to all staff, and some students leave the program without showing English proficiency.

• In some cases, nonlicensed staff are assigned to directly instruct students.

• Some students receive traditional language arts instruction during their mandated English Language Development class time.

Resolved

• Not all students were receiving the mandated 30 minutes of English Language Development.

• The programs the district was using didn't match the paperwork submitted.

• Not all schools had information available in the native languages of students and parents.

Botana acknowledged that the proposal is ambitious and will require more investment in staffing and other resources from Portland, a district that anticipates reducing its budget by about $17 million for 2010-11.

"If we have to cut elsewhere, we will have to figure out how to do that," Botana said. "If our fundamental job is to serve kids, we can't not do it."

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April 30, 2009

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Language: Albanian

Dear Fationa Aliaj:

Congratulations! You have successfully completed the ACTFL/ILR OPI Tester Training and Qualification Process and have been **recommended for qualification in Albanian without reservation**. You are one of a very select group of individuals who has demonstrated the ability to administer oral proficiency interviews, and reliability rate according to the ILR Language Descriptors for Speaking.

You are to be commended for a job well done!
* The interviews show completion of all tasks required for the level
* The interviews show a variety of topics, structure and organization

Please follow the feedback below from the ACTFL ILR Review Board:
* Always avoid sensitive topics
* Must demonstrate ability to test a at variety of levels
* The "Can do" and "cannot do" statements need to be improved
* The rating rationale needs to be improved
* Explain the leap of faith in terms of the language elicited in the warm-up
* The plus rating needs to be explained clearly and justified more fully with respect to the term "partial"

We look forward to receiving your signed documents and to welcoming you to the network of Qualified ACTFL/ILR OPI testers.

Sincerely,

Lori Haims   Yesenia Olivares
Training and Certification Manager   Tester Quality Assurance Coordinator

Please do the following:
* **Send the signed Tester Agreement and the Acknowledgement form the attention of Yesenia Olivares**
* **Make sure that the address above and the phone numbers below are correct:**

If your contact information has changed, please notify me immediately.

Thank you!

II.   Preparing to Conduct an OPI

A.   Digital (IVR) recording of Interviews

The automated IVR system will record all tests digitally that are placed through the IVR Call Center. Additionally, all tests must be manually recorded on cassette tapes as a back-up to the IVR system.

B.   Tape Recording of Interviews

- The Tester is responsible for recording the OPI as a back-up to the IVR recording. The Tester is to make his/her best efforts to produce a clear, complete recording of each OPI*
- Tester should use only 1 cassette tape per interview
- Testers will be notified by LTI in the event that the cassette tape needs to be forwarded to LTI. All tapes should be held for 90 days. If not called for, tapes can be reused or recycled
- Each cassette must be clearly marked with the name of the candidate, the date of the interview and the name of the client
- Do not write the rating on the tape or on the case

* Please note that for audio-recording of OPIs, a tester needs the following equipment and supplies:
1. Tape recorder with a separate microphone jack (provided during Phase II workshop)
2. A telephone coupler, for connecting the telephone to the microphone jack of the tape recorder (provided). It is necessary to insert the telephone wire into the coupler, and the coupler wire into the telephone.
3. A hard-wired telephone with jacks which can be unplugged either at the handset or the base of the telephone, supplied by tester.
4. A supply of fresh batteries or AC plug
5. A supply of blank tapes (send receipt to LTI for reimbursement)
6. A supply of blank "Tester Interview Review Grids" for recording notes while conducting the OPI
7. All other supplies are to be supplied by the tester

C.   Before Conducting a Telephonic OPI

- Be certain to conduct interviews in quiet, private room where you will not be disturbed.
- Unless notified to the contrary all tests will be recorded digitally through IVR Call Center.
- All tests must also be recorded on cassette tapes as a back-up.
- Have your Tester Binder open to:
  o OPI introduction page
  o Test Format
  o Role Plays
  o Preludes
- Be certain your cassette recorder is working and contains a cassette tape.

> **If you detect any telephone problems, problems with the IVR system or recording equipment or any other mechanical failure, which prevents you from conducting the Interview or making a clear recording of the interview, call the Test Coordinator immediately at 1-800-486-8444 Ext. 112. If you get a voice message, transfer to Ext. 310.**

III.   Beginning the Oral Proficiency Interview

At the appointed time, you will call the client at the telephone number you have been given for the OPI using the IVR system (or the calling card number if instructed to place the call directly.)

Once connected with the client:
- Identify yourself to the Test Proctor.
  - A Test Proctor must introduce all telephone candidates; the candidate may not introduce him/herself unless you have been given special instructions to the contrary (e.g. for Secret Service you will call the candidate directly and use ID info – birthdates and/or badge numbers- to verify the candidate's identification.)
- If you call at the appointed time and there is no answer, keep trying for 5 minutes and then call LTI immediately at, 1-800-486-8444 Ext. 112. If you get a voice message, transfer to Ext. 310.
- The test will be recorded by the IVR system as soon as the call is connected.
  - For the "back-up" cassette recording, press the record button to start recording as soon as the candidate is ready.
- In English, ask the candidate to state his/her full name and the last four digits of the social security number. (Be certain that this part of the interview is recorded on the cassette)
- Read in English, the **OPI Introduction** (See Appendix A).
- After reading the introduction, ask the candidate if she/he has any questions. You may answer questions related to test format, for example: "*How long will this take?*" *or What if I do not understand a particular word or question?*"
- For any questions related to test outcome or rating; for example: *"When will I know the results of this test?"*, or "*What rating do I need in order to pass?*" - have the candidate direct all questions of this nature to the Test Proctor.
- When the test candidate indicates that he/she has no additional questions, begin the OPI.
- Begin with a thorough warm-up, and follow the prescribed test format as contained in the OPI Test Format document.
- Have a blank Tester Interview Rating Grid available so that you can jot down notes in the appropriate sections during the interview. A sample Grid is included in Appendix A.

IV.   Conducting the Oral Proficiency Interview

A.   ACTFL/ILR OPI Testers are expected to conduct all assessments with professional integrity.
- Maintain an impartial and professional attitude at all times.
- Encourage candidates to perform to the best of their ability. Do not coach, provide vocabulary, or help in any other way.
- Avoid any form of favoritism or prejudice either in interviewing or rating.
- Do not ask questions or make comments that might be construed to be insulting, suggestive or embarrassing.
- Maintain confidentiality regarding the content, comments, and initial rating of an interview. Ratings and comments are only to be communicated to the ACTFL/LTI Testing Office.

B.   Follow the required ACTFL/ILR OPI Test Format.

- The goal of every interview is to produce a ratable sample of speech, which clearly demonstrates the candidate's "floor" and "ceiling."
- Testers are required to follow the prescribed ILR OPI Test Format.
    - Role-Plays: With the exception of 0+ interviews, all OPI's require one or more role plays.
- Testers are required to use the approved L3 and L4 Preludes contained in the Tester Binder.
- Preludes created by individual testers must be approved by ACTFL prior to use in an OPI.

C.   Pursue topics related to content and areas of interest that are volunteered by the candidate.

- Warm-up topics should focus on autobiographical information, educational background, work or profession, interests, hobbies, etc.
- The tester's role is to develop topics that are of interest to the candidate so that the candidate is engaged in the discussion naturally and spontaneously.
- Topics to pursue (if previously mentioned by the candidate) include:
    Education, work experiences, future career ambitions, consumerism, customer service, sports, exercise, the workplace in the 21st Century, innovations, urban, suburban, rural communities and lifestyles, transportation, traffic, ecology, the environment, industry (financial, service, manufacturing), classical culture, art, music, popular culture, TV, movies, fashion, technology, computers, hobbies, special interests, food, diet, entertainment, pets, automobiles, tourism, travel, science, medicine, history, etc.

D.   Testers must avoid the initiation, encouragement, and discussion of topics of a personal or highly inflammatory nature.
- There are certain questions requesting personal information that Testers are **prohibited by law** from asking during an oral interview. These are questions regarding:
    - Age, sex, race, color, religion, national origin, sexual preference, marital status, health, political point of view.

- Highly controversial topics (volunteered by the candidate) must be handled with sensitivity. Testers should avoid discussions of such topics when the topic appears to make the candidate uneasy or the direction of the discussion may be misinterpreted by the candidate. Topics that fall into this category include some of the following:
    - Abortion, gun control, racism, immigration laws, corporal or capital punishment, homosexuality, religion, war, political point of view, etc.
- A summary of "Topics to Pursue" and "Topics to Avoid" can be found in Appendix A of this Manual. Please familiarize yourself with these topic recommendations and restrictions.

E.   **Testers should observe basic interviewing courtesies.**

This is a formal assessment. Testers should give undivided attention to each candidate. Therefore, during the interview observe the following courtesies:

- **Do not interrupt** the interview in order to speak to anyone else or for any other reason.
- If you have call-waiting, disable it for the duration of the test. If you are unable to disable, do not respond to call waiting, and do not put the candidate on hold to answer your call-waiting.
- Do not eat, work on the computer, wash dishes, open cabinets or engage in any other activity while you are interviewing.
- Be aware of and reduce background noises such as loud voices, paper rustling, computer sounds, radio or TV noises, sounds made by children or pets, etc.
- As soon as the OPI Is finished, say good-bye and end the call.

> **Do not engage in any further questions, conversation or solicitation of any kind with the candidate.**

V. Rating the Speech Sample and Reporting the Rating

A. Assigning a Rating

- Follow the rating protocol learned during the tester training
- Rate all samples according to the assessment criteria contained on the Rating Factor Grid.
- Use the Tester Interview Review Grid to record notes and comments about the contents of the interview.
    - o Be certain to use the same terminology contained in the ILR Rating Grid Terminology page (see in Appendix A) when describing the sample.
- Review (re-listen to) the sample, adding to the notes taken during the interview.
    - o At times a tester may encounter an unusual proficiency profile and have questions about rating. In such cases, the tester should immediately e-mail ACTFL (yolivares@actfl.org) with the specific question. The question will be forward to a qualified trainer or mentor.
- Assign a rating. In order to assign a rating, the sample must contain of the required tasks for the rating across multiple topics. This includes a minimum of two probes at the next higher level to assign a base level rating and four probes at the next higher level to assign a plus rating.
- Tester Interview Review Grid notes should be maintained in a personal file for future reference should there be any questions regarding a rating.
    - o From time to time, testers will be asked to submit a fully completed Tester Interview Review Grid.
    - o Testers will be notified specifically by LTI when a completed Review Grid must be submitted.
    - o Testers will be compensated for this additional task.
    - o The standard ILR Rating Grid Terminology (See Appendix A) must be when preparing grids for submission to LTI.

B. Reporting Ratings to LTI

> **Ratings must be communicated to the LTI Test Coordinator by 4:00 PM of the first business day after conducting the OPI or following a request for a second rating.**

Testers are able to submit ratings to LTI in a variety of ways:

- Testers may submit ratings by entering and confirming the rating on the Internet Tester Site. A rating can be submitted by clicking on the **"Rate Selected Appointments"** button.
- A Tester may submit ratings via fax by faxing the *"Rating Transmittal and Invoice Form"*(see example in Appendix A) to **1-800 -778-4468**
- A tester may phone in a rating to LTI by calling **1-800-486-8444, Ext 112**
- A tester may submit ratings via E-mail to testing@languagetesting.com or willette.mccurdy@languagetesting.com.

C. Confidentiality of OPI Ratings

OPI ratings and tester comments are highly confidential and may only to be released to the ACTFL/LTI office. If any company, agency, client or other individual calls a tester directly, requesting a rating or comments, testers must refer them to the LTI office.