

Meeting 18 • 26 May 2011

Version:
5/26/11

FOPI
Snd Jxl

2S ✓ ✓
CT ✓ ✓
EC ✓ ✓
NH ✓ ✓
SS ✓ ✓

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)

-M (earlier: -) = a topic / activity that was proposed but not carried out (but will be taken up later for MORE discussion)

N = a topic / activity that was proposed but not included / is NOT going to be taken up after all

Red italic text like this = comments after the meeting

<p>(5) (possibly a regular feature:) assessment (or language learning or just education) in the news! (If I can find something). Today: followup to "Ax hovers over writing assessment" <i>see p. 4</i></p>
<p>Quote of the day (perhaps a new regular feature next year?) - from 0104 Donato, safely buried in footnote 2:</p> <p>"One reviewer pointed out that this assertion was disturbing and irritating. The reviewer stated that university foreign language departments offer at least one teaching methodology course and supervision during master and doctoral programs. This is precisely our point. One course in teaching methodology complemented with classroom observations cannot fully prepare instructors with the specialized professional knowledge to understand language learning research, theory, and practice, nor can it prepare them to teach the diversity of courses in the undergraduate curriculum. The classic introductory methods course is often intended to prepare untrained teaching assistants to deliver quality instruction in elementary and intermediate courses. Instructional issues for teaching advanced classes are rarely presented. Indeed, this negative and incredulous reaction to the assertion that individuals from graduate programs in literature may possibly not possess the necessary background to address issues of language acquisition is endemic to foreign language teaching in higher education. That is, the attitude tacitly grants an instructional expertise where it may not exist and wrongly equates interest in the topic with knowledge and skill."</p>
<p>(30) PSU first-year German combined reading / writing / WAC final exam. See reading on the "Schedule" page and in outlines for previous meetings, especially the relevant chapters of Hughes.</p>
<p>(30) BIMP feedback and discussion. Wry joke: When is a BIMP not a BIMP? When it doesn't happen.</p>
<p>(20) Initial lengthy discussion of next (and last!) major topic: assessing courses, programs, curricula, departments, and maybe even</p>

beyond that. A look at PSU WLL chair's questions for language sections.

Look for reading suggestions on the "Schedule" page. For some initial thoughts: revisit a contentious topic – ranges in difficulty of languages; time needed to learn a language to whatever level - and can it be shortened? 0157 DLI 1973 chart; 0786 Clifford, Ray, "What Does it Mean to Learn a Language?" (TLE October 2008)

(10) About the course's "Assessment Fair": Professor Fischer, with some help from a book about piano recitals, makes an un-Solomon decision. Upcoming meeting of WLL Assessment Committee with PSU CAE people

(••)

(••)

Upcoming class meetings

During the final weeks of the quarter we'll get into other assessments related to language learning: textbooks, courses, curricula, departments, institutions, and other subjects areas as they might relate to languages (example: Content-Based Instruction)

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. Deadlines are also posted on the general "Assignments & Deadlines" page that is linked from my homepage (and here).


Announcements

Misc.

••

[top of page](#)

NATIONAL HUMANITIES CENTER



FELLOWSHIPS IN THE HUMANITIES

The National Humanities Center offers forty residential fellowships (September 2012 through May 2013) for advanced study in history, literature, philosophy, and all other fields of the humanities. Applicants from the arts, the natural and social sciences, and the professions are also eligible if their work has a humanistic dimension. Most fellowships are unrestricted, but several are designated for particular fields, including one fellowship for young women in philosophy, and individual fellowships for Scandinavian studies, environmental studies, art history, theology, and Asian studies. Senior and younger scholars from all nations may apply. Applicants must hold doctorate or equivalent scholarly credentials and must have a record of publication (the Center does not support the revision of doctoral dissertations by new Ph.D.s without substantial work in print). Stipends up to \$60,000 are individually determined based on half-salary. Round-trip travel for Fellows and immediate family is also provided. Fellowships are supported by the Center's endowment, private foundation grants, alumni contributions, and the National Endowment for the Humanities. **Application deadline for 2012-2013 fellowships is October 15, 2011.** For application material and instructions see website (<http://nationalhumanitiescenter.org/>), or write to Fellowship Program, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC27709-2256 USA.

The National Humanities Center does not discriminate on the basis of race, color, sex, religion, national or ethnic origin, handicap, sexual orientation or preference, or age.

handout
 Begin reading about assessing textbooks & other resources, courses, curricula, programs (including details of research): 0699 ACTFL "Blueprint for Action on Language Education (2005); Donato, et al, "Literary Discussions and Advanced Speaking Functions: Researching the (Dis)Connection" (FLA 37.2, 183-9; here 0104abs the abstract); **more to come (Weber state dept assessment; WBF assessment of EWU;)

Week 9: testing reading & listening (maybe); assessing textbooks & other resources, courses, curricula, programs (including details of research)

17 • 24 May

 handout
 Group makes scoring guide; listening and reading tests; BIMP feedback and discussion; generic prochievement scoring guide; Oregon Common Assessment

18 • 26 May

 handout
 continuation of meeting #17; assessment beyond assessing language skills: courses, programs, curricula, departments, faculty, ??

Suggestions for reading about assessment beyond language assessment (see above, meeting #16 for initial reading):

0171 Calvin, Lisa M., and N. Ann Rider, "Not Your Parents' Language Class: Curriculum Revision to Support University Language Requirements" (FLA 37.1: 26-36);

0319 Mandell, Paul B., "On the Background and Motivation of Students in a Beginning Spanish Program" (FLA 35.5: 530-42

0398 Mathews, Thomas J., et al, "Ongoing Assessment of a University Foreign Language Program" (FLA 37.4: 630-40)

0911a and 0911b Fischer, William B., and faculty/ administration of Eastern Washington University: external review of Language Department.

0002 Schulz, Renate, "Changing Perspectives in Foreign Language Education: Where Do We Come from? Where Are We Going?" (FLA 35.3: 284-292)

0070 Olsen, Solveig, "A Plea to Graduate Departments" (FLA 31.4: 501-04)

0284 Wilkerson, Carol, "College Faculty Perceptions About Foreign Language" (FLA 39.2:310-19)

0297 Wilbur, Marcia L.. "How Foreign Language Teachers Get Taught" (FLA 40.1:79-101

0371 Rava, Susan, "The Changing Face of the Intermediate Language Curriculum" (FLA 33.3:342-8)

0056 Bastiani, Mary, and William B. Fischer et al, "Reaching for PASS" document about what characterizes a well-prepared language teacher.

*NOTE: Content below here is OUT OF DATE!*Week 10: ??portfolio assessment; EU standards; technology-supported (-undermined?) assessment

NOTE: Content below here is OUT OF DATE!

19 • 09 Mar.

20 • 11 Mar.

BEYOND HERE: 2008 version of course

(introduction, with AL/FL breakout sessions at next meeting); testing (and teaching?) listening and reading; computer-assisted testing (WebCAPE placement test as example); European Union standards and DIALANG test; reading: Hughes chapters 9, 11, 12; maybe background of NCLB

Week 8: self-assessment as professional; textbook evaluation; computer-based testing; placement issues

15 • 23 Feb.
 visitor: Danelle Stevens (institutional assessment; author of rubrics book); language standards of the European Union; if time (probably not): assessing textbooks and other learning materials

what about the major textbooks and their Quia exercises?; Huges 11, 12

16 • 25 Feb.
 followup about institutional assessment; the "G" topic; report about AL job candidates; assessment of learning materials

Week 9: the "G" topic; breakout sessions for special topics

This test is essential for the future of our students

Oregonian May 28 2011 B9

It is no mystery that the \$5.7 billion K-12 appropriation for Oregon's public schools is presenting significant challenges for districts across the state to make ends meet and fulfill their obligations — let alone pursue excellence for every student, every day.

You would be hard-pressed to find any school district in the state right now that is not doing one of at least four things during their budget process: 1) laying off/not hiring staff; 2) using furlough days; 3) spending reserves; or 4) trying to raise funds through increased taxes. Many districts are doing a combination of these things.



ROB HESS
IN MY
OPINION

The state's entire education system is hurting — including the Oregon Department of Education, which is facing a 20 percent reduction. You may have heard that one of the items on the cut list at ODE is our statewide writing assessment system. If this system is terminated, it may never be reinstated. This is one assessment that is authentic. Students write, rather than fill in bubbles or click a computer mouse, and trained educators, not machines, assess the students' level of competency across a number of factors. Cutting this assessment is bad news for Oregon students and schools.

The State Board of Education recently passed a high school diploma requirement for the class of 2013 and beyond that will require each student to pass a writing assessment to receive an Oregon diploma. This is good news. In the quest to prepare more students for college and careers, the ability for students to write effectively surfaces as a critical skill. There is no substitute for it. Writing is thinking and communicating on paper, and in nearly every college course, students will be asked to write. Their ability to write effectively will be vital to their ability to communicate successfully in college, career or life.

Whether we like it or not, what gets tested gets taught. What we inspect, we expect. Oregon's statewide writing assessment system provides meaningful feedback to hundreds of thousands of students, parents and teachers every year — not to mention every school and community. It is a model system that is held up as a standard for other states to emulate. The system helps all of us to know if

students are on track for college and career success so we can intervene before it is too late.

We know times are tough financially. We get it, but we also know the commitment our state made toward higher standards in writing should be backed by meaningful and authentic assessments along the way for every student. We urge the Oregon Legislature to fund Oregon's statewide writing assessment system so that we can graduate students from high school ready for college, career and successful citizenship.

Rob Hess is the superintendent of Lebanon Community Schools. With this essay, he represents the Vision and Policy Task Force of the Confederation of Oregon School Administrators, through which school superintendents and partners work toward education improvement and reform.

In the quest to prepare more students for college and careers, the ability for students to write effectively surfaces as a critical skill. There is no substitute for it. Writing is thinking and communicating on paper, and in nearly every college course, students will be asked to write.

Rob Hess is the superintendent of Lebanon Community Schools. With this essay, he represents the Vision and Policy Task Force of the Confederation of Oregon School Administrators, through which school superintendents and partners work toward education improvement and reform.