

28 April 2009

- 1) The much-postponed second half of the presentation about the Humboldt Project (think CBI for Earth day; think school garden)
- 2) More about Team-Based Learning
- 3) More about assessing student learning, including a cautionary tale of woe about a recent office visit
- 4) Projects 2 & 3 - I'll have some examples from last year, and have invited someone from last year to visit us in a week or so to tell how her project is becoming a reality at a local elementary school
- 5) Maybe some hands-on CBI experiments using ourselves as "students", with our not-so-good other languages as the demo languages.
- 6) If time: the much-postponed background presentation about fundamentals of language pedagogy and the curriculum that would be needed to prepare teachers to teach effectively from the start.

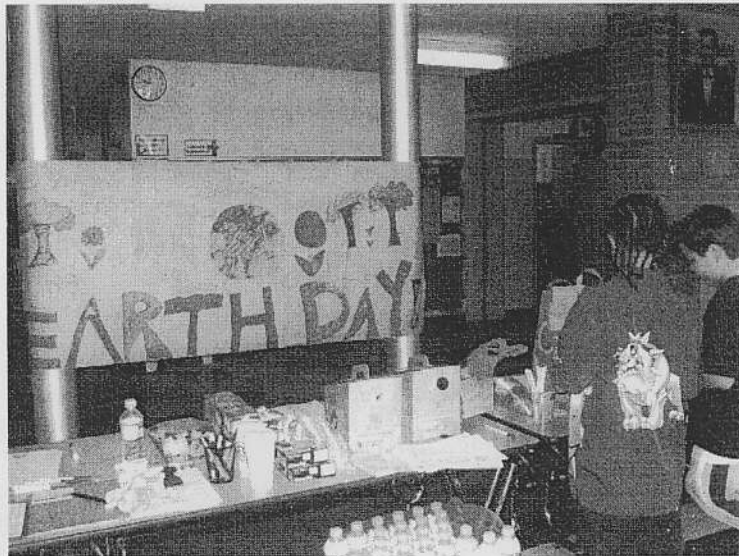
everyone present

Teaser (these things are getting to be like potato chips): If PSU ever goes to semesters, we'll have to redesign our courses for 15 weeks instead of just 10. So what would Project 4 look like?

Teaching & Learning Online Teaching Assessment Engagement Partnership Institute Resources

SLS Events

PSU CAE
(Center for
Academic
Excellence)



• GLOBAL YOUTH SERVICE DAY / EARTH DAY: Saturday, April 25, 2009

On Saturday, April 25, Student Leaders for Service and seven K-8 schools in N/NE and outer SE Portland will host a day of service projects celebrating Earth Day and Global Youth Service Day. PSU students, faculty, and staff are invited to join SLS from 10:00-2:30 at one of these seven schools.

With support from **Oregon Volunteers**, **PSU's Disability Resource Center**, and the **ARC of Multnomah-Clackamas County**, SLS has planned projects designed to engage youth and adults with disabilities in service. All activities are intended to foster inclusion and build community.

Take a look at the projects described below and [click here to register](#).

NORTH/NORTHEAST PORTLAND SCHOOLS

- KING SCHOOL, 4906 NE 6th Ave: *gardening, making Earth-friendly window cleaner to clean school windows, and creating stepping stones for the school courtyard.*
- OCKLEY GREEN SCHOOL, 6031 N Montana Ave: *teach or join the group for basic bike maintenance, bike safety lessons, and short rides around the school.*
- WOODLAWN SCHOOL, 7200 NE 11th Ave: *paint a mural on the wall of the school and plant in the surrounding gardens.*

SOUTHEAST PORTLAND SCHOOLS

- MARYSVILLE ELEMENTARY, 7733 SE Raymond: *join the group for recycling education and set up an improved recycling system at Marysville*
- LANE MIDDLE SCHOOL, 7200 SE 60th: *redecorate the Lane library by painting, hanging art, sewing pillows, and adding new books.*
- WHITMAN ELEMENTARY, 7326 SE Flavel: *paint a mural, improve the school's recycling system.*
- WOODMERE ELEMENTARY, 7900 SE Duke: *plant a native garden on the school grounds, paint a mural.*

Student Leaders for Service is committed to making its events accessible to all volunteers. For assistance and information on accessibility, contact SLS at (503) 725 9727.

These projects are made possible by generous funding from Multnomah County Commission on Children, Families & Community, Oregon Volunteers, Student Leaders for Service, PSU's Center for Academic Excellence, and PSU's Student Fee Committee.

Student Leaders for Service thanks the Portland State University and community volunteers who joined us to honor the legacy of Dr. Martin Luther King, Jr on Monday, January 19, 2009.

145 volunteers participated in six projects around the VOZ hire site. Check out coverage of the event in El Hispanic News and The Oregonian.

Bicycle Tour business

07086

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Week 2

Appendix B

Assignment 1. Scoring Guide:

Proposals for segments of the business? Alps v. Pyrenees, # of riders, type of lodging etc.

	Global	Proposal / content 40%	Style of presentation 30%	Accuracy of Language 30%
6	Presentation was captivating and professional, proposal well supported by sound reasoning.	Sound reasoning is used in order to support a proposal which is very well thought out and of highest quality.	Presentation of proposal is dynamic and engaging, as well as persuasive – although they are also conscious of other opinions and open the discussion to incorporate input from teammates	Presenters demonstrate ability at the ACTFL Advanced level.
4	More effort could be made to either improve the delivery of presentation, or mechanics behind the proposal, but provides a good foundation from which to discuss further as a team	The proposal provides a sufficient base from which to open up the floor for further discussion. Lacks solid reasoning to support the ideas, or could have benefited from more research	Presentation is informational and clear, although lacks a degree of professionalism. The discussion was opened well, but did not follow through by continuing to guide the direction of conversation.	Presenters demonstrate ability at the ACTFL Intermediate-Mid level.
2	Performance is of poor quality, members should be warned about company standards, and monitored closely in coming projects.	The ideas presented are loosely constructed and relatively unclear. No evident proposal is made, simply unfounded ideas being presented.	Presentation was possibly too short, or very difficult to follow. Little or no discussion was lead, and lacked significant amount of professionalism.	Presenters struggled to demonstrate Novice-High to Intermediate-Low proficiency level

Bicycle Tour Business

Appendix C

Week 7

Assignment 2. Scoring Guide

for a packet for a day of the bicycle tour

	Global	Content 40%	Language use 30%	Presentation 20%	Elements present 10%
6	Document is professional and contains a wealth of information. Could be used as template for future classes to draw from.	The information included is perfunctory throughout. Narratives contain great amount of detail which is interesting and engaging.	Written language is representative of the ACTFL Advanced level	The style of the pamphlet is unique and attractive, yet does not detract from content.	All required elements are present, as well as additional relevant information
4	Document contains only minor flaws that should be corrected before printing.	There is a logical progression of activities, and they match the tour goals. Only minor revisions necessary ie., time allocation, information errors	Where applicable, written language is representative of ACTFL Intermediate-Mid level	Appearance is satisfactory, information clearly presented, although some formatting issues and design should be modified before printing.	All required elements are present, though some could use clarification.
2	Document is incomplete and unprofessional	Several errors are found within the information, which is sparse at best.	Written language is at or below the ACTFL Intermediate-Low level	Pamphlet is unorganized - layout is confusing and distracting.	Several elements missing or incomprehensible

Scoring Guide for Spanish Theatre Makeup Course

	Global/Real life	Factor 1: Dedication outside the classroom	Factor 2: Involvement inside the classroom	Factor 3: Speaking abilities ACTFL level	Factor 4: Writing abilities ACTFL level	Factor 5: Makeup artistry Performance
6	Offered a job as the first choice candidate	All of 4 plus contributed with often unassigned work of high quality	Often participated in class and led group activities. Never absent	Alternates between Advanced Low and Advanced Mid	Advanced Low and progress made towards Advanced Mid	Outstanding individual performance and group leadership
5	Offered a job	All of 4 plus extra input in form of ideas and investigation	Voluntarily participated in class and group activities. One absence.	Advanced low all the time	Advanced low	Well prepared and cooperative with the team
4	Hired for makeup artist position, with expectations to quickly advance	Completed all assignments, which had satisfactory quality and required little changes.	Deliberately responded and participated in most activities. Absent twice.	Performs at Intermediate High all the time	Intermediate High	Satisfactory preparation, helpful and cooperative with the team
3	Possibly hired after a 3 month trial period with demonstrated progress and incentive to advance more	Completed most of the tasks, which required some improvements.	Responded to asked questions and sometimes worked as a team member. 1-3 absences.	Most of time at Intermediate Mid but at times at Intermediate High	Intermediate Mid with a progress made towards Intermediate High	Satisfactory preparation and cooperation with the team
2	Could be qualified for hire only for low responsibility production positions and with a significant amount of training and 3 month trial period	Completed some tasks, which did not have required quality.	Responded to prompted questions. Remained silent during most group work. 3-5 absences	Most of time at Intermediate-Low but occasionally at Intermediate Mid	Intermediate-Low with certain qualities of Intermediate Mid	Somewhat prepared but not following the event plan and team commands
1	Not qualified to be hired on to the production team	Rarely completed tasks, which lacked on quality.	Refused to participate individually or in group. More than 5 absences.	Always at Intermediate-Low	Intermediate-Low	Caused problems during the final broadcast/ was late and unprepared