

Meeting 13 • 12 May 2009 • Tuesday

Veris  
5/12

People: Benoit, Montaigne; Breedlove, Clifford E.; McDonnell, Kelsey C.; Orcutt, Kathle S.; Pennington, Laurissa B.; Salinas, Victor; Tasi, Joana; Watters, Erin.

Today

- (X') = anticipated time in minutes (total= 110' minus break)
- (#0001) etc.=item in document collection (will be explained in class)
- Key to notes added AFTER the class meets:
- ✓ = 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 - will be taken up later
- ~~Struck through text like this~~ = a topic / activity that was proposed but not included is not go to be taken up after all
- Italic text like this* = comments after the meeting

Week 7: Team-Based Learning (TBL); more about the projects; how to wrap up the course with style

	materials:
(10')	A movie clip about learning learning French vocabulary for body parts. Is it CBI? Or rather, to what extent is it CBI? Can we come up with better CBI activities for learning body parts? Hint: If an activity is promoting only one linguistic feature, it's probably not good CBI. Here's a movie clip about a nice guy who was taught grammatical features in strict isolation from one another.
(30' or more)	More project discussions; if anyone is still lacking a course idea (Project 3), I recommend looking at programs where ordinary students (=not language students) make study / work trips abroad (ecology in Costa Rica, etc.) and developing a CBI component for them; see: <a href="http://www.ahastudyabroad.org">www.ahastudyabroad.org</a> ; earthwatch; courses at abroad equivalents of community colleges (German: VHS / Volkshochschule)
(20')	Team-based learning for CBI purposes: 1) try out the SpeakEasy activity "re-organizing the classroom into a workplace"; 2) groupwork vs. GROUPWORK/ TEAMWORK - how to set it up using L2, making things happen outside class, assessment issues, tensions (examples: SpeakEasy list-checking, departments, planning the Annual Exposition, conducting the Exposition; SF drama production sub-teams);
(20')	IF TIME: Four takes on the same underlying idea: 1) empathy with our learners; 2) accurately assessing their proficiency before we start CBI (#0403 first-year Spanish at PSU, especially pp. 529-30); 3) remembering that learning is both process (journey) and result (destination); 4) our recollections of our own language learning - are they accurate? and what do we mean when we say, "Well, I learned [x] when..."? 5) Europeans and their CBI-related ESL; 6) relating the function- and context-driven nature of CBI to how we get our students to acquire vocabulary and structure (aka grammar).
(20')	how CBI relates to careers in language teaching; CBI-related grant possibilities; links: Humboldt Project grants page; Albanian project; PSU CAE (see link "resources" and also "International CBL"); PSU OAA faculty development resources, including AIM grants; example of US DOE grant site (CFDA 84.017)
(10')	There will be no final exam. What will we do instead? Project Fair? Symposium? __?

Eugen, OR Register - Guard 9 May 2009

"It definitely pushes you outside your comfort zone." 0721-1  
- WHITNEY COX, STUDENT WHO TOOK THE CLASS



CHRIS PIETSCH/The Register-Guard

Spinoza Gordon, 16, reads "The River Why" in the garden that he and other members of his South Eugene High School literature class helped create in a school courtyard.

## SHARED INTERESTS PROMPT TEACHERS TO CREATE A CLASS

They found that many students were drawn to learning about literature and the outdoors

BY ANNE WILLIAMS  
The Register-Guard

Five years ago, friends and colleagues Peter Hoffmeister and Jeff Hess hatched a plan for a class that combined many of the things they hold dearest in life: Great literature. Wild places. Adventure sports. Stewardship of the planet.

With a green light from administrators at South Eugene High School, the two teachers could only hope enough students would share their passions to keep the class viable.

As it turned out, plenty did. Many students say the Integrated Outdoor Program, called IOP, has been a highlight of their high school experience — even factoring in January's shivery, two-night camp-out in the snowy foothills of Fuji Mountain southeast of Oakridge.

"It definitely pushes you outside your comfort zone," said senior Whitney Cox, who took the class as a junior and loved it so much she returned this year as a for-credit teacher's assistant. "But you become really passionate about what you're doing and what you're learning."

IOP is a blended English and P.E. class, offered to juniors and seniors in daily, two-period blocks. Hoffmeister and Hess each teach one class, joining together for trips and special projects, such as a recently concluded effort to clear out a courtyard garden on campus and build new features, including a boardwalk, irrigation

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### INTEGRATED OUTDOOR PROGRAM

◆ The class raises money to buy books, defray equipment and travel costs, and provide scholarships for out-of-town trips; to donate, send check or money order to South Eugene IOP, Account 332, 400 E. 19th Ave. Eugene OR 97401

Upcoming class meeting(s) (#14 • 14 May 2009 Thursday)

# Class: Lesson plans follow themes of desert, snow and river

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system and outdoor oven.

The teachers said they've heard of a few programs with similar elements elsewhere, including one in Sisters, but nothing quite like IOP.

The class adheres to a set of ethics that includes being open to new people, activities and ideas; being grateful for resources; and believing process trumps product.

Lesson plans follow three broad environmental themes: desert, snow and river. Most of the assigned readings, classroom work, physical challenges and out-of-town trips relate directly to those themes. This week, for instance, the students are reading David James Duncan's bestselling 1983 fly-fishing novel, "The River Why," and learning safety tips for river rafting in anticipation of the year's culminating adventure: a two-day rafting trip down the Deschutes River next month.

The year's first trip — which coincided with reading and writing about Jon Krakauer's "Into the Wild," Edward Abbey's "Desert Solitaire" and Barry Lopez's "Desert Notes" — took the students to Boyd Cave, near Bend. In addition to spelunking in the cave, they were deposited in small groups in the ponderosa forest miles from camp and told to find the way back using newly acquired orienteering skills. Each group had an experienced guide on hand should things have gone awry, but the experience nonetheless tested limits and demanded teamwork, students said.

"It took us a few hours," junior Jessica Kissell said. "But it was an experience I never, never would have had. When we got back to camp, we felt so healthy, so cleansed."

The two-night snowshoeing trip to Fuji Mountain is the one with "the greatest potential for changing students' perceptions of what they're capable of," Hess said. So far, he said, they've been lucky with the weather — though it's never exactly comfortable in the Cascades in January.

Logan Johnson, a senior, called that trip "long and sobering," but said the class has been a favorite. "It really sends a message to have stewardship and responsibility for others in

your group, and for the environment," he said.

Hess, 48, and Hoffmeister, 32, met in 2001 through a mutual friend and rock-climbing partner. Both are slight yet muscular, and they share a love of the outdoors and an ethos of frugality and conservation.

While earning his teaching license in 2002, Hoffmeister student-taught for Hess and soon thereafter landed a job at South. Hess has taught both English and P.E. in his 10 years there, and is also the

head cross-country coach.

"We spent time brainstorming (about IOP) out on climbing trips," said Hess, who spearheaded the effort five years ago to transform a gymnasium storage closet into a climbing room. IOP students meet there — and climb — regularly.

Hoffmeister said the class "is really about love."

"We love literature and the act of writing," he wrote in an e-mail. "We love weather and the outdoors. And we love to learn along with our students."

## Join a Spanish-speaking play group

Oregonian  
12 May 2009 A2

For one hour, only Spanish will be spoken at **Isobel's Clubhouse**, in the 300 block of Northwest 10th Avenue. The event begins at 9:30 a.m. today. Adults who are conversational in Spanish are welcome to bring the children in their lives. Native speakers are especially welcome. It's an informal play group, but organizers are open to singing, reading or playing games together in Spanish.

I have to go to Eugene Thursday to be with our daughter. I may be able to get somebody to replace me. More soon.

### Upcoming class meeting(s) (#15 • 19 May 2009 Tuesday)

Emphasis: course-length CBI; portfolios & work samples (as CBI activities, for assessment, for professional use; Humboldt Project: "Earth Day with Alex" / *Cynanea humboldtiana* - our endangered species

Further topics: Russian Flagship program; LAC in various programs elsewhere; German 101 "Traumreise / Dream Trip" project as starting point for a for-credit CBI module

Team-Based Learning (Michaelsen book), resources 0164, 0191, 0192, 0193, 0431;

If not read already: Portland Public Schools "Recommendations for the Second Language Minimum Performance Standards" (#0010a)

0094 (Integrating Language & Content: Lessons from Immersion); 0114 (Lesson Planning); 0270 (Content-Based Language Instruction, as of 1986); 0082 (Discovering Science and Technology through American History); to come: Technology and Culture article about slaves in American South trading knowledge of African rice cultivation for better living conditions

McWhorter about Black English / standard English and Afrocentric curriculum (via email, 11 May)

About larger educational issues: 0314 Schalock on history of American education (via email to come)

0712 FLA about Engineering & German (to come via email)

Second-language and ESL modules for the Humboldt Project

### 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.

Maybe a second reflective piece: "Oh, so that's what standards in other content areas are like!"

### Announcements

# District <sup>0720</sup> subtracts new math classes <sup>0 Oregonian 9 May 09</sup>

**Curriculum** | Tigard-Tualatin adopts a more traditional approach after parents complain <sup>P  
B1</sup>

By **MELISSA NAVAS**  
THE OREGONIAN

TIGARD — After less than a year using a "reform math" curriculum, the Tigard-Tualatin School Board voted Thursday to adopt a more traditional program next year that district officials estimate will cost \$396,000.

The board's 3-2 vote overruled the recommendation of district staff and will change how math is taught in grades six through 10. Teachers primarily will use Holt textbooks and use the district's current College Preparatory Mathematics curriculum only to supplement the traditional math courses. Board Chairman Mark Chism and member Jill Zurschmeide opposed the proposal.

Superintendent Rob Saxton proposed that staff use CPM as the base curriculum and supplement with Holt, an option that would have cost about \$216,000 more.

Reform and traditional math have been hotly debated in Tigard-Tualatin. Reform math supporters say students learn the concepts behind solving problems instead of the rote memorization in traditional math. Traditional math supporters say reform math focuses too much on word problems, group work and is not rigorous enough to prepare students for advanced math.

Board members Barry Albertson, Art Rutkin and Caroline Neunert said they favored a more traditional textbook, partly because there is a lack of sufficient evidence that CPM was successful in other districts. They also identified holes in CPM and its implementation in the district this year.

"You shouldn't find a group of parents complaining so bitterly

Please see **MATH**, Page B2



To read a more in-depth description of reform math, see the links in this story at [oregonlive.com/washingtoncounty](http://oregonlive.com/washingtoncounty)

## Math: <sup>B2</sup> Switch back will be costly for district

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about not even understanding what is coming home, and how to assist their children," Rutkin said.

Zurschmeide said she sees the benefits of CPM including progressions in her daughter's math comprehension. She called it a mistake to opt for a new curriculum because of some holes in CPM.

"I don't think it's fair to throw out CPM when we haven't even used it for a year," she said. "We have smart teachers, they can fill those gaps."

The district now faces questions about how to pay for the adoption amid looming budget cuts and staff layoffs for 2009-10. Officials have less than four months to create a new curriculum and train teachers.

"Now we have the duty to make sure we implement that decision as effectively as possible for student learning," Saxton said.

Tigard-Tualatin officials this year revisited CPM, which cost \$195,000, after parents began questioning its rigor just months after the new program entered classrooms in

September. Eventually a group called Parents for Math Choice formed a Web site and began advocating a traditional curriculum so students had options to reform math.

This spring, a group of parents and district staff met with a facilitator to discuss possible curriculum changes. They agreed not to let money be a factor during discussions.

Mark Vereto, a Parents for Math Choice member, said he was happy about the board's decision but did not want to "gloat" about CPM's diminished role.

"I have mixed emotions about that," Vereto said. Though happy, "I know that there's probably a parent out there that's disappointed, there's probably some teachers that are disappointed. That was the reason we wanted choice."

Tigard High School algebra teacher Nicole Barker said she felt disheartened that the curriculum would change when her students were making huge math gains. In addition, she said the money to pay for new textbooks could be better spent elsewhere.

"We're in a position where our colleagues are going to be losing their jobs and I hate to see class sizes go up," Barker said. "They are going to be on the chopping block and we're going to be funneling money into replacing something that we already bought?"

gram entered classrooms in

Melissa Navas: 503-294-5059; [melissanavas@oregonian.com](mailto:melissanavas@oregonian.com)

German-American Saturday School

Upon entering the German American Society, I was somewhat disoriented, not knowing what to expect. I entered a small building on the outside of the German American Society where several students were entering and getting ready for their two and half hour session of German immersion. I asked the first adult that I saw if they knew where Susan Schlesinger had a classroom. A friendly woman directed me to a basement room where she said that Susan would be leading "Chor" practice. It was a room filled with chairs, three or four adults in the audience as a group of 6 children (ages 5-12) danced and sang in a circle. Susan Schlesinger lead them from the sidelines. It was a very informal session of singing. Susan noticed me and asked about my presence. I introduced myself as the PSU student that was coming to observe the school system and she welcomed me warmly. "Chor" lasted about ten more minutes and then Susan lead me to her office where I had a brief interview with her before she set me free to explore any of the fourteen classrooms in the school.

Susan gave me a brief history of the school. The German American Society Saturday School started about seven years ago in the classrooms of Portland State University. The teachers had to haul their curriculum and teaching materials every Saturday and teach what they could in the campus setting downtown. After three years at Portland State University, the German American Society purchased their current location at 79<sup>th</sup> and Division in a former nursing home. Ever since, the Saturday school has had a stronger foundation for teaching and has grown significantly.

Throughout our conversation, we were briefly interrupted by several parents with minor issues, teachers with questions, and an occasional person peaking their friendly face in to say, "hallo". Susan and I had our interview in German, but often with the interruptions of a parent, who was usually a native German speaker, would speak English with Susan. Susan and the Saturday school's goal is to continue speaking in German to continue the full effect of the language immersion simulation. She said that most native speakers instinctly assume that the "American" wants to speak English, but she continues to speak in German.

Susan gave a couple of examples where she sees English as necessary in the classroom setting. The only time that she feels that English be used in when needing to discipline a student after speaking with them once. She offers a form of disappointment to the student if she needs to change out of the immersion simulation, by having to revert to English. The other place that she felt that English was necessary was when a student did not understand at all, after several tries explaining something in German. She wants the students to try to understand German in context, without the help of English, but when nothing is working, English is the last resort.

Susan prefers non-native German speakers...

After our brief interview, she set me loose to enter any classroom that I wanted to explore what the teachers and students are doing. I decided to start in the bottom floor where the youngest students have "Spielgruppe" for ages 2 ½ - 4.

I entered the small room of two teachers and 5 children. They were standing in a circle getting ready to sing. I briefly introduced myself and my project and they continued to play. They started jumping up and down and singing, "Wir haben Hunger, Hunger, Hunger" hoping that the child that was playing and hiding out underneath the table would come out to play and sing. After the song was sung three times, they all started their snacktime. Although I was only in there for a couple of minutes, I could see that the children were excited to play and sing in another language. They spoke to each other in English, but the teachers remained speaking in German. The children understood the teachers, which of course was the the first step to language learning: understanding.

Next I moved onto the 2<sup>nd</sup> grade classroom on the second floor of the building. As I entered the room, again I introduced myself and all the children greeted me. One main teacher focussed on the lesson as the teacher's assistant helped the table full of boys acting a bit off task. The teacher was showing pictures of animals and letting the children find the correct word to fit to the animal. She started to incorporate sounds for the animals, but then realized that she herself didn't know the sound that a "Waschbär" would make. A little girl was very enthusiastic and it seemed that she was a native speaker trying to help a couple of the other little girls with their "r" pronunciation. After they all finished their animal identification it was time to sing. The teacher's assistant brought out his guitar and he gave the children two choices of songs, the children chose "Eisgekühlte Coca-Cola." I was excited to hear this song, mostly because I had not heard it since I lived in Germany. I sang along as the song got faster each time that it was sung. After the song was over, I moved onto the next classroom.

1<sup>st</sup> grade-Fliege

Bibliothek- Frau

Myriah Day 8/22/08