

Meeting 01 • 30 March 2010 • Tuesday

Version:
3/30/10

People: Fischer; Ireton; Konrad; Moore; Pease;

Today

(X') = anticipated time in minutes

(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

~~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*

Week 1: Main Topic(s): Introduction to the Course, of course; our group; What is 'CBI'? Adjusting this year's version to SpeakEasy

materials:

Chapter 1 of Stryker/Leaver (photocopy in first meeting, 0410b in course collection, for use until books arrive);

examples from my courses:

German 320 / 415 / 515 Business Simulation Course and its related

"SpeakEasy Company Website"; also my ACTFL Conference presentation

(November 2008);

GER 399 "Science Fiction Radio Drama Production" and its earlier version, the "Papa Joe" Project;

the "Humboldt Project", and its earlier versions, FLL 399 (2006W) and GER 427/527 (2006F); also my PSU SING presentation (October 2008);

examples of other courses and projects elsewhere: Levine's second-year simulation courses (#0172, #0705); Ryan-Scheutz & Colangelo's beginner-level (!) drama production (#0019); the "Big Book" activity for middle-schooler FLES (#0407); Rice University business Spanish course; new efforts to teach reading better in PPS

(15') Who we are: language teaching backgrounds and professional interests and plans. PLEASE EMAIL ME ASAP AFTER CLASS (if you haven't done so already), so that I can use your preferred address. Also please indicate whether I can distribute your address to others on the class.

(5') Fast overview of course: texts, activities, goals

(20') So what is 'CBI'? Stryker/Leaver's definition & description (0410b, p. 5). Have we ourselves encountered/ done CBI in FL/ESL - as teachers? as learners (adult, child)? as parents?

(20') Some examples of CBI - see above, "materials", especially "SpeakEasy". What does it "take" to "do" CBI? (materials, environments, traits)

(10') Break: Go get your coffee or your snack; but bring it back. We'll start promptly after 10 minutes, with or without you!

(30') What (will) this class (will) do? Reading, reflection, discussion, reports, writing, small & large project(s) (individual, ?group?), field trips and outreach, grant-seeking? Tell how the following factors / ingredients bulk in your reasons for being in the course: 1) preparation for professional language-teaching career (German? ESL? other?); 2) maintaining SpeakEasy; 3) sustainability; 4) engagement; 5)??

(10') upcoming: see section immediately below; check: your access to professional journals, especially FLA; if time: group drafts the scoring guide for the reflection

Upcoming class meeting(s) (#2 • 02 April 2009 Thursday)

1) Read the rest of Ch. 1 of Stryker/Leaver, and articles by Levine (0172, 0705) and Ryan-Scheutz/Colangelo (0019). As preparation for Thursday class discussion write a one-page (single-spaced) reflection that develops some sort of coherent idea from one/both of the articles. During class you can add comments to your printed version; then you'll hand it in right there/then.

2) Explore the websites listed above under "materials". As preparation for more Thursday class discussion

Calendar

Sunday 20 March '10

Multnomah County Libraries:

12:30-1:30 p.m. "Résumé Tips and Tricks" Dawn Rasmussen will give tips on how to make a targeted, well-designed and strategic résumé. Offered in partnership with PCC Community Education. Central Library, 801 S.W. 10th Ave.; free; 503-988-5728

Monday

Hispanic Chamber Workshop:

5:30-7 p.m. "Primeros Pasos Para Comenzar un Negocio." Midland Library, 805 S.E. 122nd Ave.; free; www.multcolib.org/events or 503-988-5392

Tuesday

SCORE Workshop: 8:30 a.m.-noon. "One Hundred Ways to Promote Your Business." ODS Tower, 601 S.W. Second Ave., Suite 2030; \$55 pre-registered, \$65 at the door; www.scorepdx.org or 503-326-5211

Hillsboro Chamber of Com-

merce: 2-4 p.m. Job Seekers Support and Networking Group: "A Toast to Toastmasters." RoseSprings Center for the Healing Arts, 5215 N.E. Elam Young Parkway, Suite A, Hillsboro; free; www.hillchamber.org or 503-726-2151

Wednesday

League of Women Voters of Clackamas County:

11:45 a.m. Fri, March 26 (register by 1 p.m. Wed, March 24). Lunch-and-learn session: "From Nopenhagen to Nopenhagen," a firsthand report about 2009's climate change negotiations in Copenhagen. Szechuan Kitchen, 15450 S.W. Boones Ferry Road, Lake Oswego; \$12; 503-245-1239

North Clackamas County Chamber of Commerce:

5-7 p.m. Business After Hours. Unitus Community Credit Union, Clackamas Branch, 9200 S.E. 82nd Ave., Clackamas; \$5; www.yourchamber.com or 503-654-7777

Oregon's reading plan

A governor-appointed panel of educators, employers and others has developed a plan to fix reading instruction in every grade, drawing on research-proven practices. See details at www.ode.state.or.us/search/page/?id=2932. Some highlights:

Kindergarten to second grade: This is the time to discover and fix reading difficulties. For most students who take the state reading test at the end of third grade and are found to read below grade level, it's too late to ever fully fix the problem. All students have their reading skills measured at least three times a year. Those who are behind get extra help. Those who are furthest behind spend as much as 2½ hours a day learning pre-reading and reading skills.

Grades six to eight: Every student takes a reading class geared to his or her reading level. The classes, separate from traditional English classes, run 40 to 60 minutes a day.

High school: Teachers teach students how to read and analyze text in their subject, whether physical education or physics. Content-specific reading skills and vocabulary are explicitly taught and practiced in all classes for a total of at least two hours a day.

Source: Oregon Department of Education

**Reading:
New program
getting results
in Springfield**

Continued from Page One

experts at teaching teens how to read texts in their field.

Oregon showed a lack of progress on the National Assessment of Educational Progress reading exam, the only one given in all states. Only a third of fourth- and eighth-graders showed full proficiency, and

their average scores were a statistical tie with 2007, the last time the test was given.

That seems to contradict recent results from Oregon's state reading tests, which have shown more and more students reaching grade-level reading benchmarks in elementary and middle school.

But state officials concede the national results are correct. Oregon schools have gotten more students who read just below grade level to improve enough to pass the state test, they say, but they haven't boosted the reading skills of students across all ability levels much.

"We want more widespread growth among all students,"



See federal and state testing results for all Oregon public schools at schools.oregonlive.com

says Tony Alpert, director of assessment and accountability at the state education department.

Oregon can post that kind of across-the-board improvement by following the recommendations of the reading how-to guide that will be formally unveiled next month after years in the making, says Anderson, the state reading specialist.

Following the plan would require schools, districts and the state to treat reading as the paramount skill taught. Many schools now end formal instruction in many reading skills after third grade, and most high schools barely teach reading.

The new approach won't be mandatory, nor will schools be given big financial incentives to adopt it.

But Nancy Golden, superintendent of the Springfield school district, which has begun following most of the new recommendations, said she thinks most districts will come on board when they hear the excitement among teachers and see the great results for students in districts that are early adopters of the new techniques.

Even if it makes changes and starts to see results, Oregon still must play catch-up with states such as Massachusetts, Connecticut and Pennsylvania, which are far ahead in teaching students to read—and still getting better, results from the national test show.

Anderson said the concrete, step-by-step details in Oregon's plan will make it easier for schools to show progress. New requirements that every student, beginning with this year's sophomores, pass the state reading test to get a diploma will also help spur interest, she said.

"This framework really does address the needs of every learner. It's the first time we've done anything like this," Anderson said. "I think we're going to see a big difference (in students' reading skills) in two or three years."

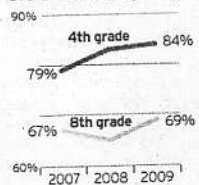
Betsy Hammond: 503-294-7623; betsyhammond@news.oregonian.com

Reading scores compared

Scores on state reading tests have looked encouraging, with more and more students reaching state benchmarks. But scores on a national exam given in every state show Oregon students' reading abilities have stagnated since 2007.

Oregon test scores

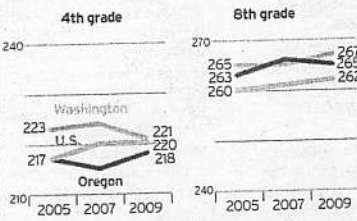
Results from the state reading tests show more students meeting benchmarks, particularly at fourth grade, but state officials say students' reading skills overall have barely budged.



Sources: Oregon Department of Education, National Assessment of Educational Progress

National test results

Here are the results from the 2009 National Assessment of Educational Progress in reading. Experts say the small changes in reading scores are not statistically significant; 2009 performance is flat.



DAN AGUAYO/THE OREGONIAN

**Oregon reading scores
flat on national tests**

Skills | Oregon plans to place more emphasis on catching problems earlier and extra teaching time later

By **BETSY HAMMOND**
THE OREGONIAN

Oregon students' reading skills have plateaued along with those of fourth- and eighth-graders nationwide, according to national test results released Wednesday.

The results lend urgency to a statewide initiative the state Department

of Education will launch next month to change how reading is taught from kindergarten through senior year of high school, says Julie Anderson, department reading specialist.

Among the proposed changes: more intensive small-group lessons for weak readers in first and second grades; daily 40-minute reading lessons for all seventh- and eighth-graders, separate from their English classes; measuring every student's reading skills several times a year; and remaking every high school teacher, including those in physical education and shop classes, into

Please see **READING**, Page A7

WEATHER

Showers

High: **56** Low: **46**

For complete weather, see **D10**

INDEX

- Business.....**C1**
- Class. Index.....**D6**
- Class.Comics.....**D7**
- Comics/Crswrd**E4**
- Crswrd NYT.....**D9**
- Editorial.....**B4**
- Home/Garden.**HG1**
- How We Live.....**E1**
- Movies.....**E3**
- Obituaries.....**A8**
- Sports.....**D1**
- Television.....**E6**

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