

### Request for Extended Travel

(THIS REQUEST FORM REQUIRED FOR TRAVEL OUTSIDE OF THE 200-MILE RADIUS)

NAME: Alaina Langdahl  
DATE: 1/13/2011

DEPT/BUILDING Parkrose High School

**PURPOSE:**

The purpose of my trip is to go to the AP reading in Louisville, Kentucky to score AP Literature essays and attend workshops on literature and teaching AP more effectively.

**DISTRICT BENEFIT:**

I will obtain a plethora of knowledge on teaching AP Literature and be trained in more refined, effective, and latest techniques for teaching AP. Besides receiving extensive training on grading AP essays, which is a major part of my job, the College Board offers various workshops every evening. I will be participating in a poetry workshop, Shakespeare workshop, British literature workshop, and teaching reading and writing workshop.

TRAVEL DETAILS: 1. DESTINATION: **Louisville, Kentucky**  
2. TRAVEL DATES: 6/10-6/18

<u>ESTIMATED EXPENSES:</u>	<u>DESCRIPTION</u>	<u>COST</u>
• TRAVEL	Flights to and from KY	\$562.00
	3 x 7 days plus 2 during travel days	\$300.00
• MEALS		
• LODGING	7 nights in Louisville	\$1,358.00
• REGIS/FEEES		
• SUBSTITUTE	Not required	
• OTHER		

TOTAL: \$2,220.00

**BUDGET SOURCE(S):**

Source	Budget Code	Amount
• GENERAL FUND:		0
• WORKSHOP FUNDS:		0
• CONTRACT REQUIREMENT:		0
• OTHER:	College Board pays for food, travel, and lodging.	\$2,220.00

TOTAL: \$2,220.00

*mm 5/6/11*

SUPERVISORS RECOMMENDATION AND COMMENTS:

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SUPERVISOR SIGNATURE:

*Alaina M. Langdale*

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

OK - Alaina does this annually.  
K. Gray

BOARD ACTION:

NOT-REQUIRED \_\_\_\_\_ REQUIRED  APPROVED \_\_\_\_\_ DISAPPROVED \_\_\_\_\_ DATE: \_\_\_\_\_

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE.

EMPLOYEE SIGNATURE:

*Alaina M. Langdale*

DATE:

*1.16.2011*

January 2011

Dear Administrator:

On behalf of the College Board's Advanced Placement Program® (AP®) and Educational Testing Service, I am delighted to offer an invitation to Alaina Langdahl to serve as an AP Reader at this year's annual AP Reading.

I anticipate that in May 2011 more than 1.5 million exceptional students from around the globe will take approximately 3.5 million AP Examinations in 27 subject areas.

Except for the Studio Art examination — which consists of a portfolio assessment — all exams contain multiple-choice and free-response questions (either essay or problem-solving) that provide students with the opportunity to demonstrate their mastery of rigorous, college-level coursework.

In June 2011, approximately 11,000 college faculty and AP teachers from around the world will gather in Louisville, Kentucky; Kansas City, Missouri; Cincinnati, Ohio; Fort Collins, Colorado; and Daytona Beach, Florida, to evaluate and score about 11 million free-response answers.

Participants in the AP Reading:

- Receive training in consistent application of the scoring standards, and use those standards to score student responses;
- Interact with members of the AP Development Committee responsible for revising the AP Course Description and developing the exam, giving and receiving information about the current state of teaching and learning in the discipline;
- Discuss achievement, assessment and teaching strategies with college faculty and AP teachers;
- Develop a network of professionals in their discipline that will last a lifetime; and
- Earn Continuing Education Units (CEUs).

The careful evaluation of students' work is one of the most important aspects of the AP Program. The AP Program's acknowledged success is due to an evaluation and scoring process that reflects the high standards of faculty members who, by virtue of their experience and expertise, have the appropriate student performance expectations within their respective disciplines.

The AP Program sincerely hopes that you will encourage your faculty to participate in this year's AP Reading. AP Readers testify that the annual AP Reading offers a rare and enriching professional development experience by providing them with the opportunity to develop teaching approaches and ideas through close interactions with a diverse group of professional colleagues.

Many thanks in advance for your support of the academic experience of students worldwide.

Sincerely,

Trevor Packer  
Vice President  
Advanced Placement Program

Read-Error

## AP Reading and Training

In June, AP teachers and college faculty members from around the world gather in the United States for the annual AP Reading. There they evaluate and score the free-response sections of the AP Exams. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as an intensive collegial exchange, in which they can receive professional support and training. More than 10,000 teachers and college faculty participated in the 2010 Reading. Secondary school Readers can receive certificates rewarding professional development hours and Continuing Education Units (CEUs) for their participation in the AP Reading.

Upon arrival at the Reading sites, AP Readers receive the AP Information Guide. The guide lists all scheduled activities during the Reading week. Professional development opportunities during the Reading week include:

- **College Board Open Forum:** An evening event in which College Board representatives present information from the College Board to all Readers. Readers are invited to participate in the discussion and enjoy refreshments.
- **Professional Night:** An evening event in which a guest speaker is invited to present information relevant to a particular subject.
- **Workshops:** Representatives of several subjects host evening workshops as a way to network with colleagues and exchange best practices.

The Reading occurs over a seven-day period. On the first morning of the Reading, all Readers receive a brief orientation, followed by extensive scoring training focused on the exam question the Reader is assigned to score. Readers are trained to apply the scoring guidelines by referencing student responses that represent the score scale. Readers are assigned to a scoring table (typically eight Readers per table) with a Table Leader who assists Readers with questions about the scoring process. Table Leaders also monitor and evaluate Reader performance.

## Training the Readers

Table Leaders conduct a thorough training session for each free-response question with the Readers before the scoring begins. This ensures that all the Readers are using the same standard, and it provides the opportunity to further refine the scoring guidelines as necessary. In these training sessions the Readers follow these steps:

- Readers review the scoring guidelines and then read sample pre-scored papers reflecting all levels of ability.
- After discussing the scores for the samples, the Readers read another group of pre-selected responses whose scores are not revealed to the Readers. Groups of Readers determine collectively what score should be assigned, which is then compared to the score given by the Reading leaders.
- This process is repeated several times, with responses that represent a wide range of possible and problematic responses.
- Scores and differences in judgment are discussed until agreement is reached, with the Question Leaders, Table Leaders, or the Chief Reader acting as arbitrators when needed.

Once a team has shown consistent agreement on its scores, its members proceed to score individually. Readers are encouraged to seek advice from one another, the Table and Question Leaders, or the Chief Reader when in doubt about a score. A student response that is problematic receives multiple readings

and evaluations.

### **Testimonial**

"The AP Reading is the single best professional development experience I have. I personally value the experience because it helps me refine my pedagogical skills and strategies and because it's a communal, morale-boosting experience for teachers. I teach entry-level Rhetoric classes at a large public university. The students in our classes represent a wide range of abilities and levels of preparedness for college reading, writing, speaking and thinking, all of which are skills we try to cultivate. I find a similar range of mastery and preparation in the AP composition exams I encounter at the Reading. Collaborating with high school and college teachers at the Reading to understand and describe this range helps me think about how to recognize and respond to my own diverse range of student writers."

Mary Trachsel  
Associate Professor, Department of Rhetoric  
University of Iowa, Iowa City

### **My Testimonial**

"The AP Reading has helped me become a better teacher, not only for AP but for all subjects. After my first year at the Reading, my students' AP scores improved significantly because I had changed my entire curriculum based on what I learned at the Reading and during the workshops. In particular, my ability to teach poetry improved after a poetry workshop with an Ivy League professor and a workshop with the one-time American poet laureate, Billy Collins. The quality of the workshops and the presenters are the highest of any workshops I have attended. I have learned extensively about teaching reading strategies, writing, and assessment."

Alaina Langdahl  
AP Literature Teacher  
Parkrose High School