

Request for Extended Travel

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

NAME: Alaina M. Langdahl

DATE: 1/30/2018

DEPT/BUILDING: Parkrose High School

PURPOSE:

The purpose of my trip is to attend the AP Reading in Kansas City, Missouri where I will score AP Literature essays; also, I will attend multiple workshops on teaching literature, poetry, and writing more effectively. I will earn 52 PDU for the training and reading.

DISTRICT BENEFIT:

I will obtain a plethora of knowledge on teaching AP Literature and be trained in more refined, effective, and current techniques for teaching AP Literature. 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 the teaching of reading and writing workshop.

TRAVEL DETAILS: 1. DESTINATION: Kansas City, Missouri
2. TRAVEL DATES: 6/10/2018-6/18/2018

<u>ESTIMATED EXPENSES:</u>	<u>DESCRIPTION</u>	<u>COST</u>
• TRAVEL	flights to and from MO	\$562.00
• MEALS	3x7 days plus 2 during travel days	\$300.00
• LODGING	7 nights in Kansas City	\$1,358.00
• REGIS/FEES		
• SUBSTITUTE	2 1/2 sub days (5 half days)	\$673.20
• OTHER		

TOTAL: \$2,873.20

BUDGET SOURCE(S):

<u>SOURCE</u>	<u>BUDGET CODE</u>	<u>AMOUNT</u>
• GENERAL FUND: H.S. will cover without requesting a sub	targeted: 100-2240-0121-931-330 -000 requesting use of personal time	\$673.20
• WORKSHOP FUNDS:		
• CONTRACT REQUIREMENT:		
• OTHER:	College Board pays for food, travel, and lodging.	\$2,220.00

TOTAL: \$2,873.20

SUPERVISORS RECOMMENDATION AND COMMENTS:

Please approve, she attends every year and it is a benefit to us.

SUPERVISOR SIGNATURE:

Molly T. Oake

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

Please approve. H Gray 3/6/18

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. Longdale

DATE:

1/31/2018

Typical Workshop Outcomes

AP English Literature and Composition

AP Central (/) / Professional Development (/professional-development)
/ Workshops & Summer Institutes (/professional-development/workshops)
/ Browse By Subject (/professional-development/workshops/descriptions)
/ English (/professional-development/workshops/english)
/ AP English Literature and Composition

Professional Development

- Overview (/professional-development)
- Teaching AP for the First Time? (/professional-development/teaching-ap-first-time)

- Workshops & Summer Institutes

- ○ About Workshops & APSIs (/professional-development/workshops/about-workshops-)

Search for Upcoming Workshops (<http://eventreg.collegeboard.org/calendar-ap>)

This workshop for new and experienced teachers will review materials, course outlines, content-related handouts, student samples, and scoring guidelines that focus on pedagogical techniques and content-specific strategies that you can use in the classroom.

Learning outcomes

After attending this workshop, you will be able to:

- Align your instruction with the goals of the AP English Literature and Composition course.
- Identify the skills and knowledge that the exam will assess, and identify the tasks and materials for which students might need more preparation.
- Draft a syllabus that meets the curricular requirements for the course.
- Make equitable access a guiding principle in designing instruction.

What First-Time AP[®] Readers Should Expect

In June, AP[®] teachers and college faculty members from around the world gather 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 scores that accurately reflect college-level achievement. Readers describe the experience as an intensive collegial exchange, in which they can receive professional support and training.

The 2018 AP Readings will be held at convention centers across four U.S. cities: Cincinnati, Ohio; Kansas City, Missouri; Salt Lake City, Utah; and Tampa, Florida. Following are some tips for working in such large venues:

- Dress is casual; shorts and jeans are acceptable. You should bring a sweater or sweatshirt, as the Reading rooms can become chilly at times. Comfortable walking shoes are a must.
- On-site dining includes three meals and two breaks daily.
- Double-occupancy lodging is prearranged for Readers at local hotels. AP Readers may request a single room at a cost to them that is determined by site. Single rooms are available on a first-come, first-served basis. A credit card is required at hotel check-in to cover incidentals.
- Be sure to bring your medical insurance card with you when you travel.
- All hotel rooms offer complimentary wireless Internet for AP Readers.
- For many subjects, hospitality suites are located in the hotels as a gathering place for AP Readers.
- Dine-Out Evening: Each site has one dine-out night for AP Readers to dine in one of the local restaurants. AP Readers are reimbursed for dinner on the dine-out night.
- Reading site locations offer a variety of local evening activities at movie theaters, museums, shopping centers, etc.

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.

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 throughout the Reading.

To learn more about the AP Reading experience, visit the College Board AP Central website and [view the videos and testimonials](#) of past Reading participants.

Letter to Administrators

January 2018

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 during this year's annual AP Reading.

The AP Program offers 38 courses in a wide variety of subject areas. I anticipate that in May 2018 more than 2.8 million exceptional students from around the globe will take approximately 5.2 million AP Examinations.

AP Exams consist of a portfolio assessment, or contain multiple-choice and free-response questions that provide students with the opportunity to demonstrate their mastery of rigorous, college-level coursework.

In June 2018, approximately 17,300 college faculty and AP teachers from around the world will evaluate and score about 22 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
- have the opportunity to 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

Senior Vice President, AP and Instruction

The College Board®