**ESOL Department Meeting**

**January 22, 2016**

**1. Acceleration Procedures, *Rene Rivas***

When we move students from one level to the next, it must be prior to the final attendance verification. Admissions and Records must receive the rosters early, prior to the attendance verification date.

**We should submit our initial acceleration decision before April 14. If possible, give your midterm exam Week 8 before Easter break. At the end of the semester, any additional accelerators can fill out a challenge form.**

Teachers, please have your students write your name on the challenge forms to facilitate the approval process for David.

Disadvantage of making late acceleration decisions — enrollment is already open to the public and we can’t guarantee there will be openings in the classes students need to register for at that time.

From the District perspective, we should report acceleration sooner than later.

We need to communicate to the District that the ESOL Department has become an acceleartion model in the state of CA of a successful educational model. The District perspective is more administrative, not focused on the educational benefits for our students.

It’s a problem for our continuing students if they don’t know what to register for when they have an opportunity to register. Ideally, there should be a way for instructors indicate which courses we are recommending for each student electronically on the roster similar to the census procedure. We need a systems change to accommodate us.

David, Lisa and Dean Chan will continue to advocate for us with the decision makers at the District.

**2. Oakland Adult School - Peralta Colleges Alignment, *Lisa Cook***

Oakland Adult School is building forward; they have recently hired 9 new ESL teachers.

ESL Regional Alignment Team, part of the Adult Ed Working Group — Peralta Colleges working with Adult Schools.   Lisa Cook and Lisa Gonsalves (formerly of BCC) will be working together on this project.  The question is who is going to address the gaps in our adult education system to address gaps in our region, to help students who aren’t being served.  And how is this going to happen?  There are 63,000 people in northern Alameda County who report that their English skills need improvement.  We need to reach and serve these potential students.  We need to design opportunities for students to study with a lower commitment.  Hours per week are not fixed by the non-credit hour or adult school model.

Noncredit curriculum has the same proportionment as credit classes (college receives the same funding for both kinds of classes).  Minimum qualifications for noncredit community college instructors = BA + years of teaching experience.

Undocumented students can take non-credit classes, and we are not serving them currently Financial aid is not available for undocumented students; they currently pay the same tuition as  international students).  Non-credit classes will be free and repeatable.

Laney will write a noncredit bridge program from Adult School to Community College. We need clear alignment from Literacy level to AA degree. Anyone who makes contact with us (adult school or community college) will get placed in the correct program. More people can come in, move along the pathway, get jobs and move along.

Pell Grants -- Students are only eligible for 5 years total in their lives. We don’t want students to use up all of their grant money on remedial courses if they could take them as non-credit classes (and not pay tuition).

The silver lining of having had our adult program cut is that now it’s being entirely reconstructed from scratch and is being well designed.

Adult School pay is now much higher, it’s equivalent now to our part-time instructors. They are also paid for some prep and collaboration. We should advocate for the same kind of contract.  We need to design opportunities for students to study with a lower commitment. Hours per week not fixed by the credit hour or adult school model.

Lynda Nicol  is on a negotiation team for the next PFT contract.  The next meeting is Thursday, January 28 around 4:00 pm at the District. Show up and demonstrate your support.

The minimum qualifications for teaching at a community college are different for different disciplines. We want the same pay scale for non-credit classes so that we can teach both credit and noncredit classes -- fluidity. There will be a preference for folks who are already employed by Peralta before hiring from outside.

**3. Contextualizing Listening/Speaking Classes, *Christine Margerum & Chelsea Cohen***

Last semester, Chelsea and Christine used *Island of the Blue Dolphins* in their High Beginning and Intermediate Listening and Speaking classes instead of a traditional L/S textbook.

Christine’s approach:

* Replaced the traditional textbook with the novel and created activity packets
* The audio recording of the book was available on YouTube (with some glitches), the CD was available but students weren’t required to purchase it.
* VoiceThread assignments -- students recorded oral responses to prompts that connected the text with the world around them.
* Final exam was video recorded.
* A student who wouldn’t speak at the beginning of the semester was completing VoiceThread assignments and making effective presentations by the end of the semester.

Chelsea’s approach, do projects related to the story:

* Animal cruelty -- current events.
* Native American Heritage Month -- Oakland Museum of CA Pacific Islander exhibit -- students visited and made presentations.
* Different perspectives on Thanksgiving.
* Connect themes from the book with what’s going on in the world around us.
* Collaborate with an English instructor -- shared stories about communities with the class next door.
* The novel really tied everything together.
* Students felt a great sense of accomplishment at the end of the semester.
* Allows a lot of creativity for the teacher when using a novel instead of a textbook.
* Students watched the film of the novel in class.

Disadvantages:

* retention of students was lower than usual -- it was a demanding class
* 4 hours of classwork + 8 hours of homework -- students were surprised by the amount of work/time commitment

Maybe we should consider basing a Listening/Speaking course on film(s).

**4. SLO Assessment Results & Recommendations, *Reading/Writing & Grammar Lead Instructors***

High Beginning Reading and Writing -- students did well on writing introductions, they have room to improve on writing conclusions. Re: critical thinking, the thesis was fine, but providing evidence to support their claims was a weaker point. Students were provided with a lot of guidance with the introduction. For some of the students it was the first book they had ever read in their lives.

Intermediate Reading and Writing -- assessed the last multi-draft essay of the semester. The weakest area was editing (some different opinions about that among the teachers), followed by “well developed”. Evaluation tool varied for each section of the course, some teachers had conferences/others didn’t. Recommendation: assess SLO along with midterm because more norming goes on around midterm assessment. Stay true to course outline -- how much emphasis are we supposed to put on structure?

High Intermediate Reading and Writing -- assessed the last multi-draft essay of the semester based on the novel that the students were reading. We met our goal (87% of students scored 70%+), but it was the third draft. Weakest area, introducing, integrating and explaining quotes in their essays.  Grammar was another area of concern. We need to teach students how to proofread their own writing. Recommendation: assess SLO based on an in class essay to be sure to assess their own writing without teacher influence.

Advanced Reading and Writing -- results have not been reported yet.

We want to know what percentage of our students earn 70%+ on the assessment.

We need to do the SLO assessment earlier in the semester to help bring consistency and calm to the process. It’d be ideal to know what we are assessing and how and prepare for that in advance.

Listening/Speaking courses and any of the “miscellaneous classes” (Spelling, Workplace Communication, Writing Workshop) will be assessing an SLO this semester.

**5. Course Outline Updates, *Annie Agard***

We are moving ahead with the official change from ESL to ESOL. We will also be changing the numbering of our courses. All intermediate and high intermediate classes will change to the 250–299 range to indicate that they are basic skills courses rather than degree credit. The course names will also change. They will be like this:

Grammar 1, Grammar 2, Grammar 3, Grammar 4

Reading/ Writing 1, Reading/Writing 2, Reading/Writing 3, Reading/Writing 4

**6. ESOL Pathway Classes, *Steve Zetlan***

ESL Pathways -- called “High Beginning Speaking and Listening, High Beginning Grammar”, but it’s really more like a beginning course (to accommodate students who would be in adult school)

New classes in the Pathways cohort: Vocabulary and Spelling, English for Technology

If you are teaching High Beginning classes this semester and you find in the first couple of weeks of the semester that they are not ready for High Beginning, please refer them to Steve.  Fliers are available from him.  Students need to be available to attend 11 hours of classes per week, Mondays 10:00 to 3:00, Wednesdays 10:00 to 3:00 and Friday mornings.

**7. Miscellaneous Announcements, *David Mitchell***

Welcome back Judy Wong!

No more late adds after the first 2 weeks of the semester per Dean Chan.

Part-timers who are interested in teaching this summer mid-June to late July, look out for the email from David within the next two weeks.

English-ESL Summit this afternoon in F-255.  Please attend if you can.

If you are teaching a Reading/Writing class, make sure that your cap (maximum number of students allowed) goes down to 30 in your Passport account/student roster on Monday. If it doesn’t go down on Monday, notify David.

Remember there are now certificates in ESOL for the Intermediate, High Intermediate and Advanced levels.  Advertise this to students, and put this in your syllabus if you can. The application deadline for certificates and degrees is March 18 through Admissions and Records.  David will send out the courses needed at each level for the certificates next week so you can let your students know.