**ESOL DEPARTMENT MEETING MINUTES**

**APRIL 4, 2016**

**12:00–1:00 pm, T-450**

**1. Student portfolios - High Beginning Reading/Writing  (Rick)**

Rick has been using portfolios for years. Students organize their work in folders, and Rick uses them to make recommendations for acceleration.

Three main purposes of the portfolios:

1. Improve students’ organizational skills
2. Track students’ progress
3. Use as a diagnostic tool and for ongoing assessment

Parts of the portfolio:

* Correction sheet with symbols, tally errors
* In class writing (newest revision on top, followed by drafts to show progression)
* Book reports on student stories from previous semesters, summary/responses
* Spelling lists

Portfolios are an excellent assessment tool because they show a student’s progress over the course of a semester.

**2. Accelerating “A” roster students, Spring 2016  (David)**

David distributed instructions on how to accelerate “A” roster students. Print out “A” roster, highlight the names of students you would like to accelerate. Put the 5-digit code for your “B” course at the top of the roster.

Due to David by Wednesday, April 13.

David hands them to Rene in A & R on Thursday, April 14

A student’s financial aid will not be impacted by acceleration. However, once students accelerate, it’s difficult if not impossible to return to the B section. Make sure the students who you accelerate really want to accelerate. For students you think are ready to accelerate but who aren’t sure they want to, they have the option of filling out a challenge form at the end of the semester if they decide that they’d like to accelerate at that time. Ask students to write their teacher’s name on the challenge form so David can easily identify who’s doing the recommending. Also email David with students’ names and ID numbers of any students you want to accelerate via a challenge form.

David will send out the detailed instructions for acceleration on the department list serve.

**3. Developing non-credit classes (Lisa)**

Updates: Work in the Adult Education block grant (Steve, Suzan, Beth, Lisa) has achieved clarity with adult school programming.

Oakland Adult school is back, but they are pretty small. They have 4 sections of ESL classes close by at Met West, and a couple of classes at Merritt College. They don’t have a set curriculum. They have a very responsive approach to their students; they teach to what their students need, which makes it hard to align with them.

There’s still a gap between literacy and our HB level with many potential students who aren’t being served in the area. Oakland Adult Schools can only serve so many students. We’re moving forward with designing a non-credit sequence of classes. This will be a pathway to HB.

Students below the HB level often need to develop strategies for independent learning, so non-credit classes would have more classroom contact hours to prepare for credit courses.

The ESOL Department working group is developing a curriculum (backwards design from HB) now, and we hope to begin offering non-credit classes in Fall, 2017.

\*Foundation Skills Announcement:

Laney just got funded for Basic Skills to the tune of $1.5 million to transform basic skills pathways for English, Math and CTE.

**4. Grammar issues in Advanced Reading/Writing (Anna, Annie, Chelsea)**

David, Chelsea, Anna, and Annie met to discuss grammar issues, especially at the Advanced level. The grammar seen in Advanced R/W students isn’t at the level it needs to be - what do we do?

A possible strategy: Create weekly grammar units/modules:

 -Students start with an assessment test

-If they do okay on the assessment, they are done. If not, they have to complete the online module

-Completing the sequence of modules will be a significant part of the course grade

A list of grammar points Advanced R/W instructors want to focus on will be made available.

*Other related comments*:

Grammar courses: Course Outlines have so many different topics and grammar points to teach in one semester in just four hours a week. There is too much to choose from and not enough time. Grammar instructors teaching at the same level often don’t teach the same grammar points—little coordination.

We need dialogue between reading/writing, listening/speaking and grammar instructors about what is (and isn’t) covered at each level. Grammar should be applied and not just practiced.

We need an action plan—we could create a team to adjust the course outlines. Course outlines are living, breathing documents that need ongoing updating and maintenance.

We need to ask Nathan at the District how we measure success rates. The data is complicated, and we need to clarify the data to ensure future funding

We need more recent data in the program review.

**5. Summer book club (Anna, Chelsea)**

Would anyone be interested in reading a book related to our work and read it over the summer? Maybe we can come back and connect in the fall to discuss and share ideas. Anna will send out an email to see if anyone is interested and propose a title.

**6. Miscellaneous announcements  (David)**

* **Evening survey**—Evening instructors, please have your students complete the survey by the end of April.
* **Faculty Senate Elections**—Vote for reps, everyone should vote too. Ballot closes tonight at midnight.
* **Visitors from Cuyamaca College, San Diego**—Wednesday and Thursday of this week, two ESL instructors from Cuyamaca College come to check out our Reading and Writing curriculum. Lisa and Suzan are also visiting Santa Rosa Junior College later this month to talk about our accelerated curriculum.
* **SLO Assessment for this semester**—Listening/Speaking, and miscellaneous classes (spelling, writing workshop, customer service, etc.) need to conduct an SLO assessment this semester. David will email the list of courses and SLOs due to be assessed this semester.
* **CATESOL**—Lisa and Suzan will be presenting about their adult education work.