ESOL Department Meeting Minutes

Thursday, October 2, 2014

**MIDTERM EXAMS- Oct 13-17**

Each level/course should have a full time leader. Reading-writing classes need to give common midterms. Norming among instructors is crucial. Make sure you have a time for your group to get together to norm and if you read midterms together, you will have access to each other for questions.

Grammar and Listening-Speaking classes should also give midterms that week for acceleration purposes, and do not have to give a common midterm, but it definitely would be preferable.

Part timers can take a day off to make up for group norming and grading sessions.

**SLO ASSESSMENT**

Reading-Writing surveys are being done in all the levels with a full-timer in charge of each level. They are keeping on top of it.

Steve - beginning

Barbara - intermediate

Kathleen P - high intermediate

Annie - advanced

Each leader should be collecting individual instructors’ tallied results of the survey now and again at the end of the semester.

The Grammar SLO being assessed this semester deals with aural skills - teachers are practicing listening more this semester and level leaders will contact instructors about whether to assess the SLO during the midterm or at a later point in the semester. David suggested it would be better to assess the SLO later in the semester so the students have more time to show mastery of the SLO. The aural quiz/exam/assessment should be identical for each Grammar section at that level.

**ACCELERATION**

Below are the step-by-step directions (handout) on how to accelerate students this semester.

1. Based on the midterm assessment and other types of assessments you’ve given your students during the first half of the semester, determine which “A” roster students have achieved the exit skills for the “B” course at your level. Those are the students that you will probably recommend accelerate to the next level. Remember, students on your “B” roster will automatically advance to the next “A” level unless they receive a “D” or “F” grade in the class. If that’s the case, they will repeat the “B” course at the same level.

2. Send and/or give an email to each student on your “A” roster who you want to accelerate to the next level. Copy the exact wording of the email below. The email has to be written on your PERALTA email account, and should be addressed to each individual student with his/her full name and student ID number. After you give the accelerating students their emails, instruct them to register for the next level **with a counselor. Accelerating students won’t be able to register online for the next level—they have to go through a counselor with the email you provide.**  Counselors will not accept hand-written notes or messages sent from personal email accounts. Please give your students their accelerating emails by November 3 as that’s the date some students can begin registering for the spring semester.

3. The “A” roster students who you have recommended accelerate may decide they’d prefer to take the “B” course at the same level, and they can register for that online without your permission email. However, please talk to the students you are accelerating and explain why you think it would be better for them to jump to the next level as some students may not have the confidence to try the next level without a push from you.

4. Send me ([davidsezzso@yahoo.com](mailto:davidsezzso@yahoo.com)) a list of students you are accelerating in case a counselor has a question about a particular student. Include the students’ names and ID numbers on your list. In the subject line of the email please write:

**“Accelerating Students for *ESL 283A, Section 41467*”.** Send a separate email for each of your classes. Please send me your lists no later than November 3.

5. If you decide to accelerate more students as the semester comes to a close, that’s fine. Give them an email stating you recommend that they accelerate and send me their names and ID numbers so that I can add them to your acceleration list.

**Example email to be copied:**

Dear Counseling Department,

*Brittany Lee (#1088888)* is currently registered in *ESL 283-A (High Beginning* *Listening & Speaking),* andhas demonstrated exit skills for *283-B.* It is my recommendation that *she* accelerate to *ESL 232-A* *(Intermediate Listening & Speaking),* providing that she maintains her current performance level in this class and finishes all required work through to the end of the semester.

This message serves as an official record of my recommendation. Thank you.

David Mitchell (djmitchell@peralta.edu)

ESOL Instructor

Laney College

November 3, 2014

Points made during the meeting about acceleration:

1. Send and/or give a hard copy of an official email FROM YOUR PERALTA EMAIL to students’ Peralta or their personal email stating that they can accelerate. See above handout for EXACT official email wording. Also it might be best to send an email to students who are not passing so the counselor can override to allow them to re-enroll in the same class they are currently taking.
2. Send a list of your accelerating students to David before Nov 3rd. (Again, see the above handout for exact wording).

\*\*David will ask whether a student can pay for classes if they have financial aid so we can advise students about how to do that if they want to take classes that are not on their ed plan.

Suggest to students that they show our email to the counselor, or even forward it to the counselor before their appointment.

**COHORTS**

For spring, we'll have two sections of HB cohorts - high beginning grammar, high beginning speaking-listening and writing workshop. We'll also have a new HB reading-writing, grammar and writing workshop cohort.

Students can go to the B level of a regular class after they finish a BH cohort or go up to intermediate. In Spring 2015, students could possibly go from high beginning speaking-listening/grammar cohort to the high beginning reading-writing/grammar cohort.

**PROFESSIONAL DEVELOPMENT**

Total per year has been raised to $1000 per academic year. Part timers need to have taught 4 semesters to be eligible. Kathleen will check to see if those 4 semesters have to be consecutive. There is a link to the professional development website on our department site and on [laney.edu](http://laney.edu). Sonja or Kathy Tran will help you with the forms as needed.

**CURRICULUM REPORT**

ESOL DEPARTMENT NAME CHANGE

Annie has been officially changing the names on all of our courses at Laney but the other campuses haven't done this. All campuses need to do their part before the name change can be submitted to CIPD and the state for approval.

ESOL CERTIFICATES

We have the ability to give a local certificate of completion to ESOL students, and Annie has determined which courses need to be finished for each certificates at each level, but no one has taken on the work of advertising the certificates, dealing with the certificate application process, printing the certificates, keeping a record of students who have received the certificates, etc. Release time or a grant for an instructor to take this on would need to be acquired/secured in order to make a certificate program actually happen in ESOL.

Annie has also found out that, according to the state, ESL courses are “free-standing” courses not degree or certificate courses, and generally, the state can more easily get rid of free-standing courses. Therefore, it would probably behoove us to offer certificates to students.