**ESOL Department**

**Meeting Minutes**

**January 16, 2015**

I. ESL High Beginning Cohort Classes (Steve)

* There are 3 High Beginning Cohorts
* Two are: Writing Workshop, Grammar and Listening/Speaking
* The new one is: Writing Workshop, Grammar and Reading/Writing taught by Karen. This cohort is a bit higher and needs students. The new higher cohort is low enrolled. Please send the lowest students from HB Reading-writing. Process: Email Karyn and Suzan with names and student numbers of those you would refer and they will fill out a form and enroll them. (You can't tell students who are enrolled that they are too low for your class, but you can suggest a change. If they're enrolled, even misplaced, they have the right to stay if they choose).
* There will also be a pilot cohort of Advanced Reading/Writing (Judy Wong) paired with a Library research class (1 unit) in Fall, 2015.

II. Professional Development (Kathleen)

* Even new teachers are now eligible for professional development funds. Apply for funds for any classes/conferences you goto.
* Sabbaticals - can be one semester or one year, but compensation is different.
* The department can offer trainings and have everyone apply for professional development funds, but it needs to be a larger event, not small groups. We should try again to apply for PD funds as a department or for small groups.

III. Curriculum (Annie)

* Name change is still in process from ESL to ESOL. Our courses will be re-numbered according to new State standards, so renaming and renumbering will happen at the same time.
* Cohort classes are being added to the curriculum. Pronunciation, 2 units (Amy Loewen), and low-level Spelling/Vocabulary, 2 units (Patti Weissman), and English Language for Technology, 1 unit (Steve Zetlan). These have been proposed to the curriculum committee and are in the very slow process to hopefully be in place for students to take in Fall, 2015.

IV. Acceleration Colleges (Lisa)

* The rationale for starting these colleges: Students need reading-writing support at all levels. Foundation skills committee wants to raise the numbers for student success. Faculty need more support to work together and build long-term changes.
* What are the Acceleration Colleges? Level groups get extra money to collaborate, share ideas and materials, reflect on teaching on a regular basis. APASS has funded an Intermediate Reading/Writing group. Novel-based reading with group-developed materials without a formal textbook. Teaching the skills for approaching reading and writing within context. Helping students work towards more independence. The group begins with the course outline and then finds more creative ways to meet those goals with good common practices AND real life application.
* There is talk of creating new full time positions with grant money. APASS is applying for continuing grants. There is another Intermediate group this semester and a High Intermediate Reading/Writing group has been added too. Suzan and Lisa are looking for funding to extend the Acceleration College to the other levels. Foundation Skills money is being used to extend funding this spring.

V. SLO Assessment (David)

* Fall 2014 assessment of small group work was done in reading-writing classes with a survey we gave to students at the beginning and at the end of the semester. Feedback from students about group work was generally good.
* One finding/action plan is that we should always give room for introductions around the group before group work and making sure all group work is done in English. We need some way to assess that all members of a group participate in the task.
* Suzan created self-assessment worksheet for use after group work that helped them keep conscious about their own group participation levels.
* Kathleen P. struggled with letting students be with their friends in groups or mixing groups up. How do we separate people who didn't do the work so that those in the groups can really do the task? Annie and Suzan will put their rubrics on the department website ([laneyesldept.wordpress.com](http://laneyesldept.wordpress.com))
* In High Beginning Reading-Writing, there was a big change from the beginning to the end of the semester in terms of how students felt about group work. Students need the language, skills, and understanding of the expectations so that they can participate. Leader roles and interrupting skills need to be taught/guided. They need to understand the goal of putting together the pieces of information each person possesses. They need language for agreeing/disagreeing/interrupting/adding/adjusting others in popcorn type interactions.
* It’s probably true at all levels that students need to be taught the purpose of working together in groups and how to interact effective in groups. As a department, we should plan for some professional development in this area.
* Fall 2014, all grammar classes assessed their SLO to do with listening comprehension. Teachers added listening sections on most tests throughout the semester in preparation for the listening section at the end. Continuing to include listening in quizzes is a great idea for all grammar classes, even when we don't have to do it for the SLO assessment.

VI. Miscellaneous (David)

* Spring 2015. Listening and Speaking courses will assess the SLO regarding cultural conventions this semester. Spelling and Writing Workshops will also assess an SLO.
* A/V - We have 25 more new carts with projectors, document readers and laptops. They will be available through a new sign-up system that is not yet fully set up.
* Tell David if you’re interested in teaching this summer (6 weeks).
* Students who owe money are being dropped from your classes if they owe more than $500. If they owe less than $500, they weren’t dropped. This is a new Peralta policy.