**ESOL Department Meeting Minutes**

**May 8, 2018 3-4:30pm**

**T 850**

Present: Christina Yanuaria, Deborah Brooks, Beth Maher, Beth Wadell, Danitza Lopez, Rosemary Loughman, Evan deGennarro, Annie Agard, Jilly Neely, Steve Zetlan, Lynda Nicol, Nikki Ellman, Chelsea Cohen, Suzan Tiemroth-Zavala, David Mitchell, Barbara Yasue

**OER (Open Educational Resources)—YiPing Wang (library)**

Yiping alwants to collaborate with Merritt and COA colleges to apply for a grant. She wants to find out our interest in using OER materials. With the grant, we would upload materials under creative commons licensing and get a stipend.

* If we participate in OER we would use own materials, mixed with other instructors’ materials or library materials
* if we want to do it, we must agree to upload under creative commons. We can use Canvas for this.
* She wants to know if we as a department are interested and whether to include us in the application. If we want to participate, she will give us more information on the nitty gritty details.
* We expressed interest in working with her.

**Grammar Community of Practice (Lynda)**

This group has been meeting for 3 semesters and has developed new ways of thinking about grammar teaching.

* 1st semester was research and identifying goals,
* 2nd semester tried new things in our classes & looked at making course outlines more manageable but still productive. Also, they interviewed Reading/Writing and Listening/Speaking teachers to see their needs.
* This semester: group is taking grammar course outlines and changing it drastically. (showed sketch of course outline)
* -next semester, rewrite course outlines—go deep, not broad. It is changing perspective on the teaching of grammar. Some grammar points will be moved to Reading/Writing and Listening/Speaking courses.

**Voice of Witness (Evan)**

This semester, Evan received a fellowship from [Voices of Witness](http://voiceofwitness.org/education/)  for a project he did with his High-Intermediate Listening/Speaking class, in which students were filmed doing oral history interviews and the results were publicly screened for the campus community.

* This semester, Evan’s High-Intermediate Listening/Speaking class used Voice of Witness reader in his course. Evan’s students worked in groups to choose the stories that they wanted to read (on immigration, underground economy, refugee, prison, etc.). The book helped to open up discussions in the class. Materials were accessible to intermediate/high intermediate level because they are told in a narrative style and use speakers’ own language.
* Evan went to a training in summer 2015 about how and why to do oral history interviews.
* VOW have a lot of educational resources for various levels that we could check out. Also, events for getting involved.
* Evan will send a link to the videos of his final class projects. (filmed by a Laney student)
* Barbara and Danitza: could see students were empowered and proud of having this public voice.
* “When stories matter and people are talking about important things, that can give a passion for language learning.” --Evan
* This project and the podcasts that Anna and Beth are doing show how powerful project-based teaching can be. I’m beginning to see how our Listening and Speaking courses can be revised to include project based learning. -Barbara
* This semester my students are recording at the radio station, which has blown his mind! Having that goal is so motivating for them.--Steve

**End of the semester party!—Deborah and David**

-6:00pm on May 25

-At Deborah’s house

2890 Morgan Avenue  (below Morman Temple between 580 & 13, between Lincoln & 35th)

Phone:  510-531-2822

-want to make it special to honor the retirees’ combined 100+ years of service

-looking for catering, BYO drinks

-volunteers needed for setup at 5

-activities: Kathleen wants dancing, other games? Let Deborah know!

-Roast?

-Find someone who?

-David will handle collecting donations for a gift certificate and RSVP

**Noncredit Community of Practice (Chriss)**

Chris is working with amazing people to put together the enhanced noncredit bridge to credit. Canvas shell is set up, had one meeting already and another meeting and conference call coming up. Alameda County Family Justice Center has a lot of wraparound services she is excited to know more about.

**CATESOL Northern Regional (Chriss)**

* This Saturday: theme is Seeds of Change
* Greg Keech of CCSF who is on the AB 705 workgroup and will be giving the most up-to-date reports
* Chriss is running the rap session—agenda is not finalized so let her know if you have a suggestion to add.

**Career and Noncredit Education Institute (Costa Mesa, 5/3-5/5) report (Chriss and Beth M.)**

* -AEBG Dilemma: Adult school students are doing dual enrollment
* From Zero to Noncredit: Viability study (2 years structured process)—interesting to learn about a different system (Beth adds: We can borrow this)
* Building Student Centered Classroom: ASCCC Faculty Teaching academy—kind of like a reminder of the student teaching mentorship experience. (One tip: focus on pronouncing student names using <https://cloud.name-coach.com/>)
* -Counseling and Student Services for Noncredit Guided Pathways: SSSP, Guided Pathways, Equity –all reinforce each other, but under the current budget it reinforces the college funding formula—possible red flag?
* -CTE, Noncredit, Counseling, and Adult Ed: groups shared experiences
* -Wrap Around Counseling Services at San Diego Continuing Education: 40k students for noncredit, 60k credit. 200 off-site locations (homeless shelters, etc.) Intersectional in how they connect with the community

**Multiple Measures (Beth M.)**

* New state law, AB 705 says that students must complete transfer-level English/math in 1 year, 3 years for ESL
* Also, required to use multiple measures to place students
* Evan, Rebecca, Barbara, and Beths are doing an inquiry process to see what credit (including hs and international) and noncredit students go through to enroll.
* Also, researching what is going on around the state for multiple measures such as

transcript (only 25% of ESL ss have), guided self-placement, etc. and make recommendations of what Laney should do

* 3 year clock starts with noncredit if students say that their goal is transfer when they fill out CCCapply
* Beth learned at conference that a taskforce is looking at CCCapply and how to make it better.

**Writing workshop, tutoring, and topics (Danitza)**

Writing workshop is a great option for students who need writing work, but often many students enrolled aren’t in writing classes. We need other options for students to get help outside of the workshop so the workshop can focus on intermediate to advanced writing students.

* Danitza is investigating other programs statewide to find how they support students and working with Suzan, Barbara, Annie, Anna to find out best option
* Plan is to develop 8-week mirrored credit/noncredit course series for low-level students (ie, academic skills, etc. in addition to getting tutoring help)
* Another option is to have workshops that students can take when they need help

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| Barbara: a lot of ideas today came from people noticing a problem, proposing ideas, and eventually funding is found to support their projects. If others have ideas, let’s discuss them! |

**Embedded Tutors (Suzan)**

Currently, hybrid classes had embedded tutors paid for by APASS in a way that will continue, but that model isn’t scalable. The goal is to start increasing/scaling up embedded tutors starting with reading/writing courses.

A. Tutor works with 3 sections per semester. They go to class 1-2 hours a week, interact with students, see what students are doing, see what kinds of assignments are being required, work with instructor once ever 1-2 weeks and get instructions from teacher.

For example, if teaching something in your class and some students need extra help, you could set them up with the tutor who would work with the small group to make sure they get it.

Tutors will be trained on how to work with small groups. The strongest and most experienced tutors will be chosen for this opportunity. This will also increase their skill set.

Sessions would be at college hour or 5 pm

Instructors who are interested in getting tutoring support can attend a meeting during finals.

Instructor makes time commitment to communicate with tutor, but can be done online or during OH.

David: Will there be training for teachers on how to use tutors?

B. New lab is starting in fall or maybe spring, with technology and tutoring space. Until then, meeting in EV 1.

* **Sign up now, or respond to Suzan’s email to the listserv**

**Hybrid community of practice (Chelsea)**

This semester we developed standards for courses as well as 4 units aligned to our standards and state’s OER standards

* -This Friday showcase 2:30-4:00, you are invited!
* Or, we can share privately.
* Barbara: has been educational; changed my thinking about hybrid learning. Also, it’s interesting to see how the principles of hybrid teaching may transfer to how you structure f2f classes.

**Beth W. reported on TESOL**

-gender presentation: <http://tinyurl.com/ESOL-gender>

**Class cuts**

—Evan--PFT rally about cut classes and measure B funding. For example, COA cut half of their ESOL classes

Annie—also discussed in faculty senate. A lot of faculty senate concern about mismanagement of funds

**Booklists**

Please let everyone know what books you are using by filling out this google doc:

<https://docs.google.com/spreadsheets/d/10kt4yfdV6WzKAYBBT0WGDAjksfoAIsLbSnWlkRF1z8A/edit#gid=0>

<https://docs.google.com/spreadsheets/d/1kFmfmyT55K4v1paq5KxRcubjKtQneShnkD9FjeIIssk/edit#gid=2046191141>

<https://docs.google.com/spreadsheets/d/1tlHwDUmXx2YtAJ_6_W33WJC-w_RZG-bHjfBNqEZcKX0/edit#gid=0>