

PEAC

Peralta ESL Advisory Council

**Implementing Our
NEW Accelerated ESL Model**

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College of Alameda

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1. What is PEAC

2. Our New Accelerated ESL Model

Introduction

Peralta ESL Advisory Council (PEAC), formerly known as ESL Task Force, was initially created to bring continuity and consistency in ESL programs, course offerings, and course numbering system throughout the district. The committee members accomplished those tasks in their first year of existence. Since then, the committee, comprised of two/three representatives from each college, has been actively working on and has accomplished the following:

PEAC Functions

- **1. Creating & Approving New ESL Courses:**
 - One of the colleges drafts an outline & brings it to PEAC
 - PEAC reviews it thoroughly and suggests changes if necessary
 - Once the changes are made satisfactorily, PEAC approves the course and sends it to the Curriculum Committee of the college that initiated the course.
 - The Curriculum Committee approves it after a careful and thorough review.
 - The course outline is then sent to CIPD.

PEAC Functions

- 2. Recommending Textbooks for all ESL Courses:**
 - Review textbooks
 - Match textbooks against the course outlines
 - Talk to those who used the textbooks we choose
 - Bring publishers to present textbooks

PEAC Functions

- 3. Choosing ESL Placement Tests:
 - SLEP
 - ELSA
 - CELSA
 - Validating our Own Writing Test
 - COMPASS

PEAC Functions

- **4. Participating in Equivalency Committee**
- **5. Writing Prerequisites for all ESL Courses**
- **6. Establishing Repeatability Requirements**
- **7. Addressing Credit/Noncredit Issues**
- **8. Holding Regional CATESOL Conferences in our District**
(California Teachers of English to Speakers of Other Languages)
 - **In 1994 in the College of Alameda**
 - **In 1998 in Merritt College**

PEAC Functions

- 9. Creating SLOs for All ESL Courses
- 10. Creating Assessment Tools for SLOs
- 11. Creating Department SLOs
- 12. Presenting in District-Wide Staff Development Sessions

New Accelerated ESL Model

How did PEAC create the new curriculum?

- **August 2010: district discipline meeting with administrator**
- **March 2011: district-wide ESL meeting to agree on components of new curriculum**
- **June/August 2011: mapped out levels and strands**
- **August 2011-February 2012: wrote 24 new course outlines, entered in Curricunet, and passed them through all relevant committees**
- **February 2012: District-Wide ESL Conference at COA.**
- **April 2012: District-Wide ESL Conference at Laney.**

Why the change? Some Issues with the Old Curriculum:

- **Vulnerable to arbitrary class cuts that destroy program integrity based on scheduling, enrollment, other factors not in our control**
- **Lockstep 5-6 levels not responsive enough to individual rates of progress, both faster and slower**
- **“Cafeteria Model” resulted in students taking too many units at lower levels and getting “stuck,” running out of financial aid, not getting enough reading, etc.**
- **College/career skills not consistently scaffolded through the levels/skill areas**

What's new about the new curriculum?

- Responds strategically to program cuts by changing unit values to prioritize our core classes while still offering a variety of electives
- Offers a flexible, accelerated progression to better meet individual student needs
- Streamlines pathways to student goals by consolidating course offerings and integrating more reading into the writing classes
- Scaffolds U.S. college/career skills more consistently at all levels

Overview of Main Features

- 4-8 level A/B system for flexible acceleration
- Main new classes offered at each level:
 - Reading & Writing (6 units) (adv level transferable)
 - Listening & Speaking (4 units) (adv level transferable)
 - Grammar (4 units)
- 5 skill strands in addition to language objectives (technology, study skills, US culture, etc.) run through all main courses at all levels
- Existing electives still offered (vocabulary, pronunciation, conversation, etc.)
- Other new electives (reading topics, U.S. culture, content support, and more) under development

What are the “strands”?

- **6 sets of skills we build consistently in all of the main classes at all levels**
- **Introduce/expose at high beginning level**
- **By advanced level, students are ready for transfer/career in these areas**

What are the “strands”?

- **U.S. College, Classroom, and Study Skills**
- **Information Literacy: Computer Skills/Research**
- **Intercultural Communication and U.S. Culture**
- **Sentence-Level Accuracy**
- **Comprehension (Reading/Listening) and Production (Writing/Speaking) Processes**
- **Critical Thinking**

Levels of Difficulty

	<u>Pre-Basic Level</u>		<u>Basic Level</u>		<u>College Level</u>		<u>Transfer Level</u>	
Courses	A1	A2	I	II	III	IV	V	VI
Speaking			250A	250B	200A	200B		
Grammar			252A	252B	202A	202B	12A	
Writing			251A	251B	201A	201B	21A	21B
Reading			253A	253B	203A	203B	23A	
Vocabulary					205A	205B		
Sounds & Spelling				256A				
Conversatio n				258A				
Listening Comprehension					209A			
Accent Reduction					248AA #1	248AA #1		
TOEFL Preparation					248AB			
Paragraph Writing					248AE			
Essay Writing						248AF		
Business Writing					248AH	248AI		
Oral English & Idioms					248AD	248AG		
Rapid Review of Grammar					248AE	248AE		
LifeSkill/CALWork	348A	348B						

Levels of Difficulty

Courses	High Beginning	Intermediate	High Intermediate	Advanced
Grammar (4 Units)	284A/B	215A/B	216A/B	217A/B
Listening & Speaking (4 Units)	283A/B	232A/B	233A/B	50A/B
Reading & Writing (6 Units)	285A/B	222A/B	223A/B	52A/B
Pronunciation (3 Units)		257A	257B	
Conversation (3 Units)	258A			
Vocabulary (3 Units)		205A	205B	

How do the levels correspond?

Old	New
(6)	Advanced
5	
4	High Intermediate
3	Intermediate
2	
1	High Beginning

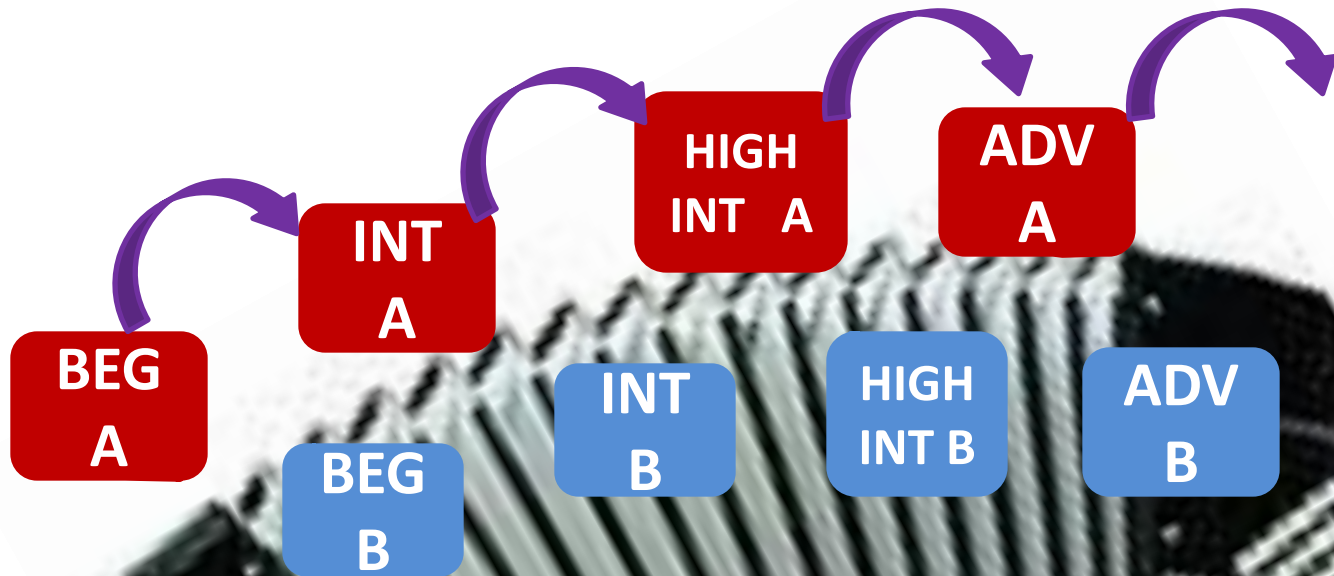
Variable 4-8 level A/B plan at a glance:

READING/ WRITING 6 UNITS	HIGH BEG A	<i>HIGH BEG B</i>	INT A	<i>INT B</i>	HIGH INT A	<i>HIGH INT B</i>	ADV A	<i>ADV B</i>
LISTENING/ SPEAKING 4 UNITS	HIGH BEG A	<i>HIGH BEG B</i>	INT A	<i>INT B</i>	HIGH INT A	<i>HIGH INT B</i>	ADV A	<i>ADV B</i>
GRAMMAR 4 UNITS	HIGH BEG A	<i>HIGH BEG B</i>	INT A	<i>INT B</i>	HIGH INT A	<i>HIGH INT B</i>	ADV A	<i>ADV B</i>

Visualization #1 of the A/B plan: Accordion

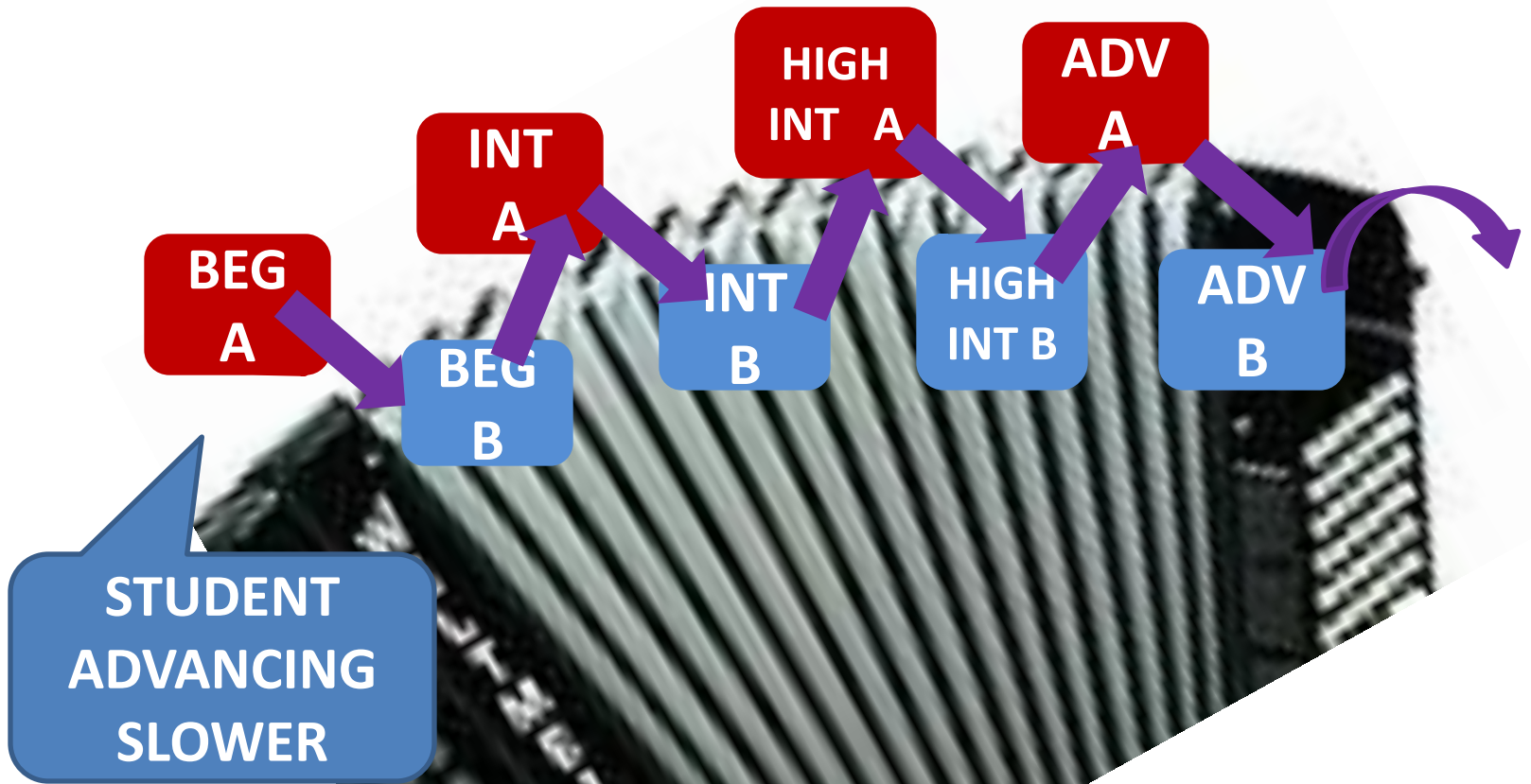


Visualization #1 of the A/B plan: Accordian

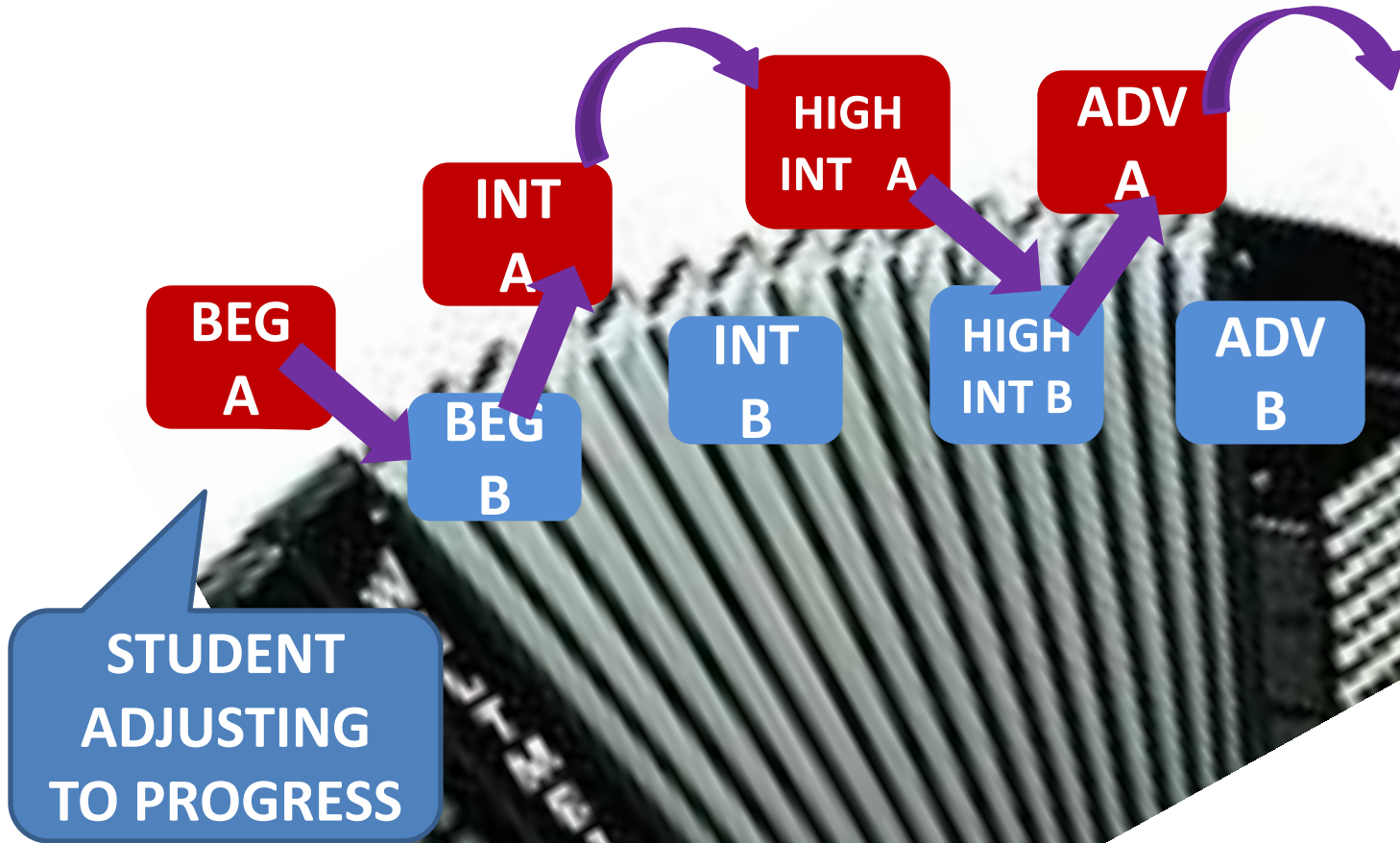


STUDENT
ADVANCING
FAST

Visualization #1 of the A/B plan: Accordian

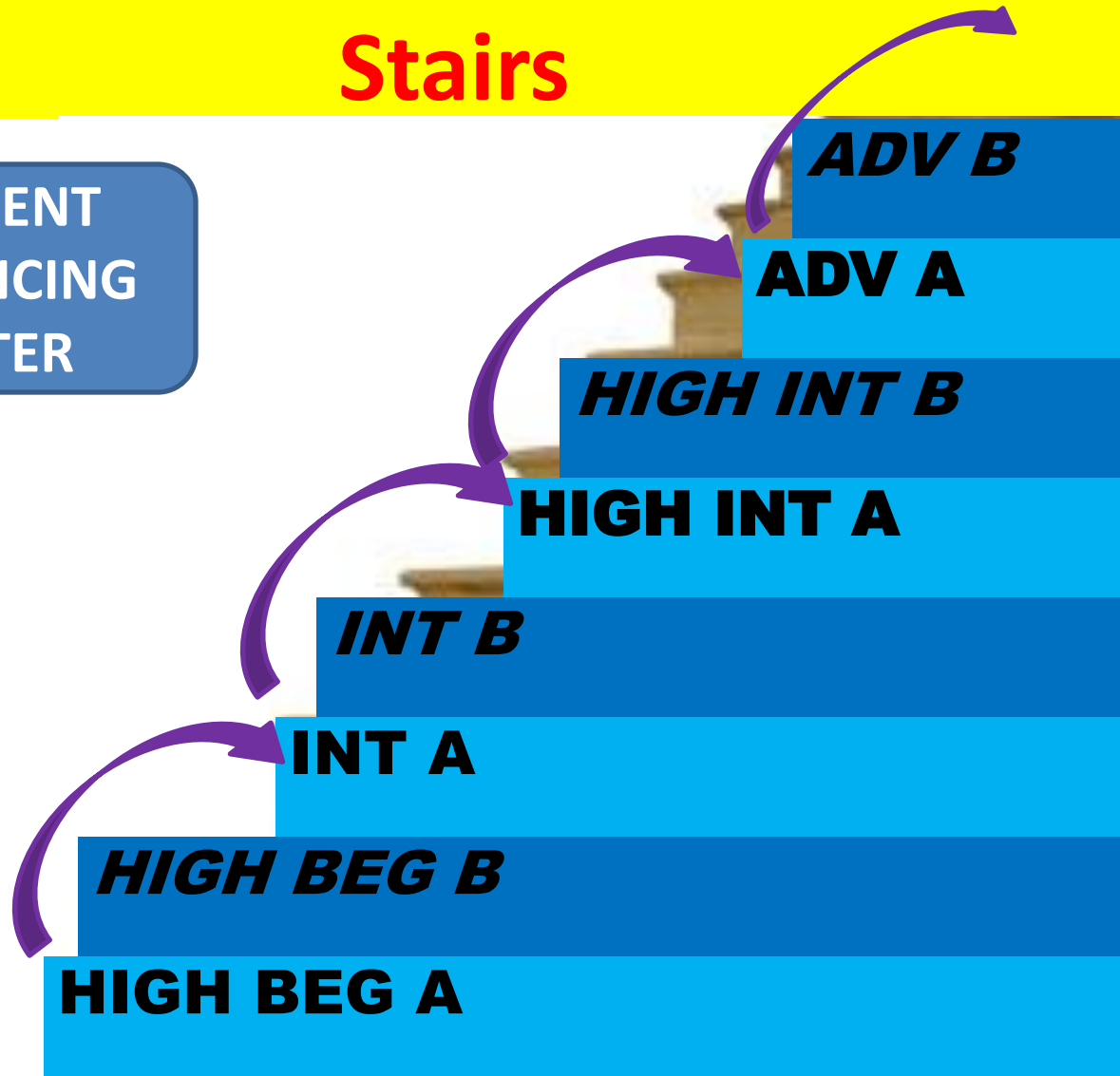


Visualization #1 of the A/B plan: Accordian

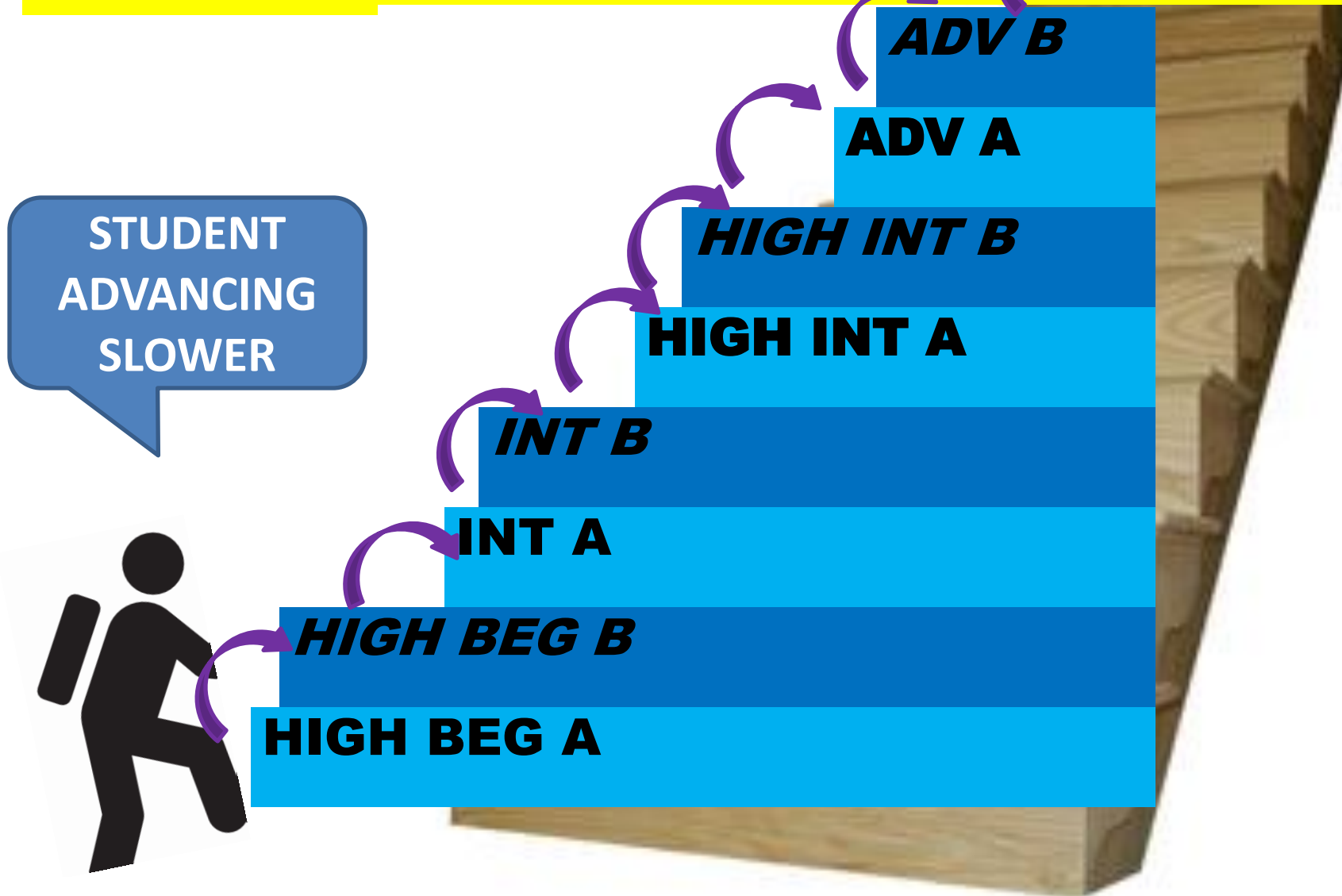


Visualization #2 of the A/B plan: Stairs

STUDENT
ADVANCING
FASTER

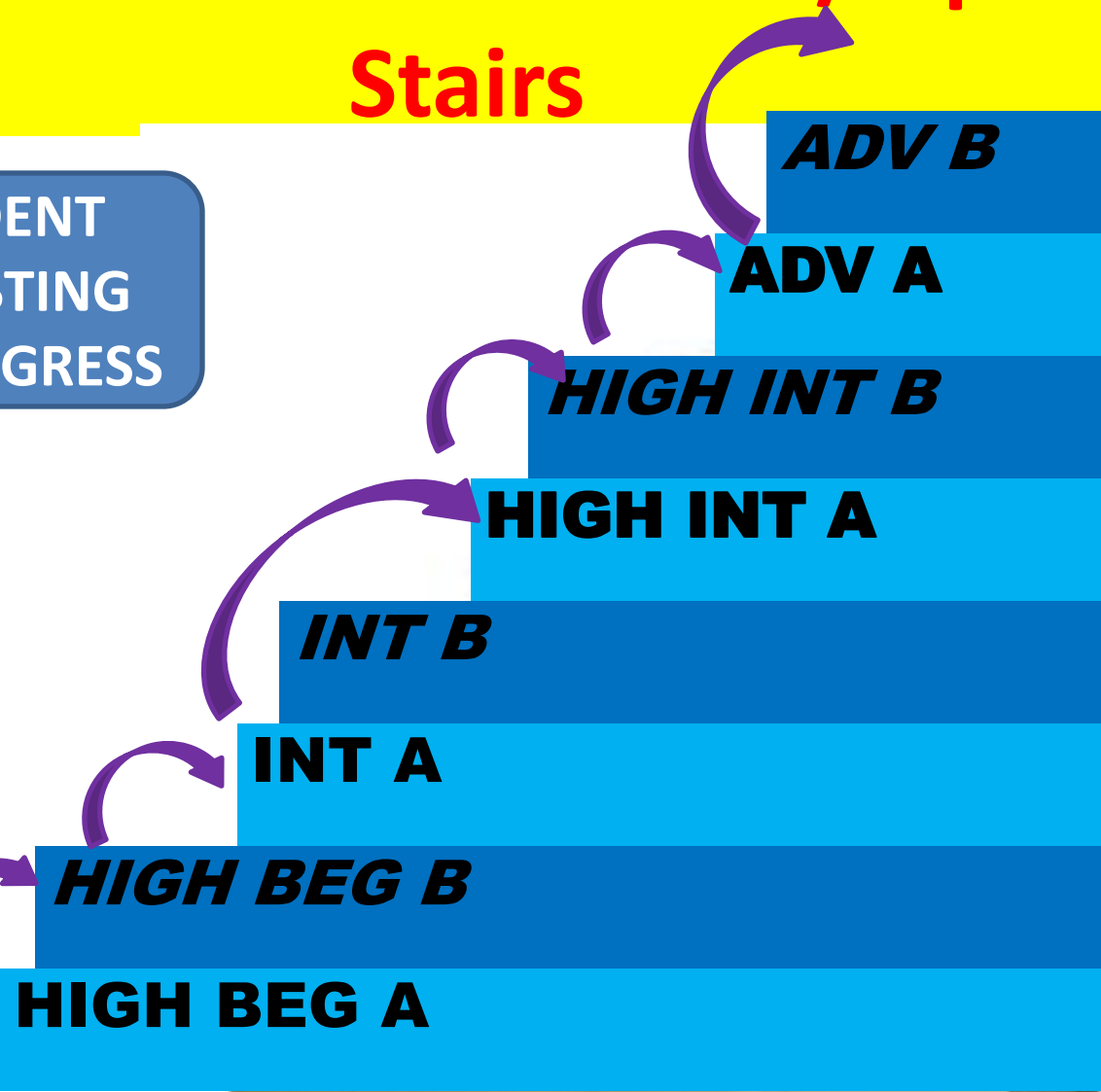


Visualization #2 of the A/B plan: Stairs



Visualization #2 of the A/B plan: Stairs

STUDENT
ADJUSTING
TO PROGRESS



Other features of A/B system:

- All students initially test into an A level
- B levels are only for those who have passed A and are not ready for the next A level
- Students taking A and B of a level are in class together and are only identified on the roster
- Attempt to alternate, not repeat instructors/materials if possible

Other features of A/B system:

- **Students assessed toward end of semester to determine their best next class:**
- **Students finishing A level:**
 - If failing, repeat the A level
 - If marginal, advance to the B level
 - If proficient, advance to the next A level
- **Students finishing B level:**
 - If failing, repeat the B level
 - If proficient, advance to the next A level

Levels of Difficulty

Courses	High Beginning	Intermediate	High Intermediate	Advanced
Grammar (4 Units)	284A/B	215A/B	216A/B	217A/B
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Example: 3 students toward the end of High Intermediate A



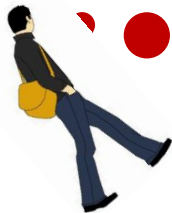
Got it! Ready to move ahead!

Advanced A



I worked hard and even got a C+, but I can't really perform all of the SLOs.

High Intermediate B



Wow! That was too hard! I got a D or an F.

High Intermediate A

CLESA Placement Score For New ESL Curriculum

Grammar and Listening & Speaking Course

CELSA	Recommended Courses	
60-75	Advanced Grammar ESL 217A	Advanced Listening & Speaking ESL 50A
48-59	High Intermediate Grammar ESL 216A	High Intermediate Listening & Speaking ESL 233A
35-47	Intermediate Grammar ESL 215A	Intermediate Listening & Speaking ESL 232A
20-34	High Beginning Grammar ESL 284A	High Beginning Listening & Speaking ESL 284A

Reading and Writing Placement Scores

Essay Placement Score	Recommended Courses
Category 2: There are minor errors, but the author shows mastery of essay	Refer to English Assessment
Category 1: There are errors, but the author makes the same errors that some native speakers make.	
6	Advanced Reading & Writing ESL 52A
5	
4	High Intermediate Reading & Writing ESL 223A
3	Intermediate Reading & Writing ESL 222A
2	High Beginning Reading & Writing ESL 285A
1	

Questions?