

Persons Requesting Funds: Steven Zetlan, Karyn Panitch, Judy Wong Division: ESOL / Language Arts

1. **Planned Actions** (Brief description of project / activity including list of components) and data to indicate need for action.

Expand and revise the existing ESOL Pathway Program for beginning-level ESL students scoring lower than the cut-off score for high-beginning ESL to build a foundation in vocabulary, grammar, reading, writing, listening and speaking skills; knowledge of U.S. College Culture; and familiarity with English as a Second Language instruction required for further participation in and eventual completion of the ESL program at Laney College.

- Revise Cohort B to replace the writing workshop course with two new support classes for skills development: ESL 287 B, English Language Skills for Technology (1 unit) and ESL 286A Basic Pronunciation (2 Units).
- Integrate new curriculum with core curriculum while responding to weekly progress of students. Faculty will work together to respond to learning difficulties and barriers related to the integration of the new curriculum.
- Train new tutors to assist students with the new curriculum.

Special Features of Program:

- 1) Pathway A (first semester)
  - a) One core instructor teaches ESL 283A high beginning grammar and 284A high beginning listening and speaking
  - b) A second instructor teaches ESL 254A vocabulary and spelling and ESL 287A English language skills for technology.
- 2) Pathway B (second semester)
  - a) One core instructor teaches ESL 283A high beginning grammar and 284A high beginning listening and speaking
  - b) A second instructor teaches ESL 287 B, English Language Skills for Technology (1 unit) and ESL 286A Basic Pronunciation
- 3) The teachers coordinate weekly on:
  - a) Successes and challenges with the ESL Pathways as a whole and with individual classes
  - b) Requests for, scheduling of, utilization of, support of, and difficulties with tutors
  - c) Continuity, alignment and adjustment of curriculum and content across all core and ancillary classes, such as themes, vocabulary items, grammar points, pronunciation points, and technology focus to ensure that ancillary class content supports the content and student progress in core classes.
  - d) Progression of the curriculum and content during the course of the semester
  - e) Barriers to learning for individual students including attendance issues, learning difficulties, affective barriers, access to technology, and cross-cultural communication and conflict
  - f) Content and skills that need further review and / or assessment
  - g) Development, scheduling, division of duties for, and implementation of assessments, multi-part / multi-teacher projects, assignments and skill sets
  - h) Progress of multi-part / multi-teacher assignments
  - i) Classroom management issues, such as techniques for encouraging and supporting an English only environment, and how to deal with very low skills students for whom translation is necessary.
  - j) Issues related to multi-level classes
  - k) Requests for, scheduling of, use of and difficulties with facilities and equipment, such as classrooms configuration, smart

	<p>classrooms, computer labs, and computer carts</p> <p>l) Training on and set-up for cohort use of applications such as Voicethread, Engrade, Typing.com, Google Voice, and Google Drive</p> <p>m) Planning and revision of the semester schedule as needed</p>
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2. Goal and Activity Addressed from Foundation Skills Planning Matrix	<p>Section D – Instructional Practices:</p> <ul style="list-style-type: none"> <li>Continue support of basic skills learning communities and basic skills supplemental instruction.</li> </ul>
3. Effective practice and / or strategy	<p>A.3. The developmental education program is centralized or highly coordinated.</p> <p>A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.</p> <p>B.2 Regular program evaluations are conducted, results are disseminated widely, and data used to improve practice</p> <p>D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.</p> <p>D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p> <p>D.5 A high degree of structure is provided in developmental education courses.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.</p> <p>D.8 Developmental faculty routinely share instructional strategies.</p> <p>D.9 Faculty and advisors closely monitor student performance.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>
4. New, Change or Expansion	<p>This is an expansion and change of the existing ESL Pathways Cohort and instructor activities. The new English Language Skills for Technology course will allow students to participate more effectively in smart classrooms and computer labs, communicate with their instructors, tutors and other students, complete homework and other class projects, do research, engage with digital and online learning resources, and utilize Peralta services such as Passport and email. The new Pronunciation course provides time to teach critical speaking skills and information tied directly to the vocabulary and content learned in the Pathway core courses.</p>
5. Expected Outcomes	<ul style="list-style-type: none"> <li>Students are able to use technology to discuss and complete course assignments in the Pathway core courses, and across the general curriculum.</li> <li>Students are able to produce Intermediate level speech with correct pronunciation.</li> <li>Students are able to meet the course objectives for 283B, 284B, 286A and 287B, demonstrating skills to take High Beginning Reading and Writing, the next course in the ESL sequence, thereby building a foundation for success in the ESL course sequence.</li> <li>Students become familiar with the Technology Center facility, equipment, services and staff as resources for instructional support, and learn to make use of technology to increase successful completion of coursework.</li> </ul>
6. Plan for Assessing,	<p>Data will be collected on student performance, success, retention, and persistence.</p>

documenting, disseminating and dialogue about results*	Data will be collected from High Beginning ESL students who are participating in the cohorts. All information will be shared with the FSC and the college.
7. Target date for completion	December 31, 2016
8. Responsible persons / department	Steven Zetlan, Karyn Panitch, Judy Wong
9. Specific Budget amounts – include breakdown*	<p>Biweekly ESOL Pathway Coordination Meetings</p> <p><b>Biweekly ESOL Pathway Coordination Meetings:</b>  Steven Zetlan: \$1,152 (<math>\frac{1}{2}</math> Instructional rate x 32)  Karyn Panitch: \$364 (<math>\frac{1}{2}</math> Instructional rate x 16)  Judy Wong: <u>\$364</u> (<math>\frac{1}{2}</math> Instructional rate x 16)</p> <p>TOTAL FUNDING REQUEST:</p>