

# ESL Sub-Group Meeting

## 3/19/21 Minutes

1. Update on CALPRO training: CoP Curriculum Alignment  
Please see Shadya's google slides here:  
<https://docs.google.com/presentation/d/1Bkl4uYYiZw9oWjGHIhHIZKa93i6CpqtgBgVrZO7XAqQ/edit?usp=sharing>
  
2. Identifying Entry and Exit Skills: Overview of Discussion
  - a. Guest, and now official member, David McCormick (Foothill) shared details about Intermediate (ESLL 226/7) and advanced (ESLL 236/7)
  - b. Discussed similarities and differences at De Anza, especially given new fall lineup of mirrored classes;
  - c. Discussed course grading parameters to track student success in our Data Dashboard;
  - d. Discussed next meeting and Shadya ready to share intermediate high course outline and others will bring similar (outcomes, student work, etc.). Goal: Identify EXIT Skills.
  - e. Students have trouble navigating Canvas when they transition. Need to identify specific tech skills they don't have to fill that gap at the adult school OR refer students to NCELL 405 if they don't have the skills upon exit.
  
3. Key takeaways from #2 above:
  - a. Foothills ESLL 226 (High Intermediate) is a "catch all" that meets students where they are entering and helps them accelerate.
  - b. ESLL 226 is more acquisition based, writing for fluency of reading (more journaling) yet builds to also include working on main ideas, topic sentences, thesis statements to get them ready for ESLL 236 (Advanced) that focuses on academic essays;
  - c. 226 (High Intermediate) recognized these basic entry skills (i.e. "you will probably enjoy this class and do well if you can):
    1. Reading: Able to recognize topics, main ideas and supporting details. Able to read short paragraphs (3-6 paragraphs);
    2. Writing: Vocabulary is the main focus. Use vocabulary and discuss topics, write with included vocabulary;
    3. Grammar: Progressive present, past; perfect present. Mastery is not necessary. Some understanding and ability to work with more complex clauses.
    4. Foothill uses Level 3 North Star.

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5. Grammar is taught in a separate class.
  - d. De Anza Comparison: More academic writing. Expository versus personal narrative. Compositions include focusing on main ideas, controlling an idea, evidence, cohesion, wording, thesis, etc. Expository focus on compare/contrast, argumentative, etc.
  - e. Next year the combining of reading/grammar/writing in one class and speaking/listening in another class. Probably using the same texts.
  - f. Craig reported a share out in the Department meeting. Intermediate non-credit. Teachers are very pleased with how the adult school students (approx. 4 per class) are adapting. Often out-performing peers. Craig will gather more information to share at his next department meeting.
4. Next time we will be looking at data. What parameters exist in the course taking data:
- a. Both de Anza and Foothill: Non-credit receives pass/no-pass for mirrored classes.
  - b. Ways to identify success:
    1. Pass versus non-pass;
    2. Continuing to the next quarter;
    3. Eventually going to a higher level. NOTE: Credit class can take a max of three times and once you pass then you have to move on. Non-credit classes have infinite repeatability.

#### NEXT MEETING:

FUHSD will bring: Examples of student writings for different levels and course descriptions. Note: Our program uses CASAS listening scores to promote students from one level to another.

MVLA will bring: We can bring our writing exit goals and rubrics. I wish that I had exemplars but that work stalled last March (it was the spring goal and never happened)

PAUSD will bring

Foothill will bring: Bob developing

De Anza will bring: Writing rubric

De Anza and Foothill, if there is something else that you think you will bring, list it here please:

Peggy will bring: Data.

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There is also a Training 2 Data Deep Dive in ESL 3/23/21. If you'd like to join, sign up here but be sure you have the right tab at the bottom:

[https://docs.google.com/spreadsheets/d/1xFCFv2tA7q8hkSphChm\\_N99FbsKwbm8uTp56Sju8tEA/edit#gid=49078568](https://docs.google.com/spreadsheets/d/1xFCFv2tA7q8hkSphChm_N99FbsKwbm8uTp56Sju8tEA/edit#gid=49078568)