



## Minutes of February 1, 2024 ESL Department Meeting

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**Cheryl:** Added that for one day subs, they may not be able to access programs so she suggested for the sub to have a copy of the book and use the Elmo [to project pages from it].

**Henry:** Answered that textbooks had to be purchased, and if they had online versions, the publishers may provide a code to show students the books. But since there was not really anything downloadable, the code only provided access to online resources that could be viewed or shown to students.

**Cassandra:** Mentioned that she had completed EL Civics on housing and had spare copies of the assessments and the student activities. So, she asked what could be done with those extra copies she had made.

**Jarek:** Suggested giving them to Jim in Duplication at CEC.

**Norma:** Added that Duplication used to make available extra copies for other teachers.

**Cheryl:** Said her class could do them and there were EL Civics packet copies in the ESL Lab for students to use for extra practice.

**Henry:** Commented that the extra assessments were confidential and not to be given out freely to other teachers.

**Silvia:** Responded extra EL Civics packers were labeled and stored at the top of the cabinet in front of Duplication.

### 6. Reports and Updates

#### 7. Chris, Dean: (5 minutes)

- Reported that the entire enrollment at CEC was 19,134 students of which 5,807 were ESL students. FTES for ESL was about 571 which was low because the first census had just been taken and some students were dropped. Four new ESL teachers were hired and ongoing efforts to hire additional teachers were continuing.
- Added that 4 to 5 ESL teachers were in each ESL classroom, and they would have 1 to 2 drawers depending on how many days they were teaching in their rooms.

#### 8. Chairs' Reports (20 minutes):

##### Jarek Janio, Chair (10 minutes):

- Reported in January, there were few ESL workshops, so there was a need for more during the semester. In addition, he reported on the idea of providing teacher observations to provide training for new ESL teachers.
- Said the number of faculty completing their OTC training was low as just one person [from ESL] had recently completed it. Jarek added that hybrid sections were growing, so there was a need for more instructors with OTC training.
- Talked about a laptop loaner program email that was sent out, and there was a waitlist now for them.
- Mentioned there was some discussion on getting apportionment for students spending hours outside of class for doing their homework.

**Norma:** Said in the past at OEC via Zoom, the ESL Department held monthly meetings with part-time faculty and flex hours were offered for attendees attending those monthly meetings.

**Shane:** Asked about observing hybrid ESL teachers and how that would work.

**Cheryl:** Mentioned that during discussions for hybrid observations, some questions came up such as would an hour of observation equal an hour of flex, and who would the observing teachers submit their observation reports to if it was part of the observation.

**Jarek:** Added that for the hour of observation, it should be 30 minutes for the observation and 30 for the reflection.

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### Henry Kim, Co-Chair (10 minutes):

- Talked about how a course syllabus needed to be error free because many people may be reading it. The document was important because it contained things such as textbook information, office hours if available, or email addresses. Henry asked that everyone double check their course syllabi before copies of them were sent to Erica and to their students. Course syllabi are different for the various teaching modalities due to the varying assessment instruments used for each modality.

### 9. Cheryl Bucholtz-Magallon (5 minutes):

- Expanded on the need for additional ESL flex workshops for professional development and to see if ESL faculty could provide them for different topics. Presenters would receive twice the number of presentation hours for flex credit to meet their flex obligations. Example topics of interest to present were AI tools for in-person or hybrid instructors, level discussions, and focused skill area workshops. Other ideas were scavenger hunts or student interviews.
- Added that for teacher observations more information and details would be coming out. Cheryl would be continuing to host monthly ESL faculty meetings at 11 AM in the morning and 5 PM at night with flex hours available. Those meetings would be in-person at CEC and via Zoom at the same time.

**Shane:** Said he would like a workshop where instructors would share their Canvas materials for hybrid instructors.

**Silvia:** Asked who would be reminding ESL faculty that they had remaining flex hours to complete.

**Henry:** Suggested for Jarek to ask Merari for her plan to remind faculty of their remaining flex hours since we did not want to do her job.

### 10. Henry Kim (10 minutes):

#### ESL Curriculum

- Continued to report on the brief introductory level descriptions for Intermediate to Advanced levels on SCE's homepage for new ESL students. He thanked Shane, Cheryl, Jarek, and Silvia for their input at the last meeting. Henry said some of our revised verbiage was taken and completed and some was not because Jennifer was in charge of marketing SCE programs and not us. Henry added that another person was helping Jennifer so our revisions may not have been the same as what we had wanted them to be. Henry would get input from Jarek, Cheryl, and Melanie for Advanced High verbiage.

**Shane and Cheryl:** Asked for the letters of the alphabet and numbers to be listed for Literacy. The link for Literacy was not linking correctly to the actual course on SCE's homepage.

**Jarek:** Agreed for Advanced High, the revised paragraph should be less philosophical and really answer the question of how students would be using English at that level for their benefit. In addition, incoming students needed to acquire language competencies before exiting their levels.

**Shane and Lilimar:** Agreed that some of the draft language had verbiage for exiting Advanced High students rather than for incoming Advanced High students.

**Silvia:** Mentioned to ask Melanie as well for her input.

#### ESL Lab

- Updated everyone that the new furniture in the ESL Lab at CEC would seat about 47 students so other ESL classes using the same room would have enough room for their students.

**Cheryl:** Added the 11 to 2 block of students in the ESL Lab has grown, so lab students were also able to use the adjoining room D-108 to do their ESL Lab work. The ESL Lab was open Monday to Thursday from 11 AM to 5 PM, Friday from 8 to 11 AM, and Saturday from 8 AM to 12 noon. Some of the activities in the ESL Lab for students included conversation groups on Thursdays, listening to guest speakers about once a month, being able to get help with their homework, and having mini grammar lessons.

### ESL Textbooks

- Updated everyone that the old textbook sets used by support ESL course teachers such as in the pronunciation room were being replaced with the new editions.

### 11. Jarek Janio (10 minutes):

#### English Literacy and Civics Education

- Reported that remote testing dates were being scheduled and the hope was that there would be an increase in benchmark attainment. Jarek added that at the beginning of the semester, WIOA funding received was low, but there was an augmentation to WIOA funding to help fund new positions in SCE that included 2 new instructional assistants for ESL.
- Explained that EL Civics was to help students acquire English as a second language in the context of community life. Integrated EL Civics was being planned for the fall, and it prepared students for employment, a better job, or some type of vocation at the end of the instruction. The number of EL Civics assessments after 30 hours of instruction for each assessment usually were 3 in the fall, 3 in the spring, and one in the summer. Teachers could email Jarek if they had questions.

#### CASAS Testing

- Mentioned that Ivonne had sent a flyer saying that CASAS remote testing was available for students so to let them know. Students could log in without any appointment during the hours listed on the flyer. Jarek suggested for ESL teachers to prepare an email to let their students know about the testing and that they needed to log in using their desktop or laptop computers and not their phones.
- Said that for literacy, a score of 179 or less for CASAS testing attained would not provide payment points to students.

#### SLOs

- No report.

### 12. Other

**Jarek:** Reminded everyone that the due date for applications for the new full-time ESL position was February 21, 2024.

### 13. Adjournment:

**Henry:** Moved to adjourn the meeting.

**Silvia:** Seconded the motion, and it was approved with no nays and abstentions.

#### Future meetings:

April 4, 2024

May 2, 2024