

DEESL Committee Meeting Minutes
January 29, 2013 3:00-4:30PM
Room: MA-142

Present: Jim Cohen (DE Math Lead), Sara Toruno-Conley (DE English Lead), Katalina Wethington (DE English Lead), Julie Von Bergen (DEESL Campus Co-Lead/Chair), Paula Gunder (ESL Lead and DEESL Campus Co-Lead/Chair)

Agenda Topics and Notes:

1. Welcome and review/approve minutes

- Motion to approve by Julie, seconded by Sara

2. Minutes

- Motion to approve by Julie, seconded by Sara
- Meeting Minutes Note taking signup sheet was distributed with the following results:
 - 1/29 minutes: Paula G.
 - 2/26 minutes: Jim C.
 - 3/26 minutes: Sara T.C.
 - 4/23 minutes: Julie VB

3. Announcements, hot topics, pressing issues – All

- Sara gave an update on the progress of making Reading Apprenticeship the focus of this semester's English teaching community. The 2nd edition of the RA books has been purchased. Seven English adjuncts have committed to participating in the teaching community with an eighth member joining in without the stipend. There will be six meetings this semester focusing on chapters and topics in the book and strategies for the classroom. As a committee we mentioned again the idea of a next step being to spread the RA work and ideas to the larger LMC community.
- Julie and Jim mentioned that Math 27 that takes students at a basic skills level to a stats level via a six unit, eight hour a week *accelerated* curriculum will be returning to the Math department course offerings schedule. Julie and Jim briefly related the CSU articulation issues and reported that via a conference call and ongoing discussion, they are finding a work-around which attempts to address the issues. This course has had good success rates and students from this course who took a national stats test performed well.
- Julie reported that Math will be conducting a complete restructuring of its lower level math courses (Math 12 and below).
- Paula spoke about the administration's cancelation of four of the spring 2013 ESL classes and reported on the process being entirely productivity driven and that the management

did not provide any other support or overview of how decisions were made about what to cut from the schedule.

- Katalina mentioned that the cohort tracking system was not working or that she was told it was not working. Julie advised her to look at the official Basic Skills Cohort Tracker that is run through the Chancellor's Office, as this one is supposed to be operational.
- We discussed the need for meeting the needs of students who were once served by ENGL-060 and could be struggling in ENGL-070 and finding their way in ESL classes that are not meant to support their needs.
- This led to a discussion about a later agenda item – the need and importance of DE and ESL courses for our students of color, and how we need to attend to how we are and are not serving this population. How will our HSI status be affected?
- Katalina spoke about the counseling partnerships and how well things are going. Julie concurred that things were going well in the math counseling partnerships as well. The scheduling and the interactions are “easier” thanks in large part to Nicole Westbrook. Katalina reported on experimenting with splitting up the in class session with her doing the first part of the PowerPoint one class, and then a week later Phil coming in to do the second half. She reported more engagement from the students and less burn out.
- Paula reported that she, Christina Goff, and Ruth Goodin were accepted to participate in the state Research and Planning Group's “Leading from the Middle Academy,” which begins the weekend of 1/30-2/2 and includes two additional face to face meetings, a series of webinars, and coaching from then until December 2013. The group will be focusing on the Habits of Mind work. Jeffery Benford will also be participating as a representative from LMC and will be focusing on addressing the achievement gap in CTE.

4. Reading Apprenticeship - Julie

- Julie gave us an overview of the 3CSN online RA module course that she is participating in. Katalina and Karen Nakaji are also participants. Julie showed us the structure and design of the module, which also uses the RA book as a source of topics and discussion board postings. Julie said she found the information and ideas interesting, but the instructional aspect of the module a little disappointing, citing it may be the asynchronous nature of the interactions. She focused us on one topic – Rethinking the Role of Literacy – and how they participants were “making it real” in terms of the ideas presented in their own classrooms with such activities as setting up norms, shared expectations and modeling techniques. She also talked about the role of self reflecting on one's own reading and making connections with students. We learned of the social, personal, cognitive, and knowledge building components of RA. Paula and Julie both discussed their background with RA as emanating from social constructivism and the “learning internship” instructional approach, and Paula mentioned that many RA strategies and techniques are essentially standard teaching practices in ESL pedagogy, but that we do

have two ESL adjuncts who have gone and are going through the state sponsored RA work and finding themselves reinvigorated by the community.

- Our discussion turned to using this larger view of social constructivism as a means of bringing in a wider audience to explore and experience and talk about RA and about teaching as this is something many faculty can relate to. In this discussion we talked about online vs. face to face community building. Jim made voiced the point that both mediums and modes would help to meet all groups of interested people. We talked about developing an online environment that used some of the 3CSN ideas but that was not as stagnant, more interactive.

5. Communication and Outreach Semester Plan of Action – Paula and All

- The group picked up the discussion from last semester regarding our ideas and possible approach to increasing the campus community's understanding of the important role of ESL and our basic skills DE Math and DE English programs with regard to the work that we do and how we serve to increase the potential for the incoming LMC student population to succeed. We talked about planning a meeting that invited our administrators to learn more about why and how these programs are invaluable to student success and the success of the college.
- After much discussion...the group focused on three areas around which to begin to think about how to engage our administrators in understanding our work – Equity, Barriers to Success, and Special Needs. We also discussed the importance of highlight Professional Development and our efforts in Acceleration, Habits of Mind, and Reading Apprenticeship.
- We gave ourselves the homework of coming back to the group with the top three issues we see in the three areas of focus and top three ways we work as a collaborative program (ESL, DE Math, and DE English) to support these areas and address the issues.

6. Committee Reports – All

- No time

7. Meeting Dates – All

- We scheduled an extra February meeting for 2/12 and will meet as usual on 2/26.
- We agreed to invite the administrators to our 3/26 meeting for an educational presentation.
- Our invitee list currently includes Bob, Kevin, Kiran, Gail, Blas, A'kilah, Sandra, Nancy, Christina.

