Community and Collaboration

Using Teaching Communities to Improve Student Success
Origin of Teaching Communities in English/ESL

Self-study on student success rates in English Developmental Education program

Overhaul of curriculum
integrated reading/writing courses

Lack of formal training
reading and/or developmental education

75% of developmental courses taught by adjunct faculty

Urgent need for faculty development

Title III grant (1999-2004)

Teaching Communities every semester
**Pedagogy/Lesson Plan Study**
- Reading Apprenticeship (2)
- ESL Error Correction
- English 100 Argument Essay
- Rhetorical Grammar (application)

**Portfolios/Individual Research**
- Rhetorical Grammar (Research)
- Scholarship of Teaching and Learning
- Building a Course (optional)

**Faculty Conversation**
- Curriculum Mondays
- Rhetorical Grammar (Research)
- Building a Course
Present and discuss pedagogy

Reading Apprenticeship, Rhetorical Grammar, ESL Error Correction

Create lesson plans

Use for future faculty member orientation

Create assessment criteria

Collect and evaluate student work

Helps norm faculty assessment and grading
Katalina Wethington
Challenges in Writing: Incorporating Quotes

Tess Caldwell
A Window into a Culturally Connected Learning Community for the Transitional Student

Alex Sterling
School Stories: From Narrative to Expository Essay

Maria Tuttle
My Puente Semester
Develop adherence to CSLOs

Encourage the healthy exchange of information

Build greater inclusiveness

Enhance our collegial relationships

Building a Course
Results (instructor and curriculum focus)

Alignment with CSLOs

Awareness of need for further revision and conversation

Consistency in pedagogy and assessment

Training materials and models developed
  lesson plans
  binders
  Developmental Education program website

Visibility of faculty talent and commitment to students
Has our work helped student success rates?
Evaluating Results -- Holistic Scoring of English 90 Persuasive/Argumentative Essays

- **Fall 2004 essays** (N = 240)

- **Spring 2005 essays** (N = 108)
  
  Note: Random sampling formula used for the first time.
  Also, totals based on recount (see Fall 2004 report)

- **Fall 2005 essays** (N = 146)

- **Fall 2006 essays** (N = 133)
  
  Note: change in collection -- instructors only submitted work of students they deemed to be passing in their class

In all scoring sessions,

- L = 30-50%
- M = 45-58%
- H = 2-13%
Averages of Fall 2004-Fall 2006 essays

<table>
<thead>
<tr>
<th></th>
<th>L</th>
<th>M</th>
<th>H</th>
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<tbody>
<tr>
<td></td>
<td>235</td>
<td>336</td>
<td>56</td>
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<tr>
<td>%</td>
<td>37%</td>
<td>54%</td>
<td>9%</td>
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N = 627
Spring 2005: How effectively are we teaching students to read, summarize and respond to essays?

- Holistic scoring of in-class, summary/response papers given at beginning and end of semester (Engl 90).

- TC focused on Reading Apprenticeship strategies

- Score increase for 17 out of 90 students.

\[ M = 39, \text{then } 52\% \text{ of total scores} \]
\[ \text{Score increase for } 19\% \text{ of all students} \]
## Grammar Expectations (from Engl 90 COOR as of Fall 2005)

<table>
<thead>
<tr>
<th>Expectation of students’ proofreading ability</th>
<th>Expectation of students’ sentence-combining ability</th>
<th>Expectation of students’ syntactical maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find and correct:</td>
<td>Combine sentences using coordinators and subordinators to show the following relationships</td>
<td>Create sentences using the following:</td>
</tr>
<tr>
<td>• Sentence fragments</td>
<td>• Cause-and-effect</td>
<td>• Noun phrase appositives</td>
</tr>
<tr>
<td>• Run-together sentences</td>
<td>• Comparison and contrast</td>
<td>• Verbal phrases</td>
</tr>
<tr>
<td>• Subject-verb agreement</td>
<td>• Concession</td>
<td>• Adjective clauses</td>
</tr>
<tr>
<td>• Verb tense errors</td>
<td></td>
<td>• Parallel structures</td>
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<tr>
<td>• Shift in person</td>
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<tr>
<td>• Homonym errors</td>
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<tr>
<td>• Capitalization errors</td>
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<tr>
<td>• Spelling errors</td>
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</tr>
</tbody>
</table>
Grammar Assessment (Fall 2005): How effectively are we teaching students to master the grammar concepts listed in the Engl 90 COOR?

- As part of the TC on Grammar in Fall 2005, participants gave a grammar test during the 8th week of the semester.

- The test contained grammar concepts included in the Engl 90 COOR.

Even with all possible variables accounted for, the fact remains: **1 student out of 45** passed the test given in the 8th week of Engl 90.
Do students in the TC exhibit an increase in their grammatical skills from week two to week sixteen?

• In the pre-test, 98% of the 112 students scored lower than 70%. Two students (2%) scored 70% or better.

• In the post-test, 84% of the 73 students scored lower than 70%. Twelve students (16%) scored 70% or better -- which is a 14% increase in passing scores.

• Still, even with all possible extenuating circumstances, only 12 out of 73 students passed.
Matched Scores, pre-and post-assessments

- We were able to match scores for 23 of the 112 initial students. The graph shows a random sample of 4 students’ scores.

- Out of the **23 matched scores**, **17 showed an improvement** in scores from the pre- to the post-test.

- Minimum increase = **2.5 points**

- Maximum increase = **20 points**
Is there a gap between the grammatical concepts outlined in the Engl 90 COOR and the grammatical skills students demonstrate in their writing?

There were numerous flaws in the research design, but generally speaking, concepts included in Engl 90 COOR are not that far from concepts students are actually struggling with.

Punctuation: involves missing punctuation, as well as punctuation that is contextually correct, but used incorrectly.

87 writing samples scored

860 total errors recorded -- every instance of error made

Chart shows top five categories of error
**Engagement**: Getting adjunct faculty involved
- Schedules
- Work load

**Training in research development**: 
- Quantitative research design
- Equity and Access
Where do we go from here?
Set targets for improvement: <15% in H by 2010. Develop activities to build those skills.

Individual research/common focus

Quantitative/affective

Single-course/multiple-course focus.

Target greater participation/keep smaller groups
1. What expectations do you have of our Teaching Communities? What do you want this forum to be able to do -- for our instructors, and for our students?

2. What outcomes would you like to see from here on out from the Teaching Communities? (perhaps think in terms of instructor skill development, and/or specific goals for student skill development).

3. What is our greatest weakness, as reflected in our student skill development? What in our curriculum or teaching methods would most benefit from TC model of a small group of faculty doing focused study and classroom-based research?

4. Are there other models we should consider, in terms of focused faculty development to facilitate increased student success?

5. If you could design the perfect Teaching Community/faculty development opportunity, what would you study, and how would you shape the participant outcomes? (Focus on one “dream” per group, please.)

6. How do you think we should best use this resource, from this point on?