The Communicator

Level 6 and 7 students celebrate the end of another successful term with teacher Denise Douglass (center) at La Colonia Community Center, Solana Beach

Welcome back!

During the past few years, we have grown from one site and 20 teachers to more than 10 sites and 50+ teachers.

This year, we will continue to serve North County San Diego and are planning to offer free NCESL classes at the following sites: Oceanside Public Library, Melba Bishop Recreation Center in Oceanside, Crown Heights Community Center in Oceanside, Laurel Elementary School in Oceanside, Libby Elementary School in Oceanside, Carlsbad City Library, Jefferson Elementary School in Carlsbad, Encinitas Library, San Dieguito Academy in Encinitas, La Colonia Community Center in Solana Beach, Carmel Valley Library, and Carmel Valley Middle School.

We are excited about this growth and are ready to serve our community!
Please read about our program and more in this edition.
Wishing you all a great semester!

— Eli Clarke, noncredit ESL department chair

Fall 2018
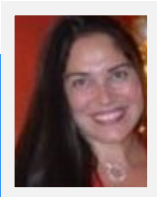
CHAIR NEWS

By Eli Clarke, Noncredit ESL Department Chair

2017-18 Annual Report

End of Year Persistence and Promotion Data

Term I	Promotion %	Persistence %
Morning ESL Classes	48%	84%
Evening ESL Classes	38%	80%
Term II	Promotion %	Persistence %
Morning ESL Classes	57%	81%
Evening ESL Classes	48%	82%
Term III	Promotion %	Persistence %
Morning ESL Classes	30%	85%
Evening ESL Classes	48%	88%
Term IV	Promotion %	Persistence %
Morning ESL Classes	41%	86%
Evening ESL Classes	49%	85%

Our overall persistence rate for 2017-18 was **82%** and the promotion rate was 42%. This marks the **15**th year we have maintained persistence rates at or very close to 80% in our managed enrollment classes.

Open-entry classes — which include the noon classes, conversation classes, lab classes, offsite classes, and Citizenship class — also maintained a high average persistence rate of **88%.** Of the students who enrolled in and completed the Citizenship course, **33** gained United States citizenship.

The Career-Track ESL had an average **84%** persistence rate, consistent with our integrated-skills classes' persistence rates.

MORE EOY DATA

FTES/CASAS Assessment Benchmark Data over Eight Years

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
437	371	337	322	274	279	349	537
1566	1328	1115	1476	1124	1273	1334	1547

California 2017 – 2018 Performance Goals Compared to MiraCosta Noncredit ESL Performance Goals

Levels	California 2017–2018 Performance Goals	MiraCosta Non-credit ESL (all enrollees)	MiraCosta Noncredit ESL (against enrollees with pre & post results)
Beginning Literacy (Level 1)	63%	N/A	N/A
ESL Beginning Low (Level 2)	64%	83%	64%
ESL Beginning High (Level 3)	62%	76%	53%
ESL Intermediate Low (Level 4)	54%	62%	47%
ESL Intermediate High (Level 5)	82%	61%	43%
ESL Advanced Low (Levels 6 and 7)	27%	42%	30%

Drop / Stop Out Percentages and Reasons

With assistance of our instructional aides, we are able to document the reasons our students leave the program. The reasons remain the same as in previous years :

Scheduling Problems	8%
Work (got a job/better job/working more hours)	11%
Unknown	22%
Personal (health, family, child care, transportation, moved)	52%

Demographics

Female	66%
Male	34%
Spanish-speaking	64%

Top First Languages after Spanish: Chinese, Russian, Vietnamese, Korean, Farsi

Highest School Year Attained

3% - 6 to 8 years

8% - 9 to 10 years

24% - 11 to 12 years

23% - 13+ years

70% of students are **aged** 25 to 49

SLO DATA: 2014 – 2018 (FOUR-YEAR SUMMARY REPORT)

Student Learning Outcomes	Assessments	2014-15 % passed	2015-16 % passed	2016-17 % passed	2017-18 % passed
LEVEL 1 Listening/Speaking • Identify a limited range of words and phrases drawn from familiar material. • Demonstrate the ability to engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs.	Interview	78%	91%	85%	100%
Reading • Interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary.	CASAS Level A	N/A*	N/A*	N/A*	N/A*
Writing • Produce simple sentences using a limited number of basic words and phrases and complete very simple forms.	Chart Application Dictation Goal Paragraph	83%	97%	77%	100%
LEVEL 2 Listening/Speaking • Recognize frequently used words, phrases and questions in familiar contexts. • Demonstrate the ability to engage in limited social conversations to communicate basic survival needs.	Interview	98%	90%	93%	82%
Reading • Construct meaning from simplified print materials on familiar topics.	CASAS Level B	85%	92%	88%	84%
Writing • Produce simple sentences in paragraph format and complete simple forms.	Chart Application Dictation Goal Paragraph Note	98%	91%	97%	96%
LEVEL 3 Listening/Speaking • Demonstrate comprehension of simplified spoken English and simple conversations. • Describe basic needs and relate common activities using clarification strategies when appropriate.	Interview	96%	96%	89%	94%

Student Learning Outcomes	Assessments	2014-15 % passed	2015-16 % passed	2016-17 % passed	2017-18 % passed
LEVEL 3 **Reading** • Construct meaning from simplified print materials on familiar topics.	CASAS Level B	94%	78%	77%	65%
Writing • Produce sentences to form a paragraph and complete forms requiring some detail.	Dictation Goal Paragraph Note	97%	99%	78%	96%
LEVEL 4 **Listening/Speaking** • Recognize spoken English containing some unfamiliar words about mostly familiar topics. • Demonstrate the ability to engage in conversations beyond survival needs and demonstrate clarification strategies.	Interview	80%	100%	84%	84%
Reading • Construct meaning from print materials on familiar and unfamiliar topics.	CASAS Level B	94%	86%	85%	60%
Writing • Produce messages, notes and related sentences in a paragraph format on personal topics and complete increasingly difficult authentic forms.	Chart Application Dictation Paragraph Letter	96%	90%	93%	95%
LEVEL 5 **Listening/Speaking** • Interpret essential points of discussions or speeches on selected topics. • Demonstrate the ability to engage in conversations on a variety of familiar topics.	Interview	97%	85%	82%	91%
Reading • Use contextual clues to interpret meaning and draw conclusions from authentic materials on everyday subjects.	CASAS Level C	87%	82%	75%	59%
Writing • Convey meaning by writing a descriptive and/or narrative paragraph, or formal or informal letters and messages and complete a variety of forms with limited assistance.	Chart Application Dictation Paragraph Letter	84%	95%	93%	95%

Student Learning Outcomes	Assessments	2014-15 % passed	2015-16 % passed	2016-17 % passed	2017-18 % passed
LEVEL 6 **Listening/Speaking** • Interpret a majority of speech from a variety of sources. • Discuss a variety of topics with increasing fluency and control of more complex grammatical patterns.	Interview	100%	94%	98%	97%
Reading • Infer meaning from various types of authentic materials including fiction narrations and factual matter.	CASAS Level C	46%**	71%**	48%**	42%
Writing • Compose a descriptive, narrative, and/or expository paragraphs, formal and informal letters, and complete authentic forms.	Chart Application Dictation Portfolio Letter	92%	92%	87%	91%
LEVEL 7 **Listening/Speaking** • Identify key information in a variety of formal and informal media presentations. • Demonstrate the ability to communicate fluently in informal and formal conversations and presentations.	Interview	100%	100%	100%	96%
Reading • Interpret meaning from a variety of authentic readings in identified areas of interest.	CASAS Level D	46%**	71%**	48%**	42%
Writing • Compose well organized, coherent paragraph (s) with appropriate detail and sentence variety.	Application Dictation Portfolio	90%	97%	88%	92%

* Our program does not have any students that have reading scores in the Beginning Literacy range as provided by federal NRS (National Reporting System) guidelines.

** The reading assessment data are not broken out for our program levels 6 and 7.

SLO attainment and EL Civics/CASAS benchmarks exceeded or matched the passing percentages (80%) in all categories except reading in all levels except Level 2. We will investigate the reasons and offer professional development opportunities for faculty to improve reading instruction and use CASAS test results to inform their teaching. The low pass rate in reading at the advanced levels is due to the fact that in 2016-17 we continued to have students in Levels 6 and 7 who scaled out, meaning that they scored above the CASAS range for their levels, reporting at the Adult Secondary educational level for the CASAS descriptors. This trend is statewide (see page 3, California Performance Goals).

Dean's Message

Dr. Kate Alder is serving as the interim dean of the Behavioral Sciences, History, and Adult Education. Prior to her retirement in June 2017 she was the dean of CTE at Cuyamaca College as well as the vice president of instruction at San Diego Continuing Education. Kate was also full time faculty and associate faculty at previous institutions.

Dr. Kate Alder

Welcome to Fall 2018! I know you are all as excited as I am about the new year! There have been lots of changes this past year including my joining the noncredit team at MiraCosta College. I am honored to be working with such a dedicated group of faculty and instructional aides. I want you all to know that I am here to support the work that you do every day with students. If there is ever anything I can do for you, or a story you would like to share with me, or an idea you have for how we can continue to improve, please feel free to stop by my office or send me an email. Teamwork Makes the Dream Work!

Welcome to the Department's Newest Fulltime Faculty, Mariana Silva

Mariana Silva

Mariana Silva taught English in her native Romania before immigrating to the United States in 2007. MiraCosta is where her professional life in the United States began. In 2008 Mariana started taking Spanish classes at the San Elijo campus and was such an exemplary student that her instructor recommended her as a tutor. Mariana worked for MiraCosta as a Spanish tutor from 2009 to 2010. Later she heard about our Noncredit ESL program, came to the CLC for a visit, and fell in love! She started off as a volunteer in 2010 and then worked in our department as an instructional aide while completing her MA degree in Education from Cal State San Marcos (2011) and TESOL certificate from UCSD Extension (2013). Mariana became an associate faculty in 2013, teaching all noncredit ESL levels and courses including Career-Track ESL and ESL Lab and even Adult High School English classes. Something Mariana wants everyone to know about her is that she is thrilled to resume her collaboration with her colleagues and assist students in accomplishing their aspirations. In spite of being away from her family, she feels she found her home at the CLC. Mariana said, "The warmth, the genuine care and support she encountered here from the first day she walked in are still vivid and fresh. It's wonderful to be back." We welcome Mariana back to MiraCosta, where she will undoubtedly have a long and fruitful career!

CLC Transition Scholarship Winner

Yiping (Julianna) Huang, a graduate of Level 7 and Career-Track ESL, was this year's noncredit ESL scholarship winner. She was selected as the finalist for a scholarship to support her transition from noncredit to credit courses this fall. We would like to invite you to contribute to our Noncredit ESL Brooke Brummit Scholarship fund. If you are an MCC employee, you can fill out this payroll giving form: Payroll Deduction, indicate the scholarship fund, and send it to Dee Jaykus at Mail Station 7. Checks and cash may also be sent to Dee. Make checks payable to the MiraCosta Foundation and indicate the scholarship fund on the memo line. Credit card donors can call Dee at 760/795-6645 and she will process the card, or it can be done by going to MiraCosta's Foundation website (choose Department or Program funds and enter the name of the scholarship in the comments section.

Noncredit counselor Cynthia Gonzales-Vazquez, Julianna Huang, support staff Erika Brown, and Dean Kate Alder

Noncredit ESL Faculty Present at San Diego Regional CATESOL Conference
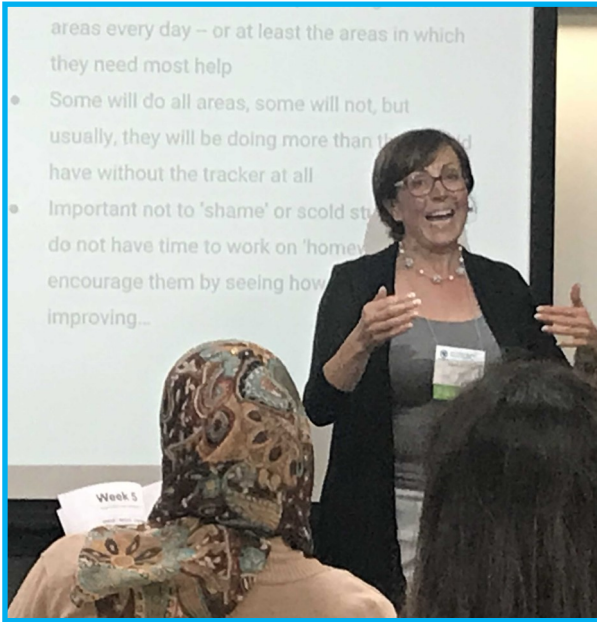
Ingrid Bairstow presents on homework and rigor in adult ESL classes

Several noncredit ESL faculty members presented at the San Diego Regional California Teachers of English to Speakers of Other Languages (CATESOL) Conference last spring. These were the presenters:

- Debra Poortenga and Kristi Reyes, "Catch the Wave! Teach Vocabulary with Tech, Maximize Learning"
- Ingrid Bairstow, "Homework 'habit' journals: Increasing classroom rigor and student empowerment"
- Chris Vela-Che, Katrina Tamura, and Kristi Reyes, "Surviving the Current: Innovative Video Projects for Skills Integration"
- Hillary Hartman, Rosa Treptow, and returning fulltime faculty Mariana Silva, "Surfing the Waves of Engaging Class Activities"
- Eyad Alfattal. "ESL Techniques for Success with Syrian Refugees/Immigrants"
- Ryan Detwiler, "ESLvideo.com: Letting Process Play A Leading Role in Video/Quiz Creation"
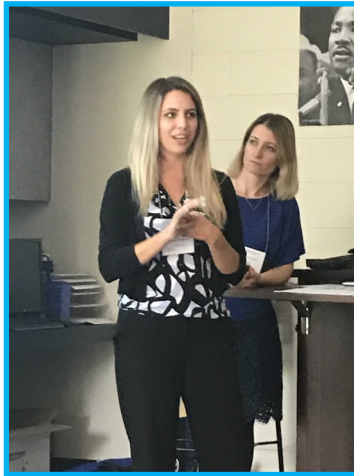
At left, Rosa Treptow, Mariana Silva, and Hillary Hartman share activities for lively class activities

Faculty Member Wins Dissertation Award

Eyad Alfattal, who teaches conversation on Saturdays and is Senior Program Coordinator for the College of Extended Learning – International Extension Programs and teaches courses in the Master's in the Teaching English to Speakers of Other Languages program at CSU San Bernardino was awarded the international and highly competitive Waynne B. James Outstanding Dissertation Award of 2018 for his dissertation contribution to the field of global education. Congratulations to Eyad for this well-deserved recognition.

Eyad Alfattal
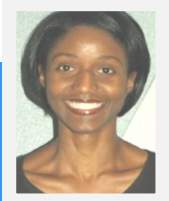
RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

The Language Ego and the English Language Student

During my last two summer breaks, I had the opportunity to visit two countries where Spanish is the native language. Both trips were exceptional for multiple reasons, and the experiences I had left a mark on me. One encounter in particular – my encounter with my language ego – caused me to think of my students and how I serve them. It had been a while since I had last met this "friend," and I was not happy to see her again. Because of my elementary level of Spanish, my old "pal" kept recommending that I not even try to communicate, but I found that those admonitions that I share with my students – "Just talk!" "Don't worry about the grammar or pronunciation so much!" "You have to try!" – were playing on a loop in my head. My older, more logical teacher self seemed to be no match though for my younger, emotional language ego.

Several studies have been done and papers written on the topic of the language ego in adult language learners. Alexander Guiora defined the term language ego as "the identity a person develops in reference to the language he or she speaks." This identity is connected to one's use of language because our self-perceptions are shaped and confirmed through communication. As adults, these identities are well established and may often be a source of pride. The ability to clearly express one's self is often seen as a sign of one's education and intelligence. It is easy to understand why, then, when an adult attempts to learn another language, one of the biggest barriers is often her or his language ego. After all, who enjoys communicating at a child's level and not being able to eloquently articulate herself? On the flip side, this theory is a main reason why children are so much better at learning languages. Their language egos are still in flux, and they do not mind sounding like a child or making mistakes when they speak.

My own experiences during my travels reminded me that this knowledge needs to be at the forefront of my mind when working with my students. In so many cases, our students' language egos are huge, and therefore hinder their ability to be successful at acquiring the target language. In one study, M. E. Ehrman described the importance of a big vs. small language egos as thin (permeable) and thick (not so permeable). He described those with thin ego boundaries as open, vulnerable, and able to tolerate ambiguity. His study showed that these people were not necessarily significantly more successful at second language acquisition as an adult, but they did find different avenues to success than those with thick (hard-driving, systematic, perfectionistic) ego boundaries.

So, how do we reduce our students' ego boundaries?" This question may be answered by taking another second language acquisition theoretical construct that all language teachers learn in school into consideration. It is the theory of the affective filter in the language classroom. This theory looks at the effect that different emotional variables, like the language ego, have on the success or failure of second language acquisition.   In the Collaborative Classroom Blog, Veronica Vasquez suggests that a high affective filter manifests as students who are stressed, anxious and self-conscious. The ultimate goal of the language teacher is to lower the affective filter in the classroom. According to Vasquez, this exhibits as students who are risk-takers, eager participators, and not so concerned about making mistakes. The question that clearly follows is, "How do we lower the affective filter in our classrooms?" Alexander Guiora conducted a study where he used small quantities of alcohol to lower inhibitions in Thai students doing an English pronunciation test. Their results were significantly better than the group who was not given the alcohol. And now that I think about it, my Spanish did seem to improve with each Margarita or Pisco Sour that I consumed. But since we will not be serving margaritas in our classrooms, there are other tricks of the trade that may be used to lower our students' affective filters. Vasquez suggests the following:

o *Try not to overemphasize error correction. In other words, instead of correcting the student; model the correct use of the language in a supportive stance.*

o *Institute a policy in the classroom that prohibits students from making fun of peers or laughing at errors. This sets the expectations for how students work together as they collaborate.*

o *As students share and reflect at the end of each lesson, share your observations and facilitate the brainstorming of solutions to challenges*

o *Equip strong language models with strategies to support their language learner peers.*

o *Consistently encourage risk-taking reminding students that your classroom is a safe place to learn.*

o *Set individual goals with students and celebrate growth!*

As I start this new school year, I want to remember my students' language egos and employ the above tips for lowering their affective filters.

INTEGRATING TECH WITH KRISTI

By Kristi Reyes, noncredit ESL instructor

Models and Best Practices for Technology Integration

In the past decade, a number of frameworks for technology integration in education have been proposed, including TPACK (Thompson & Mishra, 2007), TIM (University of South Florida College of Education, 2005), and SAMR (Puentedura, 2012). One of the more recent models builds on these frameworks with added specificity about how to effectively integrate technology and with demonstrations of how the framework connects to the ISTE Standards for Students is the Triple E Framework (Kolb, 2017): Engage, Enhance, Extend.

- **Engagement** = students participate in active social learning activities focused on learning goals

- **Enhancement** = students learn through technology, which has an added value in that students would not be able to have with conventional tools

- **Extension** = through technology use, students experience a natural connection between school and everyday life

In the book *Learning First, Technology Second: An Educator's Guide to Designing Authentic Lessons*, author Liz Kolb argues against using technology just because it's fun and consequently engages students – obvious positives of tech integration - but does not necessarily measure their learning, termed "false engagement." Kolb writes, "In life, we don't select a tool and create a problem just so that we can use the tool; rather we select a tool to meet the needs of the problem," (p. 3). In other words, don't force the use of technology just for the sake of tech integration. Kolb writes that more successful technology integration happens when we create lessons that have students "focus on creating content and learning materials around technology tools rather than using apps and websites with a 'drill and practice' approach to learning" (p. 14), citing research that the latter type of technology integration used in isolation had little to no measurable effects on student achievement. In the Triple E Framework, learning goals are defined first and an appropriate technology tool is integrated second; students learn with technology integration that allows them to be active and social learners; and technology tools are used in class as a way to connect what students are learning with real-world tasks and contexts.

During the summer term, several teachers included amazing technology projects in their classes that fulfilled the Triple E Framework. One project I'd like to highlight is that of Chris Vela-Che, who taught an intermediate ESL class at La Colonia Community Center in Solana Beach. She provided this Google Doc with an outline of what students did and samples of their work: **Who am I?** Her student-centered project integrated all the language skills (listening, speaking, reading, and writing), and students learned ways to use their own technology they carry around in their pockets -- their cell phones -- email, and video editing apps.

With our annual WIOA tech plan, we have formulated three objectives for the school year that take into account last Spring's **Adult Learner Survey Results, Teacher Skills Assessment Results, Results of an In-House Teacher Tech Needs Survey,** and the ISTE Standards for Educators and Standards for Students. Through the technology training sessions listed in the table, we hope to assist teachers in our department to have more confidence and skills in integrating technology to address learning goals in ways that will help prepare our students for technology demands in their roles as students, parents, employees, and community members and to support students' transitions to careers, workplaces, and college:

Tech Integration Objective	Professional Development Opportunities
Canvas 90% of students enrolled in hybrid classes and in classes in which faculty use **Canvas** for supplemental and blended learning will have increased skills and confidence in using an LMS We encourage all teachers of Levels 4 and above to start using Canvas in your classes	Flex presentation at the CLC – Aug. 15 **Tutorials and articles on the MiraCosta Teaching/Technology Innovation Website** If you want to be an observer in a Canvas, have questions, or need one-to-one assistance, email me.
E-portfolios 80% of the students in Levels 4-7, Reading and Writing Classes, and Career-Track ESL classes at the CLC will use an **electronic portfolio** tool for publishing and storing classwork online. As a result of the implementation of e-portfolios (Canvas, Google Sites, Weebly, or Wix), students will be able to publish or present content online	**Flex workshops at CLC:** **Google Forms and Sites:** Wednesday, Nov. 3, 3:30 - 5:30 p.m. OR Friday, Nov. 5, 9 - 11 a.m. If you want to see sample e-portfolios (Google Sites, Canvas) or have students use Canvas or make a class website with Weebly or Wix and need help, email me.
Applications 100 students will be able to explain the basic parts of a computer with 80% and higher accuracy as evidenced by a quiz, and create a • multi-slide **presentation** • **business letter** • **newsletter and/or a flyer** • basic **spreadsheet** Encourage students to take NCESL 81 and 82, in which these skills are specifically taught and assessed (Term I): MW noon CLC, Th 5 p.m. Jefferson Elementary, 9:30 a.m. Carlsbad City Library Learning Center, 5:30 p.m. La Colonia Community Center	**Flex workshops at CLC:** **Google Slides and Docs:** Wednesday, Sept. 5, 3:30 - 5:30 p.m. OR Friday, Sept. 7, 9 - 11 a.m. If you want to learn how or need ideas for how to integrate this tech with your class, email me.

Though not a stated goal, we aim for our teachers to expand their Personal Learning Networks, especially given that on the WIOA teachers skills assessments, only 35% of our teachers reported having an online PLN, while 62% consider it important for their teaching. To this end, we have resumed our bi-weekly tech tips, which will be posted in a Canvas course for the department, have invited teachers to contribute to the shared Google Doc Websites for Adult Ed Tech Integration with comments listing favorite websites or apps for student practice and for class projects, and have invited teachers to participate in two other professional development opportunities:

Digital Storytelling Group	Workshop 1: Friday, November 9, 2018
We have planned two workshops this fall for teachers to learn the process of teaching digital storytelling projects in their classes and the tools that can be used to create a digital story so that their students can make submissions to our **first film festival** to showcase their work at the end of Spring 2019, date TBD.	**Workshop 1:** Friday, November 9, 2018 **Workshop 2:** Friday, April 12, 2019 12:00 - 2:00pm, CLC Room 131 View the site with summer projects made with various tools and RSVP for workshops Please RSVP at the link above by Oct. 12. Email Katrina Tamura if you have questions.
International ESL Video Exchange Project Teachers are invited to participate in a class exchange project this fall and partner with a teacher abroad to plan digital projects for their students to make and share with each other. The exchange project offers students opportunities to improve their English and technology skills while talking about topics that interest them and learning about other customs and cultures.	This project is currently underway. Sign up today at www.eslvideo.com/exchange Deadline to register is Sept. 15. Email Ryan Detwiler if you have questions.

Like any good teaching, tech integration needs to start at students' current ability level. For instance, if an ESL teacher is assigned to teach an intermediate conversation class but finds out through diagnostic activities the first day of class that students' speaking skills are actually lower, the teacher would adjust the lesson plans going forward in order to meet students at their level. Because the majority of our noncredit ESL courses have a writing SLO, it makes good sense for teachers to start integrating word-processing assignments.

Most of our teachers have been using **Google Docs** for student writing assignments for at least a couple of years. Our goal would be for everyone to get their students using Google Docs, starting with just the basics. There are several advantages of having students use Google Docs:

- No need to purchase expensive software; all that is needed is a free, easy-to-create Google account

- Students' work goes with them – they will always have access, even when they are no longer MiraCosta students; Google Drive keeps all files created with any Google product (Slides, Sheets, etc.)

- No worries for students about losing their work – their documents are automatically saved online, in the cloud

- No USB device is needed, which saves our students money

- Teachers can provide feedback on the Doc online including links to online resources, which saves paper and money, and can see a history of revisions on a doc or even revert to earlier version

- There is a free mobile app – even students who don't have a computer (although 74% do) can use Google Docs outside of class on their phones (which 90% of our students have)

- Files are easily shared via email

- Various file types can be imported, and Docs can be exported (to Word, PDF, for example)

- Students can collaborate on one shared document

- Google Docs is compatible with any operating system and works in any web browser

You can use this **Google Doc** to get started on incorporating Google Docs with your students**: Getting Started with Google Docs.** Select the link and choose "Make a copy." Teachers can download, modify, and print for the students in their classes. Please plan on attending the hands-on **Flex workshops at CLC on Google Slides and Docs on** Wednesday, Sept. 5, 3:30 - 5:30 p.m. OR Friday, Sept. 7, 9 - 11 a.m., where you get and give ideas for using these tools to support learning goals and will learn how to make and share a template, have students work on a shared slideshow, embed Google docs and slides in Canvas, and much more.

Again, I look forward to serving the department as the tech mentor as part of my assignment as WIOA faculty lead for Noncredit ESL! I am no expert, but I enjoy learning with you to not just develop valuable technology skills in your students but also to help you help your students become knowledgeable technology consumers and creators.

Resources and References:

Kolb, L. *Learning First, Technology Second: An Educator's Guide to Designing Authentic Lessons.* Portland, OR: ISTE.

For other teaching-first student-centered models of technology, see the PAGER Model (Rich & Tipton) and the FUN Model (Crowley & Cierniak).
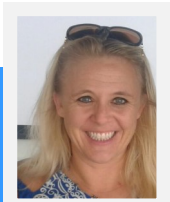
TRICIA'S CAREER ED TIPS

By Tricia Hoste, Noncredit ESL Instructor

What to Expect with Our Career-Track ESL Courses

For those who may have missed our noncredit ESL instructor meeting at the CLC during flex week, this article will catch you up on the exciting details concerning Career-Track ESL!

What does the Career-Track ESL course include?

⇒ Development of Business English Skills & Workplace Communication (writing professional emails, communicating formally, etc.)

⇒ Development of Workplace Performance Skills in American Culture (soft skills, time management, conflict-resolution, etc.)

⇒ Introduction to Job Search Skills, Interview Skills, Resume Writing (how to write resumes and cover letters, have a job interview, etc.)

⇒ Career Interest Exploration and Career Specific Vocabulary practice (analyzing personality, strengths and weaknesses, and job options)

⇒ Introduction to online study skills (how to use career software, pursue online education, etc.)

Why is this course important for *all* students (even those not looking for a job)?

⇒ Formal English skills are needed for many life-situations such as, communicating with a child's teacher, communicating with a counselor, or communicating a problem to a leader in the community.

⇒ Interview skills are valuable when applying for a scholarship, applying for an internship or volunteer position, applying for housing or applying for citizenship.

⇒ Academic English skills are necessary for further study in career education programs and communicating formally shows a higher level of English proficiency all around.

What are the goals of Career-Track ESL?

⇒ To have Career-Track classes eventually offered at morning, afternoon, and evening time slots for maximum opportunities for students
⇒ To have Career-Track courses offered for multiple levels (not only ESL Levels 6 and 7, which is now the case)
⇒ To assist students with their employment needs
⇒ To benefit companies by training second-language employees
⇒ To support students in their transitions to career education (credit courses, vocational courses, and beyond)

What are the plans for Career-Track ESL expansion?

Career-Track ESL Lab:

Similar to our traditional Career-Track ESL courses, this course will also be an ESL academic -support class preceding after level 7 for students transferring into credit or vocational courses in career education. While this new course will not officially begin until new course approval, we will pilot this type of course in Spring 2019 when we partner with the Child Development program. Child Development will bring four credit, sequential courses to our campus of the CLC in order for our students to begin studying in a credit program, while simultaneously having the ESL support. Child Development credit courses (one every 8 weeks) will be offered two mornings a week, while Career-Track ESL will be offered at the same time on alternating days. Our goal is to also have this class in the evening time slot in Spring, if enrollment permits.

Career-Track ESL for lower levels:

In response to popular requests from both students and teachers, a proposal has been submitted for a Career-Track ESL course for lower-level ESL students. Currently only ESL students of level 6, 7, and beyond are permitted to enroll in Career-Track ESL. With this new Career-Track ESL for lower levels, students in levels 4 and 5 will be encouraged to enroll. A schedule will be set once the course approval is finalized.

How can teachers of other classes begin preparing students for Career-Track ESL?

Select one of the following EL Civics units to teach and assess in your class:

⇒ EL CIVICS 33 – Employment
⇒ EL CIVICS 52 – Workforce Readiness
⇒ EL CIVICS 70 – Childhood Education (Child Care Preparedness)
⇒ EL CIVICS 71 – Personal Care Aide

What is the sequence of courses with Career-Track ESL options?

MiraCosta College Academic or Career Certificate Courses, Technology Career Institute
or the Workforce

Adult High School & GED	ESL Grammar - ESL Listening & Speaking - ESL Reading & Vocabulary Development	Other Credit ESL courses (ESL 149/ESL 150)

Transition to....

Career-Track ESL Lab
CASAS 235 +
College preparation & co-enrolled credit courses

Noncredit Career Certificates

Computers & Digital Literacy for Intermediate / Advanced ESL	Citizenship	**Level 7** CASAS 228 - 235	Career Track ESL CASAS 220 +	Intermediate Reading/Writing
	Intermediate Conversation	**Level 6** CASAS 220 - 228		ESL Learning Lab

Computers & Digital Literacy for Beginning ESL	Citizenship	**Level 5** CASAS 210-220	*Introduction to Career-Track ESL (*coming soon)* CASAS 200 – 220 *Entry-level job preparation & study*	Intermediate Reading/Writing
	Intermediate Conversation	**Level 4** 200 - 210		ESL Learning Lab

Computers & Digital Literacy for Beginning ESL	Beginning Conversation	**Level 3** CASAS 190 - 200	Beginning Reading/Writing	ESL Learning Lab
		Level 2 CASAS 180 - 190		
		Level 1 CASAS 0-180		

CREDIT CORNER

By Melissa Lloyd-Jones, Credit ESL Department Chair

Positive News for the New Semester

On the way to my first class of the new semester, a section of English 100 designed to offer special support to students from diverse language backgrounds, I popped my head into the classroom where our Listening and Speaking for Non-Native Speakers of English was meeting. The class was packed—every seat was taken, and I was struck by the palpable energy in the room. This full enrollment and obvious enthusiasm among the students are the result of important work done on the development of what we call "mirrored" classes. These classes enable credit and noncredit students to be in the same classes together, with essentially no distinction.

As Mary Gross explained in the last Credit Corner update, noncredit and credit ESL instructors joined forces to create noncredit versions of three of our credit ESL courses. In addition to enrolling in Listening and Speaking, noncredit students can now take two other courses offered at the Oceanside North campus: Reading and Vocabulary for Non-Native Speakers and Grammar for Non-Native Speakers. The credit courses are, respectively, ESL 20, 30, and 40, and the noncredit courses are 29, 39, and 49. They are essentially the same course; thus, they mirror each other. These courses have always been available to any student wishing to enroll, but the price of non-resident tuition is daunting. Now students who are waiting for their residency to come through can more easily enroll in these useful skill-building courses.

Readers may be wondering what other reasons, apart from financial, could determine whether a student enrolls in the credit version of a course or the noncredit version. Many of the students who take these Credit ESL skill building courses are F-1 visa students who arrive here from their home countries to attend college, usually with the goal of working toward a degree. Students who hold F-1 visas must be full-time students and must enroll in classes for credit. In addition, some of our local students may want to enroll in the credit versions of these support classes in order to maintain the full load required if they are receiving financial aid.

We in Credit ESL have been thrilled to see the high level of interest noncredit students have had in enrolling in ESL 29, 39, and 49. The available spots in each class were filled very quickly, and all noncredit students arrived to our campus to begin their classes as planned. This is a wonderful opportunity for noncredit students to continue developing their English skills once they have successfully completed Level 7. At the same time, these classes provide noncredit students the chance to feel comfortable at the Oceanside North campus, which may then lead to decisions to enroll in credit courses. These credit classes could include our Credit ESL writing courses, 149 and 150, both of which offer UC and CSU transferrable credit. Students may also decide to take other content courses leading to degrees or certificates. For many years, we have been working on a way to help more students bridge to credit classes, and it appears that this course mirroring may be just what we were looking for.

Plans to create new noncredit courses that mirror our writing courses and our Advanced Grammar course are now underway. This work represents innovation and collaboration that truly makes sense. As the Credit ESL department chair for the next two semesters, I welcome any questions you may have. Please feel free to contact me at mlloydjones@miracosta.edu.
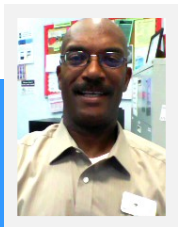
ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

Creating a Growth Mindset Environment for Student Achievement

As educators, we are given access to the latest teaching methods and pedagogies in order to have the tools to offer our students the best chance at academic success. However, I want to discuss a tool that must be in every educator's "toolkit" because it one of the things that can have the most affirmative or detrimental effect on a student's self-esteem and belief in their capacity to succeed in school.

> *The key is the understanding*
> *of the concept of "Growth Mindset"*
> *versus "Fixed Mindset."*

Pedagogically, "mindset," according to Carol Dweck, a PhD from Stanford University, has to do with "the set of attitudes and beliefs about (one's) abilities, such as intelligence." Furthermore, Dr. Dweck believes that students' mindsets influence their learning behaviors. She created the terms of fixed and growth mindset as a theory to describe the way students thought about how they learned academically and the true capacity of their intellectual potential. Those students with a **fixed mindset** hold the belief that their intellectual abilities are the ones that they are born with, and because their intelligence level is predetermined, these intellectual abilities are unchangeable or fixed. Unfortunately, this mindset leads students to be less likely to accept and confront challenges; these students are more prone to give up than to try to find a different way to accomplish something when, at first, they do not succeed. These students are also less likely to respond to mistakes by developing strategies to improve for the next time they face a similar issue. Many of these students are told by their parents as they grow up how "smart" they are. Dr. Dweck theorizes that this causes them to retreat when faced with difficulty because these students feel that they should be able to "get it" because of how "smart" they have been told they are, and they soon learn to have doubts about their intelligence. On the other hand, students with a **growth mindset** believe that their intelligence can always be improved. Therefore, they are more willing to put in the extra time and effort in meeting the challenges inherent to their educational journey. Because these students understand that their intellectual potential is not limited and can be strengthened with effort and academic stratagems, they are more engaged in their learning and with the curriculum itself. These students are more likely to take risks that can lead to mistakes because they realize that any struggles they experience will help them to improve the learning process and can eventually lead to a deeper understanding of the material and continued academic success. Most importantly, growth mindset students understand that sheer effort is not a barometer of success; along with determination and grit, a student must have academic strategies, methods, techniques, and practices that assist them in their classroom success.

All of this began to coalesce in my mind during the TASC tutoring and academic coaching training that took place during the second week of August this summer. The "growth and fixed" mindset concept is how we TASC tutors and academic coaches are trained to think, and I began to realize that the best educators that I have had the pleasure of working with or being a student of used growth mindset as a way to motivate their students to not be afraid to strive higher than their "comfort zone" in order to achieve their scholastic goals and dreams. In my personal case, growth mindset is the main approach I use with students to reassure them that they belong here at MiraCosta College because they are worthy students deserving of the academic opportunities offered on our three campuses.

Dr. Dweck theorizes that growth mindset teaches "grit," the power to persevere during tough times and adversity. Growth mindset students experience the cause and effect of using their determination to not give up and to endure academically, and then they receive the positive affirmations that go along with the successful completion of their educational goals. She also adheres to the principle that growth mindset is a culture and ethos that is created and reinforced daily in the classroom with the goal being to change the students' perspective and approach to learning so they can develop strong work habits and techniques that lead to achievement and success in the classroom and in their future lives.

It is essential that teachers, instructors, and professors possess the skills needed in order to create a growth mindset environment and then incorporate it into the classroom ethos. This means that educators need to be encouraged to seek a deeper understanding of the concept. This can start by teaching students about the changes the brain undergoes while learning. This helps student to understand that they can "rewire" their brains through effort, study, and practice. According to Dr. Dweck, students should feel that the instructor is there to help them learn, not to measure how smart they are. Furthermore, students must be encouraged to accept academic challenges and to rise above obstacles in order to reinforce the idea that hard work is more valued than natural talent and easy success. Another instructor's "growth mindset tool" is to emphasize a student's effort and progress over their final outcomes. This means that highlighting improvement instead of success or failure goes a long way to establish the correct classroom culture of continued growth and advancement in the student's mind. Teachers need to create a way for students to become more "invested" in their learning process and progress. One way to do this is to allow students to make choices in the classroom. Examples of this include **cognitive** choices that let students choose the topics they wish to write about. There are **organizational** choices such as letting a student choose whether to work solo, in pairs, or even in a group. **Procedural** choices would include things such as allowing students to choose from a list of homework assignments, or to pick the method of assignment delivery such as a choice between PowerPoint, lecture, video, poster, etc. **Extracurricular** choice entails the students making their own connections to the curriculum outside of the classroom environment through their own efforts through, for example, a service learning opportunity or by attending a public lecture pertaining to their program of study.

Research by Dr. Dweck has proven that students with a growth mindset "significantly outperform their classmates with a fixed mindset. In addition, the adaptation of a growth mindset appears to decrease or even close achievement gaps." In closing, we educators must consider that, while the growth mindset concept is intuitive for some, others will need "time and collaboration" to interweave it into their classroom ethos, but growth mindset is another method in which we educators can support and enrich our students' educational journeys at MiraCosta College.
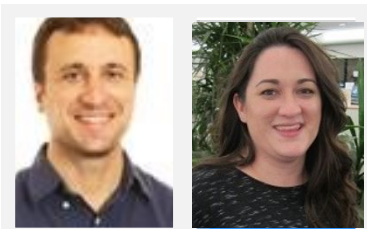
WRITING CENTER

By Jeff Schoneman and Sarah Pultz, Writing Coaches, Community Learning Center

Update: The Writing Center at the CLC

Did you know that the Writing Center can help your students with more than just paragraph writing? We can help with homework, sentences, conversation, and even reading.

Homework:

If students are struggling with homework assignments, we can help clarify instructions, locate resources to complete their work, and give them encouragement on their progress.

Sentences:

Whether students are learning how to build simple, compound, or complex sentences, a writing coach can assist them! We have a number of tools for helping students to understand how sentences are constructed and how they can be strengthened. We can also help students learn how to add details for longer more academic sentences.

Conversation:

Students who want to practice their pronunciation and grammar or to learn more vocabulary can come in for a conversation with a writing coach. We can also help students practice for conversations in work or community settings.

Reading:

We can teach students strategies for reading and retaining information. We can work with them on readings to improve comprehension and pronunciation.

This fall John Pappas will be working in the CLC Writing Center on Monday mornings (8 a.m. - 1 p.m.). John has been a Writing Coach at the MiraCosta College Writing Center since January, 2017. Having worked two terms in Dawn Bell's classroom at the Community Learning Center, he is excited about the opportunity to now work in the CLC's Writing Center.

John's favorite part of being a Writing Coach is seeing students succeed. His own educational journey includes a B.A. from UCSD, a Single Subject Teaching Credential from SDSU, and an M.A. from Cal State San Marcos. When not reading a good book or watching a movie, you can find John either playing guitar or studying French.

John Pappas

LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

Update: Library News

Welcome back to a brand new semester! The CLC Library, located in Room 136 by the Arby's, continues to provide a wealth of resources for faculty and students. We have an extensive collection of audio books (PlayAways, Penguin Active Reading Books), class sets of Diary of a Wimpy Kid series, "Who Was/Who Is" biographical series, over 5000 DVDs, textbooks on reserves, over 100 library databases covering all subject areas, and tons of books. We also offer tailored-to-your-curriculum library orientations and various workshops throughout the year. So if you are interested in working with a librarian to help your students succeed, please drop by Room 136.

CLC Hours
Monday-Thursday
9 a.m. to 1 p.m., 5:30 to 8:30 p.m.

New this year is a revamped library homepage: https://library.miracosta.edu. Check it out when you have time. It's ADA compliant and mobile technology responsive. Substantial input was gathered from students at all three campuses, including the CLC, to shape the new website. Hours for library operations at the CLC are also featured on the website, and it's a clickable link that leads to more CLC specific content.

Stacey von Winckelmann

Speaking of new, we have a new librarian who will be joining our ranks to serve CLC students:
Stacey von Winckelmann earned an A.A. from Richland College and then transferred to the University of North Texas, earning her B.S. in Interdisciplinary Studies & Reading. She began her career in education as an elementary school teacher and transitioned into a career as a school librarian, after obtaining her Masters of Library Science from Texas Woman's University. She most recently earned an M.A. in Book & Digital Media Studies from the University of Leiden in the Netherlands. During her studies there she held an internship as a researcher for the National Library of the Netherlands. Since then, she has worked in public, academic, and museum libraries.

Currently, Stacey works full time as a high school librarian teaching digital research and information literacy skills and works part-time for MiraCosta as a reference librarian. As a first-generation college student and community college graduate, Stacey understands the challenges students face when stepping into the classroom. It is her goal to help ease these challenges by teaching students how to navigate the library databases and learn how to conduct research.

Stacey lives in Oceanside with her husband and two cats. She enjoys traveling, playing golf, reading, and watching European soccer.

Student Success and Career Center Update

Contributed by Cole Bezzant, Career Specialist for Continuing Education
I hope Fall is off to a great start for all of us at the CLC and our many off-sites.

I'm excited to announce this year's Job Fair will be taking place on **September 12, 10:00 a.m. to 1:00 p.m.** in the Community Room and Lobby. We have a great list of employers already confirmed with more on the way.

We're also having an opportunity drawing for student attendees with $25 Target gift cards and other prizes donated by local businesses.

Please encourage students to attend in whatever way works for you, whether it's a field trip with your class, letting out a few minutes early, an assignment, or a bit of extra credit.

I'm available to visit classes (including off-sites) to discuss the event, job fair etiquette, resume preparation, or other topics you think would be useful leading up to the 12th.

**Job Fair
September 12th
10:00am to 1:00pm
Community Room and Lobby
Community Learning Center**

You can also refer students to the Student Success and Career Center for one-on-one appointments to help them prepare.

The following employers are participating:
- **Goodwill**
- **Partners With Industry**
- **Legoland**
- **Kate Spade**
- **YMCA**
- **Volt Staffing**
- **Wyndham**
- **Magnaflow**
- **Job Options**

Thank you for your continued support, and please contact me if you have any questions!

Upcoming Events

Diversity Day
Contact: Hillary Hartman

What: An event celebrating diversity featuring your students! Students are encouraged to share a tradition, dance, clothing, music and more!

Where: CLC Community Room

When: Dec. 3, 11:30 a.m. - 12:30 p.m. & 7:30-8:30 p.m.

Book Club & Reading Festival

Contact: Ruth Gay

- Meetings held at the CLC or local community places
- Fall book is centered on the Spring Reading Festival authors
- We are planning to invite Laura Atkins and Stan Yogi from the book *Fred Korematsu Speaks Up*
- Group discussions promote classroom instruction for multi-levels
- Gain knowledge of Reading Festival events
- All meetings and reading time are FLEX approved
- More information coming soon!

Expressions Ceremony
Friday, April 26, 2019

Contact: Katrina Tamura

Open to all Continuing Education Students

- ❖ Celebration of Student Work
- ❖ Encourage use of Student Resources such as Writing Center and Tutoring
- ❖ Committee Meeting
- ❖ Submit work by Friday, February 22, 2019