



The Communicator

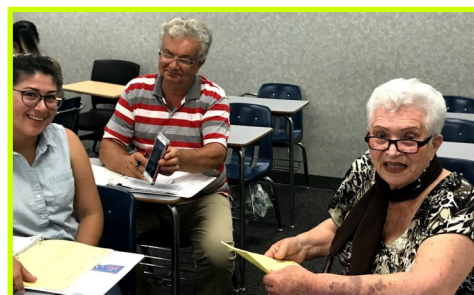
Welcome back!

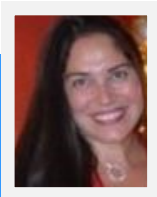
I hope your summer break was awesome and that you are ready for another successful year. Please join me in congratulating our wonderful instructional aides Rocio Flores and Ehsan Afshinpour for their great achievements! Also, please help me welcoming two new faculty: Nadia Khan and Matthew Pizzorno. I would also like to give thanks to our talented and giving instructors who not only inspire our students, but who are also great role models for our program. Enjoy the news, reports, summary statistics, and more in this fall 2019 issue of *The Communicator*.

— **Noncredit ESL Department Chair Eli Clarke**

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CHAIR NEWS

By Eli Clarke, Noncredit ESL Department Chair

2018-19 Annual Report

End of Year Persistence and Promotion Data

Term I	Promotion %	Persistence %
Morning ESL Classes	31%	91%
Evening ESL Classes	36%	90%
Term II	Promotion %	Persistence %
Morning ESL Classes	55%	90%
Evening ESL Classes	36%	85%
Term III	Promotion %	Persistence %
Morning ESL Classes	33%	88%
Evening ESL Classes	38%	87%
Term IV	Promotion %	Persistence %
Morning ESL Classes	55%	77%
Evening ESL Classes	38%	84%

The information in the table above is from our leveled (Levels 1 - 7) managed-enrollment classes, which meet four days per week during our eight-week terms and are offered at the Community Learning Center. Our overall persistence rate for these classes for 2018-19 was **86%** and the promotion rate was 40%. This marks the **16th** 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, computers and digital literacy classes, lab classes, offsite classes, and Citizenship class — also maintained a high average persistence rate of **91%**. Of the students who enrolled in and completed the Citizenship course, **seven** gained United States citizenship. The Career-Track ESL had an average 78% persistence rate.

MORE EOY DATA

FTES/CASAS Assessment Benchmark Data over Eight Years

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
371	337	322	274	279	349	537	581
1328	1115	1476	1124	1273	1334	1547	1608

California 2018 – 2019 Performance Goals Compared to MiraCosta Noncredit ESL Performance Goals

Levels	California 2018–2019 Performance Goals	MiraCosta Non-credit ESL (all enrollees)	MiraCosta Noncredit ESL (against enrollees with pre & post results)
Beginning Literacy (Level 1)	59%	63%	91%
ESL Beginning Low (Level 2)	57%	57%	88%
ESL Beginning High (Level 3)	56%	55%	73%
ESL Intermediate Low (Level 4)	49%	46%	64%
ESL Intermediate High (Level 5)	44%	44%	63%
ESL Advanced Low (Levels 6 and 7)	26%	30%	43%

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:

Personal (Health, family, child care, transportation, moved)	57%
Unknown	19%
Employment (Got a job, better job, more hours)	12%
Transferred to a different class/time	8%
Scheduling (Home and/or work conflicts)	4%

Demographics

Female	69%
Male	31%
Spanish-speaking	70%

SLO DATA: 2015 – 2019 (FOUR-YEAR SUMMARY REPORT)

Student Learning Outcomes	Assessments	2015-16 % passed	2016-17 % passed	2017-18 % passed	2018-19 % passed
LEVEL 1 Listening/Speaking <ul style="list-style-type: none"> 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	91%	85%	100%	95%
Reading <ul style="list-style-type: none"> Interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary. 	CASAS Level A	N/A*	N/A*	N/A*	91%
Writing <ul style="list-style-type: none"> Produce simple sentences using a limited number of basic words and phrases and complete very simple forms. 	Chart Application Dictation Goal Paragraph	97%	77%	100%	93%
LEVEL 2 Listening/Speaking <ul style="list-style-type: none"> 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	90%	93%	82%	82%
Reading <ul style="list-style-type: none"> Construct meaning from simplified print materials on familiar topics. 	CASAS Level B	92%	88%	84%	88%
Writing <ul style="list-style-type: none"> Produce simple sentences in paragraph format and complete simple forms. 	Chart Application Dictation Goal Paragraph Note	91%	97%	96%	84%
LEVEL 3 Listening/Speaking <ul style="list-style-type: none"> Demonstrate comprehension of simplified spoken English and simple conversations. Describe basic needs and relate common activities using clarification strategies when appropriate. 	Interview	96%	89%	94%	92%

Student Learning Outcomes	Assessments	2015-16 % passed	2016-17 % passed	2017-18 % passed	2018-19 % passed
LEVEL 3 Reading <ul style="list-style-type: none"> Construct meaning from simplified print materials on familiar topics. 	CASAS Level B	78%	77%	65%	73%
Writing <ul style="list-style-type: none"> Produce sentences to form a paragraph and complete forms requiring some detail. 	Dictation Goal Paragraph Note	99%	78%	96%	94%
LEVEL 4 Listening/Speaking <ul style="list-style-type: none"> 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	100%	84%	84%	96%
Reading <ul style="list-style-type: none"> Construct meaning from print materials on familiar and unfamiliar topics. 	CASAS Level B	86%	85%	60%	64%
Writing <ul style="list-style-type: none"> Produce messages, notes and related sentences in a paragraph format on personal topics and complete increasingly difficult authentic forms. 	Chart Application Dictation Paragraph Letter	90%	93%	95%	91%
LEVEL 5 Listening/Speaking <ul style="list-style-type: none"> Interpret essential points of discussions or speeches on selected topics. Demonstrate the ability to engage in conversations on a variety of familiar topics. 	Interview	85%	82%	91%	98%
Reading <ul style="list-style-type: none"> Use contextual clues to interpret meaning and draw conclusions from authentic materials on everyday subjects. 	CASAS Level C	82%	75%	59%	63%
Writing <ul style="list-style-type: none"> 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	95%	93%	95%	94%

Student Learning Outcomes	Assessments	2015-16 % passed	2016-17 % passed	2017-18 % passed	2018-19 % passed
LEVEL 6 Listening/Speaking <ul style="list-style-type: none"> 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	94%	98%	97%	94%
Reading <ul style="list-style-type: none"> Infer meaning from various types of authentic materials including fiction narrations and factual matter. 	CASAS Level C	71%**	48%**	42%**	43%**
Writing <ul style="list-style-type: none"> Compose a descriptive, narrative, and/or expository paragraphs, formal and informal letters, and complete authentic forms. 	Chart Application Dictation Portfolio Letter	92%	87%	91%	86%
LEVEL 7 Listening/Speaking <ul style="list-style-type: none"> 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%	96%	100%
Reading <ul style="list-style-type: none"> Interpret meaning from a variety of authentic readings in identified areas of interest. 	CASAS Level D	71%**	48%**	42%**	43%**
Writing <ul style="list-style-type: none"> Compose well organized, coherent paragraph (s) with appropriate detail and sentence variety. 	Application Dictation Portfolio	97%	88%	92%	96%

* Our program previously did 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 (EL Civics/CASAS benchmarks) exceeded or matched the passing percentages (80%) in all categories except Reading for Levels 3 - 7. Despite this, passing percentages did increase from 2017-18, and our students' reading benchmarks exceeded the California Performance Goals for all levels. The low pass rate in reading at the advanced levels is due to the fact that in 2018-19 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). MiraCosta enrollees with paired scores fared better than the California Performance Goals in all levels.

We are planning professional development for our teachers to improve reading instruction. Last spring we held trainings to help teachers understand and make better use of CASAS reports in order to target students' needs. We will be offering follow-up trainings this fall. We look forward to the new CASAS Goals series, which seems to be updated for tasks that our students need to be able to complete and also seems to be more rigorous. We also anticipate the roll-out of CASAS e-testing with more classes after our initial pilot with some CLC classes in the summer. We will continue to seek out professional development opportunities for faculty to improve reading instruction and use CASAS test results to inform their teaching.

Dean's Message

Welcome Back!



Dr. Kate Alder, Interim
Dean

I hope that you all had a wonderful summer and are ready for an exciting fall semester. Many of you heard me speak during Flex Wednesday at the CLC about the drastic drop in enrollments this fall and I want you to know that I appreciate all you are doing to encourage students. Your fine work in the classroom is evidenced by recent improvements in student retention and success so **KEEP UP THE GOOD WORK!**

This fall we'll see a lot of physical changes at the CLC as construction begins on the new Student Services Building. A large part of the parking lot will be lost due to that work but parking is now available behind Building C as well as in the area previously occupied by the Arby's restaurant. If you can start now messaging that to students it will make the process much smoother for everyone.

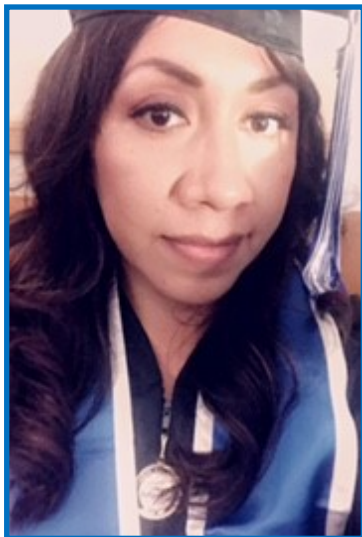
Thanks to the great support of Bea Aguilar and Silvia Martinez, several ESL faculty piloted e-testing for CASAS this summer with great success. We're expanding that pilot this fall and will use those experiences to determine when/how/if we'll implement e-testing across the entire ESL department. Kristi Reyes, our wonderful WIOA ESL Faculty Coordinator, is surveying the participants now so we can learn more about how it worked so watch for that information to be coming out soon. Professional development will be provided for the faculty and all instructional aides have been certified as e-test proctors already!

I am looking forward to another great year working with all of you to ensure our students' success as they navigate their educational and employment pathways. As always, I welcome your feedback and questions so please email, call, or visit my office any time.

I feel honored and proud to be **your** dean!

Kate Alder, PhD
Interim Dean
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ESL Instructional Aide Selected for Students Succeed



Our department supported the nomination our former student and now colleague, Rocio Flores, for the Adult Education Students Succeed award which will be celebrated at the ACSA Conference this fall. This award is sponsored by OTAN. Her story, which follows, will be published on the [OTAN Students Succeed website](#). Rosy was referred to our department for the position of instructional aide by Krista Warren, as Rosy also works as an aide for the Adults with Disabilities program. Krista shared the narrative she submitted about this incredible woman and her life's journey so far.

Rocio immigrated from Mexico to the United States with her family at the age of 11. This time in her life was tumultuous as she and her family went back and forth from the US to Mexico while her father and the family were processed through an amnesty program that was a pathway to US citizenship that took about 10 years to complete.

Rocio's father worked in the strawberry fields in North San Diego to support the family and Rocio ended up taking care of the entire family life at home as her father battled alcoholism and her mother battled cancer. Because of the hardship of her homelife, Rocio dropped out of both middle and high school, she eventually left her family and became a mom for the first time at age 14.

After enduring a mentally and physically abusive relationship, Rocio took her 2 young sons and escaped to a Women's Shelter. At the shelter, Rocio was counseled on the need to learn English and to go back to school in order to best support herself and her small children. From 2011-2012, Rocio attended the MiraCosta College Noncredit ESL program, working through all the progressive levels to learn English, she then completed her High School Diploma in 2013 and then began work on her associate's degree at MiraCosta College. In 2015, she completed an associate degree in Spanish and in 2016, she completed another associate degree in Liberal Studies; she completed the second AA degree because she was afraid to leave the security and strong community she had found in Continuing Education as well as at the credit program of MiraCosta College.

The requirements for the award are as follows:

Award Goals (all met)

1. The nominee is employed.
2. The nominee has made adult education or had other community contributions
3. The nominee has identified and met life goal(s) as a result of completing adult education program.
4. The nominee has improved life of self/others as a result of learning experiences.
5. The nominee overcame difficult circumstances to pursue adult learning.

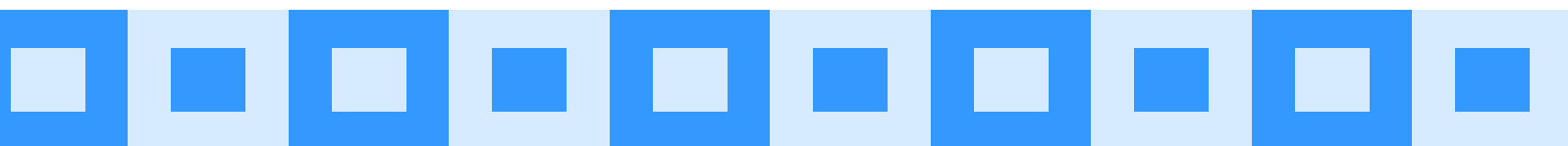
During her time at MiraCosta, Rocio started and established the Spanish Club in 2014, she also volunteered as the Business Manager for the school's student newspaper, the Chariot. During this time (and continuing today), Rocio worked for the State of California providing care for a young man who is autistic and is also unable to walk. Rocio was able to successfully navigate and complete her AA degrees with support from the EOPS Program (2013-2016) as well as working to support her children through the CalWORKs Program for single parents. It was at this time that I met Rocio after hiring her as a student worker to assist in my classroom, supporting students with intellectual disabilities in the noncredit Continuing Education Program. This opportunity turned into a more permanent position as an Instructional Aide in noncredit, continuing to support adults with disabilities as well as now working with ESL students.

Rocio made a successful transition to California State University San Marcos (CSUSM) and with continued hard work and three scholarships, graduated with her bachelor's degree in Spanish in 2017. After being an honor student in her baccalaureate program, Rocio has continued her educational journey and is now enrolled at CSUSM, working on her master's degree in Spanish and Latin American Culture, she will graduate in 2020.

As part of her master's program, Rocio recently spent three weeks in Guatemala, working in the mountains with the villagers, helping them rebuild their homes, ruined after years of civil wars, crime and unrest, also teaching them to read and write as well as how to plant and grow self-sustainable crops to deal with the poverty and hunger issues they have endured. Rocio continues to work at MiraCosta College as an Instructional Aide as well as a Spanish tutor in the credit program. Rocio volunteers regularly with the MiraCosta Food Pantry, encouraging her ESL students to get the food they need and volunteers her time in the language lab at the college, supporting credit students in conversational Spanish. Rocio takes care of her 15-year-old son who is now in high school, she continues to support her parents and is an inspiration to the students she studies with in her master's program as well as those she supports in her work at MiraCosta College.

Having immigrated from another country, enduring an abusive relationship as well as being the single mother of a child with a disability has given Rocio strength, empathy and wisdom that is hard to describe. Rocio has been motivated through her life experiences as well as the programs at MiraCosta Continuing Education through to the studies she continues now. Because of the connection to special education she has developed from her son's needs, she has been able to give back and instills in ESL students that their goals for an education, a better job, community integration, and career study are possible because she has accomplished all these goals herself. She is a compassionate and inspiring model to all our students, as well as our faculty colleagues and anyone who is lucky enough to work, learn and teach with Rocio. Upon completing her master's degree in Spanish, Rocio will work full time at either the high school or college level, teaching Spanish.

We are proud of you, Rosy!



CLC Transition Scholarship Winner

Submitted by Cynthia Vasquez Gonzales, Noncredit Counselor

Celebrating Students

Transitioning to College Credit Classes



Scholarship winner Yendy Castillo

The MiraCosta College Community Learning Center (CLC) Scholarship Committee is proud to celebrate Yendy Castillo, a Noncredit ESL student who was selected as a recipient of a CLC 2019 Scholarship. Yendy Castillo started classes in the English as a Second Language program at the CLC in the Fall of 2018 and now a year later, she will transition from the noncredit program to college credit courses at MiraCosta College.

Yendy was born and raised in Venezuela. She never imagined that she would come to United States or any intentions of learning English and shared that at some level avoided having to learn it. She earned a Bachelors Degree in advertising in Venezuela and wanted to continue with her education there, but felt it was impossible. She stated that completing a Master's Degree at a university "would be very expensive and all the universities in Venezuela [for career-specific study] are private." After completing her education, she began working as a publicist in Venezuela. Sometime after that she moved to Colombia for another career opportunity. In Colombia, Yendy met her husband who is from the United States and moved here. Upon arriving to the US with her husband she knew learning English would be a challenge. She had difficulty communicating with family members and friends and realized that as much as she did not want to learn English and had avoided it in the past now she would have to learn.

Yendy began classes at MiraCosta College's CLC with the goal of learning English, but quickly recognized that it was also an opportunity to meet people from other cultures. She shared that MiraCosta College has the "most beautiful people in the staff, teachers and counselors" and has received a lot of support from her instructors. Mariana Silva her NCESL Level 5 instructor made her feel unafraid to learn and is an important part of how she has developed. She shared that Mariana was and is an important pillar in her life. She also shared that Debra Poortenga and Ruth Gay have also been strong pillars of support. She reflected that all these teachers have helped her learn because of their different perspectives and backgrounds in life.

In Spring of 2019 Yendy applied to one of the CLC Scholarships and was selected as a recipient. This started her transition to taking college credit courses at MiraCosta College and studying graphic design. Yendy shared that she is both nervous and excited about the transition but feels she has been prepared to start this journey by her experiences at the Community Learning Center.

Yendy encourages her fellow students to not be afraid and try new things. She also encourages them to ask a lot of questions of the people here to help them. As she has gone through this process she has been very thankful for all the support she has received at the CLC.

Our ESL Student Wins Statewide Essay Contest

Our spring and summer student Hiba Estrada was encouraged by her Reading and Writing instructor Mariana Silva to enter the CATESOL essay contest, and we're pleased to announce that Hiba's essay, "My Magic Key," has been selected as the winner of the 2019 CATESOL Student Essay Writing Contest! Her name and essay will be posted on the CATESOL website, and she will be awarded \$200 worth of books from Townsend Press. This is her essay:



My Magic Key By Hiba Estrada Munguia

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." Indeed, education is like having a magic key which opens the golden door to paradise. It represents a new way of thinking, to have the initiative to try a new way of life. The best decision of my life was to study for a Bachelor's Degree, and that decision allowed me to meet great people that turned out to be my best friends, colleagues, and mentors. Also, it gave me the opportunity to travel abroad and to experience a new country with incredible customs, landmarks, and social environments, allowing me to understand and appreciate other nations and cultures. Education played a huge role in my life because it gave me the tools to achieve my goals.

Essay winner Hiba Estrada

For instance, being fluent in English is really important, but I did not understand that until I needed the language. Since I was a child, living near the U.S./Mexico border, learning English was mandatory. For some reason, I did not want to learn. Even though I had English classes during school and after school. In fact, I hated it! The need for the language came after I met a young man who changed my entire world, not only because I started to love and had an inner desire to learn English, but because I decided to go abroad and study for a Master's Degree in Digital Marketing in a program taught in English. Definitely, for that I needed to perfect my English. One day, I decided to take English classes at MiraCosta College and was a turning point in my life. Sometimes, life is the arrow that points you to the right path. In this case, life directed me to a great school that helped me to overcome my fears. After six years of struggling with the language, I stopped being afraid and I started to speak even if I made mistakes. I thought that was the best way to learn, so sooner than later I found myself speaking fluently without thinking about what I wanted to say or translate into my native language.

Undoubtedly, education has been the motor of the boat that I used for years as I continue to embark on a journey that is an integral part of my life. Taking classes at MiraCosta reminded me of my passion for literature, through reading memoirs and writing personal narratives. Also, the college did not just give me the skills of enhancing my language, but it also gave me the platform to make an internship in marketing at the Oceanside Museum of Arts. This allowed me to embrace my future and continue my adventure on to my master's degree.

To summarize, people have been fighting to have the opportunity of a good education for as long as education has been a path to success in life, but nowadays, this opportunity is taken for granted. Maybe if more people were educated, some problems of this world would be solved. Education is not the way to become successful, but it is the way to acquire the necessary skills to overcome your obstacles. It was the magic key that opened up my world.

New Faculty Join Our Team

Mathew Pizzorno holds a B.A. in History/Geography from Wittenberg University in Ohio, and an M.A. in TESOL from California State University, Los Angeles. His teaching experience has taken him all over the world, including Turkey, a fellowship for the U.S. State Department in Indonesia, and head instructor of EFL for AMIDEAST in Oman. For the last 12 years, he has served as faculty and coordinated the Career Track ESL program at Palomar College as well as taught at California State University San Marcos. His interests in second language acquisition include teacher training, curriculum development, Career Track ESL, CALL, and Academic English training. He is a classically trained musician and avid guitar/banjo/mandolin/dulcimer player. As such, he tries to incorporate and utilize music as a means of facilitating second language acquisition in many of his classes.



Nadia Khan has over 17 years of hands-on experience in the field of English as a Second Language as a teacher, practicum supervisor, online instructor, and ELL course developer. She has taught credit and non-credit ESL classes and Applied Linguistics and TESL courses at various international colleges and universities. Nadia has an MS in Applied Linguistics and TESL certification and an Intercultural Competencies for Leaders Certificate.



Nadia has also worked on various research and curriculum development projects such as developing and teaching an online Post-TESL course called Inclusive Teaching Practices. Nadia has extensive experience organizing and presenting at professional development sessions and conferences. She has volunteered with provincial and local TESL organizations in Canada as a member of various conference planning and PD planning committees. Nadia is excited to join the ESL program at MiraCosta College.



Welcome back to **Crystal Carothers**, who was on medical leave. We're so glad to see you again!

Congratulations to instructional aide **Ehsan Afshinpour**, who graduated with his master's degree in Computer Science

Teachers Share Expertise and Teaching Ideas at Conferences

Our teachers once again are busy sharing their knowledge and experiences by making presentations for peers. In spring, **Mariana Silva, Hillary Hartman, and Rosie Treptow** took their show on the road, presenting at the Northern Regional CATESOL Conference on their popular workshop, “Teaching for Tomorrow: Cultivating Learning through Engaging Classroom Fillers.” They repeated the presentation “Cultivating Learning Through Engaging Classroom Fillers” to MiraCosta faculty during Fall flex week and were enthusiastically received. The team will again present at the annual CATESOL Conference in San Jose in October on “Honoring the Past & Promoting Community through Equity-Minded Practices.”



Rosie, Mariana, and Hillary in Napa Valley last spring for regional CATESOL conference presentation

Ryan Detwiler teamed up with a colleague from International Languages to present on “Collaborative International Projects for All” during Fall Flex week about a grant they received to develop international virtual exchanges in which students in different countries collaborate on projects. Members of the International Education Committee shared the success that had in international exchanged they developed Fall 2018/Spring 2019 with institutions in Italy and Taiwan.

This past spring **Ryan Detwiler and Kristi Reyes** petitioned CATESOL to form a new interest group on online teaching. The interest group will hold its first business meeting at the conference in October.

Also presenting at the annual CATESOL conference will be **Ingrid Bairstow**, who will discuss “Service learning for ESL: The ‘conspicuously unused’ teaching method,” **Carmen Waszak** on “Using Digital Storytelling to Support Writing in the ESL Classroom,” and **Kristi Reyes** on “Using the Triple E Framework for Quality Tech Integration” and “Classroom Strategies for Overcoming Internal Barriers to Learner Success.”

Our ESL teachers are the best!

ESL Teachers Keep on Giving!

Last winter break, Level 6 teacher **Carla Stoner** spent seven days in Colima, Mexico teaching English to a group of children middle-school through college-aged and helping hatched baby sea turtles make their way to the sea at El Tortugaria del Cuyutlan. Carla has recently begun a project of visiting retirement homes in North County with her therapy chicken.



Carla Stoner takes a selfie on a bus during her adventure



Elderly retirement home residents enjoy Carla's therapy chicken



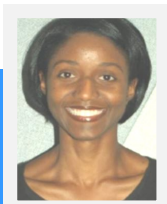
Denise with the child she sponsors

Over the summer, Level 7 instructor **Denise Douglass** spent one week working with teachers in Joya de Ceren, where she sponsors an elementary-aged boy through her church. Denise writes, "There were a total of five teachers on our sixteen person team. Eleven members of the team spent one of the days planting a grass field for the center's new

playground, while the five teachers on the team led a teacher training session for the learning center staff. Four of the teachers presented lessons on topics like multiple intelligences and classroom management. I focused on the steps of the lesson planning process and its importance, offered words of encouragement, shared photos of my classes at home, and showed them several hands-on activities that they can do with the kids with a single sheet of paper (like a mini book and a cube). Additionally, I was able to meet and spend an entire afternoon with my sponsor child, his mother and baby brother, his teacher and the director of his after-school program that he attends. It was awesome!"



Denise trains teachers on lesson planning



RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

DSPS and the Noncredit ESL Student at MiraCosta College

As we prepare for the start of another school year, a practice that is a constant for instructors is the writing of the course syllabus. There are certain sections that are prescribed for all syllabi, and I would like to focus on one of those sections in this article. Legally, we are all obligated to include an accommodation statement letting our students know that the college is prepared to serve them in any special way that they might need. But what does that really mean for our ESL students? On the first day of class when I get to the accommodation statement on my syllabus, I usually explain it by using an example of a former student who had a physical disability and needed a special desk and chair because of a back injury. I tell my students that they can inquire at the Disabled Students Programs and Services (DSPS) office for similar accommodations. But that statement embodies so much more. MiraCosta Community College is prepared to serve students with the following verified disabilities:

- Acquired Brain Injury (ABI)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum
- Blind/Low Vision
- Deaf/Hard of Hearing
- Intellectual Disability
- Learning Disability
- Mental Health Disability
- Other Health Conditions & Disabilities (Including Speech)
- Physical Disability

As instructors, we have all had that one student who seemed to make little or no progress at all no matter how hard both the student and we may have tried. At this point, we may start to wonder if a learning disability (LD) may be to blame. For the ESL instructor, questioning whether or not a student may have an LD is tricky for the obvious reason that instruction is not in the learner's native language, and difficulty learning may simply suggest a struggle with learning the target language. And then diagnosing can be equally tricky because in most

cases, assessments would not be in the ESL student's native language. So what is an ESL instructor to do? For a little less than a year now, I've shared an office with the CLC's DSPS counselor, and I would like to take this opportunity to introduce her to you and share how she and her department might be able to help your students.



Brittany Daniels, DSPS

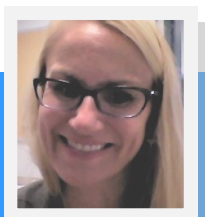
Brittany Daniels started working with us during the fall semester last year, and she meets with students on a daily basis. If your student has a physical disability, the first step would be for the student to set up an intake appointment with Brittany. This may be scheduled at the front counter. If the student's first language is Spanish and they need an interpreter, other counselors are available to serve in that respect. During the intake meeting, an Application for Services form is completed and later submitted to the DSPS office. This is usually processed and approved with the requested accommodation being made available within a week.

If you suspect a learning disability, the process is a bit more involved and time-consuming. The same steps detailed above for scheduling an intake appointment would be first. After this appointment, the student would need to sign up for a 2-hour LD Orientation class. MCC offers 4 of these classes per semester and they cost \$23.00 (help is available to pay for this class if needed.) After the orientation, the student next needs to schedule a date for a two-part assessment and then one more appointment to review the results of the assessments and receive the recommendations for accommodations. The student will then receive a letter detailing the accommodation that they require, and it would be up to the student to decide whether or not to share that letter with the instructor. If the letter is shared, the instructor is obliged to comply with the necessary accommodation in a reasonable way. Like I said before, this process is multi-faceted and can be lengthy depending on when the orientation class is available and when the subsequent appointments are scheduled, but it is a worth while process. I listened to these steps with my ESL teacher lenses on, and I realized that the issue of language for the orientation class, the assessments and the following appointments would be an obvious obstacle for our ESL students. I do know however, that MCC is in the business of knocking down obstacles that get in the way of student success, so I am certain that if an ESL student were to need these services, everything would be done to provide whatever was needed, even if that meant referring them to off-campus clinics or agencies that can provide the student with an accurate diagnosis.

For more information about MCC's DSPS office, check out:
<https://www.miracosta.edu/student-services/dsp/index.html>

And some FAQs are at:
<https://www.miracosta.edu/student-services/dsp/faculty.html>





INTEGRATING TECH WITH KRISTI

By Kristi Reyes, noncredit ESL instructor

Celebrating Students' Stories and Teachers' Skills at Integrating Tech

Last spring more than 20 ESL teachers and instructional aides learned about the process of creating a digital story from a written personal narrative and how to use technology for the digitization of the narratives, in this case Adobe Spark and WeVideo. As all teachers know, we often learn best by doing, so the participants in the first workshop enjoyed creating their own digital stories (see [Participant Videos](#)). Participant teachers then pledged to try one digital story project in their classes.



Chris Vela Che orients teachers to WeVideo in our second workshop

These projects were one of our objectives for our annual WIOA technology plan. Katrina Tamura, Chris Vela Che, and Ryan Detwiler led the training sessions, and through their dedication and mentoring of other faculty, we far exceeded our goal of having “at least 90 students in at least three classes create digital stories on narrative topics, vocabulary they are learning, and other topics.” Carla Stoner’s classes alone created 45! digital stories!

We also had 64 entries from students for our spring Digital Storytelling Festival, which we celebrated in May. These included submissions from some offsite classes. In fact, Carmen Waszak’s Libby Elementary class was so enthusiastic about the projects that she proposed and was accepted to present on using digital storytelling to support writing at the annual

CATESOL conference in October.

Three entries from each shift (morning, noon, and evening) were selected in these categories:

- Best English Fluency
- Best Written Script
- Most Creative Video

The topics of the digital stories ranged from personal narratives to poetry to commercials and informative videos about students' home countries. Debra Poortenga had her Level 6 class create digital stories on chapters in the book about civil rights leader Fred Korematsu, which was the featured book for the Reading Festival. One of the projects students in Ingrid Bairstow's Beginning Conversation was about an ICE agent coming to a home. Ingrid taught students vocabulary and dialogues on how to handle these situations (based on ACLU California and UPRISE information). Ingrid writes, "I believe what we do here is more than teaching English. We are teaching students to be part of our great society, and knowing their rights and feeling safe to become part of society is a critical component."

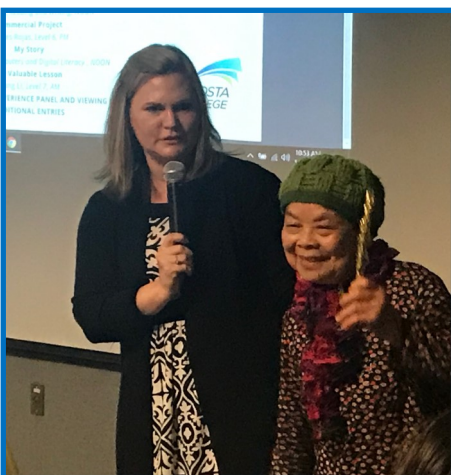
We encourage teachers to continue incorporating digital story projects in their classes this school year. There are not many better ways to have student improve their fluency and accuracy in the productive skills — speaking and writing — while also building technology skills, digital literacy, and visual literacy. If you want to do a digital story project and need assistance, please contact me!



Hiba Estrada accepts her win for her digital story on her personal "I Am" poem from Katrina Tamura

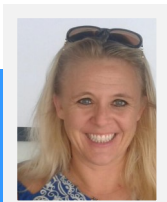


Hang Li, a Chinese doctor who is living in Solana Beach while doing research at UCSD, wins for his family story about how traditional beliefs versus modern medicine



Beginning level student Julie Tsu accepts her award for her digital story

***Looking for tech tips?
See our 2018-19 Teacher-Contributed List of Tech Tips (also compiled in department Canvas course)
We will continue bi-monthly tech tips again this school year. If you have a website, lesson, app, activity, or assignment that integrates technology that you'd like to share, email me!***



TRICIA'S CAREER ED TIPS

By Tricia Hoste, Noncredit ESL Instructor

You Win the Outcomes!

Using Gamification to Increase Motivation in the Classroom

This year, the Online Teaching Conference in Anaheim was a big success. One particularly notable session called “Gaming” offered a remarkable way to motivate student progress in the classroom, while increasing their vocabulary and knowledge of roles in the community. “Gamification” is generally defined as the application of games to achieve or resolve any non-game problems (education, business, social impact, etc). Therefore, this conference session was not about using classroom games to review learning (which can also be useful), but rather about encouraging faculty to motivate students to accomplish the Student Learning Outcomes (SLOs) in a competitive way, like levels of game. Each “level” is assigned to every SLO of a course that builds up to the next, creating a feeling of accomplishment when the student is considered an “SLO winner”. “Gamification is about transforming the environment and regular activities into a kind of game. It is about creating a game out of things that are not normally thought of that way” (Mitchell, 2019). Instead of competing against each other, students celebrate each other as they push to complete each SLO-level of success.



Source <https://www.cornerstoneondemand.co.uk/blog/gamification-playing-win>

Additionally, these levels can promote motivation on a career pathway by assigning a different job title to each SLO-level instead of a level number. In this way, moving to the next level or SLO feels like a job promotion that increases in salary (imaginary, of course) and status. With this model, students will not only be motivated to persist through each SLO of the course, but will also be encouraged to aim high in their own career pathway goals. Ultimately, gamification can play a role in success in the workplace as students push themselves through each job level, and feel good about their accomplishments.

Look at the examples below for an illustration of how you might use job position names as levels of SLOs in your classroom!

Levels in a Retail Career	Job Position Levels
Level 1 (SLO 1)	Floor Assistant
Level 2 (SLO 2)	Cashier Level no commission
Level 3 (SLO 3)	Retail Associate Level commission
Level 4 (SLO 4)	Shift Manager Level
Level 5 (SLO 5)	Store Manager Level
Level 6 (SLO 6)	Buyer Level
Level 7 (SLO 7)	Corporate Level
Level 8 (SLO 8)	Franchise Owner/Store Owner

Other types vocabulary can be gained by naming levels after roles of government, military, or any other concept that shows progression.

Ranks of the Police Force	Job Position Levels
Level 1 (SLO 1)	Police technician
Level 2 (SLO 2)	Police officer, Patrol officer, or Police Detective
Level 3 (SLO 3)	Police Corporal
Level 4 (SLO 4)	Police Sergeant
Level 5 (SLO 5)	Police Lieutenant
Level 6 (SLO 6)	Police Captain
Level 7 (SLO 7)	Deputy Police Chief
Level 8 (SLO 8)	Chief of Police



Where do you begin?

Gamification Step-by-Step:

Step 1 Start with the student learning outcomes & objectives of the course with the intention of building your “levels” toward the end goal.

Step 2 Organize each SLO as a different level that progressively builds up to the next.

Step 3 Assign a level number to each SLO. **Or, assign a job position title to each SLO.*

Step 4 Create a reward to praise a student’s accomplishment after they accomplish each “level” or SLO. This could be a ribbon, a star on a chart, an applause from their classmates, or a digital badge on Canvas.

Step 5 Make sure to affirm a student for completing a level, and track the progress on a chart or graph that the student can consistently see, reflect on, and feel proud of.

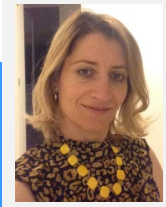
To learn more, consider these resources:

Mitchell, Nellie. 6 Factors of Classroom Gamification. June 2019.

Quinn, Jack & Schaaf, Ryan. 12 Examples of Gamification in the Classroom. January 2019



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COLLABORATIONS WITH MARIANA

By Mariana Silva, Noncredit ESL Instructor

Students Learn about Social Justice Activists

Although my initial idea of a collaborative topic was Superstitions, when my amazing colleague **Ingrid Bairstow** proposed the theme of **Social Justice Activists**, I just could not resist her zeal and abundant enthusiasm. In spite of the effort that the students had to dedicate to this, the project turned out to be a wonderful empowering tool for them.



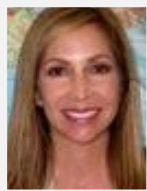
Instructor Ingrid Bairstow

Ingrid taught ESL level 4 at night and I taught ESL level 5 in the morning. First, we carefully selected videos, readings, and writing prompts on social justice advocates and integrated them in our curriculum. Students enjoyed reading about Martin Luther King Jr. and Fred Korematsu, and expanded their knowledge on these two remarkable social justice heroes. When we celebrated Fred Korematsu's birthday on January 30th, our students were already equipped with relevant information about his life, and that empowered them to ask questions and participate in the discussion. Additionally, during the Reading Festival 2019, students were able to understand most of the vocabulary and material related to social justice activists.

Second, students chose their own social justice hero. Ingrid and I provided instructions and websites, so the students made their own choice about who to read about and do a project on. So, students wrote a paragraph about their hero and then created an Adobe Spark video based on the information they collected on their prominent social justice figure. Ingrid and I created a Google Site to display students' extraordinary work and share it between the two classes.

So, are you wondering how our students benefited from this project? They learned about great historical figures who made such an impact on our lives and so many generations of people, and they increased their vocabulary on social justice. Also, they learned how to research and extract valuable information on important historical figures, they successfully wrote paragraphs and created videos about their social justice advocates. Last but not least, many of our students shared that they realized how important it is to speak up or to defend the cause that you strongly believe in. It goes without saying that Ingrid and I were so excited to see our students' projects and their happy faces as they shared their projects with their classmates and the community (Level 4 and 5).

Thank you, Ingrid, for dedicating your time and effort to joining me in this project! I am looking forward to more collaborations with you all!



CREDIT CORNER

By Mary Gross, Credit ESL Department Chair

Credit Corner Fall 2019

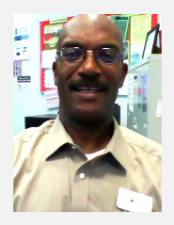
Hello, colleagues! We have had a busy year in the Credit ESL program working to stay ahead of the AB705 mandates. Fortunately, our program has always been what is now considered a “model” program in terms of providing high support, integrated reading-writing courses, and an extremely accelerated advancement to English 100, College Composition. According to AB705, Credit ESL programs must provide an avenue to this course in no more than three years. Well, we manage to do that in one year for students starting at our entry level writing course! We also worked several years ago to offer our two writing courses for UC/CSU credit, and all of our support courses in grammar, listening/speaking, and reading are elective.

We have had great success in our program, but one area that has always been challenging was with the transitioning of students from the highest levels of the Noncredit ESL program to ours. Two years ago, Kristi Reyes and I collaborated with Saddleback College to learn about their structure of offering Credit classes for Noncredit. After a year of work and creating “mirrored” course outlines, we now are able to open the door to our Credit classes to our Noncredit students. Every one of our Credit ESL classes are now offered as a Noncredit option, meaning students can move seamlessly from the higher-level Noncredit ESL classes at the CLC and make the transition to the Oceanside campus to sit alongside students taking Credit ESL classes (primarily International Students) and continue their English journey.

This summer I created a quick video to introduce Noncredit ESL students to this new opportunity and you are more than welcome to share this with your students. One big change since the video has been made is that we now have three additional classes students can take this way. Here is a listing of the Credit and Noncredit class names and numberings:

COURSE NAME	CREDIT COURSE NUMBER	NONCREDIT COURSE NUMBER
Listening & Speaking Skills	ESL 20	NCESL 29
Reading & Vocab Development	ESL 30	NCESL 39
Grammar Review	ESL 40	NCESL 49
Advanced Grammar for Writing	ESL 80	NCESL 53
Intro to Academic Writing	ESL 149	NCESL 55
Intro to College Composition	ESL 150	NCESL 57

We are very excited with this Credit/Noncredit collaboration, and most especially, we are thrilled that we can provide additional classes for our MiraCosta students who desire to continue their English skill development. Have a great semester, everyone!



ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

The Tutoring Cycle: Creating a Positive and Effective Experience

I fondly remember my first day as a tutor at the CLC. It was August 2005, and the beginning of the fall semester. In the ensuing years I have been blessed to have the opportunity to provide learning assistance to thousands of MiraCosta College students. Some of these students appreciate my support so much that they start calling me “teacher.” This got me to thinking about the tutor’s role as an educator. Are tutors teachers, or something more? Furthermore, what part do tutors play in the learning processes and educational journeys of MiraCosta College students? This leads to the basic question: What is a tutor? The definition over time is basically “a person who gives individual and small group instruction.” I argue that a tutor is much, much more! This is because the stereotypical definition of a tutor must be changed. My purpose is to illustrate that the role of a tutor is to help students help themselves by supporting them academically to the point that the student becomes a self-sufficient, highly-motivated, independent learner.

When it comes to academic support, there needs to be a paradigm shift in the definition of the tutoring role. Tutoring is not just a tool used by remedial learners seeking to “upskill” their knowledge based on low grades or because the student is falling behind in class because of a lack of understanding the curriculum. In the not so distant past only the wealthy had tutors, and nowadays, even students with exceptional grades and high GPAs use tutors in order to prepare for SAT and ACT tests in order to gain admittance to the colleges and universities of their preference.

In other words, the concept that most students and many faculty have that the job of a tutor is to mainly help students with their homework and any curriculum they do not understand is incorrect. Educator Halina Goetz states it very well, “The tutor is not a teacher. The teacher lectures, and the tutor tutors.” Good tutoring is not teaching a student how to mimic steps shown to them in order to get a problem correct; learning assistance requires using a set of skills to support the tutee as they arrive at an answer in a method based on the best way that specific student learns. In addition, tutoring done in the correct manner offers a systematic, structured learning environment that is individualized for each student’s academic needs. It also requires the tutee to recognize, to acknowledge, to be more self-aware, and to have a stake in their own learning process.

All *Tutoring & Academic Support Center (TASC)* tutors are trained and certified through an organization called the College Reading & Learning Association (CRLA), and their training method is based on concepts, processes, and procedures that wholly empower the student in all aspects of their educational journey. An example of this CRLA way of thinking is a tool used by TASC tutors called “The Tutoring Cycle” which involves six steps to be used by the tutor in order to structure the session and to create a positive and successful tutoring experience. Let me explain:

STEP 1: GREETING & WELCOME

This step is used to create a positive environment for the tutoring session by letting the tutee know that this is all about them. The tutor starts with a friendly greeting and a supportive overall approach to create connection and trust. The end goal of this step is to create a positive atmosphere that promotes student independence, initiation, and collaboration between the tutor and the tutee.

STEP 2: SET UP & IDENTIFY

The tutee is asked about what they need to work on with the tutor using questions to clarify the tutee's concerns. Honest empathy will go a long way to further establish the trust and connection needed for true collaboration and success for the student. A specific goal is set, but the tutor is always flexible to the changing needs of the student. Keep track of time!

STEP 3: ADDRESS THE TASK

The tutor encourages the tutee to address the task and lead the tutoring session. The tutee is allowed to do most of the talking with the tutor serving as an active listener who always allows the tutee time to process information. The tutor uses probing questions to allow the tutee to use their own critical thinking skills in order to figure out answers for themselves. The student is asked to explain the steps of their process to reinforce understanding and to make sure that they can execute the same process when by themselves. General methods and approaches are only suggested by the tutor; the tutee is allowed to use the method that serves them the best. The tutee is also made aware of how to use all the resources available to them as academic support (textbooks, notes, handouts, classmates, academic support, faculty office hours, computers, library research).

STEP 4: TUTEE REVIEW

This step is used to encourage summarization by the tutee. The tutor is to assess the student's understanding and/or improvement with probing questions and review. If the tutee's understanding is incomplete, then tutor and tutee are to go back to **STEP 3** and re-address the task.

STEP 5: CONFIRM & REINFORCE

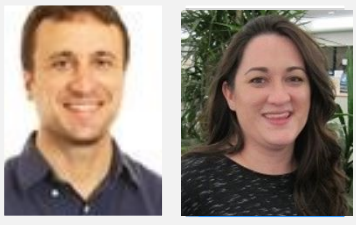
The tutor is to positively reinforce the tutee's understanding, (Well done!) and, based on the student's input, to plan tasks that the tutee feels they might need to address in the future.

STEP 6: CLOSE & EVALUATE

Tutor will ask tutee if they feel that they have made progress, and positively reinforce the idea that the more academic support the tutee receives, the better student they will become. Finally, encourage tutee to return and be sure to sincerely show the tutee appreciation for them letting you be a small part of their endeavors in education.

Proper tutoring creates an independent learner who uses their acquired critical thinking and academic skills to help themselves learn to find answers and solutions on their own. Methods such as probing and Socratic questioning are examples of the kinds of tools used by good educators to nurture critical thinking in their students. Proper learning assistance also allows the tutor to be able to assess the needs of the tutee and then work from the student's level of understanding. Finally, being a tutor is more than having expertise with the subject matter; it is the art of relaying knowledge in a way that teaches the student how to develop into a successful, self-motivated learner. Fortunately, the art of tutoring can be learned and developed through experience, study, training and the desire to be an effective educator.

HAVE A SUCCESSFUL FALL 2019, EVERYONE!



WRITING CENTER

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

Update: The Writing Center at the CLC

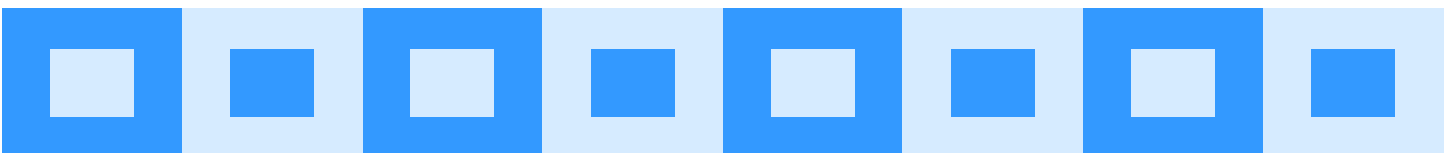
During the summer term, several NCESL students came to the CLC Writing Center on a regular basis to discuss reading. They had chosen books from the CLC Library stacks, and they wanted to talk with someone about what they were reading.

They sat down one-to-one with a writing coach, explained the story in their own words, asked questions about unknown vocabulary and pronunciation, and discussed historical and cultural context. Repeating these visits on a regular basis also helped provide a form of motivation for the students to continue reading the books.

Reading is important in the Writing Center, since so much of what writers *write* is informed by what writers *read*. Without the “input” of reading, the “output” of writing becomes more difficult. And research continues to support Stephen Krashen’s hypothesis that language acquisition itself depends largely on steady amounts of comprehensible input--reading being one major source of that input.

So, we are here to support NCESL students at the CLC as they continue their journey of reading in English. Please let your students know that the writing coaches in the Writing Center can work with them on their reading--even if they just want to sit down and talk to someone about the interesting books they are currently exploring!

Also, if you have regular assigned readings in your classes or are using the Reading Festival book in your class, another option is to see if a writing coach is available to lead a reading group before or after class. Coaches can set up a weekly reading workshop to help students prepare for class discussions about the readings and learn reading strategies. If that is something that interests you, e-mail Jeff for morning CLC classes (jschoneman@miracosta.edu) or Sarah for evening CLC classes (spultz@miracosta.edu).





LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

Update: Library News

Welcome to a new academic year!

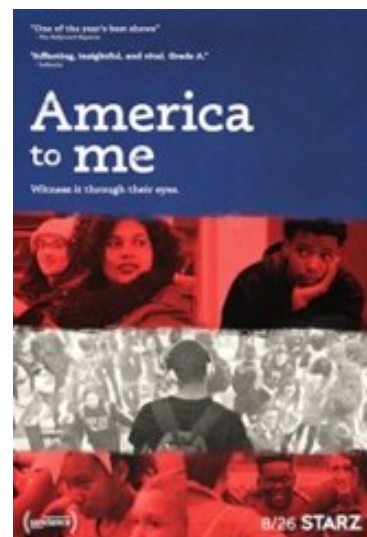
In addition to research resources, the MiraCosta College Library also provides access to popular reading and movie databases. 99 popular magazines are available on Flipster digital magazines (<https://library.miracosta.edu/flipster>) and over 250 popular OverDrive eBooks and Audiobooks (<https://library.miracosta.edu/overdrive/>).



Flipster
DIGITAL MAGAZINES

The Swank Streaming Video Library (<https://library.miracosta.edu/swank>) now includes 381 titles, from the classics to comedy and adventure.

Film Platform (<https://library.miracosta.edu/filmplatform>) includes several hundred independent documentary films from around the world, including notable film festival winners. To see more Library resources, please visit the Library website: <https://library.miracosta.edu/>.



**Did
you
know?**

We offer delivery and return service to the CLC for items housed in our Oceanside and San Elijo Campus Libraries. Items, such as books and DVDs, can be reserved online and picked up from the CLC front desk. Ask us about this. Highly convenient and easy to use!

As always, we are here to serve you and your students during these hours:

Mondays: 9 am - 1 pm (Richard), 5:30-8:30 pm (Virginia)
Tuesdays: 9 am - 1 pm (Corinne), 5:30-8:30 pm (Stacey)
Wednesdays: 9 am - 1 pm (Richard), 5:30-8:30 pm (Hal)
Thursdays: 9 am - 1 pm (Virginia), 5:30-8:30 pm (Corinne)

Upcoming Events

Diversity Day Mission: To promote empathy, compassion, respect of others, and find commonalities within our diverse minds.



Where: CLC Community Room

When: Wednesday, December 11

Morning Festival: 10:30-12:00

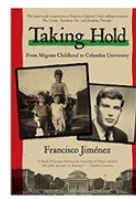
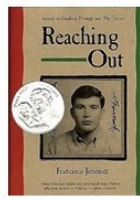
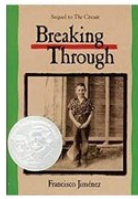
Evening Festival: 7:30-9:00

Committee Members: Dawn Bell, Hossein Ravanbaksh, Rosie Treptow, Bea Aguilar, and Chris Vela Che

<https://pixabay.com/vectors/common-commune-diversity-hand-1300520/>

Reading Festival

Autobiographical novels:



Author
Francisco Jimenez

- Library Resources page
- Booths/ Welcome ideas and feedback

Event presentations:

Wednesday evening, Feb 26, and Thursday morning, Feb 27

Committee-ESL faculty: Julia Cantu, Debra Poortenga, Zakia Farouq & Mariana Silva

Expressions 2019-2020
Student Art, Short Stories, Poems, and Photography

Contact: Katrina Tamura

Open to all Continuing Education Students

- ◆ Celebration of Student Work
- ◆ Encourage use of Student Resources such as Writing Center and Tutoring

expressions
let your imagination soar

Expressions Ceremony Friday, May 1, 2020