

Members:

<u>D300</u>	<u>D301</u>	<u>D303</u>	<u>ECC</u>	<u>U-46</u>
Drakousis, Evonne	Carlson, Dana	Ascharya, Rosa	Campos-Moreira, Linda	Aburto, Martin
Menchaca, Raul	Martin, Esther	Crudele, Maria	Carreon-Glinsey, Dana	Crespo, Gina
Nagel, Bonnie	Nolan, Sarah	Kyle, Charles	Douglas, Alison	Guzman, Karla
Suarez, Juan	Slenn, Andrea	Pomplun, Mark	Dziuba, Gerard	Cadengo, Jaime
Woodbury, Nicole		Reusch, Cindy	Fiebig, Andrea	Johnson, Doug
Krause, Diane			Gardea, Elena	Luviano, Karina
Columbaro, Christopher			Heinrich, Peggy	Tranter, Martha
			Losowski, Violet	
			Luptak, Marcia	
			McNulty, Elizabeth	
NIU			Perkins, Mary	
Sonya Armstrong			Reyes, Elizabeth	
James Cohen			Rhoades, Annabelle	
			Stribling, Colleen	
			Zapata, Connie	
			Schaid, Julie	
			Roeger, Elizabeth	

Bold indicates attended meeting

4/30/13 Minutes

A. Updates

a. Kane County Institute Day

- i. March 1 workshop “Increasing Student Motivation & Engagement through Culturally Responsive Teaching”
 1. Emphasis on 8 common beliefs related to ELL students
 2. What is culturally responsive teaching
 3. How does it impact your classroom
- ii. 30 faculty registered, 31 attended (18 high school faculty/staff)
- iii. Evaluations very positive
- iv. Shared PowerPoint and supplemental handout defining Culturally Responsive Pedagogy created by Dr. James Cohen

b. Common Core/Alliance Reading-Writing Team

- i. Teams merged for near future as Common Core emphasizes English Language Arts which combines the two skill areas
- ii. Working to decipher Common Core assessments and build a prototype schools can use
- iii. Learning that Common Core assessments require much deeper learning than presenting asking of students and faculty
- iv. Each of the school districts are in very different places with implementation; college faculty have not even begun to engage in discussions about Common Core

- v. Team is seeking to develop professional development training for faculty (high school and college) to focus on how to develop assessments aligned with Common Core; received ICCB Bridging the Gap grant to fund experts
- vi. Shared handout defining literacy and college readiness expectations created by Dr. Sonya Armstrong – note how this closely connects to the Common Core State Standards

c. ELL Student Success Summit

- i. Approximately 60 attendees; ECC faculty (largely ESL and ENG) and staff as well as some high school faculty
- ii. Presenter focused on good pedagogical practices to foster students' academic language and literacy skills
- iii. Seeking to foster more conversation at ECC about academic language development this fall

a. ECC Placement discussions

- i. ECC needs to improve processes to help students identify the best academic pathway for students, identification of students needing extra support, and identify improvements for placement processes
- ii. Establish small ELL taskforce to gather and review research summer 2013; return to ECC Placement Forum to develop next steps fall 2013
- iii. Continue/foster more academic language conversations with faculty (CETL workshops FY2014)

B. ELL student data

- a. Data Team has collected information on LEP students in the school districts; ECC's institutional research office has completed an initial analysis of this data (see below)
- b. LEP students are more likely to initially place into developmental English and reading than other students. Math placement seems to be similar across all 3 groups.
- c. Students who had received LEP services in the past but not during their senior year appear to be slightly more likely to place into college-level English and reading than those who were receiving services during their senior year.
- d. LEP students are as likely to enroll in their 1st Math or English course as other students, but they're more likely to enroll in their 1st reading course right away than other students.
- e. No consistent results with respect to success rates in the 1st courses

C. Next steps – FY2014 team directions

- a. Research methods to identify students with language support needs (i.e., screening)
PLEASE READ ARTICLE BY GEORGE BUNCH
- b. Research academic pathway options for with language support needs
- c. Continue professional development
 - i. Academic Language discussions– schedule series for next year with ECC faculty
 - ii. Culturally Responsive Teaching

**Alliance for College Readiness
English Language Learner Team**

Apr 30, 2013

1. Recommend Alliance continue offering as part of Kane County Institute Day in 2014, especially since culturally responsive teaching is not part of most teacher certificate programs
 2. Explore how we can partner with U-46 Culturally Responsive Teachers in training to facilitate future workshops
 3. Consider repeating topic as part of big Alliance meeting
 4. Consider offering for ECC faculty as part of CETL
- d. ECC needs to continue to address placement process challenges
- D. Other** – *discussion of additional efforts needed but that were not a focus of this team specifically:*
- a. Expand ECC Admissions outreach to bilingual students within the high schools to review academic program options (Linda Campos-Moreira lead)
 - b. Share information with parents in ABEC program about academic program options (Andrea Fiebig lead)
- E. Next meeting** May 2nd from 4-6:30 p.m. Alliance Spring Meeting