

ESL Retreat on Student Learning Goals (SLGs)

When: Friday, February 5, 2010
Where: ESL Library (Bldg.66-Room 130)
Time: 9:00 a.m.-3:00 p.m.
Lead Presenters:
Janna Brink, Mina Fowler, Mark Herbst,
and Dana Miho



- Discover the differences between SLGs, SLOs, and Measurable Assessments.
- Uncover current practices which support SLGs.
- Build a personal resource binder.

Lunch is included.

You will receive the paid faculty non-teaching assignment rate.
(NTFA=Approx. \$46.00/hr depending on step/column)

Bring with you: a copy of a current syllabus AND 1 of your favorite ESL textbooks used in class

This will be a wonderful opportunity to make sure that you understand the differences between SLOs, SLGs, and Measurable Assessments, as well as get some great ideas and resources for how to incorporate the SLGs in your classroom.

We hope that you'll be able to join us for this very informative retreat!

Please respond by Thursday, January 28th to Margaret Teske
(ext. 5243 or mteske@mtsac.edu)



ESL – Student Learning Goals (SLGs) Implementation Retreat

Friday, February 5, 2010

ESL Library (Bldg. 66 / Rm. 130)

9:00 A.M. – 3 P.M.

Agenda

- 9:00 – 9:30 **I. Warm-up** (Margaret)
- 9:30 – 9:45 **II. Welcome, Pre-Survey & Workshop Goal** (Liza)
- 9:45 – 10:45 **III. Further Clarification of SLOs and Measurable Assessment** (Janna & Dana)
- a. Differences between SLOs & Measurable Assessment
 - b. Brainstorming Ideas for Measurable Assessment
 - c. Q & A
- 10:45 – 11:00 **Break**
- 11:00 – 11:15 **IV. SLGs in Context** (Liza)
- a. Accreditation & Implementation History
 - b. Theoretical Support for Immigrant Learners
 - c. Implications for Teaching & Learning
- 11:15 – 12:00 **Networking Lunch**
- 12:00 – 1:15 **V. SLGs Working Definitions & Resources**
- a. Effective Communicators (Mark)
 - b. Critical Thinkers (Mina)
 - c. Lifelong Learners (Janna)
 - d. Self-Directed Individuals (Dana)
- Brainstorm * Present Examples
- 1:15 – 1:30 **Break**
- 1:30 – 2:45 **VI. Application & Curriculum Integration** (Margaret)
- a. SLG Workgroups
 - Current Practices Supporting SLGs
 - Ways to “Boost” a Lesson
 - Sample Lesson Plan
 - b. Next Steps
 - Curricular & Resource Support
 - Professional Development
 - Other: _____
- 2:45 – 3:00 **VII. Conclusion & Post-Survey** (Liza)

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Feedback Summary

Topics and Questions: Curriculum Support, Resources Needed, Professional Development

1. What more can we do to incorporate SLGs into our curriculum?
2. Are there resources that you need?
3. Do you want additional in-service training about this topic?



Responses:

Professional development needs

- Professional Development – Have instructors who teach the same or similar classes work together to come up with lesson plans.
- Maybe we could think of ways to improve students' participation in and recognition of SLGs. For example, letting them realize that everything we do is heading towards a goal. Creative ways to introduce mission and goals to students and let them participate and clarify their goals.
- Repeat of lesson plan activity = practice!
- I would like to have more workshops about using technology – re: Effective Communicators; more team work ideas/ activities; more about helping students as lifelong learners and self-directed individuals.
- Review of SLO & Assessment information. We'll get this, it just feels unclear.
- Team-lesson planning very helpful – let's do it again.
- Practical activities to do in class.
- Activities to involve students in.
- Do another ESL retreat and have somebody teach us how to set up wiki pages.
- Know more about SLOs
- Excel program
- I would like a small workshop, such as the "Lesson Plan Outline" to practice using SLGs
- More retreat education.
- I like this retreat. More retreats.
- I think it would be beneficial to have a follow-up sharing time with selected individuals presenting one or two specific ways they fleshed out one or more of the SLGs – kind of like we brainstormed today – but at the end of the term – what did they actually do.
- SLGs in technology

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Curriculum support needs

- More specific ideas of how to implement SLO/SLG in the classroom.
- Curriculum Support – Make the handouts available on the ESL website or other website.
- Use a wiki page to share SLG-lesson ideas and materials.
- Copy a sample syllabus (an actual one) that incorporates SLGs (action verbs, etc.) into the day-to-day schedule to share with instructors to help spark ideas.
- Exemplary syllabi are always helpful.
- Have an SLG-focused lesson plan share day...by level please.
- Help with using the correct terminology (SLO/Measurable Assessment) during the appropriate semester (and the appropriate task)
- I like the presenters and their hands-on examples of what they do in the classroom the BEST! I will use their tips for my class. Thanks!

Resource needs

- More classroom resources (i.e., reader, listener)
- Activities that are practical for Level 1 that incorporate SLG/SLOs into our classrooms. It seems that we get a great deal of resources for upper level classes, but most are not useful for lower levels.
- Lists of websites.
- List of websites always very helpful.
- We need more class sets of listening resources and websites for listening resources.
- I like the Action Verb list.
- Buy more hands-on activities.
- Re-organize the current activities.
- Having more example activities that reflect SLGs

General

- Can we have breakfast refreshments? (fruit and strong coffee)
- Appreciated being assigned a particular SLG upon which to focus – thanks.
- Making things as practical as possible
- Learned something from the retreat. It's very helpful.
- SLOs vs. SLGs – I think we understand them now.
- Lesson planning “boost” very helpful