

TITLE III LANGUAGE ARTS TEAM MINUTES

Meeting Overview

Host	Language Arts Faculty		
Attendees	Judy Hubbard Julie Pesano	Julie Sartwell Cheryl Woodward	Ulysses Pichon Gregory Anderson
Date/Location	5/28/09		
Note Taker	Gregory Anderson		

Agenda

Minutes

1. We discussed the importance of everyone's attendance at the June 23 Steering Committee 3-5 p.m. to discuss our work. Suzanne and Julie P. have final exams until 3:45 and Julie S is out of the country.
2. Judy informed the group about the possible new challenges for the written part of the placement test which may or may not be required next year.
 - Find out where written placement test fell short, come up with ways to get this information out to instructors, and find ways to help them with diagnostics in their individual classes

3. End of Year Team Assessment:

We applied the 7 key responsibilities outlined for our team in the Title III grant and listed ways in which we have met those goals.

1. Design the specific functions, activities, and outreach of the two learning assistance centers

--the LASC was never created, so in lieu of it's being developed we have developed a series strategies to address the lack of centralized location and support for Ss

--Researched and developed Resource Guide

2. Identify pilot cohorts of at-risk Ss to participate in new or alternative instructional option

--We've identified LART classes (at least one or two per quarter)

--Within these classes, with the surveys and other diagnostic tools, we have identified the cohorts of Ss who are at risk. The factors include: ESL language barriers, Gen. 1.5, studenthood

issues (classroom behavior, time management, study skills)

3. Continue researching best practices for improving the factors leading to success of developmental high risk Ss; evaluate current developmental offerings

--Researched on ways reading and writing connect

--Researched the acquisition of vocabulary, grammar

--Research language acquisition and student identity of the Gen. 1.5 Student

--BSI researched for best practices

--Researched self-identified risk factors

--Met and collaborated with the Diversity Officer on cultural competency

--Reviewed and evaluated current offerings in Readiness to determine areas of need or further

4. Design and institute new instructional options and alternative delivery systems

--Modules

present and past verb tense

nouns and noun modifiers

reading vocabulary development

independent vocabulary development

sentence combining

--Seeking technical assistance to put the modules online

5. Evaluate the current placement tests and institute refined diagnostic instruments in Eng, reading

--Reviewed S placement essays

6. Design, schedule, and deliver training for faculty in use of best practices and use of the learning assistance centers and alternative and supplementary instruction.

--Presented resource guide and received feedback

7. Evaluate and document effectiveness of learning assistance centers in terms of student outcomes.

--Program Review

--Lack of LASC

Action Items

Next Meeting:

Host	Language Arts Faculty
Attendees	Title III Language Arts Team
Date / Location	June 18, 4:00-6:00 p.m.