Leadership Training in English and ESL
“Advanced CAP”
For Graduates of the CAP Community of Practice

Statewide Summer Institute
June 25-28, 2020
DoubleTree San Diego Mission Valley

Program Overview
This is an advanced training program intended to support faculty graduates of the CAP community of practice to lead efforts on their own campuses, including providing professional development to their colleagues and supporting AB 705 implementation. Participants will serve as apprentice leaders in this year’s CAP community of practice to facilitate activities for participating faculty, observe the questions faculty ask and the kinds of activities that help them, share the work they’ve done on their campuses, and develop materials for local trainings.

Program Requirements
One faculty member per college is eligible to apply in each discipline (English/ESL). Participants will typically be full-time instructors. If more than one faculty member per discipline is interested, please email us to discuss who should attend. Participants must meet the following criteria:

- Have participated in a prior year of the CAP Community of Practice
- Be already leading – or planning to lead -- local professional development on high-challenge, high-support pedagogy and AB 705 reforms
- Be willing to prepare materials related to your local efforts & share your experience implementing new approaches (e.g. navigating local change, building support among colleagues and administration)
- Participate in conference calls to prepare for the institute
- Be able to participate in the CAP Summer Institute for their cohort and arrive Thursday afternoon (June 25th - the day before regular participating teams).

Costs of Participation
Through grant funding, we are able to provide this program at no cost. Participants will need to provide for their own travel and hotel expenses and meals that aren’t included in the institutes.

DEADLINE: Friday, April 17th
Submit your application using the online form available on CAP’s website
www.AccelerationProject.org

Questions? CAP Central: CaliforniaAccelerationProject@gmail.com
Application Information:

1. Provide the following information:
   a. Name
   b. Email Address
   c. Name of College
   d. Job Title
   e. Cell phone
   f. Are you full-time or part-time faculty member?

Please answer the following questions:

1. **AB 705 Implementation -- English (ESL faculty skip to question 2):** Please describe your plans for the coming academic year. (4 questions)
   a. What are your placement rules for Fall 2020? Are you using the default statewide placement rules? If not, what are you using?
   b. Are you offering (or planning to offer) concurrent support at the transfer level? If so, please describe your model(s) – e.g., # units, lecture/lab, embedded tutors, whether it is optional or required for certain students. If concurrent support will be required, please include which students would be required to receive support (include course numbers).
   c. Are you planning to continue offering courses below transfer level? If so, please tell us how many sections of below-transfer-level courses you will offer in Fall 2020 and how many sections of English 1A (regular and with concurrent support). Please include course numbers.
   d. Have you made any other changes in response to AB 705?

2. **AB 705 Planning -- ESL (English faculty skip to question 3):** As ESL faculty anticipate and plan for the changes AB 705 will require, ESL departments are working on changes to placement, curriculum, and pedagogy in order to maximize credit ESL students’ chances of completing transfer-level courses in English within three years. Please describe your college’s current program and anticipated changes for the Fall 2020 implementation deadline. (6 Questions)
   a. Describe your current ESL sequence, including the number of levels, units, whether courses are integrated or discrete skills, and whether courses are credit or non-credit. Please include course numbers.
   b. How does the ESL sequence feed into the English sequence? (e.g. below transfer, into a transfer-level corequisite, directly into regular freshman composition?) Please include course numbers.
   c. Are any sections of transfer-level English composition (stand-alone or with concurrent support) designated for multi-lingual students and/or taught by an ESL instructor? If yes, please describe and include course numbers.
   d. Do any of your ESL courses articulate to fulfil other UC and/or CSU degree requirements? If so, which ones?
   e. How are students currently placed into ESL courses and what changes have you made response to AB 705? Please be sure to include your policies for English learners who graduated from U.S. high schools, as well as how placement is handled for students who have not attended a U.S. high school.
   f. Are you planning any other changes in response to the law?

3. **Changes to Pedagogy and Content:** Has your department’s pedagogy and course content changed to meet the needs of populations in your classes? If so, please describe how. What are you doing to support faculty teaching in this context?

4. **Implementation Challenges:** What challenges has your department faced as you have implemented AB 705 requirements (political/logistical/pedagogical/other)?
5. **Professional Development:** Please describe any professional development your college is currently offering to help faculty teach within new models of placement, remediation, and support for continued language development and the role you’ve been playing. If your college is not currently offering professional development, please sketch out what you and your colleagues would like to develop in the coming year.

6. **Why You’re Applying:** Please describe what you hope to get out of participating in this program.

7. **Logistics:** Please confirm that you are able to meet the program requirements, including arriving in the afternoon on Thursday, June 25th to prepare for the institute, attending all three days of the institute (June 26-28), and participating in planning calls.