

SFSU MATESOL Academic ESL Career Night - October 19, 2005

Moderator: Angela Dornbusch

Note: *Some information on this document may be outdated.* The contents of this handout are based on personal notes and speakers' handouts/emails (attribution may not be explicitly noted).

Summaries of ESL programs in the Bay Area where SFSU alumni are employed:

Institution:	Speaker, MATESOL graduated in:	Email:
1. City College of SF	Jay Mojica, Fall 1999	jmojica@ccsf.edu
2. Cañada College	Kelley (Givner) Farrell, Spring 2004 Steve Zetlan, Fall 2002	kgivner@hotmail.com zetlan@hotmail.com
3. Foothill College	Kelley (Givner) Farrell, Spring 2004	kgivner@hotmail.com
4. Contra Costa College	Steve Zetlan, Fall 2002	zetlan@hotmail.com
5. Santa Rosa Community College	Debra Crow, Spring 2004	debracrow@msn.com
6. Napa Valley College	Debra Crow, Spring 2004	debracrow@msn.com
7. SFSU	Sarah Schneider, Fall 2003	sschneid@sfsu.edu
8. Academy of Art University	Amy Shipley, Spring 2002	amy_shipley@hotmail.com

1. [City College of San Francisco](#)

Speaker: Jay Mojica

Program Description:

- The Credit ESL program includes 6 levels of instruction (Beginning ESL to Advanced) for students with academic goals who wish to complete a 2-year degree or vocational certificate at CCSF or transfer to a 4-year college. Classes are offered at Ocean, Downtown, and Mission campuses and other locations in SF, morning, afternoon, and evening.
- The Non-Credit ESL program is free and offers 9 levels of instruction (Literacy to High intermediate). Most classes are 2 hr/day, 10 hr /wk and focus on all 4 skills. There are also 1 hr/day, 5-hr/wk classes which focus on a specific skill and intensive non-credit ESL courses. Classes are offered mornings, afternoons, Mon-Fri and evenings Mon-Thu at 7 campuses in SF. City College also offers Vocational ESL and Citizenship classes.
- Faculty: 80 teachers in Credit: 50 FT and 30 PT. 257 in NC: 107 FT and 150 PT.
- Student population: Most from China, Taiwan, and Hong Kong; also many international students mainly from Asia. At higher levels, they get more students from Hispanic and European backgrounds. At lower levels, majority of students are Chinese-speaking.
- Credit students range from high-school age to students in their 40s and 50s. Most in their 20s and 30s, with the high-school-age students concentrated at the

lowest levels. (Many of the younger students attended high school in the U.S. but, for various reasons, have placed into the lowest-level classes anyway.)

Getting Hired:

- The next time hiring is done will be Fall 06 or Spring 07. (Usually one hire per year.)
- Minimum requirements: MA in TESOL or related subject.
- Many CCSF instructors start out as emergency hires, but still need to go through an interview before getting rehired; some do not get rehired, of course.
- Get an application form by calling/e-mailing/writing Human Resources (CCSF, Human Resources, 33 Gough Street, SF, CA 94103; (415) 241-2246), or go to the [CCSF Human Resources webpage](#) and search for positions. Mail or hand-deliver your application; a packet of instructions will be mailed inviting you for an interview (Some of this information may be outdated as of 1/18/2012).
- For the interview meet with a panel of 6, and walk the interviewers through a lesson plan you have designed and brought in. You can tailor your lesson plan to either the Credit or Non-Credit program. Questions are very limited and they can't embellish or ask you other questions. No teaching demo.
- Most teachers are exclusively Credit or Non-Credit by choice. Teachers can free-flow between Credit and NC as their preferences/seniority and the availability of classes allow.

Job Features:

- Credit Class size: 25-31 students in class.
- R/W and grammar – 3 take-home essays, 3 in-class essays, plus a final in composition, grammar, and reading. Integrated skills. A testing-oriented situation.
- L/S classes are 3 hr/week; R, W, G are 4-6 hr/week.
- Classes offered M-F or Sat., sometimes Sun. They try to accommodate students, many of whom are working, and who are generally older than average college students.
- Lecture classes pay more. Part-timers are limited to a 60% load (9 credits). About \$23,000-\$25,000/year.
- Retirement benefits are very good. Full health benefits kick in during the 3rd semester.

Other:

- Survival tip for P/T teachers is to substitute teach. (Sub rate for a composition class is \$100/hour; for a non-composition course, it's \$80.) Some teachers w/ no interest in obtaining a FT job rely on subbing as a regular supplement to their income. Subbing lets you familiarize yourself with the program's various skill levels and course offerings in a stress-free, low-pressure manner.

2. Cañada College English Institute

Speakers: Steve Zetlan & Kelly Givner Farrell

Program Description:

- 44 teachers; 4 are full-time.
- Largely Spanish speaking population. Enrollment is "skyrocketing."
- Classes are held MW, TTh, and MWF in early and late AM and early and late evenings.

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- Listening and Speaking are taught together; Reading and Writing are taught separately; also grammar.

Getting Hired:

- Send resume to: [Nancy Renkiewicz](#), Interim Dean of Humanities. (650) 306-3666. (At present there is no ESL Coordinator.)
- CBET is looking for teachers; most classes are taught in the community, and their students feed into the English Institute. To work in Cañada's CBET (Community Based English Tutoring) program contact [Linda Haley](#), Program Coordinator: (650) 306-3495.

Job Features:

- You can find salary info and course outlines on the Internet by going to [Faculty Resources](#).
- See SMCCCD Adjunct Faculty Salary Schedule, Fall/Spring, effective 16-Aug-2004.

3. Foothill College

Speaker: Kelly Givner Farrell

Program Description:

- Quarter system
- Student population is very mixed. 20% with BA or higher. 25% international students. 50% of Hispanics are in lower levels.
- Class size is 30 Ss.
- Listening and Speaking are taught together, as are Reading and Writing; Grammar is taught separately.
- Writing theory: it isn't "paragraph to essay"; the focus is on main idea, audience, and purpose; sequence (describe, generalize, theorize).
- 50% of enrollment is in upper levels.
- See online info at Foothill for curriculum and more.

Getting Hired:

- Go to [Foothill/De Anza Community College website](#) under P/T pool. E-mail Dean Karen Alfsen (also SFSU alumna).
- Requirements: you must have degree in hand. Good background in academic writing & reading (ESL 732). SFSU and ALI help. Comp and reading certificates are a "big boost."
- For part-time, you will be interviewed by the Dean, takes about 30 min. They are hiring for Winter Quarter.

Job Features:

- Paid by class weight with writing classes paying more. One paid office hour.
- Re-employment preference after 5 successful quarters
- Health insurance is based on annual load from year before. For maximum part-time there is 100% coverage. For close to maximum it is 50% coverage. Health plan is from Kaiser.

Other:

Life of a Part-Timer:

- Meeting wonderful faculty and students

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- Each college has its own personality, student population, and ESL program theory.
- Pay around \$50—85 per teaching hour or weighted
- Many hours spent on prep. & grading
- Freeway flyers
- Health benefits vary
- Prepare for times with no pay (holidays)
- Unemployment pay
- No assurance of classes/Based on enrollment
- 3-5 years until full time position
- Exciting and always different

4. Contra Costa College ESL Program

Speaker: Steve Zetlan

Program Description:

- Faculty: 24 teachers, 5 of whom are FT (some have been teaching for 18-20 years).
- Classes meet MW, TTh, TWTh, mornings, early afternoons, evenings, and Saturdays.
- Diverse population
- District enrollment is not so good; struggling to get Ss in.
- All courses are for credit. A program similar to Cañada's: 4 levels, 2 at a 5th level. Writing and reading are separate; listening and speaking are taught together; grammar. Has culinary course, job development. (Steve teaches Speaking/Listening.)

Getting Hired:

- Contact [Helen Kalkstein](#), ESL chairperson, in the ESL Department. (415) 235-7800 x4327.

Job Features:

- Salary is based on contracts. More complicated than Cañada, since it's based on credits you've taken in class, and on your experience.
- Salary information and course outlines are on the Internet.

5. Santa Rosa College ESL Program

Speaker: Debra Crow

Program Description:

- 35,000 students--a huge community college. Both credit and non-credit. Also CBET.
- Faculty: 125 adjuncts. Only 7 FT teachers in Credit.
- 50-60% of students speak Spanish, rest is multicultural.
- Very bureaucratic.

Getting Hired:

- The pool has to be open. Once accepted into the pool you are called when a job is available. Can be last minute. Credit jobs are often last minute.
- Fill out application and form with any references you can make to bicultural, bilingual experience. There is a supplemental questionnaire (example of question: How does one bridge credit and non-credit?)
- Teaching demo is required (they tell you what to do and what to prepare for)
- The 891 reader interview questions are VERY helpful. Everyone is asked the same questions.
- No FT positions. The college just put in for them, but it looks unlikely.

Job Features:

- Pay is similar to Cañada's. With union you get more money. Must wait 4 years for sign-up rights.
- An adjunct has a 60% load.
- Emphasize the reading certificate if you have one. Thinks it helped her get the job (now teaching high level credit course). (She doesn't have comp certificate.)

Other:

- At Santa Rosa, Debra started as an instructional aide, TA'd there, did student teaching in a credit department and went to department meetings. As a result, they knew her and that helped.

6. Napa Valley College ESL Program

Speaker: Debra Crow

Program Description:

- Both Credit and Non-Credit.

Getting Hired:

- Have to do teaching demo (they tell you what to do).

Job Features:

- Pay is similar to Contra Costa. She makes much less at Napa than at Santa Rosa.

7. SFSU ESL Program

Speaker: Sarah Schneider

Program Description:

- Faculty: 25 PT teachers (some have been teaching for 20+ years).
- International students, permanent residents, US citizens, Gen. 1.5, transfer students.
- Nearly all classes are Writing and Reading (basically a Comp program for Multilingual Students)
- Classes start at 8:10 AM and as late as 5:35 PM.

Getting Hired:

- Hiring process only conducted during the spring (watch deadlines)
- Two step process: written exam and interview
- Tips: Be a TA (209, 210 are good choices). Observe classes here. Ask current teachers what current big issues are here; know buzzwords (could come upon in interviews). Get tutoring experience (especially LAC). Know why you want to teach here and what appeals to you. The comp certificate or reading certificate are good; even if you only take a few courses, they help.

Job Features:

- Pays \$3400/course per semester. Over time you get a raise. She teaches 3 courses; some teach 4 courses.
- Good benefits
- Class size is 25 Ss. Most courses are essay intensive. You keep office hours. Other duties include assisting in giving the placement test, meetings, mentoring TAs.
- People are willing to share ideas here; a collaborative spirit among teachers.
- Support services exist for teachers and students.

Other:

- You'll have to deal with plagiarism.

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- The importance of keeping standards/rigor. You have to be able to fail a hardworking student if justified.

8. Academy of Art University (AAU) ESL Program

Speaker: Amy Shipley

Program Description:

- AAU is a small university (over 8000 students on site and online). Largest private school of art and design in the country. A 4-year professional university that grants AA, Certificate, BFA, and MFA degrees. No TOEFL requirement and the ESL program has an open enrollment policy. Anyone with any background can apply. Goal is to get students to get work.
- International students are large and growing segment of student population.
- Ss are placed using an in-house placement test.
- There are 4 classes for both undergrads and grads, held 5 days/week. After these 4 there is an exit test. Undergrads can take 5 and 6 if they don't pass.
- ESL classes: English for Art Purposes (EAP) Levels 1-4 (integrated skills), ESL 5 (writing), 6 (speaking). Ss cannot take liberal art courses until they finish level 1-4 of the ESL Program. In addition, there are over 200 on-site Art & Design Language Support classes (also online, plus on-site and online Writing Lab, Speaking Lab, Multimedia Lab, & Academic Resource Center).

Getting Hired:

- Send resume and cover letter to [Bob McDonald](#), Director of ESL (and SFSU grad). You'll be called for an available position in teaching or language support if you have or will have an MA in TESOL. Will be interviewed by McDonald and one other depending on which position. If successful interview, a contract request is filed, and you go for a second interview with Sue Rowley (Vice-President of Education). Sign contract. Part time contracts are for each semester; FT contracts are yearly.
- Tips: Be flexible and willing to work all hours (day/evening) and few hours. Show interest, be patient and responsible. Having an art & design background/interest helps. Take initiative. Have good teaching skills/ideas. Be tech savvy. Ask for what you want (politely of course).

Job Features:

- Part-time: \$40/hr. No benefits. Variable workload.
- Full-time: \$40,000-55,000/46 weeks. Paid twice a month. Plus: Health plan (includes vision & dental), 410K Plan, commuter checks, take an art class.
- With 24 contact hours, workload is about 40 hr/wk, teaching one class; the rest is support. ESL students may be helped by ESL teachers who sit with students in their classes, take notes, and organize study groups. Teachers also tutor Ss in speaking/writing labs, participate in exit/placement testing, faculty meetings, curriculum and materials design, art & design department liaison (oversee ESL support classes for a specific art department).
- 30% faculty is from SFSU. Extremely collaborative, friendly, easy-going, understanding.
- Curriculum is integrated skills, outlined, yet flexible.
- Many professional development opportunities. Faculty Development Dept.

Other:

- Tips for making yourself employable anywhere: work at the ALLI; get a comp/reading certificate; be a coordinator for MATESOL conference; work at or present at CATSOI/TESOL conferences; participate in school functions/meetings/organization; join the CATESOL Job Board; read and participate in ESL listservs. Network, network, network!

Question/Answer Session

KF (Kelly (Givner) Farrell - Cañada, Foothill)

SZ (Steve Zetlan - Cañada, Contra Costa)

SS (Sarah Schneider – SFSU)

JM (Jay Mojica - CCSF)

DC (Debra Crow - Santa Rosa JC, Napa Valley College)

AS (Amy Shipley - Academy of Art University)

1. If you're not interested in teaching comp and reading, can you do other things?
JM - Yes, but get background and as you get experience you get seniority. City College's NC doesn't have as much R & W.
AS - Academy of Art is mostly focused on listening and speaking.
2. How many teachers are at Academy of Art?
AS - about 20
3. Does the Academy of Art want the comp certificate?
AS - anything helps.
4. What's the student population at Academy of Art?
AS - primarily Asian students in ESL, plus a number from other countries
5. Is it possible for NNS to find credit positions?
KF & SZ – Yes. One was hired, but it's not easy.
DC – there are NNS in both adjunct and full-time.
AS – Hasn't seen a NNS teacher, but has seen them in support classes.
JM – The head of the credit dept. is from Hong Kong. Depends on their level of listening and speaking.
6. The question of time and money
JM – CHECK: Teach a maximum of 9 hours credit courses per semester. Also course prep, tutoring, etc. 3 L/S courses for a total of 9 hours as the easiest distribution in credit.
DC – You get smarter every semester. At first you put many hours in.
SZ – Make some decisions about managing time, may choose to do less.
KG – When you're new, you get new courses all the time. Or you can get a course, and be dropped.
KG - A plus in this field is that you have more flexibility about planning your time. Likes a T/Th schedule.
AS – figures she gets paid about \$5-8 per hour after all is done. AAU pays \$3000 for class.
JM – Non credit courses at CCSF pay \$45-50/hour. When you apply you can choose a position, but they put you where they need you. You can go back and forth from credit to non-credit.
7. If interviewed at City College, do you have to prepare for credit and non-credit questions?
AS: You can tailor your lesson plan for credit or noncredit.
8. Do you use technology such as Blackboard?

- SZ – USF has Blackboard.
JM – It's there but he doesn't use it
KF – No, but it's becoming big, especially at Cañada, using computers.
Questions about using technology are good to anticipate at interviews.
9. How important is it to know Spanish?
SZ– Uses very rarely
KG – Agrees, says it shows up on applications, but is not asked about in interviews.
DC – Thinks it's important, but not admitted. What is important is to stress that you know another language and can empathize.
10. What are some typical interview questions?
Tell me about a: lesson that you taught; a discipline problem; a content-based lesson; a pronunciation point you would teach for a particular level; how you would organize a listening/speaking class; how you would teach a grammar point.
AS – Or, given a situation, such as a student comes up to you and XX happens.
JM – How do you ensure group work goes well in the classroom?
Important: If you don't know the answer, say what you would do to go about finding it.
At Cañada - Be prepared to make your answers precise, and don't ramble.
Always have an example of something you would do or have done.
Another common question: Why do you want to work here?
Always have a good question for them at the end. An issue, especially about setting. What is your vision of this department?
Don't ask: What percentage of faculty is FT or PT?
11. If you don't teach comp or work on a committee, do you decrease your chances of going FT? (committee work isn't paid)
True at City College. At CCSF there are 80-100 credit instructors. They told Jay it was easy to get lost in the department.
KF – interviewed a director at Cañada to see about a FT job. It's the people you work with. Show that you can contribute ideas.
12. Once you do get hired, what is the level of collaboration with other teachers?
KF – Not like the ALI. Some instructors will work with you and some won't.
AS – Some departments have stuff prepared (e.g., a class outline for you to follow). Foothill has.
JM – has listserv and can follow committees.
SS: Even if you're new don't be afraid to offer ideas (even an article you've read). Show you're willing to give back.
13. How much does a department regulate use of materials?
SZ – Depends; at Cañada he gets great outlines. Teachers work hard together to choose great texts.
KF – Ts teaching same level can agree on a text. They always supplement.
JM – The Curriculum Committee chooses books for every level. But can use experimental texts or create own reader. He and Steve do a lot of their own materials.
AS –She does a lot of Powerpoint.
SS – SFSU has a lot of freedom.
SZ – Just got hired by ETS to score online speaking component of TOEFL.
14. Would you do it again?

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All agreed that they loved it and offered this final advice:

Figure out where you belong.

Persevere; just keep trying.

Flexibility is important, especially when new.

Network!

Volunteer! (paid or not)

Experience!

Useful Tips for Job Seekers

- See the CATESOL website under CA Community Colleges for job listings.
- Keep contacts open.
- Reconcile yourself to being a “freeway flier” with part-time jobs at different locations. Full-time jobs are VERY rare. It can take 3-5 years or more to become F-T.
- P-T jobs pay \$50-85 per teaching hour or are weighted, based on units.
- If they’re not hiring, apply anyway. Jobs are often available at the last minute.
- Apply to the HR department of the community college district, but also send it to the Dean of the department. Follow up to see if they received your application.
- Make your cover letter unique to the school you’re applying to.

For interviews:

- Know the student population. Most of the information for community colleges is online, and you can also call about it. You can also call deans or faculty members to interview them for information.
- Interviews for part-time jobs may take around 30-35 minutes. There could be just a dean or a few faculty members. Interviews for full-time jobs are very different. For instance, they are much longer. They can last for 2 hours, include a panel for dean and teachers, test, and a problem situation. In at least 2 places (Golden Gate U. and Contra Costa, the interviewer mostly talked, and then hired the person.)

Other Things to Know

- Health benefits vary per school, may be based on how long you’ve taught there.
- Prepare for times without pay. There is no assurance of classes, which are based on enrollment. You can get unemployment pay when not working.
- It seems that deans think SFSU has the best MATESOL program to come from. Comp/reading certificates boost chances of getting hired.