

SFSU MATESOL Adult Education Career Night – March 17, 2004

Welcome

Dr. Gail Weinstein

Speakers:

- 1) Sharon Seymour (sseymour@ccsf.edu), Past President of CATESOL, SFSU MATESOL alumna, Chair of ESL at City College of San Francisco
- 2) Barbara Knox (barbaraj@covad.net), Current SFSU MATESOL student, teacher of Adult Ed. in Oakland Unified School District
- 3) Linda Haley (haleyl@smccd.net) ESL Instructor/Coordinator at Community Based English Tutoring Program (CBET) at Cañada College, SFSU MATESOL alumna
- 4) Shoshana Bianchi, shoshanarb@yahoo.com

Working in Local Adult Education Programs

I. City College of San Francisco ESL Program

Speaker: Sharon Seymour

Unique Characteristics

- Serve over 19,000 noncredit students a semester from literacy to high intermediate
- Serve over 3,500 credit students a semester from high beginning to high advanced
- 350 ESL teachers
- One of the largest ESL programs in the world

How to Get Hired

- Get a job announcement for part-time or full-time positions from Human Resources Dept. at 33 Gough Street or online at <http://www.ccsf.edu/hr>
- Hire with one job announcement for all ESL (credit/non-credit together)
- Must have M.A. in hand to be considered
- The part-time job announcement is an “open” announcement. Screening and interviews are conducted when necessary, typically once a year, and a hiring pool is formed that is in effect for one year. Opportunities are good for new teachers.
- Full time jobs are advertised when the college has approved hiring, typically once a year in the spring. We’ve had an average of five full-time jobs a year. Experience helps. With over 200 current part-time ESL instructors, competition is stiff (Typically Ts spend 10 years at CCSF before getting full-time position).
- Once you are hired, you have the opportunity to move back and forth between credit and non-credit
- More jobs in non-credit, more demand to move into credit
- Currently hiring for part-time applicants
- Hiring for full-time this Spring (5 positions this year)

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Classes/Schedule

- Noncredit offers general ESL, skills focus, citizenship, vocational and intensive classes weekdays, M-Th evening and Saturday and Sunday
- Most noncredit campuses have a night rotation system so new teachers can expect night assignments for a few semesters
- Credit offers integrated reading/writing/grammar courses, listening/speaking courses and electives in pronunciation, accent improvement, advanced speaking/pronunciation, and editing weekdays, M-Th evening and Saturday morning.
- Noncredit courses offered at six campuses (Ocean, Alemany, Chinatown, Downtown, John Adams, Mission) and many outside locations; credit courses offered at three campuses, mostly Ocean

Student Population

**Non-credit sometimes decide to go on to credit classes*

Noncredit students are:

- 51% female
- 52% Asian, 32.5% Hispanic/Latino
- 26% under 30, 49% 40 or older
- 78% have basic skills goal

Credit students are:

- 59% female
- 69% Asian, 16% Hispanic/Latino
- 61% under 30, 14.5% 40 or older
- 35% have BA or AA goal. 49% of CCSF graduates are ESL students

Pay Scale/Benefits

- Starting pay for M.A. is \$74.99/hour for credit lecture, 93.74 for credit composition, \$45.00/hour for noncredit
- Maximum hours/week for part-time is 60% of full time: noncredit is 15, credit is 9
- Part-time instructors with a minimum of 12 ½ hours/week in non-credit or 7 ½ hours/week in credit receive health and dental benefits
- Part-time instructors accrue sick leave on the basis of 0.057 x the number of hours of service during a semester and participate in State Teachers Retirement System

Professional Development

- Limited funds available from college for attending conferences/workshops when budget is good
- Some funds from 231 grant for non-credit faculty for conferences/workshops and department professional development activities such as teacher inquiry groups
- Voluntary mentoring program for new instructors
- Level meetings and workshops organized by faculty

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Work Atmosphere

- ESL faculty identify with their campus more than the department
- ESL coordinator at each campus coordinates the program
- Noncredit teachers have opportunities to meet informally in faculty rooms and at frequent faculty meetings. Ocean Campus has faculty meetings once or twice a semester.

Curriculum

- Noncredit and credit ESL curriculum committees approve new course outlines and changes in curriculum
- Course outlines provide objectives and content for all courses (Must follow guidelines, but there is freedom within the guidelines)
- Booklists for noncredit and credit show approved books; other books can be tried experimentally

II. Adult Ed. in Oakland Unified School District

Speaker: Barbara Knox

About Oakland Adult Ed.

- Oakland Unified was taken over by the state
- Oakland Adult Ed. is financially soluble
- High percent of contract teachers (contract positions are competitive – 11 people applied for 1 position this past year)
- Powerful teachers' union
- Teachers start in evening classes – Once you get a good reputation with evenings, you are asked or can ask to teach morning classes

Pay/Benefits

- Once you get a contract, 93% of full-time (27 hrs./week) - \$45,000/yr. 100% full-time (30 hrs./week)
- Barbara started at \$28.90/hour (higher pay in Hayward Adult Ed. – start at \$35/hour)
- No compensation for prep. time

Student Population

- Students similar to CCSF in many ways
- A lot of beginning literacy students (unlike CCSF)
- Hope that students transition to community college system

Curriculum

- Teachers develop their own curriculum based on needs assessment of students (Ts test how they want)
- Lots of freedom for Ts in the classroom

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Benefits of Oakland Adult Ed.

- Students are there because they want to be there – they are extremely motivated
- Rich in professional development (Barbara had the TESOL conference covered 100%)
- Paid mentor/mentee program
- Brigitte Marshall (Principal) is giving teachers the opportunity to develop a new program (if a new teacher says she is interested in curriculum development, she gives her a chance to help develop new curriculum)

III. The Community-Based English Tutoring (CBET) Program at Cañada College

Speaker: Linda Haley

** Please contact her if you have questions, or if you want to observe classes*

About Cañada College

- <http://www.canadacollege.edu>
- Redwood City, California

Cañada College is part of the San Mateo Community College District (www.smccd.net), which also includes College of San Mateo (CSM) and Skyline College. Cañada College is located about 30 miles south of SFSU on Highway 280 in Redwood City. The community college serves 7,000 students (40% Latino) and offers associate degrees, certificates, as well as basic skills and personal enrichment courses. The college has a University Center, wherein SFSU offers BA degrees, teaching credentials, and PhDs. The English Institute at Cañada offers ESL courses to approximately 4000 students at five different levels of proficiency (Levels Preparatory through four). Courses are offered from 8 am-1 pm and 6 pm to 10 pm on campus. Courses are also offered off-campus through programs such as the CBET program.

About the CBET Program:

The CBET program provides free ESL courses to any parent or community member of Redwood City School District and the Sequoia Union High School District (Redwood City, East Palo Alto, Menlo Park) who pledges to tutor children once their English is proficient. CBET offers preparatory level ESL courses (beginning) as well as literacy groups and courses in Civics, Children's Literature and Tutoring. Parents learn English with an emphasis on academic literacy so that they can help their children have more success in school. Eighteen courses are offered at various sites throughout Redwood City, East Palo Alto, and Menlo Park in the evenings from 6-8 pm and 8-10 pm. About 99% of the students are Spanish-speaking, 70% have children, 40% attended elementary school only, 40% attended high school, 11% attended college).

Teaching Opportunities

If you are interested in ESL instructor positions at Cañada or with the CBET program, you may download a district application from www.smccd.net, attach a resume and cover letter, and send it to: Kuni Hay, Dean of Humanities, 4200 Farm Hill Blvd, Redwood City, CA 94061. You may also email Linda Haley at haleyL@smccd.net. (If you submit an application and don't hear back, follow up by calling or e-mailing.) You may apply if you are in your last semester of the MATESOL program if you have teaching experience and can provide a letter from the MATESOL Program Coordinator stating that you will complete the program on the expected date of completion. The hourly rate for part-timers depends on your experience and starts at \$50/hour and continues up to \$85/hour. Full-time starts at \$50/hour, also (but more opportunities for part-time, at least to start).

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If you are interested in instructional aide positions with the CBET program, you can contact Linda Haley at (650) 306-3495. Instructional Aides teach the literacy groups, assist in classrooms, or teach workshops for CBET students. These positions are a great place for beginning teachers who want to build experience and learn from experienced teachers. There will be several openings for the fall, so please consider applying. The hourly rate is \$14/hour.

What Makes a Resume Stand Out

- Make it clean, well-organized, and easy to read
- Cater your resume to the job you're looking for
- Keep it concise (not too long)
- Include a cover letter (gives you an opportunity to show knowledge of the college/program)

Benefits of CBET

- There are CBET programs throughout California (some run through school districts, and some through community colleges). Since this CBET program is run through Cañada College, it has more prestige (looks better on resume)
- Community/Family-oriented

IV. Adult Education Credential Process

Speaker: Shoshana Bianchi, shoshanarb@yahoo.com

Please verify all of this information with 1) an Education Dept. advisor, 2) your LEA (an LEA is a Local Education Agency which is authorized by the state to assist with and issue credentials), 3) the CTC website (see Adult Education Information Document).

The process is different at San Francisco State from most LEAs. Some LEAs may do it differently than outlined here. Please verify with your LEA. An LEA may be the school that plans to hire you.

A. SFSU

Step 1 – fulfill requirements for Prelim

- 10 units ESL coursework
- U.S. Constitution requirement (course or test)
- CBEST

Level 1 requirements

1. ISED 706 (3 units)
2. ISED 783 (1 unit)

Step 2 – Obtain Preliminary Credential (at this point you can work at most adult schools)

Step 3 – fulfill requirements for Clear

Level 2 requirements (fulfill within 5 years of issuance of prelim credential)

1. ISED 781 (3 units)
2. ISED 782 (3 units)

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3. HED 653 (1 unit)
4. CPR
5. 4 sem. (2 years) teaching experience

Step 4 – Obtain Clear Credential

Annual professional development needed for renewal

B. Other LEAs

Step 1 – fulfill requirements for Prelim

- 10 units ESL coursework
- U.S. Constitution requirement (course or test)
- High school diploma
- CBEST
- Signed document with LEA

Step 2 – Obtain Preliminary Credential (at this point you can work at most adult schools*)

Step 3 – fulfill requirements for Clear

- Level 1 requirements (fulfill w/i 2 years of issuance of prelim credential)
- Level 2 requirements (fulfill w/i 5 years of issuance of prelim credential)

Step 4 – Obtain Clear Credential

- Annual professional development needed for renewal

**Some schools may hire you on an emergency basis before obtaining the Preliminary Credential.*

Other Resources

**Disclaimer: Links are subject to change. If you are unable to find the document at the link specified, try searching the main linked website with terms from the name of the document.*

SFSU Adult Ed Document – this document will have coming revisions. It is available on the SFSU MA TESOL website under “Related Programs.” It has info/Web sites for CBEST, CA CTC (Commission on Teacher Credentialing with link to all CA LEAs), CPR courses, other FAQs:

Bay Area Adult Schools & Community Colleges – listing by county of all adult schools and community colleges in the SF Bay Area. Please help us keep this updated if you find new or different information: <http://www.sfsu.edu/adultlst.doc>

Hayward Adult Credential. CSU Hayward offering Level 1 requirements for credential – weekends in April & May, 2004. \$495 for 6 units. Contact Janet Kelly, Program Coordinator, (510) 885-2313, jkelly@csuhayward.edu, www.extension.csuhayward.edu. [revised to add: CSU Hayward is now CSU East Bay. Adult Credential Program]

V. Question/Answer Session

Panelists:

- SS (Sharon Seymour – CCSF)

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- LH (Linda Haley – Canada/CBET)
- BK (Barbara Knox – Oakland)
- GW (Gail Weinstein – SFSU)
- JK (Jim Kohn – SFSU)

Questions

What is the process for applying to be a substitute?

SS – Need your M.A. in hand. There is a separate application process from regular pool.

Do you need the Adult Ed Credential for all of these employers, even CCSF?

SS – Don't need Adult Ed Credential, just the M.A. M.A. must be on transcript. This is because of the opportunities, once hired, for teachers to move back and forth from credit to non-credit.

LH – Don't need Adult Ed Credential, just the M.A. You can be in last semester of program to apply.

LH – The CA CTC is reevaluating MATESOL to see if it could "supercede" the Adult Education Credential. If students take a more active voice, it might change.

How long would you expect to work night shifts before getting offered day shifts?

SS – Maybe 5 semesters or so.

What if we have a foreign teaching degree?

SS – That needs to be analyzed. CCSF HR can give you info on where to get it analyzed

Are all non-credit classes open enrollment? What accommodations do you make for new students?

LH – Classes are not open enrollment because it is very difficult for planning and to see growth in the students. Students can only enroll in first few weeks of class.

SS – Yes, we tried to not have open enrollment, and it didn't work. All non-credit classes are open enrollment

BK – Classes are all open enrollment. BK likes open enrollment and thinks it's positive. The students are there because they want to be there. In Oakland, students are let in only every two weeks so their integration can be planned into the curriculum.

Where can you get student teaching experience?

SS – CCSF has lots of opportunity for student teaching experience. They prefer if you call the ESL coordinator at each campus to set up rather than contacting the teacher directly.

LH – Happy to place student teachers. Also, can do it as an instructional aide. Also, CBET has lots of newer teachers. Their program has lots of staff training and professional development. Great place to get started as a teacher.

GW – Can get experience through SHINE/SAIL

JK – Please line up your teacher now. Don't wait until the end of the term

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Do the Composition or Reading Certificates help with Adult Education?

SS – They are looking for teachers experienced in teaching composition for their credit program.

LH – The Reading Certificate is essential in California for teaching reading. If a program doesn't have an ESL position open, they may hire you to teach reading.

LH – The Elementary Credential at SFSU is a great program. Can really help with literacy work.

How does the CCSF hiring pool work?

SS – All the applications remain on file since the last hiring. Many of these people get invited for an interview and lots of those then end up on the pool. They then call people from the pool as positions become available. If they offer you a position, it's a good idea to take it. You may end up moving around to different classes/campuses initially. Part-time teachers are hired on a semester basis. May start at 10-15 hours/week. CCSF offers hours first to their current staff, then they hire from the pool. They generally exhaust their pool every year. Sometimes they do an emergency hire – they've exhausted the pool so they call in new applicants on file who go through the same hiring process.

What's the interview process like?

SS – A panel will ask you questions (such as "what's the difference between teaching credit/non-credit?). You are given guidelines and asked to present a lesson plan.

LH – Very similar

BK – For hourly positions, there is an interview of 4 panelists with 12 questions (such as "how is teaching adults different from teaching children?). You also must produce a lesson plan.

Aside from academic goals, what are the differences between credit and non-credit?

SS – Definitely the students have different goals. Also, the academic program is more rigorous – the teacher has to grade homework, give grades and give clear expectations for success in the class. Non-credit has more up-front preparation (lots of activities and variety) while credit has lots of work after (grading, homework, etc.)

Job-hunting tips

SS – When you submit your application, it's always good to call and check on everything, check that they received your application.

LH – Good to send resume to specific campus rather than just HR for all San Mateo County Community Colleges.

SS – Look at the "desirable qualifications" on job listing and address them point-by-point on your cover letter.

BK – Good idea to start as a substitute and develop a reputation, then apply.