

Application for Long Term Project for Fall 2021

Dear Members of the Professional Development Committee,

This application is for leave in the fall 2021 semester. Please find below my statement of purpose, objectives, outline of planned project, description of activities, plan for sharing results, and statement about how it will enhance existing programs. Thank you for your attention.

Purpose

To expand my knowledge and facilitate professional development of California educators on the topics of online pedagogy, equity, and antiracist perspectives, practices, and policies in the TESOL (Teachers of English to Speakers of Other Language) via three projects:

Objectives

Project 1: Publish CATESOL Journal Special Issues on Pandemic and Antiracism

1. Volunteer work as co-editor of the (CATESOL) Journal:
<http://www.catesoljournal.org/> on the publishing process for two special journal issues. The links for the *Call for Submissions* I wrote with my co-editors can be seen below:

- [*Pandemic Pedagogy in California: Innovative Approaches*](https://tinyurl.com/y4j4g54q)
(<https://tinyurl.com/y4j4g54q>)
- [*Anti-racist Perspectives, Practices, and Policies in TESOL*](https://tinyurl.com/yxbbmknd)
(<https://tinyurl.com/yxbbmknd>)

Project 2: Revamp CATESOL Journal

2. Learn new online review and publishing system and transfer the current CATESOL Journal archives and article review system from <http://www.catesoljournal.org> to the more accessible <https://escholarship.org/>.
3. Work with co-editors on new vision for the journal
4. Create a fundraising plan and present proposal to the CATESOL Foundation. Establish a special fund for the journal to be able to pay our copy editors, lay out designers, and website fees. This will facilitate the process for future publications and create more equity for journal volunteers.

Project 3: Publish Research on Classroom Equity Data and High Impact Practices

1. Finish my personal research on equity data in my ESL classes and high impact practices for supporting Men of Color in community colleges. Submit for publication my article, *Inquiry in the Classroom: An Equity Data Investigation in English as a Second Language* (Abstract link here: <https://tinyurl.com/yyco8mu3>)

Outline of Planned Project Timeline and Description of Activities

August 2021:

- Finish analysis of most recent equity data from my ESL classes at Cañada College
- Finish researching and choose journal for my article submission (CCJRP or other)
- Learn new system and transfer CATESOL Journal archives from <http://www.catesoljournal.org> to <https://escholarship.org/>
- Do initial review of manuscript revisions for CATESOL Journal Special Issue *Antiracist perspectives, policies, and practices in TESOL* issue on new site. Meet and coordinate with co-editors.

Sept. 2021:

- Finish drafting, *Inquiry in the Classroom: An Equity Data Investigation in English as a Second Language (Equity Data Investigation Article)*
- Further build Literature Review Chart on the topic of race in TESOL.
- Complete review of manuscript revisions for *Antiracist perspectives, policies, and practices in TESOL* issue. Assist with final review for Pandemic Pedagogy issue.

Oct. 2021:

- Finish editing Equity Data Investigation Article
- Present CATESOL Journal fundraising plan to the CATESOL Foundation: <http://www.catesolfoundation.org/>
- Respond to authors for *Antiracist perspectives, policies, and practices in TESOL*

Nov. 2021:

- Submit Equity Data Investigation Article for publication in peer reviewed journal
- Create CATESOL Journal fundraising letter and identify potential donors
- Co-coordinate final publication of Pandemic Pedagogy special issue
- Co-manage final copy editing/layout process for *Antiracist perspectives, policies, and practices in TESOL* issue.

Dec. 2021:

- Send CATESOL Journal fundraising letter to potential donors.
- Begin coordinating 2022 journal fundraising event: set late spring or summer date, secure safe location and vendors
- Coordinate final publication of *Antiracist perspectives, policies, and practices in TESOL* issue to be published in January, 2022 on <https://escholarship.org/>.

Benefits and Enhancement of Existing ESL Programs and Teaching

CATESOL Journal Work:

“The CATESOL Journal is the official refereed journal of the CATESOL organization” (CATESOL journal.org). We are a mentoring journal that promotes excellence in teaching and high-quality professional development in TESOL. The articles we publish help teachers, teacher trainers, researchers, program administrators, and graduate students to share and expand their knowledge of research and practice in the field. The journal special issues I will work on will allow faculty to learn from others across the state about critical online pedagogy and to engage in reflection on racism and antiracism in TESOL. I hope that this learning will inspire more intentional action to combat different forms of racism in the field of TESOL. My work as CATESOL editor will also contribute to strong representation of Cañada College in the larger academic community.

Benefits and Enhancement of Existing ESL Programs and Teaching Cont'd

Additionally, my ESL students will benefit directly from the professional development. My work reviewing articles will afford me enormous learning as I get exposure to research and practices throughout California. My students will benefit from my expanded knowledge of online teaching strategies during the pandemic as I apply instructional strategies to enhance my teaching. Furthermore, this will be an opportunity for deep reflection and learning about racist and antiracist perspectives, practices, and policies in my field. The insights I gain will contribute to my teaching, involvement in the District Antiracism Taskforce, Academic Committee for Equity and Success (ACES), and overall work at Cañada College for a long time to come.

Personal Research and Publication

My personal research on equity data will further guide my work as a *reflective practitioner* in the ESL classroom. It will also assist the Office of Planning, Research, and Institutional Effectiveness (PRIE) which has been wanting to encourage faculty to do analyses of their classroom equity data. My write up will serve as an example of how to use equity data as a tool for professional development.

Plan for Sharing the Results of Activities

1. The following issues will be published on <https://escholarship.org>:
 - [Pandemic Pedagogy in California: Innovative Approaches](https://escholarship.org/uc/item/y4j4g54g)
(<https://tinyurl.com/y4j4g54g>)
 - [Anti-racist Perspectives, Practices, and Policies in TESOL](https://escholarship.org/uc/item/yxbbmknd)
(<https://tinyurl.com/yxbbmknd>)
2. I will share the publications and my learning with colleagues in my department, division, college, and district via curricular conversations and presentations.
3. I will email the CATESOL Journal fundraising letter with the established fund.
4. I'll submit proof of submission of my article, *Inquiry in the Classroom: An Equity Data Investigation in English as a Second Language* to a peer reviewed journal.

I appreciate your attention to this application for this Long Term Project in the fall 2021 semester. Please do not hesitate to contact me with any questions.

Sincerely,

Rebekah Sidman-Taveau 

Rebekah Sidman-Taveau, Ph.D.
 ESL Professor
 Academic Committee for Equity and Success (ACES) Faculty Coordinator
 Co-Editor, CATESOL Journal

Professional Development Long-Term Project Report

Dr. Rebekah Sidman-Taveau, Fall 2021

1 A. Purpose of Project

The Purpose of my project was to expand my knowledge and facilitate professional development of California educators on the topics of online pedagogy, equity, and antiracist perspectives, practices, and policies in TESOL (Teachers of English to Speakers of Other Language) via three projects. I also added a fourth project for the purposes of putting myself in my students' shoes and developing more strategies.

1 B. Completion of Objectives

Project 1: Publish CATESOL Journal Special Issues on Pandemic Pedagogy and Antiracism

- Volunteer work as co-editor of the (CATESOL) Journal:
<http://www.catesoljournal.org/> on the publishing process for two special journal issues:
 - *Pandemic Pedagogy in California: Innovative Approaches*
(<https://tinyurl.com/y4j4g54g>)
 - *Anti-racist Perspectives, Practices, and Policies in TESOL*
(<https://tinyurl.com/yxbbmknd>)

I achieved the above objective through a variety of tasks. For the Anti-racist issue, I met regularly with my co-editors. I co-created and distributed the call for submissions. We received 26 proposals and applied a rubric we had created for evaluating them. We selected 15 manuscripts for acceptance and wrote rejection and acceptance letters. Then we organized a timeline for manuscript submissions. I co-created a manuscript table and storing system. I co-organized our editing and response process and drafted templates for the different letters we needed to send during the process. I monitored our journal email regularly and helped respond to authors as manuscripts came in. I read all manuscripts and provided feedback on assigned drafts. I also read extensively (articles and books) on antiracism and antiracism in TESOL. I created a table with some of the many readings I did, listing their main ideas and findings.

As manuscripts and revised manuscripts came in, my co-editors and I monitored the progress and shared information about the submissions. Currently, we have received second or third revisions from all authors. Most of the manuscripts are ready to be sent to our copy editor and layout designer. We expect to have the final revisions of all manuscripts by January 2022. Almost all the submissions have been insightful, well researched and written. We believe the Antiracism issue will have a strong impact on the field.

A different group of colleagues has been running the Pandemic Pedagogy journal issue, so that issue has required little work on my part so far, but it may later. Right now, it is on schedule to be published in spring 2022.

Major points of interest and value

The publication of the CATESOL Journal Special Issue on Antiracism will forward important learning in TESOL. English language (EL) teachers will gain critical insights about the history of racism in TESOL, foundational anti-racist theories, and anti-racist curriculum and practices. My name on the journal will show the commitment from Cañada College faculty. Below are some of the themes in the issue:

- Critical Race theory in TESOL
- Raciolinguistics
- Preparation of antiracist ESOL teachers
- Culturally Responsive materials development for TESOL
- Antiracist pedagogy and curriculum development for TESOL
- Critical self-reflection practices for language teachers
- Intersectionality for TESOL teacher education
- Equitable assessment in TESOL
- The illusion of inclusion of Blackness in ELT
- Racial and linguistic positioning of Black ESL educators
- Whiteness and power in TESOL

Student Benefits

Students will benefit from enlightened faculty perspectives on the history of racism in TESOL and increased knowledge of how to be an antiracist educator.

Usefulness for the Future

I learned about critical areas of practice, foundational research, and specific strategies for anti-racist teaching in my field that I am applying as I prepare for my future classes. ESL/ESOL Faculty in my department and district will be able to do likewise when they read the issue, and as I share what I have learned via discussions and presentations. When I teach English 100 and ESL 400, I will utilize some of the articles or book chapters I read on Critical Race Theory, race, intersectionality, and anti-racism.

Project 2: Revamp CATESOL Journal

1. Learn new online review and publishing system and transfer the current CATESOL Journal archives and article review system from <http://www.catesoljournal.org> to the more accessible <https://scholarship.org/>.
2. Work with co-editors on new vision for the journal
3. Create a fundraising plan and present proposal to the CATESOL Foundation.
4. Establish a special fund for the journal to be able to pay our copy editors, lay out designers, and website fees. This will facilitate the process for future publications and create more equity for journal volunteers.

Objectives one and two above were achieved by meeting regularly with my co-editors and reviewing the escholarship manual and videos. We researched and collaborated on decisions for the future of the journal. We completed the different sections of scholarship including the journal home page, submission guidelines, and notes to authors during the publication process.

I achieved goals three and four above by presenting to the CATESOL Journal foundation and getting approval for a specific fund for the Journal. I then worked with the foundation website editor to create a specific webpage for our journal fundraising. Next, I created a CATESOL Journal fundraising letter which we distributed widely. I also created a GoFundMe page. So far, we have raised \$2055 which will go toward payment for our copyeditors.

Additionally, I have been researching, planning, and creating a budget for a spring wine and cheese fundraising event. I met with various people/visited places, and found a venue, a band, and caterers who have all agreed to give discounted rates. My colleagues and I are in the process of writing a letter for potential sponsors for the event which we will send out at the end of the month. We will carry out the rest of the planning based on the responses to those letters.

Major points of Interest and Value and Student Benefits and Future

The money we have raised/will raise will help us to secure professional copyright and layout designers for the journal, thereby making it easier to publish on time and in professional format. This will facilitate the sharing of research for TESOL professionals in our state and region. Students will benefit from the learning afforded to faculty via the journal articles. This work will show the involvement of Cañada College faculty in state and regional professional development.

Project 3: Publish Research on Classroom Equity Data and High Impact Practices

- Finish my personal research on equity data in my ESL classes and high impact practices for supporting Men of Color in community colleges. Submit for publication my article, *Inquiry in the Classroom: An Equity Data Investigation in English as a Second Language* (Abstract link here: <https://tinyurl.com/yyco8mu3>)

I completed my research by examining six years of class equity data and documents, by reflecting in writing and internally, and reading extensively. I also consulted with PRIE to verify the data and interpretations and compared their institutional data to six years of my grade reports. This led to some interesting insights about equity data and the complexity of student racial identifications. I finished my article entitled, *Classroom Equity Data Inquiry for Faculty Professional Learning and Racial Equity*, a 35-page manuscript including three single spaced pages of research references. I edited the manuscript multiple times applying the journal submission formats. I sent it to several peer reviewers and to PRIE for comments. After receiving feedback from two peers, I did further editing and submitted the manuscript to the *Community College Journal of Research and Practice*.

Major points of Interest and Value and Student Benefits and Future

The time I spent analyzing my classroom equity data, allowed me to identify equity gaps for Hispanic males and gain key insights on my teaching. Following this initial equity data investigation, I implemented high impact practices to better support men of color in my classes.

The research I did during my long-term project leave shows that the interventions were correlated with positive qualitative data and increased success and retention for Hispanic and Multi-race males in my classroom. The data also shows that student success and retention continue to be higher in my classes on average than in my department and college and, overall, for Hispanic males following my interventions.

In the future, other faculty will be able to read my article and consider whether they want to engage in similar equity data inquiry and high impact instructional strategies. Although I have already presented three times at Cañada College over the past three years on this topic, I would be willing to present again as interest arises. In any case, writing the article gave me more clarity on the classroom changes I made and how they may have impacted students. I will continue to apply the successful interventions and to examine equity data. Additionally, doing this research and writing the article brought me back closer to the research and writing process. That will enhance my future teaching of IDST 150 and my work with honors students conducting research.

Project 4: Further develop pedagogical and online teaching tools and empathy for my ESL students. (I added this project after my proposal was submitted).

1. Achieve higher than “*Advanced Proficiency Level*” in French as designated by the Test de Connaissance du Français (TCF)
2. Develop further my firsthand understanding of challenges students experience as they move from advanced to academic and professional levels of language learning and engage in online language learning.

Per the above objectives, I enrolled in the listening, speaking, reading, and writing sections of the the Test de Connaissance du Français (TCF) [The Test of French Knowledge] and did online tutoring via a program called “Language Bird.” As a result of my study, I was able to score an overall “C1 advanced designation.” C1 proficiency is just below the highest level of “superior” which is typically achieved by native and near native speakers.

Major points of Interest and Value and Student Benefits and Future

While studying for the test with “Language Bird,” I gained greater empathy for the struggles of students learning to write at the academic level in a foreign language. My lowest score on the exam was in writing I believe in part because I wrote too much, failing to count the words correctly, and one of my writings got disqualified. This was frustrating and makes me empathetic to students taking exams. Also, the lower score was no doubt due to grammatical errors. I am like my Generation 1.5 students in the sense that I have learned a lot of French by ear, and, as a multi-lingual person, I sometimes confuse words or spelling in Portuguese, Spanish, and French.

My respect for my language learning students grew stronger. I will be even more patient and appreciative because I re-experienced language study and challenges similar to my students. Not only did I confront the difficulty of applying the endless details of spelling, pronunciation, and grammar, but I also faced the challenge of persisting and of balancing study with family just as my son was diagnosed with a care intensive chronic disease.

While studying, I also gained new ideas for teaching. My doctoral dissertation topic, back in 2000, was Computer-Assisted Project Based Learning, and the “Language Bird,” program I was enrolled in was a project-based program. This re-ignited my interest and ideas for applying more project-based strategies in my classes. Furthermore, during my studies, I documented the numerous language learning and study strategies I employed as an experienced language learner. I plan to write an article about this, and to integrate even more strategy modeling into my lessons for students.

Sharing Benefits of Participation in Projects

I will continue to share key texts on anti-racism and equity with colleagues as I have done since 2015. Because I improved my understanding of Critical Race Theory, intersectionality, and antiracism, particularly in relation to my field, I will ask ESL/ESOL faculty in my department and district what kinds of questions and interests they have in these areas. Then I will provide articles, summaries, or presentations related to the topics they identify. When my article and the journal issues get published, I will share them widely as well.

Attached please find: 1) My Certificate of Advanced Proficiency in French; 2) screen shots of the CATESOL Journal fundraising and GoFundMe webpages; 3) a screen shot of the new CATESOL Journal online site; and 4) proof of the submission of my article to the *Community College Journal of Research and Practice*. The CATESOL special issues will be published in spring 2022.

Thank you for your attention and for the opportunity to do these meaningful projects. I am grateful to the committee for finding a way to fund my semester away.

Sincerely,



Rebekah Sidman-Taveau