

## SABBATICAL PROPOSAL FOR JEANNETTE REDDING, ESL/ENGLISH

Submitted October 19, 2009

### 1. Statement of Purpose

The purpose of this Sabbatical is to create a means by which Oxnard College faculty can locally access the most up-to-date information on brain research as it applies to educational pedagogy, specifically by allowing faculty and staff access to presentations on brain research gleaned from my recent attendance at numerous extensive workshops and by my sharing of tangible lesson plans exemplary of the use of such brain research theory.

### 2. Rationale

- a. Professional Development: I have been investigating brain-based teaching and learning for the past three years, culminating in my attendance at a week-long conference in June of 2009 given by Eric Jensen, expert in brain-based teaching. As a result of this professional development effort, I have a great desire to share this information with my colleagues and to exemplify the incorporation of these theories into ESL/English lessons.
- b. Value to Department or Discipline: At the Faculty Summer Institute on May 28, 2009, I shared a small portion of the information on brain research I had at my disposal at that time. Numerous colleagues expressed a keen interest to know more about the latest in educational brain research.
- c. Value to College and/or District: It is my desire to form an Oxnard College coalition of faculty focused on applying the latest brain research theory (and our sister campuses as well, if there is interest). I also plan to

present at least ten one-hour PowerPoint presentations focusing on the most salient points from the Jensen 6-day Brain-Based Learning Workshop. In addition, many of the multi-level brain-compatible ESL/English lessons I create during this Sabbatical would be shared with both my English and ESL colleagues at Oxnard College and the Learning Center personnel thereby adding to my colleagues' curriculum and strengthening the available learning materials offered at the Learning Center.

- d. Value to Students: According to the latest research on brain-based teaching, utilizing brain-compatible curriculum thoroughly engages students and thus increases their persistence and success rates. My interest is to further incorporate cutting-edge brain-based teaching techniques into my own teaching and to broadly share my information and lessons with colleagues. My ultimate goal is that Oxnard College students, in particular, will get more out of their educational experiences on our campus.
- e. Value to Community: Since 1998 at the statewide CATESOL (California Teachers of English to Speakers of Other Languages) conferences, I have presented on theories involving the efficacy of using music to enhance ESL students' acquisition of American English intonation and rhythm patterns. Since 2003, I have likewise presented at the national level at TESOL (Teachers of English to Speakers of Other Languages) on the importance of using multi-media as an approach toward brain-based

teaching. Hence, my professional community has been benefiting from my growing expertise for the last decade. Because ESL is my professional field, the Oxnard community of English language learners stands to gain considerably from my increased understanding of brain-based teaching, especially in my efforts to offer professional development opportunities to my colleagues as well as practical applications of these theories in actual lesson plans.

3. Implementation

- a. Implementation Procedure: I first plan to extract from the hundreds of pages of PowerPoint slides and my own notes taken at Eric Jensen's 6-day Brain-Based Workshop the major and most valuable points offered by this presentation. I will create a distilled version of this information to offer to my colleagues. Next, I plan to read between five and ten books recommended during that Workshop representing the most cutting-edge information (based on validated research) to deepen my own knowledge of the brain research now becoming available. I plan to use this knowledge to create brain-compatible ESL/English lessons to share with my colleagues and the Learning Center. (See attached Proposed Timeline.)
- b. (1) PowerPoint Presentations: The results from this Sabbatical will be at least ten one-hour PowerPoint Presentations on brain-based teaching; and (2) ESL/English Lesson Plans: The further results will be numerous multi-level brain-compatible ESL/English lesson plans.

c. Dissemination Plan: Benefit to Colleagues/Students/College: I plan to announce to the Academic Senate in Fall of 2011 the establishment of a “Brain-Based Teaching and Learning Coalition,” asking that interested administrators, faculty members, staff, and/or students join. I plan to present at least ten one-hour PowerPoint sessions based on the information I have gained, relying heavily on the distillation of major points from the Jensen Workshop. Also in Fall of 2011, I plan to disseminate to my ESL/English colleagues many of the multi-level brain-compatible lessons I create during this Sabbatical. It goes without saying that I, myself, will use many of these lesson plans to benefit my own ESL and English students in my own classroom as well.

4. Past Contributions to the District

a. Scholarship:

(1) In an effort to more closely identify with my second language learners, I took French courses from both Ventura and Moorpark Colleges.

(See attached *Curriculum Vitae* reflecting such coursework taken.)

(2) To enhance my teaching background, both from a theoretical and practical standpoint, I took numerous courses from UCSB Extension and UCLA. (See attached *Curriculum Vitae* reflecting such coursework taken.)

b. Service:

(1) Department/Discipline—(a) I have regularly served as Letters Department Senator from Spring 2001 through Spring 2009; (b) I have been serving as Basic Skills Coordinator beginning January 2009; and (c) I served as Success Academy Coordinator from August 2007 through May 2008.

(2) College—(a) I have served on the Oxnard College Curriculum Committee as faculty co-chair from August 2004 through the present; (b) I am currently the co-chair of the Transitional Studies [Basic Skills] Advisory Committee and have been serving in this capacity since January 2009; (c) My committee memberships on campus include the following— Planning and Budget Council (August 2008 to the Present), Professional Development Committee (August 2008 through May 2009), Student Success Committee (August 2008 to the Present); (d) Academic Senate Executive Team member in the following capacities—Academic Senate Secretary (August 2009 to the Present), Academic Senate President (June 15, 2005 through June 15, 2007); (e) Pertaining to Accreditation— Co-Writer of Accreditation Progress Report submitted October of 2006, Editor of Oxnard College Accreditation Self-Study Report submitted August of 2004.

(3) District—(a) I am currently serving as co-chair of the District Technical Review Workgroup (DTRW) (the District curriculum entity)

(Aug. 2009 through May 2010); (b) I have been a member of DTRW from Aug. 2004 through May 2009; (c) I served on the District Council of Admin. Services, the District Council on Human Resources, and the District Council on Student Learning from Aug. 2005 through May 2007.

(4) Community—(a) I am a member of the United Methodist Church in Simi Valley and have been so since 2003; (b) In terms of my professional community, I have been and am currently a member of the California Teachers of English to Speakers of Other Languages (CATESOL) beginning February of 1998; I have also been and am currently a member of the national Teachers of English to Speakers of Other Languages (TESOL) since February of 2003 to the Present; (c) In terms of my creative community, I am and continue to be a member of the Screen Actors Guild (from 1988 to the Present).

5. Length of Service and Past Sabbaticals:


I taught full-time as a temporary full-time employee from August 1997 through May of 1998. I then taught part-time from Fall of 1998 through Fall of 2000. I gained tenure in March of 2005 and am currently a full-time tenured professor at Oxnard College. With respect to leaves/sabbaticals, I took an unpaid leave to attend to my dying mother during Fall Semester of 1999. Other than that leave, I have had no sabbaticals of any sort.

# SABBATICAL TIMELINE PROPOSAL FOR JEANNETTE REDDING

*Submitted October 19, 2009*

For Spring of 2011

JANUARY	FEBRUARY	MARCH	APRIL	MAY
Possibly attend another Eric Jensen Brain-Research Conference (depending on available funds).	Distill Brain-Based Workshop and Conference Information into at least ten one-hour PowerPoint Presentations.			Create and finalize ESL/English multi-level brain-compatible lesson plans.



In Fall 2011: (1) Begin presentation of ten one-hour PowerPoint presentations re: brain-based teaching and learning; and (2) Disseminate multi-level, brain-compatible ESL/English lesson plans to discipline colleagues and Learning Center personnel.