

**Santiago Canyon College
Continuing Education
ORANGE EDUCATION CENTER
ENGLISH AS A SECOND LANGUAGE DEPARTMENT
HANDBOOK**

★ The ESL department is the largest in the Continuing Education Division. There are approximately 60 part time ESL instructors and 2 full time instructors who serve over 2400 students a semester at seven sites. The Orange Education Center (OEC) is our main campus, with classes held at the Anaheim Hills Center, SCC – Academic Success Center, El Modena Community Center, El Modena High School, and Lampson Elementary School. English for Work classes are also held in the community at several business locations.

★ **ESL classes offered at OEC include the following (see handout)**

- ESL classes from Transition to Intermediate 3
- Credit/non-credit Intermediate 2 and Intermediate 3, conversation, and pronunciation classes held at the SCC campus in the Academic Success Center.
- Conversation/ pronunciation classes
- Citizenship classes and Citizenship center
- Interactive Language/Learning Training Center (ILTC) – language and workforce preparation courses;
 - ILTC is open to any OEC student to improve language, reading, writing, and math skills.
 - Open 5 days a week:
 - M - 11 AM to 6:30 PM
 - T – H 12 PM – 6:30 PM

★ **ESL DEPARTMENT MEETINGS:** The ESL department meets on the third Wednesday of each month from September through May. Meetings alternate between morning and evening meetings. Notification of meetings is via memos and emails. Meetings are open to all instructors.

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★ CLASS SIZE/ CLASS CANCELLATION –

- **A minimum attendance of twenty –two (22) students** is normally required in order to offer a class. **The class will be canceled if a class does not maintain sufficient attendance.**
 - The instructor is responsible for submitting the roster(s) to the Admission & Records office when a class is canceled.

★ STUDENT ADMISSION & REGISTRATION & ATTENDANCE (See General Guidelines for Maintaining and Reporting Student Attendance Rosters)

- **Student admission to class** – A student should not be allowed to attend any class unless his/her name appears on one of the following documents: a student (pink) copy of registration form, a class add/drop slip, a confirmation slip, or preprinted name on the roster.
- For registration, send students to the OEC Admission and Records office, to the site director, or at El Modena High School, Room 326.
- **Dropping students from class** –
 - Drop students from your class roster that do not attend the first night of class of each semester.
 - Drop students that do not call in absences and/or do not attend for two weeks.
 - See attendance and drop procedures.
- Pre-registration for the next semester usually occurs within the last three weeks of the semester.
- Student levels for the next semester must be determined and entered in Web ASAP prior to pre-registration (approximately 5 weeks before the end of the semester).
 - Student's level evaluations are based on multiple measures including classroom observations, test and competencies applied, CASAS test results, and level post-tests.

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★ LEARNER PERSISTENCE

- **Quick Facts about learner persistence**
 - Begin class on time
 - Have a plan for welcoming new students
 - Use the Student Guide as an orientation activity
 - Use an agenda
 - Student objectives and agenda are clearly indicated every day;
 - Implement SCANS (Secretary's Commission on Achieving Necessary Skills – 'soft skills' necessary in the workplace)
 - See supplemental handout re SCANS
 - Have a set syllabus
 - Give homework
 - Grade homework or class work
 - Give tests
 - Have students record scores and track progress in their student guide
 - Give certificates for level completion and/or attendance
 - Give praise (teacher and/or peer)
 - Call students if absent (long-term)
 - See guidelines for telephoning students
 - Student rosters with phone numbers are available on-line at <http://remote.rsccd.org>
- **Quick facts about high retention class themes**
 - Structure – agendas, syllabi, routine, teams
 - Organization – students are busy, active during entire class
 - Community – teachers know students' names and details about their lives;

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- Supportive classroom environment with classmates and teacher; a feeling of community;
- Students feel they can come back at any time; (We now have IA's that can assist students or give them assignments in the ILTC).
- Examples & Explanations – teachers know their material
 - Students need time to process questions and formulate answers, count to 5 before you expect an answer;
- **Our Goal:** To help students overcome the barriers of work and family and attend classes on a regular basis.
- **Student Goals:** Help students set realistic goals
- **SCC OEC Student Guide: (See separate guidelines for using the Student Guide.)**
 - Available for every student at the beginning of each semester and new students that enter the program;
 - Instructors use the guide the first week of school to orient students to school and our program;

★ CLASSROOM ACCESS

- Students may enter classrooms and/or use the computers when teachers are present. Students may use the ILTC before and after class.
- At the end of classes, classrooms will be locked by security/ or custodial staff at each site. Instructors should leave with the students at the conclusion of the evening classes.

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★ CURRICULUM / COURSE OVERVIEWS

- **Curriculum** -The Rancho Santiago Community College District Continuing Education ESL curriculum is aligned with the current State Model Standards. The curriculum is available to all instructors. Contact the ESL Coordinator for copies.
 - The recommended core textbook for each level supplements the competency-based curriculum. The Resource Center at OEC has additional supplementary materials.
 - The ESL curriculum follows an integrated approach to teaching English as a second language. This includes reading, writing, listening, and speaking skills at all levels.
- **Target Language of Instruction**
 - Our ESL program is an English immersion program. The California Department of Education mandates and funds us to teach English. English should be the language of instruction, including reading, speaking, and writing in the classroom. Remember, the more students see and hear and use English, the faster they will learn it.
- **Course overviews (Please refer to faculty handout material)**
 - Course overviews are required by the second (2nd) week of each semester.
 - See sample of ESL course overview.
 - Submit course overviews to Leslie Nakagawa, Dean of Instruction, Lori Fasbinder's secretary.
 - Course overviews may be submitted electronically to Lesliel at nakagawa_leslie@sccollege.edu
 - This overview or syllabus should be provided to each student and provide information about your class. (see sample)

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- **Lesson Plans – Please refer to the section on lesson planning for format and stages of an ESL lesson.**
 - Instructors are required to submit lesson plans for any absences.
 - See www.aduledteacher.org for Lesson Plan Builder an on-line feature of OTAN (Outreach Technical Assistance Network)

★NEW ESL INSTRUCTORS – Orientation and Evaluations

- All new ESL instructors will have an orientation with the ESL Coordinator. Orientation includes introduction of administrative and support staff at OEC. Topics include an overview of curriculum, textbooks, program specific registration procedures, ESL assessment, and CASAS testing, EL Civics projects, staff development opportunities,
 - Resource Center and technology orientation with Yumiko Carney, Resource Center/ Technology Coordinator
 - CASAS/EL Civics orientation with Yadira Velasco, EL Civics /CASAS Coordinator
- All new ESL instructors are evaluated in accord with the CEFA collective bargaining agreement.

★PARTNERS

- Instructors who share classes by teaching the same students and using the same core textbook but on different days of the week are called teaching partners.
 - Partners are scheduled for the Monday (M) /Tuesday (T) class or the Wednesday (W)/ Thursday (H) class.
 - Each instructor has his/her own ticket number and roster and is responsible for maintaining current and accurate rosters.

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- Tips to help – students need to feel that the partners are working together as a team for the benefit of all students.
 - Coordinate instruction
 - Share the same book and curriculum competency areas. Each instructor should follow the text in sequential order and not split the text by odd/even units or lessons. This allows follow-up and review of areas that need additional review, clarification, and/or presentation on the next consecutive day. Remember our students attend classes when they are able and do not always attend every day.
 - Communicate with each other – email or phones are important tools. Work on a plan for communication of sharing of materials. (At O.E.C., there are storage drawers and cabinets for materials. Be sure they are clearly identified and easy to follow.)
 - Share students' progress, success, and concerns about students.
 - Coordinate classroom responsibilities:
 - Both partners need to encourage students to buy the core text.
 - Share the duties of EL Civics projects and CASAS testing.

★ Textbooks

- Students are encouraged to purchase their books, but class sets of 5 books are available for students' use.
- Books on Consignment:
 - Instructors at an off campus site must take books on consignment from the bookstore.

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- Consignment books are limited to 20 student and 20 activity books at a time. Money must be turned in before additional books will be consigned.
- Consignment books may be picked up after the first two weeks of school between the hours of 8 AM and 6 PM.
 - Contact Edna or Kari to arrange a time to pick them up and your books will be ready.
- Instructors are responsible for collecting monies from students and turning in received money or unsold books to the bookstore before the end of the semester.
- Final payment is due the last day of instruction.

★ RESOURCE CENTER

- **Hours** – Open Monday through Friday 8 a.m. to 9:30 p.m., and Saturday 8 a.m. to 12 p.m.
- **Staff** – Cristina is our full time Resource Center / CASAS staff; she is available to help you solve almost any problem.
- **Yumiko Carney** – Part time Resource Center Coordinator
 - AM Staff: Maria, Victor, Brian and David
 - PM Staff: Lupe, Michelle, Carmen and Maria Lance
 - Instructional Assistants are available to help you in the classroom.
 - To schedule IA help, signup in the resource room.
- **Resources available :**
 - Recommended core text, audio text, workbooks, & teacher editions;
 - Class sets – supplemental texts, & readers
 - Greatest Teaching Ideas
 - Audio and visual material

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- **The ADA requires that all video/ DVD's must be closed-captioned in case a hearing-impaired student attends your class.** Please check with Cristina Vives in the Resource Center or Flo Zysman, ESL Coordinator before using any video or DVD.
- Resource materials
 - Photocopyable
 - Transparencies
 - Manipulative – realia, games, pictures and more
- Audio and visual equipment – CD/ tape players, laptop/projector (must be trained & approved by coordinator to check out this equipment)
- Staff development resources
- Curriculum materials
- CASAS materials
- ESL Pre & Post assessment test
- **Equipment/ Copies and Printers**
 - Copy request
 - Small self serve copier – **limit to 40 copies /day**
 - Publications – large copy request more than 100 copies;
 - Chart printer
 - Laminator
 - Color printer

★ TECHNOLOGY

- **Technology staff: Jeremy and EJ at 628-5918**
- **submit request on-line;**
- **Classroom Technology –**
 - Ebeam instruction manual is available on-line and in the resource room;

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- All computers in all classrooms have the same software;
- All software is on the server and is monitored for usage according to the number of licenses;
 - If you are unable to access a program it is being used to it's capacity;
- Instructor's are encouraged to purchase a 'flash drive' to transport files;
 - Resources: www.adultedteachers.org and www.casas.org

★ TESTING – CASAS, PRE- & POST ASSESSMENT TEST, EL CIVICS:

- **ESL Orientation and Appraisal** – Students are evaluated to determine their appropriate level. A test proctor administers the appraisal. Sometimes students scores are higher or lower than their actual ability. Instructors may recommend students register in another level class. Remember students may attend any class of their choice.
 - Students who enter the program 6 weeks before the end of the semester will be placed in one level lower than indicated at placement assessment and should be placed in their correct level in the new semester.
- **ESL Pre/Post test** – The ESL department has pre & post tests for each level that are administered by the instructor at the beginning and end of the semester. Instructors reserve the test from the Resource Center at least 24 hours in advance. ESL Pre-tests may be given the second or third week in the term when class enrollments have stabilized. The ESL Post- tests are given prior to level determination so pre-registration may proceed.

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- **CASAS – Yadira Velasco, EL Civics/CASAS Coordinator is available for questions and assistance.**
- State and Federal accountability require that all students who enroll and attend class for one day or more must participate in CASAS (Comprehensive Adult Student Assessment System) testing. See handout of ESL skill level descriptors, benchmark levels and sample report.
 - CASAS assessment measures competencies in functional life and work contexts. (Copies of the competencies are available in the Resource Center)
 - Funding is based on learning gains as evidenced by the post-test scores of students who have completed at least twelve (12) hours of learning and these four CASAS forms: Entry record, pre-test, update record, and post-test.
 - Students may gain up to two benchmarks (learning gains) from CASAS testing and an additional three benchmarks from passing the EL Civics performance assessments.
- **Testing periods** - All new students are pre-tested as part of the placement testing process. The CASAS post-test is given two times each semester. At the beginning of each semester the test schedule is announced and prior to all testing dates.
 - Instructors administer the posttest during the designated testing week. Instructions and materials are available from the resource center. Please plan quiet classroom activities for students who have earned the maximum number of benchmarks and do not need to be tested.
 - Within two weeks of testing, the results will be returned to you via your mailbox. Please share your student's results

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with them and use the classroom summary for preparation for the next CASAS testing cycle.

- Record student's results in their Student Guide
 - Materials related to CASAS are available in the Resource Center and on CASAS on-line quick search. (see handout)
 - Students may be post-tested at any time during the semester. Contact the Resource Center /CASAS staff for information.
- **EL Civics**
 - Instructors are responsible for carrying out the lessons, and administering the performance assessment. Three assessments are conducted yearly, one in the fall and two in the spring semester.

★ FIELD TRIPS

- The procedure for approval of field trips requires the following:
 - Submit a completed field trip request form (located on the forms rack in the mail room area) to the ESL Coordinator & Dean of Instruction for approval two (2) weeks prior to the field trip
 - **PLEASE NOTE:**
 - **DO NOT give oral or written directions to students**
 - **Provide only the address**
 - **DO NOT 'assign' students to carpool**
 - **DO NOT provide transportation to students in your car.**
 - Questions regarding liability should be directed to Leslie Piazza, Risk Management, District Office at (714) 480-7570.

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★ FACULTY ABSENCE FROM CLASS –

- If you must be absent from a scheduled class,
 - call the absence line **714/628-5917 As Soon As Possible**
 - A substitute instructor will be contacted and arranged to cover your class.
 - Under no circumstances should you cancel a regularly scheduled class or provide your own replacement without prior approval.