

Santiago Canyon College
Continuing Education

ESL
DEPARTMENT
HANDBOOK

2011-2012

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We would like to extend you a warm welcome to the Santiago Canyon College Continuing Education ESL Department! We hope you enjoy your teaching experience with us.



GENERAL INFORMATION

The ESL department is the largest in the Continuing Education Division. There are approximately 45 part time ESL instructors and 2 full time instructors who serve over 2400 students a semester at seven sites. Eden Quimzon is the full-time ESL Department Chair, and Mary Walker is the full-time ESL Coordinator.

Orange Education Center (OEC) is our main campus, with classes held at the East Anaheim Community Center (EACC), Santiago Canyon College (SCC), El Modena Community Center (EMCC), El Modena High School (EMHS), and the Friendly Center (FRLY). English for Work classes are sometimes also held in the community at several business locations.

There is an online Faculty Handbook on the SCC website (<http://www.sccollege.edu>) under *Continuing Education/Faculty-Staff Information* that contains general information for all departments. This ESL Handbook has information specific to the ESL Department. Many of the ESL materials are also available electronically on our “H” drive. You access this through the remote portal/Department Directories/ESL Department folder.

ESL classes include the following

- ESL classes from ESL Literacy/Transition through Intermediate 3
- Conversation and Pronunciation classes
- Citizenship classes
- Interactive Learning Resource Training Center (ILRC) – language and workforce preparation courses
 - ILRC is open to any OEC student to improve language, reading, writing, and math skills.
 - Open 4 days a week:
 - M-Th: 11:30 AM to 1:30 PM and 4:30 PM to 6:30 PM

INSTRUCTOR RESPONSIBILITIES

Attendance/Grading: WebAttendance & WebAdvisor

We use two separate online systems for attendance and record keeping: **CI Web Attendance** and **WebAdvisor**.

- **CI Web Attendance** is for:
 - Recording attendance
 - Printing Sign in Sheets
 - Running attendance reports
- **WebAdvisor** is for:
 - Dropping students
 - Posting Grades (COM, AT)
 - View/Print student contact information
- Printed instructions
 - The complete instructions for **WebAttendance and WebAdvisor** are also available **on the H Drive** (including user name and initial password information - very important!).
 - Contact information for technical assistance is on the attached *Database Reference Sheet*.
- Grading Guidelines
 - P- Promoted
 - SP-Satisfactory progress, but not enough to be promoted
 - NP-Not promoted (NO measureable progress such as spotty attendance)
 - COM: (Intermediate instrutors only); Use a COM for students who have been promoted AND achieved the passing score on the ESL Post Test
 - Intermediate 1 and 2: 75%
 - Intermediate 3: 70%

Faculty Absence From Class

- Call the Absence Line
 - If you must be absent from a scheduled class, call the absence line **(714/628-5917)** **as soon as possible.**
- A substitute will be contacted and arranged to cover your class (unless subs are not being used due to budget constraints).
- Instructors should never cancel a regularly scheduled class or provide their own replacement without prior approval.

Course overview/syllabus

- Course overviews are required by the second week of each semester.
- See the **template and sample of the ESL course overview** which is also on the H Drive. The template may also be found on H drive.
- Submit course overviews either electronically or in hard copy to Linda Frederick, administrative assistant to the Dean of Instruction, Jim Kennedy.
- This overview or syllabus should be provided to each new student and provide information about your class.

Instructor Evaluations

- All ESL instructors are evaluated in accordance with the CEFA Collective Bargaining Agreement.

ESL Folder on H Drive

- ESL instructors have access to the ESL folder on the H drive. This may be found on the *Remote Portal Home Page/Department Directories/ESL Department* – then choose the folder.

Email and mailbox

- Instructors are expected to check their email and mailbox at least once a week. Email is the main way we communicate and share important information. You will be shown how to access your email once you have completed the hiring process.

Parking

- You will be given a parking permit to leave on your dashboard. This will allow you to park in the parking places marked for *Staff* in the parking lot at OEC. (At the time this is written, part-time instructors do not yet have to pay for parking.)

Classroom Keys

- There are cabinet keys inside the instructor station inside each classroom at OEC. Please remember to lock the cabinets and return the key at the end of your class.

PROCEDURES

Student Admission, Registration, and Drops

- Students should not be allowed to attend any class unless their names appear on one of the following documents: a student copy of the registration form, a class add/drop slip, a confirmation slip, or preprinted name on online roster.
- For registration, send students to the OEC Admission and Records (A& R) Office.
 - Offsite instructors register the students themselves and bring the forms to the OEC A & R Office.
- Dropping students from class
 - Drop students from your class roster who do not attend during the first two weeks of each semester. (See attendance and drop procedures in the online Faculty Handbook.)
- 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 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 ESL post-tests.

Class Size/Cancelation

- A minimum of 22 students is normally required in order to offer and maintain a class. The class could be canceled if it does not maintain an average of 22 students.

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. By giving the ESL Pre-test in your class, you can determine whether or not the students have been placed correctly. Instructors may recommend students register in another level class. Remember students may attend any class of their choice.

Testing (CASAS, Pre- & Post Assessments, EL Civics)

- **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 should reserve the test from the Resource Center at least 24 hours in advance.
 - ESL Pre-tests should be given the second or third week in the term when class enrollments have stabilized.
 - The ESL Post-tests are given prior to pre-registration.
 - The audio portion of the tests is available on the computers.
 - Instructions on how to give and score the ESL Pre-test and Post Tests are available in the Resource Center.
- **Elective Credit**
 - Intermediate 1, 2, and 3 students may earn high school elective credit if they passed the tests with the following scores: Int. 1 and 2: 75%; Int. 3: 70%

▪ CASAS

- 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. **This is a huge funding source for our school!**
 - 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.
 - There are various reports to help you decide which competencies your students need to learn.
 - Yumiko Carney is the CASAS Faculty Coordinator and will assist you with curricular CASAS questions.

▪ EL Civics

- EL Civics is an additional instructional tool and assessment for our students. It also represents a huge funding source for our school.
- Instructors are responsible for teaching the lessons and administering the performance assessment. Several assessments are conducted yearly in the fall and in the spring semester.
 - Rocio Silvia, EL Civics Coordinator is available for questions and assistance in the evenings.

▪ Testing Information

- All new students are pre-tested as part of the placement testing process. The CASAS post-test is usually 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 post-test 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 with them and use the classroom summary for preparation for the next CASAS testing cycle.
- Have students record their results.
- 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.
- Update records need to be filled out for all students at the end of each term.

DEPARTMENT ISSUES

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. However, the textbook may not cover all the competencies to be taught. The Resource Center at OEC has additional supplementary materials you may use to enhance your instruction.
- 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.
- The ESL curriculum is on the H drive under **ESL Curriculum Spreadsheets.**

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.

Lesson Plans

- Instructors are required to submit lesson plans for any absences.
- See www.otan.us for Lesson Plan Builder, an on-line feature of OTAN (Outreach Technical Assistance Network)

ESL Department Meetings

- The ESL department meets monthly to discuss and vote on key issues including curriculum and faculty development. Depending on the budget, sometimes there are funds to pay part-time instructors (at the non-instructional rate) to attend. At this time, part-time instructors are not being paid to attend.

Textbooks

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

Field Trips

- The procedure for approval of field trips requires the following:
 - Submit a completed field trip request form (located in the online Faculty Handbook) to the ESL Coordinator & Dean of Instruction for approval two 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.

ADDITIONAL INFORMATION

New ESL Instructors – Orientation

- 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, CASAS testing, EL Civics projects, and faculty development opportunities.
- Resource Center and technology orientation with Yumiko Carney, Resource Center Coordinator
- CASAS/EL Civics orientation with Araceli Trujillo, Rocio Silva or Clarice Da Fonseca, EL Civics /CASAS Coordinator

Classroom Access

- Students may enter classrooms and/or use the computers only when teachers are present
- 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.

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. There aren't too many partner classrooms, but if you should teach with a partner, here is some useful information:
 - Partners are scheduled for the Monday (M) /Tuesday (T) class or the Wednesday (W)/ Thursday (Th) class.
 - Each instructor has his/her own ticket number and roster and is responsible for maintaining current and accurate rosters.
 - 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 OEC, 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.

RESOURCE CENTER

Hours

- Hours might vary from semester to semester.

Staff

- Araceli Trujillo - full time CASAS staff
- Yumiko Carney – Part time Resource Center Coordinator
- AM & PM Staff: Maria Flores, Kelly Nakagawa, Gloria Trujillo, Lupe Villalobos, and Tremonisha Martin
- Instructional Assistants (IA) are sometimes available to help you in the classroom. To schedule IA help, signup in the resource room.

Resources

- Recommended core text, audio text, workbooks, & teacher editions
- Class sets – supplemental texts, & readers
- Greatest Teaching Ideas
- Audio and visual material
 - **The ADA requires that all video/ DVD's must be closed-captioned in case a hearing-impaired student attends your class.** Please check with Yumiko in the Resource Center or Mary Walker, ESL Coordinator before using any video or DVD.
- Class sets – supplemental texts, & readers
- Resource materials
 - Photocopiable
 - Transparencies
 - Manipulative – realia, games, pictures and more
 - Audio and visual equipment – CD/ tape players, laptop/projector. There is a special check-out form that you can get from Araceli to check out laptops/projectors.
 - Faculty development resources
 - Curriculum materials
 - CASAS materials
 - ESL Pre & Post assessment test

Equipment/ Copies and Printers

- Copy requests: The bottom line is that paper/copies are limited, and it's best to plan ahead for a 24-hour turnaround on the **large copier** in the Resource Center and one week turnaround for **Publications**. I thank you in advance for your help with this.

1. Small Copier (MONTHLY limits) – Please use this for last minute copies and not class sets on a regular basis, or you will reach your maximum number of copies very quickly!

Maximum number of copies per month: 500 copies – all instructors

If you make all your copies in a few days, you will not be able to make more from the small copier.

2. Large Copier (WEEKLY limits) – 24 hour turnaround

| # of Days you teach | Maximum number of copies per week |
|----------------------------|--|
| 4 days a week: | 500 copies a week |
| 5 days a week: | 620 copies a week |
| 1 day a week: | 120 copies a week |

Please remember to allow a 24-hour turnaround for the instructional assistants to make your copies on the large copier. The small copier is for you to make immediate copies. If you are already over the limit, your copy request will be forwarded to Publications (so your copies may not be ready in time for your class!). Please don't ask the instructional assistants to bend the rules and make "just a few more" as it puts them in an uncomfortable position when they have to say "no."

3. Publications - one week turnaround:

There is no limit on how many copies you can request from Publications. But you have to plan ahead to give them a week to make the copies for you. The forms are in the Resource Center to request copies from Publications.

- Other available resources
 - Chart printer
 - Laminator
 - Color printer

TECHNOLOGY

Technology staff

- Jeremy and Ej 85918

Classroom Technology

- Ebeam instruction manual is available on-line and in the resource room.
- 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 its capacity.
- Instructors are encouraged to purchase a flash drive to transport files
- Resources: www.adultedteachers.org and www.casas.org

Instructions for Using Computer Stations at OEC

Starting up:

Turn on computer - under keyboard. (Some rooms ask you to press F2 to enter setup.)

Turn on red switch in side cabinet.

Turn on lamp and power switches on document reader.

User name: eslinstructor (HSS – use hssinstructor; ABE – use abeinstructor)

Password: 54321

Log on to: OEC

Click on Instructor Tools

Click on Projector Management

Click on the icon over “Projector 1” to turn on projector.

On document reader, middle switch (Input) should be on Main to project from desktop, and RGB in to project from document reader.

Shutting Down:

Click on Instructor Tools

Click on Projector Management

Click on icon over Projector 1 to turn off. Click Yes to confirm.

Close all windows.

Shut down computer as usual.

Turn off red switch in left cabinet.

Turn off Document reader (Lamp and Power – off).

Student Computers:

User Name: eslstudent (hssstudent, abestudent)

Password: (none needed)

Domain: OEC

**IF YOU NEED HELP WITH ANY OF THE ABOVE,
PLEASE ASK A COMPUTER TECHNICIAN.**

Reporting Technology Problems/Help Desk Requests

- **What to do when encountering a computer problem:**

- If you are experiencing a problem with a computer, please save all work and restart the computer. Many problems are automatically fixed when the computer restarts. If the problem is not with a computer or persists after a restart then you will need to fill out a technology repair request.
- If the problem is an emergency (i.e. something breaks which is needed for the class to continue) then please fill out a help desk request and then call 628-5918 and report the problem. A technician will be by as soon as possible. Please only call if the request needs immediate attention.
- If the problem is not urgent please report the problem via the web based technology work request form available at <http://Helpdesk>

- **How to use the Helpdesk Work Order System:**

- Open a browser (Internet Explorer, Mozilla Firefox, etc.) and go to <http://Helpdesk>. Fill in your email address and password and click login. This will tell the tech who is reporting the problem and verifies your identity.
- After logging in you will see a page asking for information about the problem. Find the *Problem Type* drop down box and select "OEC" then select "11 self service". In the *Subject* line place a one line description of the problem. In the *Problem Detail* area place a description of the problem. Please include:
 - 1) A summary of the problem. Include a list of everything in use at the time of the problem. Exp: Plato crashed while using MS Word
 - 2) Steps to reproduce the problem. Include the user you were logged in as, and a set of steps the tech can use to cause the failure.
 - 3) When the problem was first noticed. Include date and time if possible.
 - 4) Please include the room number and computer number. (Computer #1 is the computer closest to the west most door. Instructor stations are always the highest numbered computer in the room.)
 - 5) (optional) A screenshot of the error message is also helpful. Screenshots can be made by selecting "Print Screen" next to the F12 button at the top of the page. You can then insert this page by selecting the "paste" option.
- Click "Continue" to proceed to the next step. You will be asked to select the Location and Room where the problem occurred. Please replace the defaults with the correct information and click "Save".
- Upon clicking save you should receive an email detailing the problem you just submitted. You can add additional information to the work order by clicking "Add note" or cancel the request with the "Cancel" button. This can also be done through <http://helpdesk> as well. In addition, the website shows your past requests for historical record.

- FAQ

Q) What should I do if I still have a problem even after the work order is shown as closed?

A) Please fill out a new work order and mention the previous work order number in the problem. Please try to discuss how to reproduce the problem. If the problem occurred at random or is critical please call 564-5449, be sure to mention the past request.

Q) I'm not sure how to describe the problem or what to say. What should I write?

A) Try to describe the state of the computer at the time the problem occurred as well as the task you were attempting to accomplish. I.e. I had Word, Excel, and ASAP open and I was trying to open a new spreadsheet when I got a message box that said "error 505: not enough memory". Just do the best you can; if the technicians cannot understand or find the problem, they will contact you for more information.

Q) How long do I have to wait before my request is fixed?

A) Typically requests are fixed in less than 24 hours from submission. Of course actual time depends on volume of requests, technicians at work, and severity of need. Please be patient; your request will be addressed as soon as possible.

Technology WebPages URL

- Technology Work Requests (onsite or via remote.rscdd.org): <http://helpdesk>
- E-mail, remote portal, and WebAttendance: <https://remote.rscdd.org>
- Intranet: <https://intranet.rscdd.org>

Technology Phone Numbers (for emergencies)

- OEC ITS (Monday-Thursday) (714) 628-5918
- SCC Helpdesk (Monday-Friday) (714) 628-5999

TEACHING TIPS

Learner Persistence

- **Quick Facts about learner persistence**

- Begin class on time
- Have a plan for welcoming new students
- Use the Student Syllabus as an orientation activity
- Use an agenda
- Student objectives and agenda are clearly indicated every day
- 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)

- **Quick facts about high retention class themes**

- Structure – Create agendas, syllabi, routine, teams.
- Organization – Students are busy, active during entire class.
- Community – Teachers know students' names and details about their lives. Create a supportive classroom environment with classmates and teacher - a feeling of community.
- Students feel they can come back at any time.
- 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 is to help students overcome the barriers of work and family and attend classes on a regular basis and to help students set realistic goals
- **SCC OEC Student Syllabus: (See separate guidelines for using the Student Guide.)**
 - Should be 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.