



**GRAYS HARBOR  
COLLEGE**

**ESL PROGRAM**

**FACULTY & STAFF  
HANDBOOK**

## **Program Overview**

ABE = Adult Basic Education

This course provides instruction in reading, writing, and math to students who are working towards a GED. The class will also benefit persons who have a GED or High School Diploma but wish to bring their skills up for employment reasons or for college entrance.

ESL = English as a Second Language

Reading, Writing, Speaking, and Listening Skills for persons whose first language is not English.

GED = General Educational Development

The GED Tests measure knowledge and academic skills against those of today's traditional high school graduates. A GED credential documents that those who pass have high school-level academic skills.

### **Locations of Classes**

- GHC Campus
- Whiteside Education Center
- Hopkins (Harbor High School)
- Hoquiam Middle School
- GH County Jail
- Elma Middle School in Elma
- Riverview Education Center in Raymond
- Columbia Education Center in Ilwaco
- Ocosta Elementary School in Westport

## ENROLLMENT

**IMPORTANT:** It is important to remember that it very important for our funding to fill out **ALL** of the enrollment form (employment status, student intent, etc) every quarter that the student enrolls.

### **Adult Basic Education Enrollment and Tracking Form**

All students must complete an 'Adult Basic Education Enrollment and Tracking Form' every quarter. Turn in all paperwork as soon as possible to the WABERS Intake person.

1. Mark the term and year
2. Mark Student Status
3. If the student has a Social Security Number (unless the student does not want to disclose it), fill that in. If not, contact the WABERS Intake person for a Student ID Number (SID). You will need the name and birth date of the student to either look up a continuing or returning student or get a SID assigned to a new student.  
Get any last names the student may use.  
Address/telephone number/birth date/age/gender  
\*Students must be 16 years old to attend the program. If they are 18 or younger, they must sign a waiver. (See WABERS intake person)
4. Student Purpose – mark 'other' and write 'ESL.'
5. Mark 'No' in both places
6. Mark 'One Quarter'
7. Mark appropriate employment status
8. Mark Education level (in the U.S. or other country)
9. Mark Family Status
10. Old - Do NOT mark US citizenship. New – Emergency contact
11. Mark Ethnic Origin
12. Record test scores
13. **Class line number:** This will change every 2 weeks. It will begin with J, L, K, L, M, or N.  
**Dept:** ESL  
**Course #:** ESL 1 = 011; ESL 2 = 012; ESL 3 = 013 etc.  
**Sec. #:** Class/site will be assigned a section number  
The first number should represent the current quarter (Summer – 1; Fall – 2; etc.)  
**Course Title:** ESL 1, ESL 2, ESL 3, etc.

**Credit:** This determines instructor's load (Example: 9.8) Credit amounts are subject to change, depending on enrollment and when the student enrolls. Check the schedule to determine how many credits the student will register for. This depends on the date the student is enrolling.

**Instructor:** Instructor's last name

**Day:** Days the class meets

**Time:** The time class meets

**Location:** Whiteside (WEC), Hopkins (HOP), Hoquiam (HMS) and room number

14. Be sure to have student sign and date the enrollment form.

15. If the student is in Level 5 or higher, write 'ADVISOR: BARBER' at top of the enrollment form.

16. Write at top right of enrollment form \$25 or W (for waiver).

You will return to this form to Donnita with the test answer sheet after the student completes pre-testing.

White copy – WABERS Intake person

Yellow copy – Student's file

Pink copy – Give to student

### **Tuition**

The tuition for each quarter (It does not matter how many classes.) is \$25. Student may pay it in person or mail it to the Business Office on the main campus. They must have a copy of their enrollment when they pay. Mailed payments must be made by check or money order.

If this is a hardship for students, they can complete a waiver (green).

Mark what aid students receive. If they do not receive any aid, but are unable to pay, mark 'Statement of Need' and write the reason (low income, unemployed, etc.)

Be sure students sign and date the form.

Write your last name at the top right hand corner.

Students have to complete a tuition waiver every quarter.

Write at top right of enrollment form \$25 or W (for waiver).

### **WABERS Student Intake**

WABERS = Web-Based Adult Basic Education Reporting System

Have students complete the form.

Goals: Mark 'Improve English language skills'

Special Programs: Mark 'English literacy/civics'

Be sure to have students sign and date the form.

You will return to this form to complete the test score section after the student completes pre-testing.

Tracking form

This form should be stapled inside each student folder. Updated CASAS scores should be recorded. Signatures of the testers are required.

### **Continuing Students**

Continuing students need to complete an enrollment form and tuition waiver (if applicable) every quarter.

### **Returning Students**

Returning students need to complete an enrollment form and tuition waiver (if applicable). If they have not attended for six (6) months or more, they need to be retested. You can check in WABERS for testing history. If it has been less than six months, they can enroll in the level they had been in. They may need post-testing.

### **Submitting Enrollment**

\*Before submitting paperwork, be sure to get a SID from the WABERS Intake person. Be sure that number and the name of the student is on each paper. Also write your last name at the top right hand corner of each paper in case there are any questions.

Submit the following documents to the WABERS Intake person.

- White copy of enrollment form
- Tuition Waiver (if applicable)
- WABER Intake Form
- Appraisal and Pre-Test Answer Sheet

Place the yellow copy of the enrollment form in the student's file with the Appraisal answer sheet. Give the pink copy to the student.

You will receive 2 copies of the tuition waiver. One is for the student; one if for the student's file.

**It is vital that this information is correctly and accurately recorded  
so that students are federally reportable.  
Otherwise, we will not receive funding.**

## TESTING

CASAS = Comprehensive Adult Student Assessment System

The CASAS Appraisal is required by Washington State for ALL students enrolling in ABE or ESL classes.

The ESL CASAS measures Reading and Listening Skills for ESL students.

The ABE CASAS is used to give instructors a general idea of a student's grade level equivalency in Reading and Math upon intake into an ABE program.

There are testers in the morning, afternoon and evening at WEC. They can also go to other sites as needed by pre-arrangement. If you teach at other sites, you will do your own testing. If you have a large group for pre- or post- testing, the testers can help you. If you teach at WEC, a tester will be available for testing.

Students must be within eyesight of the tester. Students may not listen to the test more than once.

### **Oral and Written**

Before the Appraisal, the student completes short oral and writing tests. These determine if the student has any English skills and/or literacy.

Oral:            Review the script and rubric.  
                    The tester keeps the script. It is an oral exam.  
                    Assure the student that it just to help the program to best serve them. If they can't respond, it is okay. Just move on to the next question.  
                    Score each response.  
                    Record the total on the oral exam, the appraisal and the tracking sheet.

Written:        Give the student the form to write on.  
                    Explain to the student that they will listen to you say the sentences and write as best as they can.  
                    Instruct the students to listen to the entire sentence before they start to write.  
                    Repeat each sentence three (3) times.  
                    Score the writing and record the scores on the written exam, the appraisal and the tracking sheet.

If the student receives a score of 6 or less on the oral exam, proceed to the five (5) practice questions on the Form 27 pre-test.

### **Appraisal**

TIME: 25 minutes for each section.

On the answer sheet, write the student's name and date.

Give the student the booklet and explain that they need to bubble in the answers on the sheet. There are three (3) listening parts and one reading part. You will need the cassette tape and tape player or CD player and CD. There are also headphones.

When the student completes the Appraisal, score it. (see Answer Key)

The score on the Appraisal will determine which pre-test the student will take. If the student's English language skills are extremely low (illiterate), they can still take the Form 27.

Record the Appraisal score on the answer sheet and on the WABERS Student Intake form. Use the Answer Key to calculate the Scaled Score.

### **Pre-testing**

TIME: approximately 1 hour for each section (Reading and Listening)

Students must be pre-tested within 12 class hours of enrollment.

The Appraisal score will indicate the designated reading and a listening pre-test.

Write the student's name and the date on the CASAS Answer Sheet and if it is a pre- or post-test for ESL.

After the student completes the tests, correct the test, calculate the scaled score and record it on the answer sheet, the tracking sheet (stapled on inside of folder) and enrollment form and the WABERS Student Intake form.

The keys and scaled scores are in the *Test Administration Manual* and will tell you in which level the score falls. If the student's scores fall in two different levels, place them in the lower level.

Based on the scores, enroll the student in the appropriate level on the enrollment form.

If it is a new student, also enroll them in an Orientation class.

### **Post-Testing**

TIME: approximately 1 hour for each section (Reading and Listening)

After 45 hours of class time, students must be post-tested. The 'Suggested Next Test' (listed in Testing Eligibility in WABERS) will indicate which test the student needs to take. The procedure is the same as Pre-Testing. Be sure to record the scores on all the appropriate papers (WABERS and tracking). Turn in the post-test answer sheet to the WABERS Intake person.

If you know a student is leaving the program, post test the student even if he/she does not have 45 hours. You can also post-test at the end of the quarter if a student has close to 45 hours.

You are encouraged to inform students of their test scores and celebrate any gains they make.

A student's goal is considered achieved if he/she has made a 3-point gain in Levels 1-3 or a 5-point gain in Levels 4-6.

**Pre- and Post-Testing as well as accurate reporting is vital to our funding,  
as it is federally reportable.**

# **REPORTING**

## **Student Files**

You are responsible for maintaining your student files. If the student transfers to another class, you will be asked to pass on the file to that teacher. You may request the file if a student transfers into your class. Files of past students are kept in the Teacher Resource Room or in the back at WEC. If a student is enrolled in more than one class, make a note of it on the file so it is clear there is more than one file.

## **Education Interview**

An Educational Interview should be completed with each student when they enroll or enter your class and reviewed and signed each quarter by the instructor and student.

## **Add/Drop**

If a student changes his/her schedule or changes class due to a level change (after post-testing), complete an Add/Drop form. Be sure the student signs it. Turn it in to Admissions.

Check the schedule for the line numbers and credits.

## **Attendance**

It is essential that daily attendance be kept. Each instructor must report their attendance records bimonthly and quarterly for each student.

Attendance books and Excel spreadsheets are available.

Cumulative attendance (WABERS) hours are due the 1<sup>st</sup> and 15<sup>th</sup> of each month. Turn them in to the WABERS Intake person.

At the end of each quarter, a signed hard copy of attendance must be submitted to the program assistant.

If a student is not attending, you are encouraged to call the student or ask a testing person to call. It is important that students attend class a minimum (ideally many more!) of 12 hours in order to be federally reportable.

## **WABERS**

<https://apps.sbctc.edu/WABERS/>

You will receive access to WABERS. This will enable you to look up student information such as SIDs, levels and testing history. Contact the Program Supervisor for this access.

It is important that you check WABERS regularly to ensure accurate reporting.

## **WABERS hours**

On the 1<sup>st</sup> and 15<sup>th</sup> of each month and at the end of each quarter, you need to submit the WABERS hours for each student enrolled in your class.

If you have a tutor, you will receive volunteer hours that are also reported on your WABERS form.

**Accurate reporting as well as pre- and post-testing is vital to our funding,  
as it is federally reportable.**

## FACULTY AND STAFF RESOURCES

### WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

<http://www.sbctc.edu/index.aspx>

This site has a variety of resources, including the Learning Standards.

[http://www.sbctc.ctc.edu/college/e-abe\\_learningstandards.aspx](http://www.sbctc.ctc.edu/college/e-abe_learningstandards.aspx)

### WABERS

<https://apps.sbctc.edu/WABERS/>

### CASAS

<https://www.casas.org/home/>

### ONLINE FROM GHC HOMEPAGE

<http://www.ghc.edu/abees/>

### **Briefcase**

Contact Human Resources for access to the Instructor's Briefcase, an online roster. Access is from 'Faculty and Staff Resources' from the GHC home page. <http://www.ghc.edu/intranet.htm> or <https://www.ctc.edu/~grays/ibc/> This allows you to monitor enrollment in your class. Be sure to check that everyone attending is enrolled. You can also get student contact information.

### **Phone Directory**

This is for the entire campus. <http://www.ghc.edu/staff.htm> You will also receive an ESL list.

### **Email Access**

You will receive a college email that is accessible from the Web. It is usually the first initial of your first name and the first 7 letters of your last name. <https://mail.ghc.edu/>

### OTHER RESOURCES

#### **Activities**

Talk Time – Aberdeen Library hosts a series of conversation-based community events in the Fall and Spring. You will be notified of the dates and topics.

Librarian: Thirza Krohn ([tkrohn@trlib.org](mailto:tkrohn@trlib.org) 360-533-2360)

#### **Emergency Procedures**

Be sure to review emergency procedures. They are posted in the buildings and classrooms.

Tony Simone [tsimone@ghc.edu](mailto:tsimone@ghc.edu) 538-4154 is in charge of campus security.

<http://www.ghc.edu/security>

#### **Evaluation**

Student Evaluations: Each quarter, you will be evaluated by your students. You will receive student evaluations. Follow the instructions.

**Observation:** You will be observed by the dean. See Part-Time Faculty Evaluation Criteria (part time) or Tenure Handbook (full time). <http://www.ghc.edu/tenure/>

## **Keys and security codes**

See the dean (Cindy Wilson) for keys. If you teach at night at WEC, you'll also need a security code.

Whiteside Instructions:

Entering: Enter the door code, turn off the alarm, unlock the door

Leaving: Check all interior and exterior doors and the bathrooms, enter alarm code

If you enter the wrong code, wait a moment and reenter it.

Alarm Code: 4 digits and ENT

Door Code: 6 digits

## **Resource Room**

At the WEC, there is a Resource Room for instructors. There are books and other teaching materials. You may use these in your classes. Please check the material out, so we know where it is. Also return it promptly so other instructors can use it.

We cannot require students to purchase books or materials because of our funding. It can however be suggested.

## **Support Services**

Copies

You can make copies on the main campus (second floor) or at WEC. You will need a code, which you can get from support staff. It is the same for any location. Work-Study students are available to help make copies.

Media Services (538-4057) Located in 1500 Building downstairs from the library

-laminating

-tech support

-video cameras

## **Van Training**

If you receive van training, you can check out a college van to use for field trips. Contact Dea King (36-538-4038) or for information on the training and checking out vans.

Before a field trip, you need to complete a RAAT (Travel Request) and attach a roster of students.

You are encouraged to take your students to any activities in the community that will enhance their education in mainstream American culture and civics.

## **CAMPUS RESOURCES**

### **Advising**

Jennifer Barber is the ESL advisor. Any ESL student is welcome to contact her, or she can visit your classroom to provide information. When a student reaches Level 5, he/she should be referred to Jennifer to formally become the student's advisor.

Contact: Jennifer Barber [jbarber@ghc.edu](mailto:jbarber@ghc.edu) 538-2516.

**Bookstore**

The bookstore stocks book and electronic bilingual dictionaries. Students are not required to purchase books. We can order books for students to buy if they want. Contact Jennifer Barber if you would like to have anything ordered.

**Bus passes**

Currently enrolled students are eligible for a bus pass. It costs \$30 and is good for one quarter.

**Library**

The library has a variety of resources for ESL students, including readers, newspapers, and tapes and DVDs, in addition to the standard library resources.

**Student ID cards**

Students can get free student ID cards at the bookstore. To get one, they will need a photo ID and a current enrollment form. Each quarter with an enrollment form, students can get a sticker to show current enrollment

**Transitions**

This is a program that assists student transition from Basic Education and Developmental Education courses to college courses. You can also get information about the GED in Spanish.

Contact: Jennifer Barber [jbarber@ghc.edu](mailto:jbarber@ghc.edu) 538-2516.

**Tutors**

There are volunteer tutors available to assist you in your classroom. There is also a Learning Lab at Whiteside Monday, Tuesday, and Thursday 3-5pm in Room 207. See Tutor Information.

Tutor Coordinator: Barb Arthur [barthur@ghc.edu](mailto:barthur@ghc.edu)

## Tutor Information

### How Can You Help in the ABE/ESL Classroom?

What are some things a volunteer can do in the classroom?

#### **With the whole class-**

- When the instructor is presenting, a volunteer can help demonstrate what will be expected of the students.
- While students are practicing, the volunteer can wander around the room, offering help, pronunciation advice, and encouragement.
- A volunteer can sit with a student who needs help understanding the instructor's presentation.

#### **With groups-**

- Students who are all learning the same skill can be grouped together with a volunteer.
- Volunteers can be conversation partners with one or several students, or review what the instructor has presented. Many students simply need to go over something again in order to understand or remember.

#### **With individual students-**

- Individual help is especially useful with shy and struggling students.
- Volunteers can help students who are behind the rest of the class, or students who are ahead of the class. They are a great help with any student who has a special need.

#### **Paper work-**

- Volunteers can help with taking roll, returning papers, passing out handouts, evaluation

#### **Testing-**

- Volunteers can monitor CASAS or other testing.

#### **Computer work-**

- Volunteers can help students find websites, use word processing and mouse and keys. Volunteers have been used with great success with students who have "computer phobia."

#### **Outside of class-**

- Sometimes adult students want extra help in a specific area (multiplication facts, fractions, reading improvement). They may want to meet with a tutor just before or after class for extra help.

#### **Friend to the students-**

- Volunteers can greet students when they arrive and stand by the door to say goodbye as they leave.
- Sometimes volunteers will be willing to share their hobbies and interests with students before class or during the break. Volunteers can help a lot with classroom atmosphere, sometimes anticipating questions the students want to ask but are afraid to.

## **Part Time Faculty Evaluation Criteria**

### **In Class Observation:**

- Exhibited knowledge of the subject matter
- Utilized appropriate teaching/learning methodologies to achieve class/program objectives
- Presented material that was appropriate for the level of the students and for the class/program objectives
- Standard-based lessons
- Clearly explained all assignments/activities
- Used class time effectively
- Used effective teaching aids to increase students' understanding of the subject when appropriate
- Treated students with respect
- Responded effectively to students' questions
- Maintained the students' interest

### **Student Files:**

Do student files have all appropriate documentation in them?

- Yellow registration form
- Student Tracking Form with test results and last date tested
- WABERS progress/intake form from previous quarters
- Copy of approved tuition waiver (if applicable)

### **Connection with the program:**

- Turning in attendance by due date
- Timely enrollment of students
- Responding to email in timely manner