UNIVERSITY of

DELAWARE

English Language Institute
Teacher Orientation Packet
English Language Institute

189 West Main Street | Newark, Delaware 19716
Tel: 302-831-2674 | Fax: 302-831-6765
www.udel.edu/eli

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Compiled & Edited by Julie Lopez
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ELI Grading Guide for the Paper Grade Form

Session Timeline Breakdown

New Teacher To-Do List before the Session Starts

Week 1

Weeks 2 & 3

Weeks 4

Week 5

Week 6/7 or Week 7/8

FINAL WEEK: Week 7/7 or 8/8

Getting Help for Distressed Students

New Teacher Observations

Rubric Used for S-Contract Teaching Observations

Sample Lesson Plans
Schedule for New Teacher Meetings after Orientation

*Check the Opening Day Memo for specific dates for these meetings. Email kenny@udel.edu to get on the eli-iep list serve.

**Week 1:** Group meeting to cover:

1) How to input attendance-- Make sure you bring attendance for both of your classes
2) Recommending new students who retested stay or move up in the Google Doc
3) Reporting “no shows” to the registrar (look for the email she sends out Friday you’re your finalized class rosters and directions for reporting no shows on Monday)
4) Turning in yellow address lists (RW class only) to the Housing Coordinator
5) Your scheduled class observation time and a review of what is necessary to prepare for observations
6) Sign-up for 1 ELI activity this session

**Week 2:** No group meeting in Week 2. An administrator should contact you about observing one of your classes.

**Week 3:** Group meeting to go over mid-session responsibilities and to address any problems:

1) Entering mid-session grades for all students
2) Meeting with all students during office hours to give them their grades and progress reports
3) Informing students to fill-out the online intention form and housing form; class choice descriptions are at [http://www.udel.edu/eli/course_fair.html](http://www.udel.edu/eli/course_fair.html); intention form advising sessions in the SALC

**Weeks 4-6:** No meeting. Meet individually with your students to go over grades, etc.

**Week 6/7:** Meeting to go over end of the session responsibilities. The meeting will cover:

1) End-of-session packets: Grade sheets, Yellow CAP student forms, Oral Rating Charts
2) Final testing procedures: All ELI Listening & Reading Test, level coordinator-approved Speaking Finals, Grammar Finals & Writing prompts
3) Entering predicted grades and retained students by Friday
4) Administering course evaluations (L/S & R/W) and program evaluations (just in L/S)
5) Monday’s faculty meeting to nominate students for awards
6) Entering final grades and retention info during the final week by Wednesday night
7) Mandatory attendance at graduation on Friday
Overview of a 7 & 8-Week Session

*The following is what “usually” happens, but this may change from session to session. Check the Opening Day Memo and email updates for current information.

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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</thead>
</table>
| *The day before classes begin: You’ll receive an email the Opening Day Memo (your classes, but NOT your roster) | **Day 1**  
**Week 1**  
Opening Day 8:45AM SALC at 108 E. Main St. Receive your roster. Meet with your level coordinator and course mentors to plan for the session. | First day of classes  
*Enter attendance  
SALC orientation (check the ODM to see when your class goes) | *Enter attendance  
New Student Retesting in PM | *Enter attendance  
Enter decisions on students who retested | *Enter attendance  
**New Teacher Meeting**  
ELI Picnic 1-3 PM or Game Night 6-8 PM | |
| **Week 2**  
Report No Shows to the Registrar  
(Submit the student’s addresses-yellow paper) | | | | | | |
| **Week 3** | | | | | | |
| **Week 4**  
Meet with students this week about midsession progress reports | | *Tell students to fill out the online intention forms for next session-due next Wednesday. | | | | |
<table>
<thead>
<tr>
<th>Week 5</th>
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<tbody>
<tr>
<td>*Students’ intention forms for classes and housing are due online</td>
<td>*Advising offered in the SALC from 12:30-2pm</td>
<td>*Enter attendance</td>
</tr>
<tr>
<td>*Faculty or Level Meetings 1:00 PM (Check the ODM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6 of 7 OR Week 7 of 8</td>
<td>*Level IV teachers submit names of qualifying students for the</td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>Meet with students in danger of failing this week</td>
<td>EAPV exam.</td>
<td>Testing Day- Listening &amp; Speaking Finals</td>
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<tr>
<td></td>
<td></td>
<td>*Enter attendance in database</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Enter predicted grades &amp; retained students by 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-EAP V Qualifying Exam</td>
</tr>
<tr>
<td>Week 7 of 7 Week 8 of 8</td>
<td>Administer Final Essay Test</td>
<td></td>
</tr>
<tr>
<td>Administer Final Reading Test</td>
<td>*Administer Final Grammar Test</td>
<td></td>
</tr>
<tr>
<td>Faculty Meeting 1:00 PM</td>
<td>*Retention Meeting for special cases only</td>
<td></td>
</tr>
<tr>
<td>Finish course evals this week! Switch with another teacher.</td>
<td>*Enter grades in database by 5PM for graduating CAP students</td>
<td></td>
</tr>
<tr>
<td>Give program evals in L/S this week.</td>
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<td></td>
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<tr>
<td></td>
<td>*Enter grades for graduating (leaving) students by 8 AM</td>
<td></td>
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<tr>
<td></td>
<td>Shortened classes- L/S 8:15-9:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R/W 10:00-11:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afternoon 1:00-2:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Enter grades for returning students by 1pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduation 3:30 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pearson Hall or Mitchell Hall (usually)</td>
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</table>
Key ELI Terms

1. **The Opening Day Memo (ODM):** The memo includes a list of the teachers’ class assignments, schedule of events, important activity dates, meeting times, and reminders for teachers. Keep this opening day memo as a guide for your session.

2. **Database:** You can find this on the H: drive on all ELI computers (on campus access only)—use this for putting in weekly attendance, midsession grades, and final grades.

3. **The IEP:** This is the ELI mailing list eli-iep@udel.edu. IEP stands for Intensive English Program. This email address sends a message to all administrators, all teachers, and all ELI staff. You will receive messages about meetings, important reminders, and other ELI business from this mailing list. You may also send out information to the entire ELI on this list if necessary.

4. **OET:** This refers to the University of Delaware’s help with any computer problems you may have with your office computer. First tell the office administrator in your building, and then email oet-help@udel.edu.

5. **The Facbook:** Most of the forms and information you need have been included in this packet. However, if you are directed to the “Facbook,” that is our ELI website for teacher information. You will find the site at www.udel.edu/eli/facbook. Click on the first link: “Table of Contents” and you will find links to a copy of the opening day memo, syllabi and timelines, important forms, and information regarding ELI policies and procedures.

6. **The SALC:** This stands for Self-Access Learning Center. The SALC is essentially the computer lab and library for student use. Besides having computers with software programs to help students improve specific language skills, the SALC also has books, mainly graded readers, and movies (DVDs) for students to check out.

7. **S3:** This stands for Student Support Services. For students (both CAP and non-CAP) repeating a class for the third time receive additional support, like extra tutoring, individual educational programs (IEP’s) through the SALC, and/or special clusters.
ELI Locations

1. **189 W. Main St.** This is the main administrative building for admissions, finances, human relations, registrars, special programs administration, the Director’s office (Scott) and the Associate Director for IEP (Joe). Six classrooms are located upstairs. Parking is for gold lot pass holders only, but there are a few parking meters in the lot you can use if you need to park for a short time.

2. **108 E. Main St., SALC** This is our largest classroom building and also includes the Self-Access Learning Center (called the S-A-L-C, which has computers with software, books and videos for students to check-out), the Faculty Library, Tutoring Center, and Associate Director for Academic Programs (Karen). Public parking lots charge $0.50 for each half hour. Central parking for those with a UD parking permit is within easy walking distance.

3. **102 E. Main St.** This is the building next to 108 that has a few more classrooms.

4. **318 S. College.** This building has classrooms primarily for lower level students and the listening lab. The parking lot here is free, but you need an ELI pass for the mornings or your car may be towed. All teachers with classes here will receive a parking pass as well as some students with cars.

5. **Amstel Square.** These classrooms are on Elkton Rd. and Amstel Ave. This location shares the building with some other businesses. A few teacher parking passes are given (ask veteran teachers about this).

6. **Elkton Corner.** There are two classrooms at this location further South on Elkton Rd. In back, there are two free reserved parking spaces for the two teachers assigned to this location.

7. **Classrooms on campus** (*overflow*)
Who’s Who at the ELI

Director
Dr. Scott Stevens
sstevens@udel.edu, office is at 189
Chief Executive Officer for the ELI, supervises full time faculty, and all senior administrators. Oversees budget and program development. For emergencies and unresolved problems the buck stops here!

Associate Directors
Joe Matterer
Associate Director, IEP
jwm@udel.edu, office is at 318
Supervises lower level and culture track “S” contract teachers, class changes, class material and textbook ordering, “S” contract hiring, and observing teachers as well as class evaluations by students, and testing and placement of new students

Karen Asenavage
Associate Director, Academic Programs
kasen@udel.edu, office is at 108
Oversees EAP track “S” contract teachers, the Conditional Admissions Program (CAP), the Cohort Program, “S” contract hiring, observing teachers

Office Coordinators
Jeanne Mae Outlaw Cannavo
jcannavo@udel.edu
Addresses building maintenance for 108 E. Main and 102 E. Main. Orders supplies, answers general questions, signs out keys, submits transportation requests, gives copy codes, manages the teachers’ mailboxes in 108 & 102 E. Main. Jeanne also acts as Karen Asenavage’s Executive Secretary.

Lynn Robinson
crobins@udel.edu
Addresses building maintenance for 318 S. College. Orders supplies, answers general questions, signs out keys, gives teachers’ parking passes, gives printer copy codes, and manages the teachers’ mailboxes. Lynn also acts as Joe Matterer’s Executive Secretary.

Christina (Chris) Smith
smithc@udel.edu
With receptionists, answers the main ELI phone line. Addresses building maintenance for 189 W. Main St., 318 S. College Ave, Amstel Square, Elkton Corner, and Rodney; submits room requests, keys, copy code, mailboxes for listed buildings. Orders office supplies. Chris also acts as Dr. Stevens’ and Joe Matterer’s Executive Secretary.
ELI Registrars

Sue Walton and Stephen Roberts
ELI Registrar, Scheduling Officer
eli-registrar, swalton@udel.edu, scr@udel.edu, office at 189
Manages the database; handles student scheduling and issuing of grade reports; responsible for web-based student intention forms and class changes, for web-based faculty grade and attendance form.

Bridget Casterline
Assistant Registrar
bridgetc@udel.edu, office at 189

Tutoring Center/ITA

Ken Hyde
Tutoring Manager
kenny@udel.edu, office at 108
Coordinates ELI’s Tutoring Center and UD’s International Teaching Assistant Training Program

ELI Admissions

Nadia Redman
Assistant Director for Admissions & Recruitment
nredman@udel.edu, office at 189
Oversees the ELI Admissions Office and is in charge of ELI marketing, student immigration documentation and student transfers. Provides visa advising to students

Kathy Kutchen
Admissions Associate, IEP (Nadia’s staff assistant)
kkutchen@udel.edu, office at 189
Responds to inquiries about attending the ELI, processes admissions applications

CAP Admissions

Jeanine Chapman
CAP Admissions Coordinator, office at 189
CAPAdmissions@udel.edu, jeaninec@udel.edu

CAP Advisor

Erin Bastein
Head CAP Advisor
CAPAdvisor@udel.edu, ebas@udel.edu, office at 108
Runs CAP meetings, advises CAP students on course selection and progress, follows up with CAP students struggling academically, coordinates partner school visits to the ELI
CAP Cohort

Rachel Lapp
CAP Cohort Coordinator
rlapp@udel.edu, office at 108
Coordinates CAP cohort activities and supervises cohort instructors and peer mentors

Bridge Coordinator

Julie Lopez
Bridge Coordinator, Videography
julo@udel.edu, office at 108
Coordinates the Bridge Program, a transition program to university classes; produces the promotion videos about ELI programs

Special Programs

Baerbel Schumacher
Program Manager
baerbel@udel.edu, office at 189
Initiates and oversees special programs (teachers, high school groups, etc.

ELI Financial Office

Dru Arban
ELI Financial Officer
druarb@udel.edu, office at 189
Manages the ELI Financial Office, approves purchases/reimbursements, manages ELI budgets, student and sponsored billing, grants & special projects financial management

Wendy Clark
Coordinator, HR & Student Financial Services
wclark@udel.edu, office at 189
Assists employees with payroll and HR-related issues, including UDelNet accounts, Qs about pay, and onboarding of new hiriers; manages student financial services processes

Special Note: Use eli-payroll@udel.edu for any payroll and non-sensitive HR issues.

Housing

Meghan Gladle
Housing Coordinator
gladlem@udel.edu, office at 108
Assists in housing needs for students and new hires

Stacey Leonard
Homestay Coordinator
eli-homestay@udel.edu
Coordinates home stay families and students
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Role and Responsibilities</th>
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</table>
| Orientation                | Tim Kim               | Orientation Coordinator  
orientation@udel.edu, office at 108  
Work: 302-831-7493  
Responsible for New Student Arrival, ongoing Orientation, student life and counseling (students in trouble, homesick, etc.), and supports Activities and Events Committee in student cultural programming and events |
| Academic Dishonesty/Retention | Lowell Riethmuller   | Technology Coordinator  
lowell@udel.edu, office at 189  
Processes academic dishonesty reports (cheating & plagiarism), tracks students on academic or attendance probation, chairs committee on Student Conduct and Attendance; presides over end-of-session retention meetings, maintains ELI website, Institute photographer |
| S3 Clusters                | Emily Thayer          | Self Access Learning Center Coordinator  
nolene@udel.edu, office at 318  
Coordinates the Student Support Services (S3) program for students repeating a level for the third time                                                                                                                                                                                                 |
| SALC                       | Nicole Servais        | Self Access Learning Center Coordinator  
nolene@udel.edu, office at 108  
Coordinates the SALC: SALC website, book and software purchases                                                                                                                                                                                                                                                                                       |
| Listening Lab              | Robert (Bob) Palmer   | Listening Lab Coordinator at 318 S. College Ave.  
bpalmer@udel.edu, office at 318                                                                                                                                                                                                                                                                                                                                  |
Karen Asenavage supervises the suite of ELI academic programs including the instructors, staff, and students, curriculum, and evaluation:

- Conditional Admissions Program (CAP)
- CAP Cohort
- BRIDGE
- Tutoring Center
- International Teaching Assistants
- English for Academic Purposes (EAP) Courses

She also liaises with departments at the University and external organizations that send, support or receive students into these programs at the English Language Institute. Additionally she advises a cadre of MATESL students.

The Conditional Admissions Program (CAP)

CAP students receive continuous academic services throughout their time in the CAP Program and through matriculation to the University of Delaware or partner schools.

The CAP Cohort is one significant program and service provided among an array of academic services provided to CAP students.

When students complete CAP Cohort, other services continue to be provided.

These continuous CAP services include:

- Individual and group academic advising for midsession intention forms offered by CAP staff in the SALC (each session)
- Individual and group academic advising pre-matriculation (each session)
- Individual academic/personal/housing/admissions advising while at the ELI and when matriculated to the University of Delaware and partner schools by walk-in and appointment
- Individual personal advising by walk-in and appointment
- Individual academic and personal advising for at-risk, probation, and dismissed students by walk-in and appointment
- Individual academic advising for vacation or leave of absence by walk-in and appointment
- Advising for class changes and class change administration by walk-in and appointment
- Student Support Services (S3) Program for multiple repeaters
- Infobration for matriculating students (each session)
- College Weeks (three times annually)
- Academic Workshops Series (each session)
CAP Admissions—Jeanine Chapman (CAPadmissions@udel.edu at 189 West Main St.)

If students have questions about how to apply to be a CAP student or want to know the status of their CAP acceptance, please have them make an appointment online. They can do this by clicking on “Contact Us” on the far right hand side of the ELI website.

CAP Advisor—Erin Bastein (ebas@udel.edu; Rm. 217A at 108 E.Main St.)

Erin holds meetings for all CAP students to let them know about CAP policies. Each CAP student is given a CAP handbook that outlines everything they need to know, so students with questions, should first be directed to their CAP handbook. If they still have questions about CAP Students who have questions or concerns should email Erin to make an appointment to see her. Erin has a busy schedule, so she doesn’t always accept drop-ins.

CAP students on probation are also required to meet with Erin throughout the session to get them back on track. Erin may email you throughout the session if you have a CAP student on probation to check on the student’s progress in your class.

If you have a question about CAP requirements or concerns about a CAP student, then direct your email to Erin.

CAP Cohort Coordinator—Rachel Lapp (rlapp@udel.edu; Rm. 204A in 108 E.Main St.)

All CAP students, both grad and undergrad, are placed in a CAP Cohort when they reach level 4 in both LS and RW. CAP Cohort is a program designed to help students integrate into college academic and social life. Students are assigned to a Cohort instructor (usually an ELI teacher) and a CAP Cohort mentor (a UD grad or undergrad student responsible for accompanying students to cultural, social, and academic activities in Newark and at UD). The program includes a Cohort class which meets on either MW or TR from 12:45-1:45. The course covers academic study skills, leadership, teamwork, and communication. Students in Cohort also participate in volunteering and service learning with their cohort. Cohort students are evaluated on their personal responsibility, academic engagement, community engagement, and communication skills. The students are given a score of 0-6 each session for their engagement and are required to complete cohort 3 times, 2 times with a 6, and 1 of those times in a level 6 class. Students may potentially graduate from Cohort and still continue in their ELI courses should they meet these requirements. Successful completion of CAP Cohort is a requirement for matriculation.

Bridge—Julie Lopez (julo@udel.edu; Rm.217A at 108 E.Main St.)

CAP and non-CAP students in levels V and VI who meet eligibility requirements (3.0 GPA at ELI) may take a UD class (math or breadth requirement) with support from a Bridge Leader (like a tutor) while taking one ELI class (usually R/W).
S3 Clusters—Emily Thayer (ethayer@udel.edu; Rm. 205A in 108 E.Main St.)

S3 stands for Student Support Services. For students (both CAP and non-CAP) repeating a class for the third and final time (meaning they may be dismissed if they don’t pass the level), we are taking extraordinary measures to help ensure their success. Some students are receiving tutoring, others will have individual educational programs (IEP’s) through the SALC, others will have special clusters—and some with a combination of all three. Students are placed into clusters based on their previous teachers’ recommendations on the final grade entry form. The clusters try to address the student’s main reason for failing the course: grammar in writing, reading, speaking, study skills, or personal responsibility. These clusters meet twice a week and students are generally grateful for the extra help.

On the final grade entry form, there is now a form that pops up to enter retention information instead of a meeting at the end of the session to report retained students. If you have students repeating for the third time, you may receive emails throughout the session from Emily asking about their progress.
The main ELI website for the public (current students, prospective students, etc.) is www.udel.edu/eli.

Information about classes and policies for instructors be found on the ELI Facbook (faculty handbook) and is found at http://sites.udel.edu/elifacbook/ or www.udel.edu/eli/facbook.

The following address: www.udel.edu/eli/curriculum is for the ELI curriculum. After knowing your teaching assignments, you can review the curricular objectives for your classes.

You should be able to get the syllabus for your classes at this address: www.udel.edu/eli/syllabus.

Helpful Links:

University of Delaware www.udel.edu
*UD Parking Permit Info www.udel.edu/permits
ELI Website www.udel.edu/eli
*Session Calendar (Click on the “Dates & Prices” tab)
ELI Facbook http://www.udel.edu/eli/facbook
ELI Administration and Faculty Photo Directory http://www.udel.edu/eli/photo-dir/faculty-directory.html
SALC Website http://sites.udel.edu/elidesalc/
Edmodo (free site for your class) www.edmodo.com
Engrade (free grade-keeping site) www.engrade.com
Turnitin turnitin.com
Udel Email googleapps.udel.edu

Off Campus Transportation
Train (Amtrak) 800-872-7245 | http://www.amtrak.com/
Greyhound Bus 302-655-6111 | www.greyhound.com
Mega Bus http://us.megabus.com/default.aspx
HR FAQs

The following HR-related information has been compiled for your reference. You may have already received some of this information from ELI’s HR Coordinator; however, it will be helpful for you to have it in one place for reference. Of course, you are always welcome to contact the Financial Staff Assistant, HR Coordinator with any questions you may have or email eli-payroll@udel.edu with payroll questions. That email address is checked daily.

ELI Faculty Substitution Policy – Full time and Supplemental Contract Instructors

The following procedures should be followed for faculty absence from class due to scheduled appointments, illness, or emergency.

A list of substitutes might be provided in a memo by the Tutoring Center Coordinator each session, but you should first try emailing the faculty before choosing a tutor to sub. The email address for the entire faculty is eli-iep@udel.edu.

Home numbers for Scott and Joe are listed below.

Scott Stevens 302-369-4432
Joe Matterer 302-738-7810
Karen Asenavage 267-456-3185

It is required that faculty inform the Director (Scott Stevens—sstevens@udel.edu), Associate Directors (Joe Matterer jwm@udel.edu and Karen Asenavage—kasen@udel.edu), HR and Student Financial Services (Wendy Clark—wclark@udel.edu), and Assistant to the Director (Dru Arban—email eli-payroll@udel.edu) of any absences, and after arranging coverage, provide them with the reason for the absences, dates and name(s) of the person(s) who will substitute in the affected classes.*

In the case of scheduled absence (personal absence, workshop/ conference attendance, meetings), Scott, Joe or Karen must be notified of the date and time and given the name(s) of substitute(s). If the absence is a personal one and the class cannot be rescheduled, faculty are responsible for paying that substitute at the current rate of $25/hour or $50 per class. It is recommended that faculty make non-emergency appointments outside of class times.

In case of illness, if faculty know that they are getting sick and will not be in the next day, they should notify Scott, Joe or Karen before leaving, arrange for coverage and give them the name(s) of the substitute(s).
Faculty who are out sick must call before 3:30 PM on the day(s) that they are sick to let the administration know if they will be in to teach the next day, and if not, who will be covering their classes.

If emergencies (illness, accidents) occur after working hours, Scott, Joe or Karen should be called that evening or in the morning between 6:30 and 7:00 PM and given the name(s) of the substitute(s). If faculty are unable to arrange for coverage because of the emergency, the administrators will. Faculty out sick must remember to call before 3:30 PM on the day(s) that they are sick to let the ELI know if they will be in to teach the next day, and if not, who will be covering their classes. Neither full time nor part time teachers need pay for substitutes in the case of illness or emergency.

For all absences, lesson plans need to be created and delivered to the substitute. If the absence is planned, it is the responsibility of the faculty member to get the texts and plans to the substitute by the close of work (4:30 PM) the day before or Friday, if coverage is requested for Monday. In cases of emergency absences, if at all possible, plans should be communicated to the substitute(s) or to Scott, Karen or Joe. By doing so, faculty are ensuring that the substitute(s) will be prepared for the class(es) and that the class(es) will be well instructed.

**ID Cards**

Once you have become active in the UD Payroll System, you will be eligible to receive a University of Delaware Staff/Faculty ID Card. This card provides you access to the Carpenter Center and the Morris Library, in addition to some other services. If you are not sure if you are active in the Payroll system, please contact the Financial Staff Assistant at 831-7241 for confirmation. If you have been hired as a permanent employee, the ID card process will be taken care of during your onboarding appointment with Payroll.

To obtain an ID card, visit the ID Card Office located at the Student Services Building at 30 Lovett Ave. – please bring a photo ID with you. An appointment is not necessary.

**Parking Passes**

The University of Delaware offers employee-paid parking to employees in a variety of lots throughout campus. If you are already active in the Payroll system, you may visit Parking Services online or their office, located in the Perkins Student Center on Academy St., to purchase a parking permit. If you are not yet active in the Payroll system, then you may request a parking services request letter from Wendy Clark, which you can then take to Parking Services to request a permit.

*Parking is STRICTLY enforced on and around Main Street and the UD campus. You are likely to have a fine on your car for even being 2 minutes late. Most parking in the neighborhoods and shopping centers around campus only allow those with special permits to park there long term. They will tow your car.*
**UDelNet Account**

This account provides you access, via a unique log in, to the following:

- University of Delaware email account – required by ELI
- Access to Employee Web Forms
- Access to Employee Web Views

A UDelNet account will have been requested by the Financial Staff Assistant for you prior to your start date. You should have been sent temporary log-in information: user name/number and password. It is essential that, if you have not done this already, that you immediately follow the instructions provided in your temporary password email to activate your account.

Once your UDelNet account has been activated, you can access Web Views.

**ELI Computer/Database Access**

You will need a separate username and password to log onto the computers at ELI locations. This specialized access will allow you to do the following:

- Enter your attendance into the database on the H drive
- Enter your midsession, predicted and final grades on the H drive
- View shared folders for the classes you teach

If you do not yet have a computer login set-up, contact the ELI registrar, Sue Walton (swalton@udel.edu) for help.

**Access Web Views**

To view your paystubs, personal information, and HR-, payroll-, or tax-related information, use the University of Delaware’s **Web Views** system.

**View your paystubs and other personal HR-related information**

- On the UD homepage, mouse over "Faculty Link", then MyUD Resources, and then click on Web Views. This takes you to the UD Central Authorization Service login page.
- Enter your UDelNet ID and Password on the left-hand side of the page, or your UDID and PIN on the right-hand side of the page.
- You will see several links under "Self-Service Views". Click on whichever informational link you would like to view.

**Make changes (i.e. to demographic data, direct deposit information, W-4 form)**

- On the UD homepage, mouse over "Faculty Link", then MyUD Resources, and then click on Web Forms. This takes you to the UD Central Authorization Service login page.
- Enter your UDelNet ID and Password on the left-hand side of the page, or your UDID and PIN on the right-hand side of the page.
• Click on the “Blanks” tab
• Scroll down to the appropriate form and click on the link to access the form

Special Instructions for changing contact and other personal information:

• Scroll down to, and click on, “HR Employee Demographic Data”
• On the first screen, you will be asked two questions that require answers:
  ○ Are you a rehire: choose “No”
  ○ You may be asked if you have ever been convicted of a felony? If so, you must answer this question in order to proceed.
• Update any information that you wish to update
• Click on “Next Step” through successive pages until you reach the end.
• At “Routing & Authorization”, choose Scott Stevens as Supervisor
• Click on “Finish and Submit”

How to use Web Views and Web Forms to view payroll-related information

Web Views
Here, you can access your Pay Stub View, which will detail your current pay and all previous pay, plus year to date information. You can choose which pay period you wish to view via a drop-down menu. You will not see upcoming pay information until close to the actual pay date, if not the pay date itself.

Web Forms – Supplemental Contract Instructors
When HR completes processing your contracts, an email is automatically sent to your UD email address, usually close to the start of the contract. Once you receive that email, you can follow the link to Web Forms to access your contracts. You can also access Web Forms directly (using the above instructions) for the same purpose. Your contracts will show how your gross pay will be broken down per pay period. Again, you are paid twice a month: on the 15th and the last day of the month. If either of those days falls on a weekend, then the payout is on the Friday immediately preceding that weekend.

*As the session progresses, please feel free to contact the Financial Staff Assistant/HR Coordinator, at x7241 or eli-payroll@udel.edu, with questions concerning pay, UDelNet accounts, and other inquiries of a non-sensitive nature. Any issues or concerns of a sensitive nature can be directed to either the Financial Staff Assistant or Dru Arban at druarb@udel.edu, if appropriate.
UD Campus Map

Map Legend:
- ELI Buildings:
  1. 109 W Main St (ELI Main Office)
  2. 102 E Main St
  3. 108 E Main St
  4. Rodney Hall
  5. Amstel Square (57 Elkton Rd)
  6. Elkton Corner (119 Elkton Rd)
  7. Alison Hall
  8. 310 South College Ave.
- Other Important Buildings:
  9. Christiana East Tower
  10. Fensonder Dining Hall
  11. Willard Hall
  12. McDowell Hall
  13. Old College
  14. Carpenter Sports Bldg
  15. Trabant University Center
  16. UD Barnes & Noble's (Bookstore)
  17. Rodney Dining Hall
  18. Purnell Hall
  19. Smith Hall
  20. Kirkbride Lecture Hall
  21. Sharp Lab
  22. Gore Hall
  23. Mitchell Hall
  24. Colburn Lab
  25. Pearson Hall
  26. Student Services
  27. Memorial Hall
  28. Morris Library
  29. Russell Dining Hall
  30. Perkins Student Center
  31. Kent Dining Hall
  32. Student Health Service Bldg
  33. OSS (413 Academy Street)
  34. Internationals
  35. West Knoll
  36. Studio Green

- Railroad
- The Kitchen Class
- UD shuttle bus stop (FREE)
- DART bus stop (to Christiana Mall)
- P—Parking
- R—Recreational area
- S—Sport courts (tennis, basketball, soccer, volleyball,...)

**Track arrival times of UD Shuttle live on www.udshuttle.com**

⇒ If you live in Christiana East Towers, use Laird/Elkton Road or North/South Express route to go to your classes.
⇒ Bus stop is located in front of the Christiana Commons (marked on the map right next to the Christiana East Tower)

⇒ If you live in Studio Green, use Laird/West Campus or Elkton Road route to go to your classes.
⇒ Bus stop is located right in front of the Leasing Office and Fire House, and at the intersection of Willa Rd and W Park Place.

⇒ If you live in West Knoll, use Laird/West Campus or Elkton Road route to go to your classes.
⇒ Bus stop is located on the intersection of Rittenhouse Rd. and Elkton Rd.

⇒ If you live in Internationals, the most convenient way to get to your classes is by walking.
BUS STOP

Note:

*This map is customized for ELI teachers and might not include all campus buildings and back roads.
Starting a Session

This section answers some of the questions you may have about how the ELI organizes each session.

What are my responsibilities other than teaching?

Meetings: You are expected to attend all faculty meetings that include s-contract faculty. Meetings that are just for staff or full-time instructors should be labelled as such on the Opening Day Memo. You do not need to attend those meetings.

Cultural Activities: Adjunct faculty are expected to help out with at least one activity each session. This could be an ELI-run picnic, game night, dance party, day-long bus trip or other ELI-sponsored event. Faculty are not paid extra for helping with these activities. Ken Hyde (kenny@udel.edu) sends out a Google Doc at the beginning of each session for teachers to sign-up for duties at events. Sign-up early because positions fill-up quickly!

Reporting Attendance: During the first week, you are expected to enter your class’s attendance every day in case a student switches class. After the first week, you are just expected to enter your attendance once a week on Fridays. The ELI registrar keeps track of student attendance and sends out warning letters when the student has missed 7 classes or tutoring times. Students are in violation of their visa if they have more than 12 absences.

Entering Mid-Session Grades, Predicted Final Grades and Final Grades: You are expected to enter students’ grades three times during each session by the given deadlines. Please check your email every day for important notices from the ELI registrar and administration.
How many classes will I teach?

A full teaching load is **two classes**: a L/S speaking class and a R/W class. You will have at least one of those classes in the morning.

These are the times when classes are held:

<table>
<thead>
<tr>
<th>7-Week Schedule</th>
<th>8-Week Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-Fri 8:15-10:05 AM: Listening/Speaking</td>
<td>M-Fri 8:15-9:55 AM Listening/Speaking</td>
</tr>
<tr>
<td>M-Fr 10:35-12:35 PM: Reading/Writing</td>
<td>M-Fri 10:25-12:10 PM Reading/Writing</td>
</tr>
<tr>
<td>M-Th 2:00-4:20 PM: Listening/Speaking or Reading/Writing</td>
<td>M-Th 2:15-4:20 PM Listening/Speaking</td>
</tr>
</tbody>
</table>

When will I know what classes I will teach?

Typically the Saturday or Sunday before the session begins (on Monday), Joe Matterer will call you to let you know what classes you have been assigned and to arrange a time for you to come and pick up the books and other materials you will teach from for those classes. Joe only calls new teachers; the rest of the faculty waits for the Opening Day Memo (ODM), which is emailed to the list serve, eli-ief@udel.edu.

That's right, you'll only have a one-two day notice. If you want to survive at the ELI, be flexible.

By Sunday, all of the teachers will receive an email from Dr. Stevens with what is called the *Opening Day Memo (ODM)*. This memo has all of the teaching assignments, meeting & activity schedules, teacher & tutor contact information for the session.

Once you know which classes you'll be teaching, you'll want to download the syllabus and timelines for each class. You can find the syllabus for your class on the facbook: [http://sites.udel.edu/elifacbook/](http://sites.udel.edu/elifacbook/) or [http://www.udel.edu/eli/facbook/](http://www.udel.edu/eli/facbook/)

When will I start teaching?

The first day students pick up schedules, usually Monday, but all classes don't start until Tuesday. You have teacher meetings all day with your level coordinators and course mentors on Monday. Breakfast and lunch is provided, so don’t worry about packing a lunch on Monday!
When will I get my class rosters?

The first day of the session, usually Monday at 9:00 AM in the SALC at 108 E. Main St., the director, Scott Stevens, will meet with all of the teachers to go through the Opening Day Memo and to hand out the class rosters. The rest of this day is a planning day for teachers.

At 10:00 AM, LS level meetings will be held; at 11:00 RW level meetings will take place. At noon, we will feed you, while those of you who volunteered to teach a Student Support Services cluster, will have a working lunch in 209 with Erin. Mentor LS meetings commence at 1:00, followed by Mentor RW meetings at 2:15. Everything takes place at 108 E. Main St.

What should I do if I need a sub?

If you are sick or have an emergency and are therefore unable to come into teach, the ELI will cover the cost of paying the sub(s). You, however, are responsible for finding a sub and giving them your lesson plans. Therefore, if you think you won’t be well enough to teach the next day, try to find a sub the evening before you’ll be out. You can do this by sending an email to the faculty list serve: eli-iep@udel.edu to ask if any teacher is available and willing to sub for your classes the next day. Specify your classes, the class time, and how many days you think you will be out. If a teacher isn’t available, then you can try to contact someone from the list of available subs near the end of the ODM. This usually works, but if you are still unable to find a sub, or if you wake up and are suddenly horribly sick, then call Joe or Karen. If you teach in the 108 or 102 E.Main St. buildings, call Karen’s cell at (267)456-3185 or office (302)831-7418. All other locations, call Joe’s house in the morning if it’s before 7:30 AM (302-383-5966) or call his cell (302-738-7810) or office phone (302-831-1809) after 7:30 AM.

After you have lined up a sub, make sure you send the sub your lesson plans (the sub should not be expected to create the lesson plan). You also need to send an email to let the administration know you will be out and to let payroll know to pay the sub. That email should include:

- sstevens@udel.edu, jwm@udel.edu, kasen@udel.edu, and the Financial Staff Assistant (eli-payroll@udel.edu)
- The reason for your absence
- Dates and classes
- Name(s) of the person(s) who will substitute for the affected classes

If you need to be absent for a personal reason, you will need to first get permission from your supervisor, Joe Matterer, Karen Asenavage or Scott Stevens. If approved, you will need to pay the sub at a rate of $25/hr. Each R/W class is considered 2 hours, listening labs and CAP cohort are considered 1 hour.
# Student Attendance Record

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Wk1</th>
<th>Wk2</th>
<th>Wk3</th>
<th>Wk4</th>
<th>Attendance Totals</th>
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**T = Tardy (5-15 min late = 0.33); U = Unexcused or E = Excused (>15 min gone from class = 1)**

**Session**

**Attendance Totals**

<table>
<thead>
<tr>
<th>T</th>
<th>U</th>
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<th>Notes</th>
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<td>-0.3</td>
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<td>STUDENT</td>
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Course Information

Find this information on Facebook (http://sites.udel.edu/elifacbook/ or www.udel.edu/eli/facbook) or ask your course mentor for the following:

1. **Course Materials** (books, CD packet, etc.)
2. **The Syllabus**
3. **7 or 8-week plan** (what course objectives and activities from the syllabus should be covered each week)
4. **Activities/handouts**
5. **Assessments**
   a. The assessments should be evaluating how well the students are meeting the learning outcomes on the syllabus. Be careful not to give higher grades to students who work hard but do not meet the learning outcomes. Social promotion will hurt both the student and class the student moves into because he/she will not be able to function at the next level.
   b. Specific feedback should be given to students so they understand their score for the assignment. Most of the time a rubric should be used (ask your course mentor).
   c. Review the **“Proficiency Scale for Level Advancement” chart**—see the following page.
   d. **The meaning of the effort score:**
      - **1 (outstanding), 2 (acceptable) or 3 (unsatisfactory)**
        i. The criteria for awarding effort scores are usually determined collectively by teachers at given levels. Please consult with your Level Coordinator if the policy is not pre-printed on the syllabus provided you.
        ii. Effort scores are significant because CAP will LOSE their CAP status if they receive a 3 effort score, students wishing to transfer to another university will not be given transfer papers by the ELI and sponsored students may lose their funding.
   e. **The meaning of letter grades at the ELI:**
      - **A** = student consistently **exceeds** expected progress in meeting learning outcomes
      - **B** = student **meets** and, in some areas, exceeds learning outcomes
      - **C** = student meets and sometimes falls short of expected progress in meeting learning outcomes [This is still passing; so the student will move to the next level.]
      - **D or F** = student consistently falls short of expected progress in meeting learning outcomes.
      - **I** = Incomplete. The instructor of record may assign a grade of “incomplete” (I) if the student’s effort score is 1 or 2 and if the student has honors-level (90%) attendance for the session. A grade of “incomplete” (I) can only be given to a student who is continuing in the next session. If a student does not plan to continue, then they must be given an F instead.
### Proficiency Scale for Level Advancement

At the end of the session students can:

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
<th>LEVEL V</th>
<th>LEVEL VI</th>
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<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING (academic and social)</strong></td>
<td><strong>SPEAKING (presentation)</strong></td>
<td><strong>SPEAKING (various contexts)</strong></td>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING (academic and social)</strong></td>
</tr>
<tr>
<td>Become familiar with the sounds of English consonants and vowels.</td>
<td>Identify individual words in spoken sentences and in short conversations.</td>
<td>Identify voiced and unvoiced consonants.</td>
<td>Relate vowel and consonant sounds to meanings.</td>
<td>Understand common reductions much of the time.</td>
<td>Understand natural speech reductions.</td>
</tr>
<tr>
<td>Identify the number of syllables in words.</td>
<td>Understand natural speech some of the time.</td>
<td>Identify reduced and clear vowels.</td>
<td>Relate word endings to meanings.</td>
<td>Recognize speaker's tone.</td>
<td>Recognize a speaker's tone.</td>
</tr>
<tr>
<td>Recognize contractions and some common reductions.</td>
<td>Follow spoken directions.</td>
<td>Understand some reductions, contractions and other features of natural speech.</td>
<td>Understand conditional sentences in context.</td>
<td>Understand the main ideas of a talk or conversation.</td>
<td>Understand the main ideas of a talk or conversation.</td>
</tr>
<tr>
<td>Be aware of stress and intonation.</td>
<td>Demonstrate understanding of main ideas and major details of a high-beginning listening passage.</td>
<td>Understand and conversations by listening for stressed words and main ideas.</td>
<td>Identify the speaker's attitude through his/her tone.</td>
<td>Identify speaker's tone successfully.</td>
<td>Identify speaker's tone successfully.</td>
</tr>
<tr>
<td>Understand main ideas in spoken English.</td>
<td>Understand high-beginning vocabulary.</td>
<td>Take notes on a short lecture.</td>
<td>Identify the main ideas and major and minor details of a talk or conversation.</td>
<td>Improve ability to identify main ideas.</td>
<td>Improve ability to identify main ideas.</td>
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</tr>
<tr>
<td>Speak about oneself, family, country, daily activities, food and health.</td>
<td>Make introductions and give personal information.</td>
<td>Ask for clarification, confirmation and related information.</td>
<td>Express personal opinions and ideas.</td>
<td>Initiate and sustain conversations in known and some unknown situations, satisfying nearly all social functions.</td>
<td>Paraphrase the speech of others.</td>
</tr>
<tr>
<td>Name objects, locations and activities.</td>
<td>Give directions.</td>
<td>Participate in conversations/discussions and reach group decisions.</td>
<td>Paraphrase a story in English.</td>
<td>Use rhythm in a native-like manner.</td>
<td>Use rhythm in a native-like manner.</td>
</tr>
<tr>
<td>Describe objects, people, places, emotions, weather and clothing.</td>
<td>Describe people, places and things.</td>
<td>Express disagreement.</td>
<td>Develop proficiency in reporting read and heard information.</td>
<td>Use linkage and reduction with some success.</td>
<td>Use linkage and reduction with some success.</td>
</tr>
<tr>
<td>Use classroom language for participation in class and group work.</td>
<td>Compare people, places and things.</td>
<td>Make a formal presentation.</td>
<td>Improve ability to give explanations and express opinions.</td>
<td>Use simple verb tenses.</td>
<td>Use simple verb tenses.</td>
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<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING (academic and social)</strong></td>
</tr>
<tr>
<td>Pronounce consonants correctly.</td>
<td>Use correct stress in high-beginning vocabulary.</td>
<td>Correct some problems with individual sounds.</td>
<td>Speak with more native-like intonation.</td>
<td>Use appropriate rhythm in sentences and longer discourse.</td>
<td>Use appropriate rhythm in sentences and longer discourse.</td>
</tr>
<tr>
<td>Pronounce consonants and vowels in a more native-like manner.</td>
<td>Use English in stress much of the time.</td>
<td>Speak with more native-like rhythm.</td>
<td>Use correct intonation patterns for questions and statements.</td>
<td>Use linking and reduction with some success.</td>
<td>Use linking and reduction with some success.</td>
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<td><strong>SPEAKING (academic and social)</strong></td>
<td><strong>SPEAKING (presentation)</strong></td>
<td><strong>SPEAKING (various contexts)</strong></td>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING (academic and social)</strong></td>
</tr>
<tr>
<td>Use commands.</td>
<td>Use simple verb forms correctly.</td>
<td>Use modal verbs to make requests and invitations or give advice.</td>
<td>Use passive and perfect tenses with frequent success.</td>
<td>Use simple verb tenses.</td>
<td>Use articles correctly much of the time.</td>
</tr>
<tr>
<td>Use simple verb tenses.</td>
<td>Use verb phrases related to course content.</td>
<td>Understand and use conditional forms.</td>
<td>Use simple embedding and cohesion.</td>
<td>Use coordination of independent clauses with some success.</td>
<td>Use self-monitor.</td>
</tr>
<tr>
<td>Use present progressive tense.</td>
<td>Use modal verbs to make requests and invitations or give advice.</td>
<td>Use the passive voice correctly much of the time.</td>
<td>Use coordination of dependent clauses with some success.</td>
<td>Use participles and gerund phrases with some success.</td>
<td>Express tense properly.</td>
</tr>
<tr>
<td>Use singular and plural endings.</td>
<td>Use simple question patterns.</td>
<td>Use infinitives and gerunds correctly much of the time.</td>
<td>Use coordination of independent clauses with some success.</td>
<td>Use subject-verb agreement.</td>
<td>Use articles correctly much of the time.</td>
</tr>
</tbody>
</table>

27
At the end of the session students can:

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
<th>LEVEL V</th>
<th>LEVEL VI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
<td><strong>GRAMMAR</strong></td>
<td><strong>LEVEL I</strong></td>
<td><strong>LEVEL II</strong></td>
<td><strong>LEVEL III</strong></td>
</tr>
<tr>
<td>Practice pre-reading activities</td>
<td>Form basic sentences with correct word order</td>
<td>Understand the simple present tense</td>
<td>Identify the main idea of paragraphs and passages in an intermediate level test</td>
<td>Identify main ideas, supporting details, and relationships between the two in an advanced level test</td>
<td>Recognize the author’s point of view and tone</td>
</tr>
<tr>
<td>Develop word-recognition skills</td>
<td>Write complete sentences</td>
<td>Understand the present progressive tense</td>
<td>Identify the main ideas of a high-intermediate reading passage</td>
<td>Identify the major and minor details of a reading passage</td>
<td>Identify the main ideas in a short passage</td>
</tr>
<tr>
<td>Use context to understand new vocabulary</td>
<td>Use basic punctuation</td>
<td>Understand the simple past tense</td>
<td>Identify the functions of parts of a reading passage</td>
<td>Understand and use academic vocabulary and improve the ability to guess vocabulary from context and affixes</td>
<td>Identify the author’s purpose in a college-level passage</td>
</tr>
<tr>
<td>Practice scanning for information</td>
<td>Spell common words</td>
<td>Understand the future tense</td>
<td>Identify the major and minor details of a reading passage</td>
<td>Understand the organization of texts and identify cohesive devices</td>
<td>Differentiate facts, inferences and opinions</td>
</tr>
<tr>
<td>Recognize the main idea of a beginning ESL reading passage</td>
<td>Write a paragraph</td>
<td>Use nouns and pronouns</td>
<td>Determine meaning of vocabulary words through context</td>
<td>Read critically to separate fact, opinion, inference and speculation</td>
<td>Use inferences and predictions to understand a passage</td>
</tr>
<tr>
<td>Develop vocabulary and vocabulary building skills</td>
<td>Write a composition to describe something</td>
<td>Identify subjects and verbs</td>
<td>Identify themes and attitudes</td>
<td>Recognize and understand figurative language</td>
<td>Recognize a writer’s tone, purpose and point of view</td>
</tr>
</tbody>
</table>

- Use correct format with indenting, line spacing, margins and titles
- Write sentences with correct grammar
- Combine simple sentences to make compound and complex sentences
- Write clear, well-organized paragraphs
- Write a story
- Explain a process in writing
- Spell correctly and know basic spelling rules for suffixes such as -s, -es, -ed, -ing
- Express ideas in a paragraph with an introduction, body, and conclusion
- Express ideas in multi-paragraph essays with introduction, body and conclusion
- Write different types of essays, such as description and comparison/contrast
- Use appropriate mechanics in writing, such as punctuation and indentation
- Write well-organized paragraphs with topic sentences and supporting sentences
- Demonstrate an understanding of the forms and functions of verbs in simple past, present and future tenses
- Recognize gerunds and infinitives
- Recognize passive verb forms
- Recognize participial adjectives
- Recognize adjective clauses
- Recognize prepositional phrases
- Recognize noun clauses
- Demonstrate an understanding of the forms of verbs in perfect progressive tenses
- Understand and use adverb clauses
- Understand and use adjectives
- Understand and use noun clauses
- Understand and use modal verbs in simple, progressive and perfect forms
- Understand and use perfect forms of modal verbs
- Use passive structures accurately
- Understand and use subordination (adjective, adverb, noun clauses)
- Understand reduced adjective and adverb clauses
- Use gerunds and infinitives accurately
- Recognize conditional/hypothetical structures
- Produce grammatically correct compound and complex sentences
- Understand and use the subjunctive
- Grammatically express hypothetical conditionals
- Use articles correctly most of the time
- Use modifying phrases accurately
- Recognize instances in which special word order is needed

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6. Mid-Session Reports
   a. These reports are mostly so that students can understand if they are in danger of failing the class at the middle of the session. Most of the assessment tasks, however, will probably be administered during the second half of the session, so it is recommended that teachers keep students informed of their progress, or lack thereof, throughout the session and not just the final week of classes.
   b. Projected letter grades, effort scores and overall percentages should be given to both students (check the factbook for the form) AND entered in the database on the H drive in the “Database” then “Teachers” folder. This is to allow students to know if they are meeting the terms of their probation or sponsorship agreements. Effort scores of 3 on the mid-term often serve as a wake-up call to students; you can be flexible with this score to allow students to change their behavior to raise this score to an acceptable level through better attendance and study habits.

7. Final Exams
   a. The final listening exam: Michigan Aural
   b. The final speaking exam: Must be approved by the level coordinator
   c. The final reading exam: In-House
   d. The final writing exam: A 60-minute in-class essay (no other reference materials, notes or dictionaries allowed)
   e. The final grammar exam: Varies by level - ask your course mentor

8. Final Grades
   On the next few pages is a guide to help you fill out the paper grade form you will receive in your box by week 6 in a 7-week session and by week 7 in an 8-week session.
   a. Fill the paper form out BEFORE you enter grades on the computer so it goes faster.
   b. Then block out the students’ names on the paper grade form and write in code names or numbers for privacy.
   c. Post the grade form outside your classroom and tell your students where they can find their grades.
   d. On Thursday the week before the final week, input the information on the paper form into the database for final grades. All grades are due for graduating/leaving students on Thursday by 4pm. You can enter returning students’ grades on Friday.
**The ELI Database**

**Entering attendance**

*You can enter it every day if you like, but it MUST be done by Friday every week to ensure students are maintaining their visa status by attending classes.*

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**STEPS:**

1. Click on the folder icon to open the programs on the computer. Click on the H: drive, which is under “Computer.”

2. Open the folder, “Database”

3. Scroll down to open the folder, “Teachers”

4. Double click on the Microsoft Access database “Teachers grades and attendance” [You can open any of the folders with ELI locations and double-click on the database icon to access this database.]

5. Click inside the box in front of “Attendance L/S Classes” or “Attendance R/W Classes”

6. Find your class by clicking on the drop down menu and highlighting you class + your name.

7. The first student’s name on your roster will appear. In “week 1” write the sum of the student’s absences and tardies for week 1 (0.33 for tardies 5-15 min late and 1.0 for each absence or time the student is gone for more than 15 minutes of class).

8. Click on the small box at the bottom of the page under “Week 1” to indicate this week has finished.

9. Use the arrow button to advance to the next student.
**Entering mid-session grades and predicted final grades**

* Midsession grades MUST be done by Friday of week 4 so that students on probation can be monitored to make sure they are keeping up their grades, otherwise they risk dismissal. Graduating students’ predicted grades MUST be entered by Friday of Week 6 in a 7-week session and Friday of Week 7 in an 8-week session so teachers can vote on student awards Monday of the final week.

**STEPS:**

1. Select “Predicted Grades”
2. Choose your class
3. Enter the Reading & Writing Grades and Effort from the drop down menus. Type in the grade percentage from both grades near the bottom.
4. Click on the arrow at the bottom of the screen to advance to the next student.

If the student has been retained and is repeating the level, at the bottom of the page you will see notes from the previous teacher(s) with what the student struggled with. All progress reports about retained students go to Emily Thayer: ethayer@udel.edu. If you have a struggling CAP student who needs advising, contact Erin Bastein, the CAP Advisor at ebas@udel.edu.
RETENTION: If a student has a grade lower than C- or a percentage grade that is below 73, a pop-up box will appear before you go to the next student. When you click “ok”, you will be directed to fill-in information about that student and why he/she is failing the class. Use the dropdown menus to select the two main reasons the student is failing, then enter comments in the bottom for other teachers and advisors who work with the student.
**Entering final grades**

*For graduating CAP students, this MUST be done by Wednesday at 5pm the final week and by 8AM on Thursday morning for any student leaving so that the graduation coordinators and CAP coordinators have enough time to process transcripts for the graduating students.*

**ELI Grading Guide for the Paper Grade Form**

Fill out the paper grade form BEFORE entering final grades in the database so you can enter grades faster. Remember that all final exams must count for 20% of the grade for each skill area.

**Listening/Speaking**

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>Student ID#</th>
<th>Listening Grade</th>
<th>Speaking Grade</th>
<th>MICH AURAL</th>
<th>Effort</th>
<th>Oral Rating</th>
<th>Percent Grade</th>
<th>Attendance</th>
<th>Promotion Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students give you a secret ID or you assign one so they can find their grades. Do this before the last day of classes.</td>
<td>Students give you a secret ID or you assign one so they can find their grades. Do this before the last day of classes.</td>
<td>Letter grade from A to F. &quot;I&quot; is for &quot;incomplete&quot; (score lower than 70% with a 1 or 2 effort and less than 4 absences)</td>
<td>Letter grade from A to F. &quot;I&quot; is for &quot;incomplete&quot; (score lower than 70% with a 1 or 2 effort and less than 4 absences)</td>
<td>This is the student's listening test score. This is a numerical score, NOT a percent. Report the raw score.</td>
<td>This is the student's listening test score. This is a numerical score, NOT a percent. Report the raw score.</td>
<td>This is the number of 1 to 3 (1 represents the highest effort and the lowest)</td>
<td>This is the number of 1 to 7. This comes from the score on their Oral rating sheet.</td>
<td>Enter a number. Enter a number.</td>
<td>Roman numeral from I to VII. This number represents which class the student should be in next session. Level VI teachers only put VI if the student is a CAP student who has met CAP requirements. Level VI teachers only put VI if the student is a CAP student who has met CAP requirements.</td>
</tr>
</tbody>
</table>

**Reading/Writing**

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>Student ID#</th>
<th>Reading Grade</th>
<th>Writing Grade</th>
<th>Grammar Grade</th>
<th>Effort</th>
<th>Essay</th>
<th>Reading Test</th>
<th>Percent Grade</th>
<th>Attendance</th>
<th>Promotion Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as above</td>
<td>Same as above</td>
<td>Letter grade from A to F or &quot;I&quot; for an incomplete See grade correlation below.</td>
<td>Letter grade from A to F or &quot;I&quot; for an incomplete See grade correlation below.</td>
<td>Letter grade from A to F or &quot;I&quot; for an incomplete See grade correlation below.</td>
<td>Number score of 1 to 3</td>
<td>Number score of 1 to 7</td>
<td>The converted letter grade from A+ to F</td>
<td>Enter the number that is the average of the Reading, Writing, and Grammar percentage grades in columns 2-4.</td>
<td>Same as above</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

**Grades Correlations of Average Percentage Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

**Promotion**

**Retention**

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Session Timeline Breakdown

New Teacher To-Do List before the Session Starts

-- Meet with Julie to go over the Handbook for New ELI Faculty
-- Get a brief tour of 108: SALC, classes, offices
-- Meet Wendy Clark (HR in 189):
  *parking letters & payroll
-- Get computer login access (Sue Wagner)
-- Pay for a Parking Pass
-- Meet Jeanne (108), Lynn (318) or Chris (189):
  *keys, copy code & mailbox

Week 1

1. Get to know your students, diagnostics on Day 1 of class (Tuesday).
2. Go over the syllabus (course policies, attendance, objectives, grading scheme) with the students. Students can change classes once online through Wednesday.
3. By the second day of classes, you should be addressing the learning outcomes in earnest based on the course timeline. ELI sessions fly by, so you don’t want to fall behind early.
4. Go with your students to the SALC orientation for new students. There will be a specified time on the Opening Day Memo and their schedules for your class to attend this orientation.
5. Retesting- If you have NEW students, you may recommend them for retesting on Wed. Returning students CANNOT retest. Someone will send an email to the entire faculty after the retest and ask for teachers to click on a link to input whether they recommend the students who retested in their classes move up or stay in the class. Use the diagnostic tests to help you determine whether to recommend a student change levels.
6. Students changing class—students who pick up their schedule on time will have a code on their paper schedule that allows them to change each class online once if they want to and if another section is available. Please do not tell any students your class has available seats because the ELI tries to balance the number of students in each class, so even if you are under 14 students, your class may not show up as having available seats. Please expect student changes thru Wednesday.
7. Check your roster for no-shows. Erin will send you an updated roster on Friday. Check it with who has been attending your class. Report “no shows” and students who are coming but not on your roster in an email by the registrar’s office.
Weeks 2 & 3

1. Your roster should be final on Thursday of week 1, but some changes still occur until week 2 from new student retesting.

2. The students’ updated address list MUST be returned to the housing coordinator, Pat Maurin, during Week 2.

3. Attend your level meetings for L/S and R/W listed in the Opening Day Memo.

4. Make sure you give periodic quizzes so you have mid-session grades to report. You give a separate grade for the five skill areas and you need AT LEAST 3 ASSESSMENTS for each skill: listening, speaking, reading, writing and grammar. You will also give an effort score.

Weeks 4

1. Give students midsession grades. You may use the midsession grade form included in this booklet on the next page to give students their midsession grades.
   a. Be sure to appropriately weight the grades. 20% of the listening grade will be comprised of the Michigan Aural Listening test given in the final week. 20% of the speaking grade will be comprised of the speaking final (not a presentation) given by you in week 8. Ask your level coordinator for approval for your speaking final.
   b. In your R/W class, 20% of the student’s final reading grade will be based on an in-house reading test taken Tuesday of the final week. 20% of the student’s final writing grade will be based on a double-rated level-generated in-class essay given Monday of the final week. And 20% of the student’s final grammar grade will be based on a level-produced grammar exam. Ask your level coordinator or course mentor for the format of the final essay and grammar tests.

2. Level meetings (usually on Friday week 4 or 5). Check the ODM for locations and times.
L/S Mid-session progress report

Student Name: ______________________________________

Class: ___________________________  # of absences to date:__________

Teacher: ____________________________

Progress toward Listening objectives:  Excellent  Good  Average  Needs more work
Progress toward Speaking objectives:  Excellent  Good  Average  Needs more work
Progress toward Pronunciation objectives:  Excellent  Good  Average  Needs more work

Approximate grade to date: Listening _______  Speaking _______  Effort _______
Number of missed tests or quizzes: _______  Missing assignments: _______
In this class the policy on missed tests and quizzes is:
_______________________________________________________________________________

Comments:
R/W Mid-session progress report

Student Name: ______________________________________
Class: _______________________
# of absences to date:__________
Teacher: _____________________________

Progress toward Reading objectives: Excellent Good Average Needs more work
Progress toward Writing objectives: Excellent Good Average Needs more work
Progress toward Grammar objectives: Excellent Good Average Needs more work

Approximate grade to date: Reading ___________ Writing ____________ Grammar __________ Effort _______
Number of missed tests or quizzes: _____________ Missing assignments: ___________________
In this class the policy on missed tests and quizzes is:

_______________________________________________________________________________

Comments:

R/W Mid-session progress report

Student Name: ______________________________________
Class: _______________________
# of absences to date:__________
Teacher: _____________________________

Progress toward Reading objectives: Excellent Good Average Needs more work
Progress toward Writing objectives: Excellent Good Average Needs more work
Progress toward Grammar objectives: Excellent Good Average Needs more work

Approximate grade to date: Reading ___________ Writing ____________ Grammar __________ Effort _______
Number of missed tests or quizzes: _____________ Missing assignments: ___________________
In this class the policy on missed tests and quizzes is:

_______________________________________________________________________________

Comments:
**Week 5**

1. **Students’ Intention forms are due online at the end of this week.** Remind your students to complete them. Direct students to the ELI Online Course Fair online and the SALC for assistance from 12:30-2 PM on Wednesday of this week only.

2. **Make sure you give periodic quizzes so you have mid-session grades to report.** You give a separate grade for the five skill areas and you need AT LEAST 3 ASSESSMENTS for each skill: listening, speaking, reading, writing and grammar. You will also give an effort score.

3. **Faculty meeting or Level Meetings on Friday.** Check the ODM for the time & location.

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**Week 6/7 or Week 7/8**

1. **Meet with any students in danger of failing.** If any student has a grade of D+ or lower OR has an average grade below 73%, you will want to discuss their grades with them so they are not surprised if they fail.

2. **Friday this week has NO CLASSES. It is a testing day.** Nicole Servais will send an email with the time each class will take the Final Listening test. Make sure you remind your students to bring their UD ID cards because you will not be there to identify them. The test is proctored by the ELI staff, not instructors. If you have students with conflicts, send an email with that information to Nicole Servais (nservais@udel.edu) at the beginning of the week. You need to schedule appointments with your students to conduct your speaking final exams on this day, as well.

3. **Enter predicted grades, effort score and overall percentage for students on the leaving list in each class by Friday this week.** A “leaving list” is emailed out on Thursday by the Registrar; and therefore, predicted grades only need to be entered for students we anticipate will be graduating (not all students). This information will be used in addition to students’ cumulative GPA in ELI courses to calculate honors students so the faculty can vote on student awards during the meeting on Monday of the final week.

4. **Enter information for students who will likely be retained by Friday in the database.** Meet with these students to let them know that they will be retained. Students who should be retained have **at least 1 D+ or lower** in each skill area OR whose **overall GPA is less than 73%**.
5. If you teach RW level IV, there is a screening test for students earning Bs in your class on Friday. This test allows students with good grammar skills to skip General V and enter EAPV. Check the ODM for the time and location.

**FINAL WEEK: Week 7/7 or 8/8**

1. **Faculty Meeting on Monday 1 PM**- The purpose of this meeting is to recommend students for graduation awards. We have our graduation on the last Friday of the session. We award honors for Outstanding students, Leadership, Best Writer, and Valedictorian. You may recommend your students for these awards during this meeting.

2. Give any remaining speaking final exams you couldn’t finish on Friday, as well as the final writing and final grammar exams this week.

3. **Retention appointments with the ELI administration on Wednesday for special cases only.**
   You should have indicated on the retention form online that you would like to meet with the administration. You do NOT need to meet with the administration if you don’t need to discuss any of your students.

4. **Classes are shortened on Thursday** to allow teachers time to enter their students’ final grades into the database. LS: 8:15-9:30 AM; RW: 10:00-11:15 AM (usually- check the ODM). All afternoon classes: 1:00-2:15 PM.

5. **Evaluations due by Thursday**- You will have two types of evaluations to have the students complete this week: COURSE evaluations and PROGRAM evaluations. A labeled folder with scantron sheets in it for each type will be put in your mailbox for this.

   For the **COURSE evaluation**, you must make the copies of the course evaluation. Look on the Facebook for the evaluation for your class or ask your course mentor. You may NOT administer your own evaluation, so find another teacher to switch classes with for just this part so the other teacher can answer any questions the students may have. That teacher will then turn in the folder with your evaluations to one of the secretaries in 108 or 189. Make sure your students write the following at the top of the scantron where it says “Identification:” Instructor’s last name- Class + Session #, Year

   Example: Lopez- R/W EAPVI
   Session III, 2012
**The PROGRAM evaluations** should only be given to your L/S class. You may administer these evaluations and then return the envelope with the evaluations in it to Saundra or the 189 W. Main St. Office Coordinator by Thursday. Students do NOT need to put any identification (your name or their name) at the top of this scantron.

6. **Final grades & updated retention information MUST be entered on the database by 5pm on Wednesday night for graduating CAP students, by 8AM on Thursday morning for all graduating (leaving) students, and by Friday morning for students remaining for another session.**

7. **Graduation on Friday 3:30-5:30PM.** You are expected to attend graduation to sit with your Reading/Writing class and go up on stage with them as they shake Dr. Stevens’ hand. You will help keep them quiet during the ceremony and distribute their certificates and transcripts with their grades at the very end of the ceremony so everyone stays until the end. Graduation usually lasts 2-2.5 hours.
CLASS/TEACHER EVALUATION INFORMATION

1. The ELI gives evaluation forms to students at the end of every session to give students the opportunity to think about their effort and progress in their Listening/Speaking and Reading/Writing classes.

2. The evaluation process also gives the students the opportunity to give their opinions about their teachers, the books and materials used, and anything else related to the classes.

3. This information about the classes and the teachers helps the teachers and the ELI to provide the best classes possible by identifying both what is good and what needs to be improved.

4. It is important that the students give their honest opinions with the understanding that whatever they say will be confidential and will be used for the improvement of the classes, teachers, and the ELI.

5. The evaluation questionnaire generally has twenty-eight items. The first two items requires the students to think about their own effort.

6. The second group of items, three through eleven, concerns the teacher’s behavior.

7. The third group, twelve through twenty-six, concerns the progress that the students feel that they made concerning the outcomes of the class. These outcomes are also listed in the class syllabus.

8. The final two items, twenty-seven and twenty-eight, ask the students to state to what degree they would recommend the teacher and the class. Item twenty-seven asks the students if they would recommend the teacher for this particular class, not in general. Item twenty-eight asks if they would recommend the class; i.e., its design, content, materials used, regardless of who the teacher is.

9. If the students rate either of the last two items with a D or E, they should write a brief explanation in the white area of the scan sheet. They can also use this area to comment about any aspect of the class or the teacher not covered in the question items.
10. If they have comments or concerns about aspects of the program not related to the class or teacher, they should not put them on this evaluation. The program evaluation is for that purpose, or they can see the Associate Directors: Karen Asenavage at 108 East Main St. room 227 or Joe Matterer at 318 South College Avenue room 224.

**PLEASE DO NOT PROCTOR YOUR OWN CLASS. ARRANGE WITH ANOTHER TEACHER TO DO EACH OTHER'S EVALUATIONS.**

**ALSO, PLEASE NOTE:** "Faculty may not directly or indirectly indicate in any way to students that their future status with the ELI is dependent on good student evaluations."
Getting Help for Distressed Students

ELI chart for identifying and assisting students in distress

### Preliminary action:
- Monitor the student and see if the situation progresses
- Make student aware of supports on campus
  - i.e. Center for Counseling and Student Development (CCSD), International Student Support Group, International Student Discussion Series

### Intermediate action:
- Contact immediate supervisor
- Call CCSD and speak with the “counselor of the day”
- Refer student to the Orientation Coordinator
- Have the student make an appointment with CCSD

### Immediate action:
- Contact CCSD, Orientation Coordinator, and Dr. Stevens
  - Contact appropriate resource
    - i.e. UD Police, SHS, SOS
      - UD Police will take students to Student Health Services
  - Formal consequence will be needed
    - i.e. C.A.P.E.S, Police, long term support

### Contact list

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Stevens</td>
<td>(302) 584-5710</td>
</tr>
<tr>
<td>Tim Kim</td>
<td>ELI Office #: (302) 831-7493; Cell # (302) 383-9724</td>
</tr>
<tr>
<td>Joe Matterer</td>
<td>(302) 383-5966</td>
</tr>
<tr>
<td>Karen Asenavage</td>
<td>(267) 456-3185</td>
</tr>
<tr>
<td>University Police</td>
<td>(will take students to the Student Health Services) (302) 831-2222</td>
</tr>
<tr>
<td>Center for Counseling and Student Development- CCSD</td>
<td>(302) 831-2141</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>(Open 24/7) (302) 831-2226</td>
</tr>
<tr>
<td>Sexual Offense Support (SOS)</td>
<td>(24 hour crisis hotline) (302)-831-2226</td>
</tr>
<tr>
<td>Wellspring</td>
<td>(non-emergency support group for victims of sexual violence) (302) 831-3457</td>
</tr>
</tbody>
</table>
New Teacher Observations

*During your first few weeks teaching, an administrator will observe one of your classes to see if you need any additional support teaching in our program. The following criteria are what kinds of teachers the ELI tries to foster.

The effective teacher should:

<table>
<thead>
<tr>
<th>Plan</th>
<th>Instruct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet learning objectives of the curriculum/syllabus</td>
<td>Stimulate recall of and connections to prior learning</td>
</tr>
<tr>
<td>Show mastery of subject area</td>
<td>Keep students engaged</td>
</tr>
<tr>
<td>Design pedagogically sound lessons with:</td>
<td>Provide a balance of teacher/student talk</td>
</tr>
<tr>
<td>- stated objectives</td>
<td>Make effective use of media, illustrations, and resources</td>
</tr>
<tr>
<td>- modeled activities</td>
<td>Use effective questioning techniques</td>
</tr>
<tr>
<td>- guided practice</td>
<td>State intended outcomes for the lesson</td>
</tr>
<tr>
<td>- checks for understanding</td>
<td>Use methodology appropriate for class</td>
</tr>
<tr>
<td>- feedback/evaluation</td>
<td>Model new activities to ensure understanding</td>
</tr>
<tr>
<td>- review/closure</td>
<td>of task</td>
</tr>
<tr>
<td>Learn new techniques and keep abreast of</td>
<td>Provide guided practice</td>
</tr>
<tr>
<td>applied research</td>
<td>Monitor student progress</td>
</tr>
<tr>
<td></td>
<td>Check student understanding</td>
</tr>
<tr>
<td></td>
<td>Devote appropriate time to task</td>
</tr>
<tr>
<td></td>
<td>Spiral lesson to previously learned material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manage</th>
<th>Foster Interpersonal Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and enforce consistent class rules</td>
<td>Establish positive rapport with students</td>
</tr>
<tr>
<td>Keep class on target, avoiding digressions</td>
<td>Be open to learn from students</td>
</tr>
<tr>
<td>Control potentially disruptive behavior</td>
<td>Keep students involved and actively</td>
</tr>
<tr>
<td>Be dependable and responsible (starting class and returning homework on time)</td>
<td>participating</td>
</tr>
<tr>
<td>Provide effective and appropriate feedback</td>
<td>Show concern for students and their problems</td>
</tr>
<tr>
<td>Be organized and prepared</td>
<td>Motivate and inspire students to learn</td>
</tr>
<tr>
<td>Make good use of time</td>
<td>Create a positive atmosphere of mutual</td>
</tr>
<tr>
<td>Transition effectively among activities</td>
<td>respect that values learning</td>
</tr>
<tr>
<td>Manage group work effectively</td>
<td></td>
</tr>
</tbody>
</table>

Video References to improve teaching:

- Julie Lopez has posted short videos of ELI teachers giving teaching tips on the facbook under the tab, “Facilities & Resources” – “Teaching Tips from ELI Teachers”.
# Rubric Used for S-Contract Teaching Observations

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Number of learners</td>
<td>Nationalities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE AREA AND SCALE</th>
<th>DESCRIPTOR, the effective teacher should:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning: Prepares and plans learning experience</strong>&lt;br&gt;Materials, lesson plan, time allocation</td>
<td>❑ Meet learning outcomes of the curriculum/syllabus&lt;br&gt;❑ Show mastery of subject area&lt;br&gt;❑ Design Pedagogically sound lessons with:&lt;br&gt; o stated outcomes&lt;br&gt; o modeled activities&lt;br&gt; o guided practice&lt;br&gt; o checks for understanding&lt;br&gt; o feedback/evaluation&lt;br&gt; o review/closure&lt;br&gt;❑ Learn new techniques and keep abreast of applied research</td>
</tr>
<tr>
<td>___ [3] Highly Effective</td>
<td></td>
</tr>
<tr>
<td>___ [2] Effective</td>
<td></td>
</tr>
<tr>
<td>___ [1] Somewhat effective, Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>___ [0] Does Not Meet Standards</td>
<td></td>
</tr>
</tbody>
</table>

*Comments:*

<table>
<thead>
<tr>
<th>Instruction 1: Keeps students engaged and involves learner in the learning experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ [3] Highly Effective</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

*Comments:*

<table>
<thead>
<tr>
<th>Instruction 2: Informs learners of learning outcomes, creates a level of expectation for learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ [3] Highly Effective</td>
<td>❑ State learning outcomes&lt;br&gt;❑ Ensure students understand the purpose and relevance of the lesson and activities</td>
</tr>
<tr>
<td>___ [2] Effective</td>
<td></td>
</tr>
<tr>
<td>___ [1] Somewhat effective, Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>___ [0] Does Not Meet Standards</td>
<td></td>
</tr>
</tbody>
</table>
### OUTCOME AND SCALE

#### Instruction 3: Presents lesson with clarity, organization, differentiation, effective methodology

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>[3]</td>
<td>Highly Effective</td>
<td>- Use methodology appropriate for class</td>
</tr>
<tr>
<td>[2]</td>
<td>Effective</td>
<td>- Model new activities to ensure understanding of task</td>
</tr>
<tr>
<td>[1]</td>
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<td></td>
<td>improvement</td>
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<td>[0]</td>
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<td></td>
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**Comments:**

#### Management 1: organizes the lesson, manages clock, transitions to activities, guides students

<table>
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<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>[3]</td>
<td>Highly Effective</td>
<td>- Be organized and prepared</td>
</tr>
<tr>
<td>[2]</td>
<td>Effective</td>
<td>- Make good use of time, as appropriate to each task</td>
</tr>
<tr>
<td>[1]</td>
<td>Somewhat effective, Needs</td>
<td>- Transition effectively among activities</td>
</tr>
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**Comments:**

#### Management 2: Provides feedback and manages class

<table>
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<td>- Provide effective and appropriate feedback, correction</td>
</tr>
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</table>

**Comments**
### PERFORMANCE AREA AND SCALE

<table>
<thead>
<tr>
<th>Interpersonal: Creates classroom culture and climate</th>
<th>DESCRIPTOR, the effective teacher should:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>□ Establish positive rapport with students</td>
</tr>
<tr>
<td>___ [2] Effective</td>
<td>□ Be open to learn from students</td>
</tr>
<tr>
<td>___ [1] Somewhat effective, Needs improvement</td>
<td>□ Keep students involved and actively participating</td>
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<tr>
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<td>□ Motivate and inspire students to learn</td>
</tr>
<tr>
<td></td>
<td>□ Create a positive atmosphere of mutual respect that values learning</td>
</tr>
</tbody>
</table>

*Comments:*

**Overall performance scores:**

Highly Effective (Outstanding/Excellent) ____, Effective (Very Good/Good) ____, Somewhat Effective (Fair) ____, Does Not Meet Standards (Poor) ____

**Overall Observer Comments:**
Sample Lesson Plans

When you are observed officially, make sure you write out your lesson plan to provide the observer with for that class. Your lesson plan needs to include the following:

1) Background of the class including:
   A) Break down of students in number and gender.
   B) The class in relation to the week in the session
      (ex: "This is the second week of an 8 week session.")
   C) A brief description of what have they been working on in the previous few classes.
      In other words, "How will what you do in today's class build on previous lessons?"

2) Each part of the lesson should include:
   A) A brief description of activity, including any materials that are necessary
   B) The time allotted for the activity
   C) The stated objective from their course syllabus that the activity teaches or
devlops. (Ex. Stated Objective from syllabus: "Students will learn how to correctly
pronounce -ed endings.")

*Look at the two sample lesson plans on the following pages, one for listening/speaking and the other for reading/writing, to get an idea of how detailed your lesson plan needs to be.
Class: LS III

Demographic Context: We are in Week 3 of an 8 week session. There are 12 students in the class: 7 women and 5 men. The country breakdown is: 3 Saudis, 4 Chinese, 2 Korean, 1 Japanese, 1 Turk and 1 Brazilian.

Previous Class before observations: During the last part of class today we went over making, accepting, and refusing invitations. The students listened to a conversation and then we listed common expressions used for making invitations and how to accept or refuse an invitation. Tomorrow’s lesson will build off of that.

Each part of the lesson to be observed will include:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Time</th>
<th>Stated Objective from syllabus for this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Role-play line-up: half of the students will be given a situation in which they should invite someone to something. The other half of the students will either accept or refuse. I will facilitate this and walk around and listen to the students.</td>
<td>Materials: Note cards with situations, chairs lined up facing each other</td>
<td>Time: 15-20 minutes</td>
<td>Through practice students should &quot;improve their fluency, conversation skills, and oral grammar&quot;, all of which are course goals stated on the syllabus. This activity also gives me a chance to assess the students.</td>
</tr>
<tr>
<td>Activity: Reading a map: pp. 21-24 in Interactions</td>
<td>Materials and Time: Interactions 2 (30-40 minutes)</td>
<td>Stated Objective: &quot;Understand how to read a map and describe the location of something on a map&quot;</td>
<td></td>
</tr>
<tr>
<td>Activity: Pronunciation of /t/ and /d/: pre-activity for next activity. Last week I taught them the difference between voiced and unvoiced consonants.</td>
<td>Materials and time: Sounds Great (10-15 minutes)</td>
<td>Stated Objective: &quot;-ed endings: Learn rules for pronunciation of –ed endings.&quot; and improve &quot;ability to discriminate vowel sounds in minimal pairs.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
Activity: Conversation Pair work to practice pronunciation of -ed endings.

Materials and Time: Marker, white board  5-10 minutes

Stated Objective: Improve pronunciation of -ed endings

-ed endings: match the word with the correct sound. Group or pair work Word cards
5-10 minutes

Activity: Continued Pair Work to improve pronunciation


*Sounds Great* (10 minutes)

Objective: Improve pronunciation of –ed endings

Activity: Continued practice to practice -ed endings with natural conversation. Interviewing partner: Students have to ask/answer questions using the past tense –ed endings in a more natural way.

Materials: *Sounds Great*. Use the questions from *SG* p. 102. *Sounds Great*

Time: As time allows

Objective: same as above

Last 5 minute-wrap up: This is what I call "TAKE HOME" information.

At the end of every class I ask, "What have you learned from today's class that you can take with you?" Then, I ask for students' responses first. I will write them on the board and include my own. (Ex. "I know the rules for pronouncing -ed endings" or "I feel more confident about inviting someone to a party." OR "I understand different ways to accept or refuse an invitation in a polite way." or I can talk to people and feel comfortable."

I will then suggest (sometimes I assign for HW) that they practice pronunciation of -ed ending this week with their tutor by talking about what you/your tutor did last weekend or on your last vacation. AND/OR They can invite a classmate/friend for coffee by using what they have learned.
Demographic Context: This is Week 4 of an 8 week session. There are 15 students in the class: 7 women and 8 men. The country breakdown is: 6 Saudis & 9 Chinese.

Previous Lessons: We have been working on developing sentences and connecting ideas using subordinating conjunctions.

10:40 Warm-up – **Bias. Q. What are some ways and situations in which a person might show bias?** {**Objective:** Expand vocabulary by studying the Academic Word List and by guessing the meaning of words through context and affix clues.}

10:50 Collect Paraphrase HW paragraphs {Develop awareness of different kinds of writing patterns including cause/effect, compare/contrast and summary.}

10:55 Intro & Bkgd Paragraph Analyses for Persuasive Essay – p.114 {Write an effective paragraph using a topic sentence, body development, and conclusion; using cohesive devices such as connectors, restatement, and referencing.}

- Intro - What tools used to get reader’s attention? (Results of survey, questions)
- Intro – What is Thesis- last [ 1) easily access course materials 2) Can demonstrate learning in +ways]
- Bkgd – How does the bkgd P give us info needed for the essay?

11:15 Body paragraph Analysis of Persuasive essay on – p.99 {Write an effective paragraph using a topic sentence, body development, and conclusion; using cohesive devices such as connectors, restatement, and referencing.}

- Topic ss of body paragraph
- Identify the ways electronic comm. Facilitates frequent & meaningful conversation for profs & Ss
- Transition words
- No 1st person to when offering supporting ideas to persuade reader
- Support opinions w/ (p.109)
- Facts & statistics
- Examples
- Experts
- Research results
- Interviews
11:45 Saw Figurative Language in “La Gringuita” – p.34 {Recognize the use in a reading passage of figurative language such as analogy, simile, metaphor.}

- Simile
- Metaphor
- Personification
- PPT

12:05 Grammar (Transitions) HW handouts & Subordinate clauses {Understand and use reduced subordinate clauses}

12:15 Return Quizzes

HW

- Read CR p 40-43 Poem
- Tomorrow - Morris Library 116A @ 2pm
- Wed – Paraphrasing Qz & Grm Quiz Unit 2
- Thurs – AWL quiz & In-Class writing.
- 7/19 Persuasive due in class

Next

Copy APA guide!