

# ERLI Faculty Handbook

Spring 2021



**EMBRY-RIDDLE**  
Aeronautical University  
DAYTONA BEACH, FLORIDA

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## Letter from Director



Embry-Riddle  
Language Institute  
web: [db.erau.edu/erli](http://db.erau.edu/erli)

Tel: 386-226-7614  
Email: [erli@erau.edu](mailto:erli@erau.edu)

Welcome to all Embry-Riddle Language Institute (ERLI) faculty!

Since 1989, ERLI has been helping international students prepare to meet their goals for English language learning. ERLI students are predominantly degree-seeking and come from many backgrounds and they have diverse expectations and abilities—along with their own goals. Each ERLI faculty member has a key role in helping students to meet these goals.

ERLI's mission is to provide to provide high-quality English language instruction that prepares international students to enter and succeed in Embry-Riddle Aeronautical University or another U.S. university. ERLI is also a small part of TESOL community and as part of this community I urge us all to follow values for Teachers of English to Speakers of Other Languages (TESOL) as we engage in our work at ERLI (from [www.tesol.org](http://www.tesol.org)):

- Professionalism: Committed to excellence in standards, research and practice that enhance English language teaching and learning
- Respect: Committed to equity, diversity, multilingualism, multiculturalism, and individuals' language rights
- Integrity: Committed to ethical and transparent action
- Lifelong Learning: Committed to quality English language teaching and learning opportunities throughout the life of students and teachers

The material in this handbook is intended to facilitate your work at ERLI, and it includes an overview of ERLI as well as a set of guidelines, policies, and procedures, including expectations and evaluation of your work. In addition, ERLI administration is available to answer questions and address issues as they arise.

We are happy you are joining ERLI as a teacher! We look forward to collaboration with you as we work toward our common goal of successful language teaching and learning.

Kind regards,

A handwritten signature in blue ink, appearing to read "Hannaliisa Savolainen".

Hannaliisa Savolainen

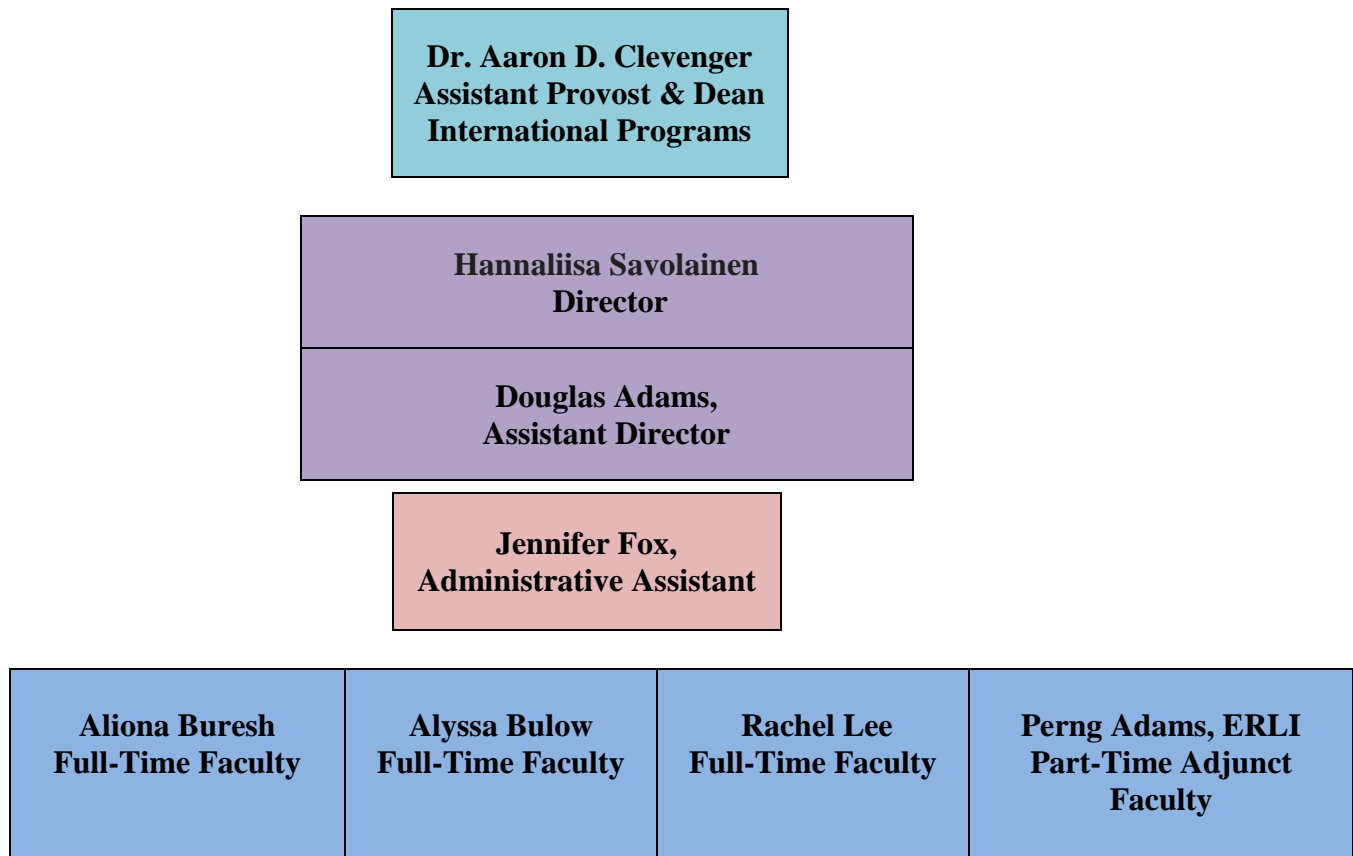


600 S. Clyde Morris Blvd.  
Daytona Beach, FL 32114-3900

## The ERLI Mission Statement

The mission of the Embry-Riddle Language Institute is to provide high-quality English language instruction that prepares international students to enter and succeed in Embry-Riddle Aeronautical University or another U.S. university.

## The Organizational Chart



### Hannaliisa Savolainen – ERLI Director

Hannaliisa Savolainen earned her M.A. in Linguistics from Northeastern University in Chicago, Illinois. Prior to working as an administrator in international education, Hannaliisa taught ESL in Chicago, Santa Monica, and Flagstaff in both intensive English and credit programs. Her professional areas of interests include student support, faculty development, and reading research. Hannaliisa first arrived to the United States as a flight student, and she is a private pilot. In her free time, she enjoys exploring Florida with her family and reading murder mysteries.

**Douglas Adams – Assistant Director**

Douglas has an M.A. in Applied Linguistics with a specialization in TESL from the University of Florida and has taught English as a second language at the university level both in the U.S. and overseas for more than 20 years, and is currently on faculty at the Embry-Riddle Language Institute at Embry-Riddle Aeronautical University in Daytona Beach, Florida. In addition to teaching at the institute, he has also served as an academic advisor for first year students at the university and taught Embry-Riddle's developmental English classes for international students for more than ten years.

**Jennifer Fox – Administrative Assistant**

Jennifer has a B.A. in History from William & Mary in Williamsburg, VA and has worked in higher education since 2012. Jennifer started her career in higher ed coordinating program logistics for the National Institute of American History & Democracy (NIAHD) at W&M. She moved to Daytona Beach from Virginia and joined ERLI in 2021. Jennifer is the first point of contact for prospective students and provides administrative support to faculty and staff. When not helping students and faculty achieve academic success, Jennifer spends as much time as she can traveling, biking, curling (the ice sport!), and playing with her niece.

**Aliona Buresh – Instructor**

Aliona has her M.A. in Educational Leadership/Teaching English as a Second Language from the University of Central Florida. She started her teaching career as a University EFL Professor at the Institute of Parliamentarism and Enterprise in Minsk, Belarus. She worked from 2012-2014 at Daytona State College teaching ESOL to students from various educational and cultural backgrounds. She started to work at ERLI as a TESL Instructor in 2013. In ERLI, she teaches academic English classes and Human Factors in Aviation. She is fluent in Russian and Italian. Aliona enjoys travelling, experiencing new foods and cultures, and meeting people from different countries.

**Alyssa Bulow – Instructor**

Alyssa has her MA in Teaching English to Speakers of Other Languages (TESOL) from Michigan State University. She believes teaching is the best job imaginable and has a decade of teaching experience on 3 continents. Most recently, she taught US History and Culture in Michigan and led English teacher training in Tabasco, Mexico. Her professional interests are using corpora and collocations to improve language learning, EFL teacher development, and vocabulary acquisition. In addition to teaching at ERLI Alyssa loves learning about new cultures and languages, SCUBA diving, skating, eating vegetarian food, and achieving her goals.

**Rachel Lee – Instructor**

Rachel completed her M.A. in Teaching English to Speakers of Other Languages (TESOL) through Southern Illinois University. Prior to that, she earned a B.S. in Aviation Management, and a Master of Public Administration (MPA) in Aviation, while also taking courses in Spanish and Mandarin Chinese. Rachel has over 20 years of work experience in aviation, including academic advisement, recruitment, and advising various student groups. More recently, she has taught ESL, EFL and aviation courses to students studying in the U.S. and abroad. In her spare time, Rachel enjoys glamping (camping in her RV) with her husband and dog, hiking, Disneybounding, traveling, reading, and crafting.

**Perng Adams ERLI – Part-Time Adjunct Instructor**

Perng Adams has an M.A. in English Language and Linguistics from the University of Arizona and an M.A. in Linguistics from the University of Delaware. She taught English at Hong-Cheng Academy in Kaohsiung, Taiwan, before coming to the U.S. After she received her first master's degree, she has also taught ESL classes at the English Language Institute at the University of Florida and Embry-Riddle Language Institute. She loves to study languages and to work with students from diverse cultures. Her research interests include comparative syntax and ESL composition. She has published papers that compare English with Mandarin Chinese. In her free time, she enjoys reading, crocheting, traveling, raising French White Muscovy ducks, and spending time with her family.

### Important Contact Information (Emails and Phone Numbers)

ERLI Main Office			(386)-226-7073	Mod 30-2 Tomcat
<b>ERLI Director</b>	Savolainen, Hannaliisa	<a href="mailto:savolaih@erau.edu">savolaih@erau.edu</a>	(386)-226-7904	Tomcat office 218 B
<b>ERLI Assistant Director</b>	Adams, Douglas	<a href="mailto:adamsa30@erau.edu">adamsa30@erau.edu</a>	(386)-226-7072	Tomcat Office 218 G
<b>Administrative Assistant</b>	Fox Jennifer	<a href="mailto:foxj29@erau.edu">foxj29@erau.edu</a>	(386)-226-7614	Tomcat Office 218 E
<b>ERLI Instructor</b>	Buresh, Aliona	<a href="mailto:buresha@erau.edu">buresha@erau.edu</a>	(386)-226-7027	Tomcat Office 218 F
<b>ERLI Instructor</b>	Bulow, Alyssa	<a href="mailto:bulowa@erau.edu">bulowa@erau.edu</a>	(386) -226-7384	Tomcat Office 218 D
<b>ERLI Instructor</b>	Lee, Rachel	<a href="mailto:leer48@erau.edu">leer48@erau.edu</a>	(386)-226-6174	Tomcat Office 218 H
<b>ERLI Adjunct Instructor</b>	Perng Adams	<a href="mailto:admasp@erau.edu">admasp@erau.edu</a>	(386)-226-7073	Tomcat Office 218 E

Campus Safety	
Non-Emergency	(386)-226-6480
Emergency	(386)-226-7233
Daytona Beach Police	
Non-Emergency	(386) 323-3569
Emergency	911

<b>IT</b> If you experience any technical issues, please contact IT.	(386) 226-7782
<b>HR</b> The Human Resources department can answer any questions and provide assistance regarding payment dates, direct deposits, tax documents, and contract terms.	Daytona Beach / Worldwide 1 Aerospace Blvd. Daytona Beach, Florida 32114 Phone: 386-226-6145 Fax: 386-226-6137 On campus: Corsair Hall, Suite 100



## Professional Responsibilities in ERLI

ERLI students come from diverse backgrounds with many expectations and varying abilities. Most importantly, they all have their own academic goals. ERLI students deserve a consistently well-planned, professionally-delivered, culturally sensitive instruction. The responsibilities and policies outlined in this handbook help ERLI faculty meet the professional expectations.

### Teaching Related Responsibilities

- Meet and teach all assigned classes at scheduled times. A full load for a full-time instructor is four classes per semester. Adjunct instructors are limited to teach three classes total per semester and six classes per calendar year.
- Organize instructional planning according to objectives and outcomes in ERLI curriculum and create meaningful lesson plans.
- Complete and submit syllabi, course plans, diagnostic & final exams, Early & Midterm Alerts, and other required documents by due dates.
- Keep attendance records daily online.
- Keep grade records and report grades weekly.
- Keep one weekly office hour at a time when your students are not in class. Be available to meet by appointment.
- Assess student academic progress on an ongoing basis through the use of sufficient and appropriate measures.
- Provide academic advisement for ERLI students including, but not limited to academic intervention, and success strategies.
- Report any incidents to ERLI Director and Assistant Director within 24 hours of the incident using the incident reporting form (see Appendix).

### Additional Responsibilities

- Participate in ERLI faculty meetings and meetings with the Director as requested.
- Participate in professional development activities as outlined in the Professional Development Policy.
- Check ERAU email daily and respond promptly to emails and other communications.
- Read and familiarize yourself with the Student Handbook. The Student Handbook contains all the policies ERLI students are subject to.
- Be knowledgeable of and observe all ERAU and ERLI policies. All ERLI faculty and staff are subject to ERAU policies.

ERLI teachers are TESOL professionals who are expected to conduct themselves professionally in face-to-face and email communication, both with students and colleagues alike. ERLI is a small, collaborative office. Our aim is to have lively, respectful exchanges that contribute to our professional development—even if we don't always agree. We ask that everyone treat each other the way you wish to be treated.

## ERLI Faculty Evaluation Procedure

### Full-time Faculty

The criteria for the evaluation process for both full-time and part-time faculty are based on the responsibilities in their job descriptions. Full-time faculty are informed of the criteria and procedures for their evaluation process in writing in the ERLI Faculty Handbook.

Each full-time faculty member is formally evaluated once a year following the procedures outlined by the university's Performance Evaluation Policy [APPM 8.2.6] using the Staff Performance Evaluation Form provided by the university's Human Resources department. This annual evaluation is based on the responsibilities outlined in the faculty member's job description and encompasses teaching and all other duties for each full-time faculty member. Sources of input that are incorporated into this evaluation include achievement of performance goals, assessment of teaching abilities through class observations and end-of-course student evaluations, and fulfillment of administrative duties related to teaching.

1. In section II of the annual Staff Performance Evaluation Form, faculty list their performance goals from the previous year and how these goals were met. The subsequent year's performance goals are formulated together with the Director and included in the same section of the evaluation form. These goals should include at least one professional development activity.
2. Formal class observations are conducted by the Director once a year. The observation process involves a pre-observation meeting with the director to discuss the lesson and activities planned for the upcoming class, as well as a post-observation meeting to discuss what went well and what can be done differently. A formal written evaluation of the class observation will be provided to the teacher following the post-observation meeting.
3. End-of-course class evaluations are completed by students at the close of each semester. These evaluations are administered securely through the university's Canvas learning system and the results are made available to the teachers and the Director. The evaluations are discussed in a weekly one-on-one meeting and factored in the teacher's annual performance evaluation. Recurring patterns indicating an issue will be remedied with the support of ERLI administration.
4. Each full-time faculty member is expected to complete administrative duties related to teaching as found on the ERLI Faculty Responsibilities Checklist in a timely manner according to set deadlines and with a high degree of quality.

Full-time faculty receive a written copy of their completed evaluation form during a meeting with the Director. At the end of the annual Staff Performance Evaluation Form,

there is a comment section in which faculty can respond in writing to the evaluation and also request a review of this evaluation by the next level of management.

### Part-time Faculty

As with full-time faculty, part-time faculty are informed of the criteria and procedures for their evaluation process in writing in the ERLI Faculty and Staff Handbook.

Each part-time faculty member is formally evaluated once a semester by the Director or Academic Coordinator using the ERLI Adjunct Performance Evaluation Form. This evaluation is based on each faculty member's job description and encompasses teaching as well as all other teaching-related duties for each part-time faculty member. Sources of input incorporated into this evaluation include completion of professional development activity, assessment of teaching abilities through formal class observations and end-of-course student evaluations, and fulfillment of administrative duties related to teaching.

1. Part-time faculty should participate in at least one professional development activity each full semester at ERLI. By the Friday following final exams of each semester, they should submit a brief written report detailing their professional development activity along with a reflection of the experience.
2. Formal class observations are conducted by the Director or Academic Coordinator at least once a semester. The observation process involves a pre-observation meeting to discuss the lesson and activities planned for the upcoming class, as well as a post-observation meeting to discuss what went well and what can be done differently. A formal written evaluation of the class observation will be provided to the teacher following the post-observation meeting.
3. End-of-course evaluations completed by students are the same as for full-time faculty.
4. Administrative duties related to teaching are the same as for full-time faculty and can be found on the ERLI Adjunct Responsibilities Checklist.

Part-time faculty receive a written copy of their completed evaluation form during a meeting with the Director. At the end of the Adjunct Performance Evaluation Form, there is a comment section in which faculty can respond in writing to the evaluation and/or attach additional information.

### Teacher Observations

Observations in ERLI will be done by Director, Assistant Director, or peers. In all instances, observations give both parties to reflect on the teaching through reflection continue to develop and improve teaching practice. It is also one way that we ensure the "high quality" of teaching that we promise in our mission statement. Each observation cycle contains a pre-observation meeting, observation, and post-observation meeting. Teachers are expected to be prepared for the pre-observation meeting by having a

prepared lesson plan along with one or two areas for the observer to focus on. The teachers should also share other pertinent information about the class. A separate meeting is held after the observation once the observed teacher and observer have had time to reflect on the class. In some instances, multiple observations will take place during a semester. Teachers are encouraged to go and observe other teachers in ERLI, especially those who “share” the same students. Teachers can also request to be observed by peers or by ERLI Director or Assistant Director. All observations from visiting observers must go through the ERLI office.

## Policies

### Socializing with Students

- ERLI students expect and deserve professional faculty to guide them. Preserve boundaries when interacting with students either in-person or online (Facebook etc.).
- ERLI instructors/staff will not transport ERLI/ERAU students in their personal vehicles unless it is for an approved University activity, and the instructor/staff member is an approved driver.
- ERLI faculty/staff/students will not consume alcoholic beverages during approved ERLI outings.

### Class Sessions

- Teachers will...
  - Start and end classes on time.
  - Cover the entire curriculum of the assigned course.
  - Come to class prepared.
  - Use student engagement strategies to keep students on task.
  - Use classroom procedures to create consistency.
  - Always check for understanding.
  - Create a safe classroom environment using respect.
  - Challenge every student academically.
  - Increase participation by using collaborative learning and group activities.
  - Promptly remove disruptive students from class.
  - Observe and enforce all ERAU and ERLI policies.
- If a class changes locations, teachers will notify the ERLI Office beforehand.
- Class observers must get approval from the ERLI administration.

### Grading

- The assignment of students' grades must be based on exams, quizzes, assignments (in-class or homework), presentations and other work that demonstrates a student's ability in using the English language. No grades will be given for attendance, participation, or completion of an assignment. There are no extra credit points.
- Grading scale and categories must be clearly indicated in the syllabus, and all grade point categories must be measureable indicators of a student's achievement. Grades below 70% will not be rounded up.
- Policies for late assignments must be included in the course syllabus and be consistently applied.

To pass the class, students should demonstrate that you met the outcomes of the class.

## Syllabus

Syllabus template for each semester can be found in the OneDrive. The content of the template should be on every ERLI course syllabus. (You can change font, format, etc.). The student outcomes from the curriculum should be pasted onto the syllabus (do not include objectives since that is for the teacher). Please do not edit curricula content (simplify, shorten, etc.). The rest of the information on the syllabus, including class policies, are your own.

## Stages of a Lesson

ERLI teachers are responsible prepare meaningful, level-appropriate lessons that cover the course objectives and student learning outcomes for each given course. The goal for the classes is for the students to be able to independently produce language as described in the curriculum. Activities should be scaffolded to move students from controlled to semi-controlled and finally to free activities. These free activities will look like our curricular outcomes.

## ERLI Calendar

The ERLI Calendar is available on <http://daytonabeach.erau.edu/degrees/language-institute/> as well as in the shared folder under Administrative/ERLI Calendars.

## Materials

All class materials should be relevant and level-appropriate. Teachers should avoid using same materials for different ERLI levels. Please check with your colleagues if you are not sure.

## Textbooks

- Every class must have an assigned, level-appropriate textbook (approved by Director and ERLI full-time instructors), or coursepack\*. This approved list will be placed on the “Approved Textbook List” in the shared folder. No book will be assigned to a class or added to the list without due process. All ERLI teachers are encouraged to make text book suggestions.
- Students will purchase new textbooks each semester or used ones which have not had answers written into them. (Teachers will not accept books in which answers are visible; students can use white-out to erase answers.)

- Teachers will not allow students to continue a class without purchasing their own textbook. (1week grace period.)
- Teachers must use at least 50% of the course textbook.
- One “live” textbook copy will remain on the library bookshelf for reference and substitutes.
- All textbook orders will go through the textbook coordinator.
- The administrative assistant will be responsible for ordering additional copies if there is a shortfall.
- Any book you acquire as an employee at ERLI (desk copies, examination copies, and other samples) belongs to ERLI. Teachers should feel free to make notations in the book.
- Teachers need to check out books with Administrative Assistant.
- No material will be copied out of coursepacks or books assigned to other levels/skills to be used in levels/skills other than those assigned.

\*Coursepacks must not violate copyright laws (no more than 10% out of any 1 book, and nothing out of a book that explicitly says, “no photocopying allowed”).

\*Coursepacks will make up at least 70% of a single course’s material. .

\*Coursepack materials can be either in a printed or electronic form.

\*Coursepack materials can be disbursed to students separately throughout a semester. By the end of the semester, students must have been given the entire coursepack.

## Copyright Policy

No more than 10% of any book which is not the class textbook and purchased by students will be used for a single class in order to avoid copyright violations.

- If copies are used in a classroom, no more than 10% of a single textbook, and never an entire chapter, is copied and distributed to students.
- ERLI owns all books that are copied for student use; there are no copies used from books published in .pdf format.
- There are no assigned textbooks for grammar classes. The course packs are created from the instructors’ own materials and resources, not published books. Additionally, students take notes in grammar classes, allowing them to create their own “textbook” to be used for further studying.

## ERAU Bookstore Order Procedure

The ERLI Administrative Assistant will send a text book list compiled by text book coordinator to the bookstore about a month before the semester starts. The list will be kept in the shared folder under Textbooks.

## ERLI Library

The ERLI library is available to all ERLI full-time instructors and adjuncts; it is located in the ERLI Conference room (218 A). The ERLI Library has various textbooks for classes as well as reference materials for teachers. Please sign out/sign in books (the sign in sheet is available in the ERLI library)! Teachers are encouraged to request materials for the library. Please email requests to ERLI Administrative Assistant. All requests are subject to approval from ERLI Director.

\*You may also find a lot of useful information at the ERLI Library (located in the shared folder/Special Assignments/ERLI Library)

## Records Retention

Student record information is kept in the university's secure database [Campus Solutions], and scanned diagnostics, final exams, TOEFL scores, and data analyses are retained in the program's secure shared folder. Paper documents are all shredded after being scanned.

## Teacher Absence

If you miss class due to an unexpected event such as illness, car trouble, etc..., please inform the ERLI administrative assistant and the director by phone or email. Your class(es) will be cancelled for that day. If you think you will also miss class the next day, please make lesson plans that a substitute can use or prepare a project that the students will work on in your absence.

If you know in advance that you will be absent, please make lesson plans that a substitute can use or prepare a project that the students will work on in your absence.

## Student Referrals

When the students' needs exceed the resources and expertise available within the program or institution, students are referred to other qualified professionals, services, or programs such as ERAU Health Services for medical needs including counseling and ERAU International Admissions/Immigration for admission/immigration needs.



## Placement Test

### ERLI Placement Procedures

ERLI uses an in-house placement exam for new students that evaluates listening, reading, and writing proficiency. At the beginning of semester, a 70% or higher on a specific section of the placement test means the student moves to the next level for that skill. This exam is taken by students prior to the beginning of their courses. Furthermore, students then take additional diagnostic pre-tests created by instructors during their first week of classes to confirm their placement. These diagnostic pre-tests are created using guidelines found in the ERLI Faculty Handbook and faculty shared drive. In addition, they are at an end-of-current-semester level and test all the core elements in the curriculum for that particular skill and level. The full-time faculty then meet at the end of the first week of classes to discuss level changes based on both a student's placement exam and in-class diagnostics. Decisions on level changes are made based on whether or not the student has demonstrated an 80% mastery of the outcomes (85% for midterm starters) for the level they are currently placed in as evidenced by the in-class diagnostic pre-test and in-house placement exam.

## Diagnostics

### Diagnostics at the Beginning of the Semester

ALL core classes for all levels *\*(Not Special Topic Classes)* should have diagnostics by the end of the first week of classes (first faculty meeting after at least 4 class meetings) for the following 3 reasons:

1. To check placement for new students and make appropriate level changes
2. To see what review is needed for all students
3. To compare at the end of the semester to see how much students have improved

Therefore, diagnostics should be end of present level appropriate. Please use the same guidelines as the advanced placement and final exams for each level (essentially a diagnostic is a shorter version of the final exam).

In order to consider a student for a change of level, he/she must have earned an 80% or above on the diagnostic test. Therefore, a percentage score must be assigned to the diagnostic.

Please make sure that diagnostics are labeled with the following information using the following model: Diagnostic\_ELS\_002\_Teacher\_FA18

## Midterm Diagnostics Policy

Following their initial placement, midterm students take a diagnostic test for each skill/level they were placed in.

\*Midterm students receive the same diagnostic tests as were given to students at the beginning of the semester.

At the midterm, an 85% or higher on a particular section of the placement test means the student moves to the next level. The midterm placement test cut-off score is 85% because that places a student in the top half of the passing score range. The midterm diagnostic cut-off score is 90% (A) or higher to move to the next level.

For example, Juan earns an 85% or higher on the reading three section of the placement test. He is placed into reading four. He takes the reading four diagnostic, and scores a 90%. He moves to reading five.

## Final Exam Guidelines

Please refer to Final Exam folder in the OneDrive for most up-to-date guidelines.

## Guidance to Faculty on Methodology

ERLI is fundamentally a place for collaborative learning and we foster continuous professional development. ERLI faculty is encouraged to stay abreast with current best practices in the field. This guidance is just one of many tools faculty can employ to provide meaningful student experience.

As a program, we practice active learning as a preferred methodology. This means the teacher is *mostly* a facilitator. Classes are rarely teacher-fronted. The true test for this is the amount of teacher talk----Teachers should talk about 20% overall (not including one-on-one work with individual students during group work), and students around 80%. Group and pair work increase student talk.

We also employ a Communicative Approach, Integrated-Skills Approach, the Process Approach to Writing, and Discourse Approach to grammar instruction, Learning Styles, Content-Embedded Instruction and TPR at the lower levels. (See shared folder – articles for professional development for more information).

## Ideas for Teaching Writing (level 4 and Level 5)

ERLI students should be writing more than essays in writing classes. \*Note that for many of these, some reading is required. Reading and writing skills are commonly integrated in academic courses.

### Writing Activities

- quick writing or freewriting
- journal writing
- using readings as writing models
- in class timed writings in response to discussions, readings, or general knowledge prompts
- drafted essays
- outlining
- peer responses
- self-evaluations
- editing exercises
- sentence analysis
- paraphrasing short passages

### Sample Approaches/Formats

- Freewrite/journal in or outside of class on a topic related to the current writing/reading theme or on topics of general interest.
- Give students background knowledge for writing through reading selections, class discussions, video segments, or guest speakers. Readings may be read for homework and students will usually require assistance in the form of comprehension questions, cultural background, and key vocabulary. Further in class discussion will result in increased comprehension.
- Students write two or more drafts of essays with instructor feedback, or peer editing (level 5). Instructor comments may be tape recorded, written or communicated in conferences.
- Emphasize organization and planning for in class timed essays of 60 to 75 minutes.

Paraphrasing and summarizing activities should emphasize the importance of students using their own words and sentence patterns and may be used as an opportunity to explain the significance of plagiarism.

## Early Intervention/How to Help Students Succeed

Abstract from <http://iteslj.org/Techniques/Dawley-FailingStudents.html>

- Identify failure early and act on it. This includes getting evidence of student's level and abilities within the first week of class through testing, in class writing, and interviews.
- Speak with the student privately with facts (test papers, lack of study and homework, class requirements including time, etc.). Many students are anxious to deny there is a problem. "Don't worry, teacher. No problem." Be specific and blunt. "There is not a single correct sentence in this composition." Use your good judgment. Some students need this more than others.
- Get the student to verbalize her own problem and identify causes and solutions. Don't allow the student to minimize the problem. Analyze the problem with the student. This self-recognition is the key to any self-help program. The student must recognize the problem and decide she/he wants to fix it.
- Listen. Be honest and direct in your responses. Offer respect and encouragement. Listen and look with great attention. Look at the distance a student holds the book from them as he reads. Listen to what she/he says about their study time. You may have only seen symptoms of the problem, but not have any idea of its source.
- Help the student create a plan of action with realistic goals. Help them develop steps to reaching them goal. Don't guarantee them a passing grade. Offer them a chance to make progress.
- Remind the student of their goals. Be positive, but firm. Don't reinforce the student's bad reputation. Don't make negative comments in front of the class, but do ask him/her to come and see you. They may need help. Watch for backsliding. Old habits are hard to break.
- Be a resource. Offer or locate additional instruction and materials at an appropriate level. Keep files to help you come up with materials easily. Know what other classes and community resources are available to help a student in need.
- Vary your approach to help keep students interested and to accommodate varied learning styles, and intelligences. Give your failing student a chance to shine, but don't lower your standards to accommodate a student who is "working hard." Your whole class will benefit from this step.
- Keep a professional outlook. If you have followed this plan, you have done your best. The student is responsible for his successes and failures.

## ERLI's Faculty Professional Development Policy

The goal for ERLI administration is to provide a collaborative workplace in which there is opportunity for continued professional growth as faculty contribute to not only ERLI and ERAU, but to the larger field of TESOL. As such, ongoing professional development for faculty is an integral aspect of achieving ERLI's mission of providing high quality English language instruction and academic preparation for our students. As such, opportunities for professional development are made available to both full-time and part-time faculty.

### Full-time Faculty

Professional development for full-time faculty encompasses three areas.

- 1) Working with the ERLI Director or Academic Coordinator in weekly and/or bi-monthly meetings to improve their skills based on issues arising from classroom observations pertaining to planning, instruction, assessment, and students. Such exchanges directly contribute to professional development.
- 2) Participating in class observations with the Director, Academic Coordinator or a fellow faculty member. For each observation, the observer and the faculty member will meet for a pre-observation meeting and will meet again after the observation once each has had time to reflect on the class. These observations do not constitute a formal class observation for evaluation purposes.
- 3) Participating in professional development activities within the broader field of TESOL. Full-time faculty should include at least one such professional development activity as a goal in their annual performance evaluation form and, when appropriate, complete that activity within the upcoming year. Professional development activities may take the form of one of the following:
  - Staying abreast of best practices in the field of TESOL through webinars, conferences, online courses, or readings, and applying new practices in the classroom.
  - Participating in the University's Center for Teaching and Learning Excellence teaching sessions.
  - Engaging in structured collaboration on best practices in instruction and assessment with ERLI and ERAU instructors as well as affiliates in the field (SSTESOL, SETESOL, TESOL, etc...).
  - Work on longer term special projects that support ERLI's mission.

### Part-time Faculty

Part-time faculty should participate in at least one professional development activity each full semester at ERLI. By the Friday following final exams of each semester, they should submit a brief written report detailing their professional development activity along with a reflection of the experience.

Professional development activities for part-time faculty take the same form as those for full-time faculty with the exception of work on longer term special projects, and that they must schedule a class observation with the Director and/or Academic Coordinator at least once per semester.