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INTENSIVE ENGLISH INSTITUTE
UNIVERSITY OF MAINE

IEI Departmental Guidelines for Teachers

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0. IEI MISSION AND ROLE AT THE UNIVERSITY OF MAINE

1. A Brief Description

The Intensive English Institute offers half-semester-length intensive English study (integrated skills courses, language focus courses in grammar and vocabulary development, content elective courses (in development), self-study, language and computer labs to develop and improve English language proficiency of foreign students and professionals. False beginner to advanced levels of study are provided and the primary emphasis is on preparing international students for university study at the University of Maine and other American universities and colleges. Most students, after a period of full time study at IEI and an advanced level of English proficiency, will work out an approved “bridge program” of university courses in combination with ESL courses. Students are non-degree, conditional admission, or matriculated undergraduate and graduate. The Institute offers academic advising, cross-cultural counseling, tutoring and self-study opportunities in a variety of content and skill areas, and the individual attention that comes with a small program.

2. Statement of Purpose

The Intensive English Institute, as a representative unit of the University of Maine and as a member of a national community of Intensive English Programs, subscribes to the standards of professional organizations such as the National Association for Foreign Student Advisors (NAFSA), the Universities and College Intensive English Programs (UCIEP), the American Association of Intensive English Programs (AAIEP), the American Council for Continuing Education and Training (ACCET) and Teachers of English to Speakers of Other Languages (TESOL). Their standards have been developed in recognition of the need for clear communication among individuals of diverse linguistic and cultural backgrounds in a field whose professional goal is to educate participants from all parts of the world and help them become communicatively and cross-culturally competent. There are standards for administration, student services, marketing and recruitment, program assessment, admissions policies and procedures, program curricula, and faculty. This manual for the faculty of the Intensive English Institute is part of the written documentation required by the organizations above and the University of Maine and is accompanied by administrative policies and procedures and a curriculum guide.

The Intensive English Institute is accredited by the Commission on English Language Program Accreditation (CEA).

3. The Mission:

The University of Maine Intensive English Institute’s mission is to prepare students for success in academic study and offer opportunities for positive cross-cultural experiences in Maine and the U.S.A. The IEI bridges students for whom English is not a first language into UMaine or prepares them for admission to other institutes of higher learning. For students not wishing to matriculate into

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degree programs, the IEI is to provide the language support and cultural knowledge to achieve students' educational or professional goals.

4. Our Values

We will be known for consistent high quality academic programs and services, and develop leadership in our field. We anticipate and respond to the changing needs of our community and the individual students and participants in our programs. We will conduct our activities and relationships in an ethical manner. We seek to create a learning and work environment for our students, instructors, and staff, which encourages and rewards initiative, creativity, and responsible risk-taking and respects the individual differences, and accepts and values diversity.

5. Statement of Goals

The IEI has set a number of goals for its development into a quality, financially sound institute known for its excellence in teaching, service and programming. It is expected that the goals of the institute will be refined, and objectives developed, as a continuous process. As a working document, the following goals are proposed:

Programming Goals:

0. A research based pedagogy for beginning to advanced levels
1. A learning center for international students for self-study and individualized instruction
2. Academic advising
3. Short term summer programs
4. Contract courses and teacher training courses

Organizational Goals:

1. Build productive relationships with the campus academic community to evaluate and improve the preparation that the IEI provides to international students
2. Gain greater understanding of and support for IEI on campus

Fiscal goals:

1. To generate sufficient net income each year to reinvest into the program to develop and provide the services and instruction necessary to ensure program survival and stability.

I. TEACHING POSITIONS: DEFINITIONS, RESPONSIBILITIES, QUALIFICATIONS

1. IEI Teacher: Qualifications for Employment:

The minimum qualification for IEI full-time contract faculty is a Master's Degree. If the degree is not in ESL or a closely related field, teachers must have had training or taken courses in subject matter such as; language teaching

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methodology, linguistics, second language acquisition. TESOL certificate courses, and practicum experience are also highly valued.

Other considerations include fluency in other languages, experience living overseas, familiarity with the Focal Skills Approach, and a willingness to be mentored in the Focal Skills Approach. Traits such as flexibility, empathy, and cultural sensitivity are also highly valued.

All teachers must have excellent English language proficiency both orally and in writing. A potential faculty member's proficiency both orally and in writing is established during the application process.

Teachers will play an essential role in the IEI to fulfill its mission in providing quality instruction for its students. Teachers are expected to develop expertise and excellence in teaching at all levels and skill areas, and are encouraged to develop an area of expertise within the program.

Teachers normally teach four courses per semester, in other words, 20 hours per week or its equivalent. Other duties include participation in student testing, placement, evaluating, advising and intercultural orientation activities; developing new course materials in response to changing needs of students; maintenance and adherence to program goals and objectives; attendance at faculty meetings, staff development, and in-service training meetings which may take place outside regular working hours. Teachers are expected to do service work for the department and the university.

Teachers are normally appointed for one academic year terms. These appointments are renewable in accordance with teaching performance and service and availability of funding. A teacher must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct, to be recommended for reappointment.

2. IEI Director/Lecturer: Qualifications for Employment:

The Director of the IEI is classified as a full-time faculty member (lecturer) who has been placed in an administrative position. The minimum education requirement for a Director/lecturer is a Master's Degree and he/she must be an experienced and trained teacher of English to Speakers of Other Languages.

The Director is responsible for all aspects of the English language program. This includes program design, curriculum development, student assessment, program promotion and recruitment, as well as the hiring of all full-time and part-time faculty. The Director is also responsible for overseeing the financial management and logistical operations of the program, the hiring of all full-time and part-time support staff. The Director represents the IEI at the College level, attending all monthly Chairs and Directors meetings. The Director meets monthly with the Dean of the College of Liberal Arts and Sciences to update the Dean on any changes, developments, or issues that impact the IEI and/or UMaine. The Director is in regular contact with both the Director of the Office of International Programs and the International Student Advisor to discuss matters of mutual

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concern and interest. The Director teaches two classes per day, the rest of the time being allocated to administrative duties.

This position helps the program achieve its mission as the Director must be an experienced and trained teacher of English to Speakers of Other Languages. This background requires sensitivity to the needs and expectations of international students. The initial and ongoing training with regard to administrative responsibilities combined with this experience helps the program to achieve its mission.

II. CONDITIONS OF APPOINTMENTS

1. Contract Status

Teachers are normally appointed for one-year Academic terms. These appointments are renewable and based on overall performance in teaching and service, and program enrollments/funding. As all IEI appointments are soft-money appointments, all positions are contingent upon funding. Teachers with a fair or unsatisfactory evaluation may have the option to renew their contract in order to demonstrate more satisfactory performance. A teacher with consistent unsatisfactory evaluations may not be recommended for reappointment. Teachers are not eligible for tenure. All Teachers are considered UMaine Professional Staff and subject to the terms and conditions defined by the UMaine Office of Human Resources.

2. Academic and Fiscal Year Appointments

Appointments for teacher may be either academic or fiscal year appointments. Typically, director/lecturer and senior positions will be fiscal year appointments. UM policies and/or collective bargaining agreements regarding annual leave, disability, etc. will follow. The scheduling of annual leave for fiscal year appointments will be determined by program need and subject to the director's approval. It is expected that program development responsibilities will be ongoing in nature, and extend beyond the academic schedule; hence, the work year for faculty with fiscal year appointments is July 1 through June 30, including academic breaks.

3. Workload

The normal full time workload for teachers is four courses per semester or 20 classroom hours. Individual workload assignments are made by the director, in consultation with the individual faculty member. Depending on program need and individual competencies, faculty may have a reduced teaching load with compensatory non-teaching duties (for example, program administration in the summer.)

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4. Faculty Development

UMaine provides a tuition waiver program for employees and teachers are encouraged to take classes that will further their professional development.

Classes should be scheduled outside of IEI teaching hours.

UMaine also provides opportunities for professional development through The Center for Excellence in Teaching and Assessment and the Faculty Development Center. Announcements for workshops, presentations and conferences are posted both on the UMaine website and sent by email to FirstClass. The IEI will promote lectures, workshops, and presentations particularly advantageous to its' Faculty.

5. Mentoring Support:

New teachers are given only teaching duties at the outset in order for them to be able to focus on class preparation and other teaching responsibilities. New teachers are only given classes they feel comfortable teaching. The Director works with new teachers who need guidance and support in their teaching. If and when necessary the Director provides professional reading and in-house training, and workshops when necessary.

6. Lay off Policy

All IEI appointments are on "soft money"; hence, there may be "bonafide financial or program reasons" for the non-reappointment of contracts. In these cases, decisions will be based on program need, length of service, and type of contract. In addition, if budgetary reasons force the scaling back of services and program development in IEI, lecturers may be asked to teach an additional fourth class.

III. STANDARDS OF PROFESSIONAL CONDUCT

To keep the program operating smoothly, it is necessary for teachers to adhere to stated IEI policies and procedures. In addition, teachers are expected to cooperate with and support all IEI staff members, other teachers, and the program management both within and outside of the classroom, in all matters relating to the operation of the program.

IV. STANDARDS OF PERFORMANCE TEACHING

1. General Class Standard

Teachers are expected to be well prepared and on time for all classes, to maintain a high level of student participation and interest, and to teach effectively towards the goals and objectives of the program, the specific level, and the specific class as defined in the curriculum. The program expects excellence in the application of linguistic, methodological and organizational knowledge and skills, as well as maintenance of a good working relationship with the students.

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2. The Student-Teacher Relationship

Students' success in coping with the cultural differences and in language learning is significantly influenced by the atmosphere of their classes. A good rapport can be established by being friendly and helpful and never "talking down" to students, by treating all students respectfully and fairly, without bias or favoritism, while requiring respect from every student for the teacher's position and professional qualifications. Teachers need to remember that, although the student is in their class, the real "customer" is often the student's parent or other sponsor; decisions need to be guided by what is in the best interest of the student and his/her success in our program, not by the student's momentary likes or dislikes.

The less teacher-centered the classroom is, and the more the teacher involves the students in the language learning process on a conscious level, the more likely it will be that students accept the challenge and do not regress to a stereotypical "classroom" behavior. Students at all levels need to be equipped with skills and tricks that help them acquire and practice language inside and outside the classroom and after their time at the IEI; the responsibility for doing it needs to be firmly placed with them.

Teachers need to remember that they are the representatives of the Intensive English Institute and the University of Maine. They must deal with students in a professional manner at all times, inside and outside of classes. If a student brings personal problems to a teacher's attention, it is most effective to refer them to the appropriate staff person or UMaine resource for resolution. If a teacher suspects that a student might have personal problems, this should be reported to his/her OIP advisor, who then will decide what action will be taken. All action should be viewed as confidential.

3. Syllabi and Course Outlines

Teachers will develop their own syllabi, following the curriculum guidelines. Careful designing of classes is important for their smooth functioning; it will also be helpful in the coordination of different skills and levels. The goals or plan of a course also need to be communicated to the students in the class and shared with other teachers at the same or different levels, and documented in IEI files.

4. Class Periods and Teaching Obligations

Each teacher is assigned to teach a specified number of classes at certain levels throughout the quarter. Assignments will be made according to program needs, and as early as enrollment figures allow. Teachers are responsible for teaching every hour that has been assigned to them unless arrangements have been made with the Director in advance for an approved substitute from the teaching staff or substitute list. Classes need to begin and end on time.

5. Homework

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The length and difficulty of homework assignments should be appropriate to the level of the majority of students in a given class. Teachers will differentiate homework and coordinate their efforts by level. Assignments may include self-study materials.

Homework need not be assigned every day; assignments will be interesting, useful and relevant both to class materials and to the students' life outside of English classes, and they will let students practice techniques for acquiring language productively. Teachers will regularly solicit feedback from students to ensure that the stated goals are met.

6. Records of Student Performance

Attendance:

Students, in order to maintain lawful status, must attend classes as outlined by the Larger Institution's Office of International Programs. The IEI, however, has a zero attendance policy. If students cannot attend courses because of illness or circumstances beyond their control, they must inform their teachers in order to receive any work missed and send an email directly to the Program Coordinator so a report can be filed in their student record.

Grades:

Students are graded on a Pass/Low Pass/Fail system. Grading will vary slightly from teacher to teacher, but grades in all courses are determined by Attendance and class participation. Students are expected to complete all their assignments. Any incomplete assignments will negatively affect their grade.

7. Meeting Student Needs

In order to succeed at the task of learning English in the program, students have to participate fully and regularly in class. Therefore, it is an important part of the English as a Second Language teaching job to ensure that all students are active participants in every class; that no student dominates or is uninvolved. For the students to accomplish this goal, the teacher must act as a facilitator and guide in class activities, so that the majority of class time is spent in appropriate practice of the language involving *all* students, even if that is at different levels.

To gauge whether the levels of difficulty are appropriate, the teacher will collect and review direct and indirect evidence gathered for each course. Quizzes and homework assignments will provide teacher and students feedback on progress towards course objectives and curricular goals. This process is continual and ongoing adjustments are made to ensure appropriate instructional level. Forms of assessment are discussed in the IEI Curriculum Guide.

8. Materials

Currently no class has required texts, but other materials are often selected to reflect the goals of that level and to form a sequence with previous and subsequent levels. Teachers are encouraged to communicate with other teachers about their classes and to share activities and resources, as long as this does not result in repetition, or interfere with the goals of another class. Specifically, teachers may not use materials designated for different language skill areas or other class levels. Detailed information is provided in the IEI Curriculum Guide.

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Development of materials is encouraged; all materials are to be filed in class and level files. Copyright for materials developed on paid non-teaching time lies with the UM IEI.

9. Class Activities

Class activities need to be varied, purposeful, and appropriate to the goal of the lesson and the program. Appropriate activities are those that facilitate the acquisition of language and cultural awareness, and are geared to a university-level or professional audience. Innovation in techniques of presentation is encouraged. To ensure adequate coverage of every language skill area at every level, the majority of class time should be devoted to activities involving the skill and content area designated for that class period, following the class outline. As a general rule, not more than a fifth of any class period should be spent in “free” discussion, unplanned activities, or the screening of videos unless these activities are specifically related to the materials and goals of that class. A few minutes spent in simply talking to students and exchanging ideas is useful for class rapport and morale, but too much of this will be perceived by students as wasting time. Lectures can be visits to lectures/special talks/etc. on campus or in-class visits from guest speakers from campus or community organizations, persons representing professions of interest to our students, or explorations of the immediate vicinity. Tours must be very carefully prepared, as there is often little opportunity for effective language learning. Further examples of appropriate activities for each level can be found in the Curriculum Guide.

10. Effective Teaching Practices

The IEI endorses the Focal Skills Approach but recognizes that other effective teaching practices can be identified. The effective ESL teaching practices stated below were written and endorsed by the director and faculty in FY 2006.

1. The teacher determines an appropriate objective(s) and teaches to that goal.
2. The teacher ensures that the learning objectives and activities are at the best possible level of difficulty for the learners.
3. The teacher continually monitors learning during the lesson and adjusts the learning activity or objective as appropriate.
4. The teacher helps the learners to understand the purpose of the lesson and relates it to the learner’s wants and needs when possible.
5. The teacher helps the learner to be successful and to recognize his or her accomplishments.
6. The teacher gives the learners critical feedback. This may be positive or negative feedback. It should promote learning and should, in no way, be intended to mislead, stigmatize, or embarrass.
7. The teacher considers the learning styles of the class and provides a variety of learning activities and modes of input.
8. The teacher helps provide meaning for the content to be learned.

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9. The teacher provides for and encourages the active participation of all the learners.
10. The teacher provides opportunities for learners to use and experiment with what they are learning.
11. The teacher provides guidance as appropriate during the lesson.
12. The teacher draws from the experiences and backgrounds of the students to make the lesson meaningful.
13. The teacher respects the learner as individuals and helps the learners identify their own learning strategies.
14. The teacher respects the values, attitudes, and beliefs of the learners and recognizes the fact of diversity and the value of diversity in American culture.
15. The teacher is consistent and equitable in his or her demand and expectations of the students. At the same time, the teacher recognizes individual differences.
16. The teacher makes use of the learners' own abilities to learn language from natural interaction.
17. The teacher maximizes the learners' exposure to natural language.
18. The teacher encourages the learners to use English in real and realistic situations.
19. The teacher is aware that learners may be at different developmental stages in the target language.
20. The teacher expects that errors will occur, accepts them, and uses them.
21. The teacher realizes the risk factor in language learning and tries to reduce learner anxiety.
22. The teacher makes optimum use of class time.

V. STANDARDS OF PERFORMANCE-PROGRAM DEVELOPMENT

1. Curriculum Development and Instructional Development

The IEI has a mission to provide training to international students to prepare them for academic study at the college level, and more generally, for personal and professional activities in the medium of English. To this end, the curricula and instructional materials of the IEI will be in a continuous process of development, assessment, evaluation, revision and renewal to ensure that the needs of the students are met as effectively as possible. Curriculum development will include work for existing programs, as well as proposed programs, generally under the direction and initiation of the director. Curricula will be appropriate to the students' needs, academically sound and incorporate the current understanding and knowledge of second language pedagogy

2. Student Testing for Placement, Performance and Proficiency

Teachers will take a leadership role in developing and/or adapting instruments for appropriate measures of student performance in individual courses.

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Expertise in the administration of a variety of testing materials such as the GLES Focal Skills testing system, TOEFL and IELTS, and familiarity with the ESL//EFL literature in the testing field is required, and changes to the IEI testing measures will reflect current information and practices in the field.

3. Student Advising and Counseling

As the majority of IEI students intend to study at the University of Maine as matriculated students or exchange students, student advising and counseling to ensure a successful transition from full time IEI status to part time IEI/UM study to full time UM study is a necessary and important service that the IEI provides to its students and the university. The work requires detailed understanding of the rules and regulations related to admissions and study of UM; skill at assessing and evaluating student proficiency in English and the requirements of the UM courses and communicating that assessment to the student and other campus advisors, staff, etc.; counseling skills to advise students who need to develop successful strategies to negotiate in a foreign university culture; strong organizational and administrative skills to develop, implement and monitor tracking of the student, a broad and deep understanding of the IEI in order to develop and recommend policy changes to the director and implement such changes; and ability to understand, articulate and uphold the policies of the IEI and the University of Maine in the advising of the student. The student advisor is an important representative of the IEI within the campus community and will assume a leadership role in this area.

4. Media, Resources, and Learning Center Development

The IEI in its goal to provide the optimal learning environment for international students, recognizes that not all learning will take place in the classroom, under the direction of the teacher. The IEI recognizes that motivated learners can profit from self-study, and will assist the students by providing access and structure for independent learning.

VI. EVALUATION MEASURES

1. Documents of Evaluations

- Student evaluation forms - student evaluation of courses and instructors are viewed by the IEI as one of several important criteria for evaluation, and therefore can be used by the Peer committee as a partial basis for evaluation. It is expected that the IEI will develop its own student evaluation forms that are consistent with the philosophy and standards of the IEI. Any changes in the student evaluation form will follow UM procedures for approval and implementation.

VII. REAPPOINTMENT: CRITERIA AND PROCEDURES

The standard for performance at the IEI is excellence in teaching, other instructional duties, university service, and program development. The

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importance each of these areas has in the evaluation will reflect the duties and responsibilities an individual teacher has in these areas. So, a teacher will normally be evaluated on teaching, instructional duties and university service and a lecturer will normally be evaluated on teaching, instructional duties, university service, program development.

The standard allows for a range of outstanding to unsatisfactory overall in the evaluation. "Unsatisfactory" evaluations in these areas are not acceptable. Teachers with annual appointments receiving an unsatisfactory rating will have the following year to demonstrate improvement to the satisfactory or outstanding level. Teachers failing to reach the satisfactory level within the annual reappointment will not be renewed.

1. Criteria for Instructors and Lecturers

a. Teaching (including knowledge base, adaptability, flexibility in assignment, levels and skills)

All faculty members will be evaluated on the basis of how well their teaching practices match up to the standards of performance in this document. Faculty members will also be evaluated on their ability to provide valid, in depth reasons for doing what they do in the classroom in the post session curriculum meetings. Faculty will be evaluated on the appropriateness and interest of the materials they create for instruction.

b. Other instructor duties (including record keeping, student advising, meetings, professional relations) and orientation, testing, placement when assigned.

All faculty members will be evaluated on their ability to perform, in a timely fashion and in a courteous, professional manner, standard and routine duties such as accurate record keeping (attendance, class work, etc.), prompt submission of grade reports and attendance records, participation at meetings, and maintenance of regular office hours. They will also be evaluated on their ability to participate in and develop workshop and activities for students and student orientation, their ability to test and place students in the program promptly and consistent with the program curriculum (after an opportunity to become acquainted with the program) and their ability to communicate to their students well- prepared, clear and reasonable expectations, and accurate feedback on progress made, and to provide comprehensive, consistent and fair grade reports which reflect valid assessment.

All faculty members will be evaluated on their performance in upholding other general standards listed above, including the standards for professional conduct.

c. University Service

Service is expected of all full-time faculty in the department. Participation in department, college, and campus service is assumed to be part of the job, and includes service on committees and special projects, occasional participation in IEI receptions for new students and cultural events, and activities to increase enrollment and campus visibility such as Open Houses, panel discussions and so on.