Overview

- Hiring Process
- Teachers’ Responsibilities and Expectations, Policies, and Procedures (2-15)
- New Employee Checklist – administrative things to know and do
- Appendices

Purpose

The purpose of this handbook is to provide adjuncts and hourly-paid instructors with information about policies and procedures regarding the positions and roles in our program as well as relevant USI faculty policies and procedures.

1) HIRING PROCESS

Full-time instructors are hired by the university per need and follows university hiring.

The IEP welcomes part-time instructors who have a degree in TESL or a relevant field with considerable experience in teaching ESL. Applications need to be submitted to the Director of the Intensive English Program at least two weeks before classes start. Applicants will be contacted for interviews if they meet the required qualifications. Below are all steps to apply for the part-time position.

a) Apply online through the HR webpage on USI’s website: https://usi.peopleadmin.com/postings/2900
b) Submit: resume, MA transcript (sent directly to the university from your alma mater)
c) Contact the IEP Director and make an appointment for an interview
d) Reference check – notify your references
e) Offer letter - payment – hourly rate: $30 per hour + 1h staff meeting + .25 per h per class preparation
f) Create online profile and IT credentials (user name, password, access to shared drive).

Note: When faculty working with IEP logon to a PC at USI, they should automatically see a network file share named “IEP_Shared” and attached as the I: drive. Within this network drive are folders labelled Admin, Students, and Faculty. Faculty do not have access to the Admin or Students folder, but do have access to the Faculty folder. If this is not visible or not working correctly, please contact the IT Help Desk (812-465-1080) for assistance.
2) TEACHER’S RESPONSIBILITIES AND EXPECTATIONS:

a) Teach assigned number of hours - according to assigned schedule
b) Develop and /or modify syllabus to follow given recommendations
c) Prepare lesson and adapt and design teaching materials to fit the needs of the students
d) Plan and come prepared to class
e) Have 30 min office hours a week listed on the syllabus and encourage students to meet you at that time
f) Attend weekly staff meetings
g) Design and proctor exams
h) Grading
i) Attend professional development sessions as organized and offered
j) Participate in peer observation and evaluation – once in 3 sessions
k) Supervisor observation-once a semester
l) Participate in organizing field trips and social events for the international students (optional)
m) Be on time and do not dismiss your classes early – plan extra activities
n) In case of a planned absence, make sure you have a lesson plan ready. In case of an unplanned absence, have a general lesson plan as a reserve.
o) Textbook evaluation and recommendation - Provide in writing to justify the choice and how it matches the objectives set for the particular class. Every time you teach make sure you evaluate and provide advantages and disadvantages for the book used - before every fall session.

3) SYLLABUS – TIMELINE:

a) Submit the syllabus before the first day of classes to the director
b) Distribute syllabus to students latest by third class of first week
c) The syllabus has to include these major sections: course objectives, course description, grading system, detailed description of tasks, projects and assignments, expected learning outcomes, methods of summative and formative assessment (including a general description of the final exam), and a detailed schedule, USI and IEP policies, and evaluation rubrics.
d) See sample schedule and some assessment rubrics in Appendix 3
e) The director will provide feedback to submitted syllabi within three days. Provided input must be incorporated into the final draft of each syllabus before it is submitted to students.
f) Modify your syllabus; it is a living document. It is not set in stone.
g) Implement recommendations given following professional development
4) **WRITING OBJECTIVES FOR YOUR SYLLABUS:**

Please consider the following links for additional help. The objectives should be **clear, measurable and realistic.**

- Writing clear objectives: Begin with the end product: [http://med.ubc.ca/files/2012/03/Writing_Objectives.pdf](http://med.ubc.ca/files/2012/03/Writing_Objectives.pdf)
- Writing Clear Objectives: [http://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf](http://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf)

5) **TEXTBOOK EVALUATIONS AND OBJECTIVES MODIFICATIONS:**

This is **not** a requirement. However, in case instructors believe that a certain textbook is a better replacement for a current one, they can submit a written proposal for replacing the textbook. This can be as simple as an email sent to the Administrative Assistant of the IEP and the Director as well as the teachers teaching the same skill across levels with the title of the recommended text and a brief explanation of why the current textbook needs to be replaced. Provide rationale as to how the book meets the objectives set and how it can connect to previous or subsequent levels in the same skill.

The same is true for modifying the curriculum or the objectives of classes. Suggestions for modifications need to be submitted in writing. In case textbook evaluations and objectives modifications are assigned during regular meetings or professional development meetings, they become required.

6) **MEETINGS:**

- **Professional development at the beginning of each session-** attend and contribute
- **Weekly staff meetings –** to share concerns and updates as well as occasional focused meetings per skill and/or level – scheduled each session
- **Brown Bag Series-** once a month professional development sessions after classes usually on a Thursday or Friday. While these will not be paid you are strongly encouraged to attend.
  1. Provide availability (doodle) - a doodle link will be sent to choose the best date
  2. Teaching strategies and methods related topics
  3. Topics –suggested by teachers and as needed
  4. Attendance to the sessions will bring points toward evaluation and retention
7) OFFICE HOURS:

You need to schedule **30 minutes of office hours a week** and have your office door opened. This needs to be stated and emphasized in the syllabus and when you go over the syllabus with your students.

8) STUDENT REPORTS AND ADVISING:

All instructors are required to submit three types of progress reports by the due dates announced every semester. These reports are:

1. **Mid-Term Advising:** Each 4\(^{th}\) week you will need to meet with an assigned number of students to inform and collect feedback from them. By the end of week 3 you will send the names of students who are potentially failing your class to the director. The Director will create a table of all potential failures in one document according to the teacher, level and course. You will use this information to provide feedback to the student. Please look at the report form you need (see Appendix 4: Mid-Term Advising Report Form) to complete for each student and submit within three days after you meet with the students to the director.

   The meetings should discuss the students’ progress based on the report you received, the students self-assessment of their progress, possible plans for students who are struggling in certain classes that will help them improve their grades and academic performance, and academic and counseling services that the university and the program provide.

   Please follow the steps below in advising:

   1) Inquire about general information; how the student is doing, how their classes are going, how is everything in general, how’s life, how’s family, etc. Ask if they plan to take summer classes if meetings occur in the second spring session (very important)!
   2) You all will have information about each of your advisees if they are potentially failing a class and will discuss that with the student.
   3) Don’t say, “You are failing,” but “You may potentially fail”. Encourage that student to meet with the particular teacher to see what he/she can do extra, what areas to work on; what to focus on to potentially pass the class. Sometimes it won’t work, other times it may. Give the students that extra work. Take the opportunity to engage them with extra things if they reach out to you!
   4) Don’t tell them they can’t pass. Give them some encouragement to motivate them.
2. Progress Report
This is a more detailed report to be submitted together or immediately following the final grade report. This includes a description and/or evaluation of each student’s language learning progress along with suggestions for further progress. There is a specific form for this report (see Appendix 5) and yes, you can put all students from one class in the same document following the descriptions for each of them. Name the document: “Student report for CLASS, LEVEL and SESSION/DATE.

3. Final Grade Report
This includes the name of the teacher, the name of the class and level, full name of each student in each class, and the final score/grade he/she received. See administrative requirements section for an example.

9) FINAL EXAMS:
Instructors are required to email their final exams to the Director during the sixth week of classes. Exams need to be modified per feedback provided by the Director before they are sent again for a final check. Instructors must print out their exams and bring them to the exam hall on the day of the exam. If an instructor is unable to attend his/her final exam, he/she should arrange with another instructor to bring the exam to the exam hall, distribute it, and collect it.

All instructors will be scheduled to proctor, mostly on the days of their final exams. Instructors who are not able to proctor should notify the Administrative Assistant before the schedule is completed.

Part-time instructors are paid for proctoring. They are also paid for creating and grading the final exam (2hs for each final exam proctored, 1h per class for preparing exam, and 1h per class grading).

(*) Instructors who use ready exams from the Test Bank in the textbooks should not include hours for creating the final exam on their timesheets.

10) PROCTORING THE FINAL EXAM:
There are certain policies that need to be taken into account by all proctors.

a) Proctors should strive to create a test-friendly environment. What this means is that they should make sure that there is nothing that can distract students who are taking the test, whether that is a noise from inside or outside the exam hall or acts
that can cause such distractions. This definitely includes loud conversations among the proctors themselves.
b) The use of cell phones is definitely prohibited in the exam hall. This certainly doesn’t include texting, even though engaging in texting can distract proctors.
c) Grading and using laptops or iPads distracts instructors from doing their job. Besides, students can be tempted to talk and cheat if they notice that the proctors are busy using their laptops and iPads or grading their exams. To avoid this, instructors are required to completely avoid grading and using their laptops during final exams.

11) OBSERVATION AND EVALUATION:
Your supervisor will observe you once every semester. You will be given a notification of the date and time when the supervisor will come to observe you. In addition to this, you have to participate in a peer observation and evaluation – once a semester. You will need to arrange the time and date with a colleague. You will submit a brief report of what you learned from your colleague.

The purpose of these evaluations is:
1. To share your expertise,
2. Learn from each other, and
2. To provide constructive feedback for professional development.

If at any point you would like to receive feedback or need help, feel free to make appointment for additional observations by your supervisor.

Process:
- Submit a lesson plan at least 2 days before the scheduled observation. (see Appendix 1: Observation-Lesson Plan)
- Meet briefly with the supervisor prior to the observation to discuss the lesson plan
- Schedule a post-observation meeting with the supervisor
- Complete Teacher Self-Evaluation Form and bring to the meeting (see Appendix 2: Post-Observation)

12) PROFESSIONAL DEVELOPMENT (Brown Bag Series):
Teacher Development opportunities will be offered regularly during the week before classes start each semester. These are sessions during which the Director and the instructors share teaching ideas and discuss ways to deal with specific teaching issues in the program. Sometimes, language teaching professionals from outside the program are invited to provide training. Part-time instructors are paid for all these sessions.
In addition to the above-mentioned training opportunities, the program organizes Brown Bag meetings every month. These are sessions that either address specific instructional needs of the program or discuss ESL research or teaching ideas. Instructors are not paid for these sessions, but they are highly encouraged to attend and take active part in them. Attending these sessions can enrich both instructors’ teaching experience as well as their professional development portfolio that will be necessary for reappointment considerations.

13) TEACHING:

TIPS and THINGS to Remember:

- Focus on function (how they can use what they learned in real life, application) and then on accuracy! Don’t just test and teach memorized grammar rules. Have them apply that. For example: L2 - a teacher can see if present simple was learned and understood by asking the students to tell them about a typical day or a routine they did – connected, almost paragraph like sentences on a topic. Or describe themselves or someone else in the present tense, etc.
- Speak a bit slower than what you are used to.
- Give them homework, ex: academic word list or grammar units, one day, give them the key, the next day (if applicable) test them on it. You don’t have to waste your time. Of course, saying the quiz is 30min gives them guidance.
- Elicit from them and engage them in discussion, try not to lecture.
- Do a little assessment at the end: What did we learn? Tell me three things we learned today...What do we need to do next time?
- Of course never ask: Are there any questions? Did everyone understand that? The answer will always be, “Yes or no.”
- Embed grammar in writing and ESP/Skills classes.
- Remember to have something to do for the students who finish a quiz faster than the others. I don’t want them to waste time on the cell phones outside the classroom.
- Never tell them they are failing: they are potentially failing if they don’t study and always come up with extra things they can do for extra points that may potentially help them if they are borderline.

14) EVALUATION AND REAPPOINTMENT:

While reappointments take place every year, an instructor may undergo a special evaluation at any time if that becomes necessary. The evaluation process of instructors is based on the following criteria:

1. Classroom observations on teaching performance by the Director of the IEP.
2. Students’ evaluations.
These two criteria can be sufficient for renewing or terminating an instructor’s appointment. However, there are other criteria that we will take into account when making reappointment decisions, especially when we have to choose among more than one candidate for re-appointment. In addition to the two above, these include:

3. Peer evaluations  
4. Professional development and classroom-based experience  
5. Participating in curriculum development  
6. Participating in program events  
7. Program and student service  
8. Meeting USI’s appointment requirements

New Employee Checklist-Administrative Aspects (check with AA or Director)

- Employee ID Card  
  a. Director / HR – provided all paperwork is submitted and approved

- Username and Password  
  a. AA has the form / Director must sign  
  b. IT Office - to receive Username and Password  
  c. Shared Drive (I: drive)

Note: When faculty working with IEP logon to a PC at USI, they should automatically see a network file share named “IEP Shared” and attached as the I: drive. Within this network drive are folders labelled Admin, Students, and Faculty. Faculty do not have access to the Admin or Students folder, but do have access to the Faculty folder. If this is not visible or not working correctly, please contact the IT Help Desk (812-465-1080) for assistance.

- IEP Adjunct Offices  
  a. Part-time Adjuncts will share an office space  
  b. Key – AA will put in request for key to your office  
     i. return key if/when you leave IEP  
  c. Teacher picks the key up – located in the Physical Plant  
     i. Must have USI photo ID to pick up the key  
  d. AA has a Master Key and can unlock the offices

- Books  
  a. AA has a list of books that are used for each session.  
  b. Teachers sign-out books they need for the classes they teach each session  
  c. Teachers return books at the end of each session  
  d. Checkout any other resource book used during the session  
  e. Let AA or the Director know if you need any additional books, or if there is a particular textbook you would like to review  
     i. AA will order extra books, or request a desk copy

- Timesheets (part-time instructors)
a. Blue timesheets must be completed every other week (due on Tuesdays)
   i. Schedule of dates when timesheets are due is posted in the Teacher’s Work Room
b. The Director or the AA will prepare a “sample” timesheet for each teacher
c. You will receive an email from HR, usually on Thursday, regarding your direct deposit

☐ Attendance Sheets
a. Recording attendance is important
   i. Only mark an “A” if a student is absent (do not write check marks to indicate a student’s attendance)
   ii. If students are late, mark an “L” for late on the attendance sheet
   iii. If a student is more than 15 minutes late, then mark “LA”; this indicates that the student attended class, but is over 15 minutes late
b. Turn in your attendance sheets to the AA on the last day you work each week
c. AA will put your attendance sheets in your tray after they are recorded
d. Some teachers prefer to record the absences electronically and then submit the attendance sheet that way.

☐ Final Grades
a. Please submit final grades to both the Director and the AA in the following format:
   i. Your name
   ii. The class name and level and session
   iii. Put students’ names (first name, last name) and % in a table format:

<table>
<thead>
<tr>
<th>Name</th>
<th>TOEFL - L5</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emilija Zlatkovska</td>
<td>TOEFL - L5</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Mohammed Ali</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Yi Lee Chang</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>

☐ Supplies
a. There is a cabinet in the Teacher’s Work Room that has file folders, envelopes, glue, pens, pencils, markers, etc.
b. Check with the AA for additional supplies you may need for projects (construction paper, educational games, etc.)

☐ Copier / Printer
a. The copier is located in the English Department mailroom (across from the staff lounge)
b. IEP has their own code (#67512)
   i. You must logout after each use
c. The computers in the adjunct offices share a printer. The printer is located in the Writing Lab. It is best not to print multiple copies on this printer. You can make copies on the copier in the Mailroom.

☐ New Students
a. At the beginning of a session/semester, there are a lot of details to take care of regarding new students
   i. We ask for your patience and cooperation when/if we have to get new students out of your classroom to take care of some details
   ii. Most of this will involve immunization requirements and/or getting payment from students

☑ Technology
a. We recommend that you give yourself plenty of time to test out the technology in the classrooms to make sure it works for your particular needs; i.e. audio, visual, document reader, projector, etc.
   i. If there are any issues with the technology not working properly in your classroom, contact the AA or the Director immediately.
b. Cheat Sheets for using the technology are available in each classroom.

Appendix 1: OBSERVATION

(LESSON PLAN)

<table>
<thead>
<tr>
<th>Course/Year:</th>
<th>Date and time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Venue:</td>
</tr>
<tr>
<td>Number of students:</td>
<td>Length of session:</td>
</tr>
</tbody>
</table>

Aims:
In this session I aim to:
1
2

Objectives:
By the end of the lesson all students should be able to:
1
2
3
By the end of the lesson some students should be able to:
Previous knowledge assumed:

Resources:

References/Bibliography:

STRUCTURE OF LESSON - Description of steps

<table>
<thead>
<tr>
<th>*Approxtime (mins)</th>
<th>Teacher activity</th>
<th>Student Activity</th>
</tr>
</thead>
</table>

* Timing should be flexible
Appendix 2: Post-Observation

TEACHER SELF-EVALUATION FORM

One of the main purposes of the Observation of Learning and Teaching Procedure is to encourage self-reflection and continuous improvement in your teaching.

Please would you think about the observed lesson and make brief notes about how you evaluated it. Bring this with you to the post-observation feedback meeting where it will be useful in promoting shared discussion. The notes are for your reference.

Consider the following points:

• What did the students learn and how far did this match your plan/objectives?
• How do you know what they learned?
• What methods/approaches were successful in the class? Why?
• What might you improve or change if you did the lesson again? Why?

Teacher’s Comments:
Appendix 3: Sample Schedule and Ways to Assess

**Week 2**

**BEW, SSBAT** *(specific to the book)* write a variety of topic sentences; write a paragraph of simple sentences in the present simple tense; write a paragraph stating preference / process; edit for present simple verb endings; write a paragraph using correct format

Assessment: journals, in-class editing, class discussion, quiz, formal paragraph; homework

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| • Write journal 2: What do you do in the morning before school?  
  • Begin WaW Ch. 1—A Morning or a Night Person  
  • Group brainstorming, then organize ideas  
  • SEW Ch. 9—Practice main idea /topic sentences | • Complete SEW 9 handout  
  • Write 3 topic sentences for your Formal Paragraph 1 about morning or night person |
| • Write journal 3—What do you do after school?  
  • Review present simple verb endings (handout)  
  • WaW 12-13 about simple sentences  
  • Edit journal 3—identify all verbs and correct  
  • Analyze Sample Paragraph 1 to study development of supporting sentences  
  • Choose the best topic sentence from HW and continue writing supporting sentences | • Complete handout about present simple  
  • Continue working on Formal Paragraph 1 (FP1) |
| • Write journal 4: What do you do to get ready for bed?  
  • SEW Ch. 2—What is a paragraph?—study format and paragraph parts  
  • Briefly discuss conclusions for FP 1  
  • Complete and edit/revise FP1  
  • Study grading rubric for FP1  
  • Quiz on topic sentences and present simple | • Complete SEW 2 handout  
  • Complete FP1—due next class  
  • Complete Editing Checklist, WaW 16 |

*Acronyms are names of books used.*
OBJECTIVES:

The goals of this level are:

- Write paragraphs that have a clear focus of topic, main idea, details, and concluding sentence.
- Increase vocabulary related to example drafts, editing/revising, feedback, rewrite, final draft, etc.
- Produce a descriptive paragraph, a compare/contrast paragraph, a personal narrative paragraph, and a definition paragraph.
- Writing grammatically correct compound and complex sentences and writing paragraphs in the simple past, present, future, progressive and perfect tenses.
- Increase usage of articles, adjectives, adverbs, and phrases in sentences and paragraphs.
- Produce multi-point paragraphs of considerable length and focus.
- Practice writing in a journal.

Assessment:

- Written assignments, use rubrics

My Process:

- Start with the chapter of the book—the topic is “Are you a morning person or a night person?”
- Decide what skills to focus on for this topic: writing topic sentences, present simple verb endings, using correct format.
- Decide which book best addresses that skill (assign pages or make copies).
- Choose journal topics that allow them further practice with the skills and are related to their formal paragraph topic.
- Choose a variety of formative and summative assessments—Formative (on-going, informal assessment used to monitor student learning): in class editing, class discussion, homework; Summative (graded, formal assessment using a standard): formal writing, quizzes.
- At the end of the week, fill out a progress report to check that students achieved each goal.
- Collect all materials.
SAMPLE: Progress Report for Week 3—Writing 3
(A way to check if the students are meeting the objectives)

Progress Report for Week 2—Writing 3

Student _____________________________________

Did the student:

- Write a variety of topic sentences  
  Yes / No
- Write a paragraph of simple sentences in the present simple tense  
  Yes / No
- Write a paragraph stating preference / process  
  Yes / No
- Edit for present simple verb endings  
  Yes / No
- Write a paragraph using correct paragraph format  
  Yes / No

Student _____________________________________

Did the student:

- Write a descriptive / explanatory paragraph?  
  Yes / No
- Write a variety of supporting sentences?  
  Yes / No
- Identify and correct sentence fragments?  
  Yes / No

Progress Report for Week 4—Writing 3

Student _____________________________________

Did the student:

- Correctly use adverbs of frequency in writing?  
  Yes / No
- Correctly use chronological transitions in writing?  
  Yes / No
- Write a process paragraph?  
  Yes / No
- Use and punctuate compound sentences?  
  Yes / No
### Sample Rubric for Writing: Example 1

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format:</strong> The paragraph is in the correct format and has a clear topic sentence, several supporting sentences, and concluding sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development:</strong> The paragraph has many ideas and reaches the word minimum of 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong> All present simple verbs are correct; all sentences have a subject and verb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Good things:**

**Things to improve:**

*NB: Feel free to introduce a grade progress report where students can add the points they have received during your class. Make them put the points in front of you to avoid asking you where they are at and what their grade is at the end of the session.*
### Sample Rubric for Writing: Example 2

<table>
<thead>
<tr>
<th>Score</th>
<th>4: Advanced</th>
<th>3: Proficient</th>
<th>2: Satisfactory</th>
<th>1: Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The writing is clear and effectively organized. It includes a strong introduction, smooth transitions and a powerful conclusion.</td>
<td>The writing is clear and well organized. It includes a good introduction, some good transitions and a good conclusion.</td>
<td>The writing is not very organized. The introduction is weak, some transitions are not clear and the conclusion is not effective.</td>
<td>The writing is not organized. The introduction is not clear. There are no transitions and no conclusion.</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>Ideas are clearly defined. They are supported with different information, including personal experience.</td>
<td>Ideas are clear and supported with detailed information.</td>
<td>Some ideas are not clearly defined. The writing needs more details to support the ideas.</td>
<td>Ideas are not clear. The writing is not supported with evidence.</td>
</tr>
<tr>
<td><strong>Language/Word choice</strong></td>
<td>The writing incorporates a variety of word choice that engages the audience. The writer’s voice is very confident and accurate.</td>
<td>The writing incorporates adequate word choice. The writer’s voice is confident and clear.</td>
<td>The writing sometimes incorporates redundant word choice. The writer’s voice needs to be more specific and precise.</td>
<td>The writing incorporates unclear and incorrect word choice. The writer’s voice is not specific and precise.</td>
</tr>
<tr>
<td><strong>Convention</strong></td>
<td>There are no spelling errors. Punctuation is smooth and capitalization is used correctly. There are no errors in sentence formation.</td>
<td>There are few spelling and punctuation errors. Capitalization is mostly used correctly. There are few errors in sentence formation.</td>
<td>There are some spelling punctuation and capitalization errors. There are some errors in sentence formation.</td>
<td>There are consistent spelling, punctuation and capitalization errors. There are consistent errors in sentence formation.</td>
</tr>
</tbody>
</table>
## Appendix 4: Mid-term and End-of-the-session Advising Report Form

### Intensive English Program Individual Student Report

<table>
<thead>
<tr>
<th>NAME OF STUDENT:</th>
<th>SESSION:</th>
<th>LEVEL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MID TERM COMMENTS</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING/SPEAKING</td>
<td>Teacher Name</td>
</tr>
<tr>
<td>READING</td>
<td></td>
</tr>
<tr>
<td>SKILLS</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
</tr>
<tr>
<td>TOEFL</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Advisor Comments</th>
<th>Date:</th>
<th>Advisor:</th>
</tr>
</thead>
</table>

### END OF SESSION STUDENT REPORT

<table>
<thead>
<tr>
<th>LISTENING/SPEAKING</th>
<th>Teacher Name</th>
<th>Strengths:</th>
<th>Suggested Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
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<td>Strengths:</td>
<td>Suggested Actions:</td>
</tr>
<tr>
<td>SKILLS</td>
<td></td>
<td>Strengths:</td>
<td>Suggested Actions:</td>
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<tr>
<td>WRITING</td>
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<td>Suggested Actions:</td>
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<tr>
<td>TOEFL</td>
<td></td>
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<td>Suggested Actions:</td>
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