Instructor Handbook

2026

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The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
William A. Ward

TABLE OF CONTENTS

Introduction	3
Welcome Message from the Academic Coordinator	3
Solexian's Approach to Adult ESL Instruction	4
IEP Program Mission, Goals and Entry Requirements	4
English Courses Offerings & Award Level	5
ESL Programs Responsibilities and Contact Information	6
General Policies and Procedure	7
Curriculum: Revision	7
Curriculum: Student Learning Outcomes (SLO)	7
Curriculum: Academic Freedom	7
Student Textbooks	8
Student Referral for Tutoring	8
Student Code of Conduct	8
Incident Reporting	11
Conflict Resolution	11
Consensual Relationships	11
Operational Policies and Procedure	12
Facilities	12
Instructor Hours and Scheduling	12
Instructor Orientation	14
Instructor Evaluation	14
Attendance	15
Student Assessment	16
Instructional Materials	19
Supplemental Materials	20
Copying Materials	20
Professional Development	21
Lesson Planning	23
ESL Teaching Strategies	24

IEP Goals, Objectives, and Alignment with Courses	27
Instructor Observation and Evaluation Policy	32
Classroom Observation of Instruction Form	35
Annual Faculty performance Appraisal	38
Professional Development Memo	40
Annual Faculty Professional Development Plan Form	41
Unacceptable Performance Procedure Policy	42
Incident Report Form/Campus Security Form	44
Silent Witness Form/Campus Security	45

1. INTRODUCTION

A. Welcome Message from the Academic Coordinator

Dear Instructor,
Thank you for choosing to become a part of our ESL team. We strive to deliver the best instruction possible to our students using the latest methods in the field. I know that your unique teaching strategies and techniques will add a lot to our program. The ESL program at Solexian is an innovative approach to ESL instruction. We are a modern language training institution that strives to prepare our students for the rigors of American Universities, for the professional world or personal advancements. Our student population is culturally diverse and academically advanced, which in turn offers a fun and challenging experience for instructors. Because of that, teaching at Solexian is a great way to be involved with the multitude of cultures, habits, views, and learning styles of people from all over the world.

Good luck and we look forward to working with you!

Sincerely,

Academic Coordinator

Solexian is accredited by the Commission on English Language Program Accreditation (CEA) for the period of April 2022 through April 2023 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a national accrediting agency. For further information about this accreditation, please contact the Commission on English Language Program Accreditation, 801 N. Fairfax Street, Suite 402A, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

Solexian is authorized under Federal Law to enroll non-immigrant students.

B. SOLEXIAN's Approach to Adult ESL Instruction

Solexian bases its English-as-a-Second Language instructional methods on the communicative approach. Instructors are encouraged to have the students participate as much as possible, depending on the level. An optimum ratio of student talk versus instructor talk would be 80% student talking time and 20% instructor talking time; however Solexian understands that there must be room for instructor flexibility depending on various factors such as the proficiency level of the students, the number of students in the class, and the measurable amount of anxiety among the students.

C. IEP Program Mission, Goals and Entry Requirements

Solexian Mission Statement

The Mission of Solexian is to provide innovative English as a second language (ESL) training to students, professionals and other non-native speakers based on current information, technology, and best practices in a supportive environment to encourage students' personal growth and success.

IEP Mission Statement

The central mission of the Intensive English Program (IEP) at Solexian is to provide an Intensive English as a second language (ESL) program as well as orientation in U.S. culture to international students, professionals and other non-native speakers by means of an intensive English program of the highest quality and at the best value.

To achieve this mission, the IEP pursues the following goals:

- Improve the English language and study skills of international students in preparation for study at an American college or university, or for personal or professional purposes.
- Provide students with the cultural knowledge and awareness necessary to transition from life and study in their own countries to the U.S.
- Adhere to the highest standards of English language instruction by attracting and developing talented and experienced faculty.
- Develop an intellectual atmosphere in which professional development is supported, valued, and pursued by all faculty.
- Provide student support and administrative services.

Program Entry Requirements

Solexian accepts students 16 years and older. All students must submit a completed Solexian Application form and sign an Enrollment Agreement specifying the final confirmed enrollment details.

Take a placement test which assesses the student's ability in Listening, Grammar, Vocabulary and Reading. Students are then placed into the appropriate level based upon placement test results. Students are eligible to begin a class based on initial placement test results or successful completion of the previous level.

D. English Courses Offerings & Award Level

English Courses	Award Level
Intensive English	Certificate
Advanced Grammar	Certificate
TOEFL Preparation	Certificate
Business Communication	Certificate
Public Speaking	Certificate

E. ESL Programs Responsibilities and Contact Information

Solexian President

Dr. Leon E. Linton (877) 829-9595 LLinton@solexian.com

The President is responsible for the institutional management, compliance, and academic affairs.

Academic Coordinator

Jill Pomerantz jillp@solexian.com

The Academic Coordinator is responsible for all aspects of ESL instructional oversight, including hiring, orientation, supervision, and evaluation of instructors. The Academic Coordinator is also responsible for the ESL curriculum development process based on student and market needs in accordance with the regulatory and academic guidelines, accreditation standards and best practices under the supervision of the President.

2. GENERAL POLICIES AND PROCEDURES

The following policies apply to all faculty at Solexian

A. Curriculum: Revision

Responsibility for curriculum at Solexian rests with the faculty and the Academic Coordinator. An assigned Faculty Curriculum Council has the primary role in reviewing and approving all curricular changes for the institution. The Curriculum Council delegates responsibility for certain routine curriculum matters to the Academic Coordinator. The Academic Coordinator facilitates the work of the Curriculum Council and directly oversees the curriculum. If you as a faculty member see any changes that need to be made to any part of the curriculum you are using such as tests or other instructional materials, you are encouraged to make those suggestions to the Council and /or Academic Coordinator in person or through email. Some changes in a program can be made easily while others may require accrediting agency permission or state application.

B. Curriculum: Student Learning Outcomes (SLO)

Student learning outcomes statements clearly state the expected knowledge, skills, and competencies that students are expected to acquire at an institution of higher education. Transparent student learning outcomes statements are:

- Specific to institutional level and/or program level
- Clearly expressed and understandable by multiple audiences
- Prominently posted at or linked to multiple places across the website
- Updated regularly to reflect current outcomes
- Receptive to feedback or comments on the quality and utility of the information provided.

C. Curriculum: Academic Freedom

Solexian recognizes that freedom of inquiry and the discussion and debate of contentious topics are intrinsic elements of higher education. Within the parameters of standardized institutional syllabi instructors have a degree of freedom in determining instructional methodology to achieve individual course objectives. However, instructors should avoid controversial topics and/or exercises that are unrelated to the subject matter being taught and should anticipate and be aware of multiple cross-cultural sensitivities in the classroom.

Outside of the classroom instructors are free to express their opinions without fear of reprisal. However, they should straightforwardly indicate that they are speaking on behalf of themselves and not the college.

D. Student Textbooks

- Textbooks are required for all classes.
- Each course offered at Solexian will have a list of required textbooks and materials.
- Students are responsible for obtaining these materials before the course begins.
- The required textbooks and supplementary materials will be clearly listed in the course syllabus provided to students at the beginning of the course.

•Textbooks can be purchased through online retailers.

E. Student Referral for Tutoring

Solexian offers personal tutoring and a tutoring session is 1 hour long. A student must fill out a tutoring request form and pay a fee. The form should be sent to the Academic Coordinator on their campus. If a specific tutor was not requested, a tutor will be assigned, and the tutor will contact the student to schedule tutoring appointments. Tutors should swipe in and out for tutoring, keep track of their tutoring sessions, and report it to the Academic Coordinator as well as complete all tutoring documentation outside of the instructor's regularly scheduled classes

F. Student Code of Conduct

All students are expected to observe standards of social conduct, courtesy, and appropriate attire. Any behavior disrupting classroom activities or interfering with other students' studies may be grounds for suspension. The use of profanity, alcoholic beverages, or illegal drugs on school property is not permitted. Smoking is not allowed anywhere inside the school. Smoking is allowed outside at 15' from the entrance of the building. Cell phone usage in the classroom is prohibited (see policy and procedures below). All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, forgery, alteration, or providing false information for official school documents is prohibited. Each student is held responsible for compliance with the rules and regulations contained in the catalog, which can be found on the college website. All faculty and students are encouraged to review the following formal policy on cheating and plagiarism (including definitions and penalties). Failure to comply by invoking ignorance will not absolve the student from responsibility.

4.1. Cheating and Plagiarism Policy and Procedures*

Solexian will not tolerate academic cheating or plagiarism in any form. Solexian policy can be summarized simply: As a student, you are responsible for your own work, and you are responsible for your actions. Learning to think and work independently is part of the educational process. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action.

Instructors are expected to uphold and support the highest academic standards in this matter. Instructors should be diligent in reducing potential opportunities for academic cheating and plagiarism to occur.

Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or helping another to obtain credit for work, or any improvement in grades, by any dishonest or deceptive means. Cheating includes, but is not limited to:

A. Lying.
B. Copying some or part of another's test, paper, or creative project.
C. Allowing someone to copy your work or giving someone your work to copy.
D. Discussion at any time of answers or questions on a test.
E. Looking at notes, sources, or materials, including use of CELL PHONES, not specifically authorized by the instructor during a test.
F. Taking a test or writing a paper for someone else as if you were that person.
G. Taking or receiving copies of a test without the permission of the instructor
H. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.
I. Changing class attendance or role sheets.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary.

Examples of plagiarism include, but are not limited to the following:

A. Turning in work, either in part or in whole that was written or completed by another person.
B. Cutting and pasting from the internet any material that you claim to be your work.
C. Not giving credit for ideas, statements, facts or conclusions which rightfully belong to another.
D. Not using quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof.
E. Close and lengthy paraphrasing of another's writing without credit or originality.
F. Use of another's project or programs or part thereof without giving credit.

NOTE: If a student is in doubt about the nature of plagiarism, he/she should discuss the matter with their instructor.

Penalties for Cheating or Plagiarism

Academic Penalty: One or more of the following may be imposed for cheating or plagiarism and is at the teacher's discretion:

A. A redoing of the examination, paper, or creative project, or the like.
B. A failing grade on the examination, paper, or creative project, or the like.
C. A lower grade in the course.
D. A failing grade in the course.

Multiple Sanctions: More than one of the sanctions listed above may be imposed for any single violation.
*Borrowed from: http://www.academicprograms.calpoly.edu/content/academicpolicies/Cheating

4.2. Cell Phone Policy and Procedures

Due to the increasing disruption that has been occurring in classrooms as a direct result of cell phone use, the following policy has been instituted by Solexian:

A. All cell phones must be put on silent or vibrate mode upon entering the classroom.
B. Cell phones can only be answered during regular class times if it is an emergency. All other calls must be taken during break times. If an emergency call must be taken, the student must leave the classroom to take the call.
C. Texting or surfing the web is prohibited while in the classroom.
D. Using the cell phone for TRANSLATING is only allowed in Level 1 classrooms and at teacher's discretion. No other students should be using the phone for this purpose.
E. Cell phones are NOT admissible at any time or at any level during TESTS.

Procedures: What will happen to a student who uses the cell phone in the classroom?

A. The student will receive a warning from his/her teacher to put the phone away.

B. Once the student has been warned but continues to use the cell phone, the teacher will take away 1 point from his/her participation grade for that day.

C. If the student persists in using his cell phone, the teacher will ask the student to leave the classroom, and the student will lose attendance for that day.

Instructors are expected to adhere to cell phone policies as it pertains to Solexian. This includes no texting, calling or surfing the web (when unrelated to class instruction) while in the classroom. If an instructor needs something or an emergency arises, they should contact the Academic Coordinator, or front desk to ask for support and return to class as quickly as possible.

G. Incident Reporting

If an instructor witnesses anything on campus involving a student, another instructor, or a member of the administration or staff, that they feel is questionable behavior or in violation of any company policies or procedures, they should contact the Academic Coordinator on their campus. If for some reason they do not wish to contact the Academic Coordinator, they may speak directly with the President. Incident report forms are found at the rear of this handbook.

H. Conflict Resolution

Between an Instructor and a Student

If an instructor is having a problem with a student and has not been able to resolve the problem with that student personally, they should contact the Academic Coordinator. The problem will be investigated and responded to within one week of the complaint. A copy of the complaint and resolution will go into the student's academic file as well as the instructor's personnel file.

Between Instructors

If an instructor is having a problem with another instructor and has not been able to resolve the problems personally, the instructor should contact the Academic Coordinator. The problem will be investigated and responded to within one week of the complaint. A copy of the complaint and resolution will go into each instructor's personnel file.

Between an Instructor and Solexian Administration

Complaints about company policies and procedures should be directed to their Academic Coordinator. Complaints about specific employees should be directed to the immediate supervisor of the employee in question or to the President.

Please refer to the Solexian Comprehensive Catalog for the full Complaint and Grievance Policy.

I. Consensual Relationships

Solexian strongly discourages intimate relationships between a student and an instructor, especially if the student is currently or potentially enrolled in the instructor's course. Any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may lead to an inhospitable learning environment for other students. Any instructor entering such a relationship must disclose this relationship to the Academic Coordinator and should be aware that Solexian will take no responsibility for any negative consequences because of the relationship.

3. OPERATIONAL POLICIES AND PROCEDURES

The following policies apply to all faculty at Solexian

A. Facilities

Solexian Hours and Holidays

Solexian School Office hours are from 10:00 a.m. to 6:00 p.m. Monday through Friday.

The school is closed on the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Day after Thanksgiving, and Christmas Day.

School Closure

School closures are determined at the discretion of the President. In the event of a closure due to inclement weather or other circumstances, instructors will be notified by a member of the administration via email, text message, and/or phone call.

When appropriate, classes may be conducted online through Zoom. In such cases, instructors are required to hold classes as scheduled, maintain accurate attendance records, and submit attendance to the office in accordance with institutional procedures.

B. Instructor Hours and Scheduling

Program Schedules

Instructors should request current class schedules for daytime, evening, and weekend classes. New starts for the programs are offered every four weeks. The start and end dates are preplanned and available on the admissions calendar. Starts are either Session 01 (the first part of the course), Session 02 (the second part of the course), or Session 03 (the third part of the course).

Class Assignments

All instructors are capped at a maximum of 32 hours a week and 4 preps per session. Courses are subject to change.

Working Hours

All instructors should arrive on time for their classes, and classes should be held until the designated end time every day. If an instructor is consistently tardy, the Disciplinary Action Policy will apply.

Instructors should stress the importance of arriving on time to students. However, if there are few students present at the beginning of class, instructors should begin teaching even if there is only one student present.

Instructors will not leave students alone in classrooms during class sessions unless there is an obvious emergency. Contact the front desk immediately if an emergency occurs.

Requesting Days Off/Substitute Teacher Policy

Instructors will be allowed to request up to **two days off per 12-week session**. All appointments, vacations, or personal business should be scheduled after class hours. Abuse of the substitute policy will be handled according to the *Unacceptable Performance Policy* attached herewith. If an instructor is calling in sick excessively, the instructor will be consulted on an individual basis and proof of medical treatment may be requested.

When needing to take an emergency day off, follow the procedure below:

A. Please attempt to get your own substitute. Once a substitute is secured, please email the Academic Coordinator with the name of the substitute and the date of the substitution. If it is at the last minute and you DO find a substitute, please call the main number at (877)829-9595 to let Solexian administration know who will be subbing for you.

B. If you are unable to find a substitute, please call at (877)829-9595 or email your Academic Coordinator to let him/her know you were not able to find a substitute. If it is at the last minute and you are unable to find a substitute, please call the main school number at (877)829-9595.

C. Instructors MUST supply their substitutes with lesson plans and materials.

Field Trips

An instructor may take their class on two field trips per 12-week session. The field trips must be educational and appropriate to the class level and course material.

Procedure:

A. The instructor must fill out the field trip request form at least one week in advance of the date of the field trip.
B. The instructor must attach a copy of the lesson plan or activity to be used in conjunction with the field trip. The lesson plan must include a direct correlation between the field trip and the course curriculum, objectives, syllabus, and/or textbook.
C. An Academic Coordinator will approve or disapprove the field trip request. If a field trip request is denied, the instructor will be notified as to the reason for this decision.

Instructors are welcome to coordinate multiple-class field trips. They should consult their direct supervisor for help with coordination, and lesson plans for each individual class must be provided.

C. Instructor Orientation

New instructors are given orientation before beginning classes. Basic components of orientation include:

A. Meeting with the Academic Coordinator to sign contracts and fill out paperwork.
B. Reviewing general company policies and procedures.
C. Discussing payroll.
D. Receiving a tour of the facilities.
E. Reviewing curriculum policies and procedures.
F. Reviewing curriculum materials.
G. Observing current instructors.

D. Instructor Evaluation

First Course Evaluation

Every new instructor will be evaluated sometime within the first two months of employment. The procedure is as follows:

A. The instructor will be observed by the Academic Coordinator. Instructors are required to have a lesson plan ready for the evaluator when they come for the observation.
B. The instructor will meet with the Academic Coordinator to review his/her observation.
C. The instructor will develop individual learning goals for the following review period.
D. The instructor will be evaluated again within one year of hire.

Student Evaluation of Instruction

As an instrument to assess, document, and validate student satisfaction relative to the quality of education and training offered, Solexian instructors are evaluated by students at the end of each course.

A. Instructors receive student evaluations every twelve weeks.
B. The instructor will give instructions to students regarding how to fill out the evaluations and assign a student to bring completed forms to the front desk. The instructor will leave the room during the evaluation process.
C. An assigned staff member compiles the data into a summary format, typing out all student comments.
D. A copy of the summary format is given to the instructor, and one is put into their file after it has been reviewed by the Academic Coordinator.

Instructor Self-Evaluation

It is always important for an instructor to self-assess their teaching periodically to ensure that they are effective in the classroom.

E. Attendance

Student Attendance Requirements

Solexian expects students to attend every scheduled class session.

Full-time enrollment in the ESL and programs constitutes a minimum of 18 hours per week throughout the academic year. A student must attend a minimum of 70 percent of the scheduled class hours during each evaluation period and must have 70 percent cumulative attendance in order to meet satisfactory academic progress and graduation requirements.

Attendance Definitions

Solexian uses the following definitions when evaluating student attendance:

Absence: The student does not attend the assigned class session.

Tardiness: A student enters the class 15 minutes or more after the designated start time.

Early departure: A student leaves the class 15 minutes or more prior to the class being dismissed.

Intermittent Attendance: A student leaves the class for more than 5 minutes at a time, often more than once a day, and on a regular basis.

Note: This can be difficult to track when class is in session however Solexian provides instructors with sign-out sheets where students write their name and the time of exit from the classroom. When they return, they write that time next to the exit time. Analyze the absences after class. Discuss a repeat offender with your Academic Coordinator. At orientation the students are informed of their responsibility for attendance.

Absences, tardiness and early departures will be recorded on the roster by the instructor with times noted as appropriate. Arriving late and leaving early affects the determination of a student's 70% attendance requirement.

Attendance Tracking

Attendance is tracked in every class period by the instructor, to the nearest quarter hour. Each day the class rosters are collected by the Student Services Office, and the data are recorded in the student's electronic records. The cumulative attendance information is contained in student progress reports for each evaluation point.

Attendance Probation and Termination

Students are sent probation letters if they fail to meet the 70 percent cumulative attendance benchmark at each evaluation point according to the procedures outlined in the Satisfactory Academic Progress Policy. Students who fail to raise the cumulative 70% attendance requirement at the end of the probationary period will be terminated. A student who misses 15 consecutive days of classes will be terminated.

Attendance Taking Procedure

A. At the beginning of each class instructors must retrieve their attendance binders from the front desk.
B. Instructors should double check that they are preparing to take attendance on the correct day and under the correct class/name.
C. Instructors should write the time in and out of each student next to the student's name.
D. The instructor should sign the bottom of the attendance sheet before returning it to its proper location.
E. In the case of a test day, mark all the students who were present and took the test.
F. In the case of a field trip, attendance should be taken as normal.
G. The procedure for Intermittent Attendance is found on the previous page.

If an instructor fails to take proper attendance, they will be contacted by the Academic Coordinator. They will be required to give

their supervisor the attendance for the missing day to the best of their ability within 24 hours.

F. Student Assessment

The typical multiple-choice and short-answer tests aren't the only way, or necessarily the best way, to gauge a student's knowledge and abilities. Incorporating performance-based assessments into your classroom lesson plans or adding assessment vehicles such as student portfolios and presentations as additional measures of student understanding, is expected. These rigorous, multiple forms of assessment require students to apply what they're learning to real world tasks. These include projects and assignments that require students to apply their knowledge and skills, clearly defined rubrics (or criteria) to facilitate a fair and consistent evaluation of student work, and opportunities for students to benefit from the feedback of teachers, peers, and outside experts. With these formative and summative types of assessment come the ability to give students immediate feedback. They also allow a teacher to immediately intervene, to change course when assessments show that a particular lesson or strategy isn't working for a student, or to offer new challenges for students who've mastered a concept or skill. Solexian's summative assessments are given monthly at the end of each session. Students are tested on all four skill areas plus grammar. Satisfactory progress is measured at 70% or C average. Students can seek tutoring if they fall below 70%.

Test Administration

A. All test materials will be copied by the office and given to the instructors on the day(s) of the tests.
B. Tests are to be given over the course of two days. Tests may be administered at the beginning of the class, and students may be released upon completion. The instructor may use the rest of the class period for grading.
C. Students are not allowed to use dictionaries or cell phones as translators.
D. If a student is caught cheating, please refer to the Cheating and Plagiarism Policy and Procedures attached.
E. Please refer to the grading policy for how to submit grades.

Grade Submissions

Instructors are responsible for figuring and handing in all student grades after each evaluation period.
Procedure:

1. Grades are submitted after every four weeks for the IEP. The exact dates are listed on the syllabus given to the instructor at the beginning of each course. All paperwork must be completed accurately.

2. All grades and appropriate paperwork for each class must be submitted within 48 hours of the completion of the last test.

Final grades will be determined by the following factors:

- **End of month exam:** The final exam will account for 40% of the student's final grade. This exam will test the student's knowledge and understanding of the material covered throughout the course.
- **Homework assignments:** Homework assignments will also account for 40% of the student's final grade. These assignments will be designed to reinforce the material covered in class and to help the student practice their skills.
- **In-class assignments:** In-class assignments will account for 20% of the student's final grade**.** These assignments are structured and measurable activities designed to assess student achievement of **course learning outcomes**. In-class assignments may include quizzes, written exercises, presentations, and guided speaking or listening tasks. These activities evaluate students' ability to apply English language skills in **academic and real-world contexts**, including reading and understanding authentic texts, writing effectively, and using language appropriately in different situations.
- The following chart outlines Solexian's grading system to be utilized by the instructors:

Letter Grade	Numerical Value	Grade Description
A	90-100	Excellent level of proficiency in the subject matter

B	80-89	Very good level of proficiency in the subject matter
C	70-79	Average level of proficiency in the subject matter
D	60-69	Minimal understanding of the subject matter
F	0-59	Failure to understand the subject matter
I	0	Indicates coursework is incomplete
W	N/A	Indicates voluntary withdrawal by the student

Students will be assigned approximately 5 hours of out-of-class homework per week.

Explanation of points:

Homework assignments	**In class participation**	**Final test**
A=36-40 points	A=18-20 points	A=36-40 points
B=32-35 points	B=16-17 points	B=32-35 points
C=28-31 points	C=14-15 points	C=28-31 points
D=24-27 points	D=12-13 points	D=24-27 points
F =23 and below	F= 11 and below	F =23 and below

If a student is auditing the class, they can take tests and exams. However, instructors are not obligated to submit scores.

Make-Up/Early-Departure Tests

Make-Up/Early-Departure Exams - Students should first speak with all of their instructors about any scheduling conflicts with tests. The student should have a reasonable excuse and be able to provide proof. The student will have to submit a Make-up Test Request form and pay the $15 fee per test. The student will then be scheduled with an instructor or Academic Coordinator to take the test.

A. No student will take a make-up test 1 month beyond the term's end date. Students are allowed to take a make-up test ONLY if they completed 70% of any session. If a student left SOLEXIAN prior to completion of 70% of a session, they will receive an incomplete grade for that session.

B. Students who did not attend class at least 70% of the time cannot take a make-up test.

C. Students are not allowed to take a make-up test for a better grade.

Change of Level

In the event that a new student believes that placement test results were inaccurate or current students who have attended classes feel they are incorrectly placed at the given level, may request a change of level and will be interviewed by the Academic Coordinator to determine where to correctly place the student. New students must remain in class for two full days before they are allowed to request a change of level. Level changes are not allowed after the first week of class and STUDENTS WHO HAVE BEEN ENROLLED IN A LEVEL FOR TWO MONTHS ARE NOT ALLOWED TO MAKE A LEVEL CHANGE IN THE THIRD MONTH OF THE TERM.

Procedure:

A. Students must speak with the instructor first.

B. The instructor then sends an e-mail to the Academic Coordinator stating that this student (by name) wishes to change the assigned level, and then gives his/her recommendation as to whether the student should move. Instructors must not promise anything to the student.

C. The Academic Coordinator will check the student's record and the availability of the student's desired level.

D. The Academic Coordinator will fill out a Change of Level form with the appropriate information and attach the email correspondence from the instructor.

E. The form will then be given to the Administrative Assistant which will make the record change. The Academic Coordinator will also send an email to the student and the instructor stating if the student will be changing levels or not. If the student is changing levels, the student is told what room to report to and when the change takes place.

F. The form is then placed in the student's file.

Textbooks

Textbooks are *mandatory*, and students must pick up the most current edition by the end of the first week of class at the latest. Students will not be allowed to continue studying without textbooks.

G. Instructional Materials

Instructors receive materials and textbooks at the beginning of each course. Procedure:

A. All instructors are required to return all materials in good condition after the completion of their course. If the instructor is teaching the same course for the following session, they do not need to return their books and materials until they are fully finished teaching the course.

B. The Academic Coordinator is responsible for tracking the issue and return of these materials. If materials are not returned by the instructor, or are returned in an unusable condition, the instructor will be charged for these materials, and the amount will be deducted from their paychecks.

C. If an instructor subbing for another instructor loses or damages the books and materials, they are responsible for the cost of replacement items.

Teaching Materials

Any questions about teaching materials and access to SPARK and Google Drive should be directed to the Academic Coordinator.

Supplies and Equipment

Each classroom is equipped with the following:

A. Whiteboards

B. Whiteboard Markers

C. Whiteboard Erasers

D. Student Tables

E. Instructor Table

F. Chairs

Procedure for Reporting Problems with Facilities or Obtaining Additional Supplies

Instructors should report broken equipment or other problems with the facilities to the front desk.

Replacement supplies should be requested from the front desk first, and if not available, from the Academic Coordinator.

H. Supplemental Materials

Supplemental materials are an essential component to making a great class. Instructors may use materials at their discretion as long as they are following copyright guidelines and the material being used has a specific purpose. Entire movies are not to be shown in class, but in segments with each segment having a point, purpose and activity attached to it.

I. Copying Materials

Copyright Policy and Procedure

In order to maintain compliance with copyright laws, Solexian adheres to the following policy, based on the Fair use Guidelines for Educational Use of Designated Materials (as agreed to by the Association of American Publishers and the American Library Association):

1. An instructor may make a single copy of:
   A. A chapter from a book (or 10%, whichever is less).
   B. An article from a magazine or newspaper.
   C. A short story or essay of less than 2500 words from any source, including encyclopedias.
   D. A poem of less than 250 words.
   E. One chart, graph, diagram, drawing, cartoon, or picture per book, magazine, or newspaper.

2. An instructor may make multiple copies for classroom use or discussion provided that:
   A. The copying is for only one course, is spontaneous, and needed for maximum teaching effectiveness. The article cannot be used in another level or cohort program without obtaining permission to reproduce.
   B. Each copy includes a notice of copyright, i.e. name of article/excerpt, name of book/periodical/website/newspaper, author, and copyright date. C. The instructor copies limitations in #1 are followed.
3. On the occasion that textbooks ordered for a new start are backordered, or have had difficulty with prompt shipping, copies may not be made without specific copyright permission from the publisher. When seeking permission for these special instances, the publisher will require information related to the number of copies to be made, the chapters or pages to be copied, and the anticipated date of delivery of the book order. The Academic Coordinator will seek copyright permission in these cases.
4. Videos of non-educational TV broadcasts may be shown twice to students within 10 days of broadcast and retained for a maximum of 45 days for evaluation by educators.
5. Videos of educational TV broadcasts may be recorded and used for educational purposes for a maximum of seven days.
6. Computer software may not be copied under any circumstances.
7. Total use of reproductions should not exceed nine times per course. Procedure:

1. Instructors should not leave extra copies of materials by the copier and should dispose of them in the proper manner. This can be done in the following ways:
   A. Put in the scrap paper bin.
   B. Shred.
   C. Give to the Academic Coordinator to file.
2. Instructors should make enough copies only for the average number of students in the class, not the number of students on the class list. If more students come, than the number of copies made, the instructor can then make the extra copies needed. They should put these on the copy log as well.
3. The Academic Coordinator will monitor the number of copies being made. If it seems that someone is making excessive copies, then they will meet with that instructor to discuss ways to reduce copies.

J. Professional Development

Self-Assessments

Instructors will receive a blank self-assessment from the Academic Coordinator annually. The purpose of this is to help the instructor determine which areas they would like to improve and how much of a priority that improvement is. Faculty will fill these out on their own and return them to their immediate supervisor. The Academic Coordinator will review the faculty self-assessments individually and as a whole to determine what kind of in-service and professional growth activities the faculty is looking for.

Annual Professional Development Calendar and Notification Board/Binder

After reviewing the self-assessments and taking into account other forms of feedback from the faculty, students and administration, the Academic Coordinator will organize an annual calendar of professional development activities sponsored by Solexian. Events are typically held 2 to 4 times a year and exact dates, times and compensation are communicated to the faculty by the Academic Coordinator. There is also a bulletin board in the teachers' lounge that contains information about upcoming ESL workshops, seminars and classes offered by international, national and regional professional organizations and publishers. Instructors are encouraged to post pertinent information on the boards and in the binder.

Annual Faculty Development Plan

Each instructor is responsible for creating an annual faculty development plan with his/her immediate supervisor. Information from the self-assessment and the instructor's own interests are used in conjunction with the Solexian calendar of events to map out which events the instructor would like to attend. The instructor also has the opportunity to include any professional development activities that are not sponsored by Solexian.

The following examples include, but are not limited to activities that contribute to professional growth and development:

Continuing Education

- Enrollment in formal degree programs, courses, or workshops
- Obtainment of certificates or other credentials through educational programs

Participation in professional organizations

- Attendance of local, regional, national, and international conferences sponsored by professional organizations, for example, NAFSA.
- Service as a board member or committee member of education institutions or agencies

Job performance improvement

- Enhancement of technology knowledge and existing skills improvement
- Continued learning about new developments in the field
- Proactive acceptance of new challenges in current position, as well as specific projects, long or short-term assignments
- Research activities and presentations of research findings to colleagues.

K. Lesson Planning

Consistency of Instruction and Methodology

Solexian ensures consistency in instruction using various methods and procedures. Procedures:

A. A new instructor receives training before beginning classes. See the Instructor Orientation Policy.
B. A new instructor observes current instructors who have proven abilities and positive results.
C. The instructor's immediate supervisor observes the instructors within their first course to verify that the instructor is

implementing accurate recordkeeping strategies and that the instructor is following the curriculum at a reasonable pace for students.

D. Teachers' meetings are held at a minimum 2 to 4 times a year to review policies and procedures.

E. Students write evaluations of the instructors at the end of each term.

F. The Academic Coordinator meets informally with new instructors frequently to verify consistency of instruction.

Lesson Planning Strategies

While instructors are not required to submit proof of lesson planning on a regular basis, it is important that they understand that proper planning is required for each class. If after observation or student evaluations there appears to be a deficiency of proper planning, an instructor may be asked to submit weekly lesson plans to the Academic Coordinator for review and approval.

1. Decide what to teach. When deciding what to teach, keep in mind your students' needs and the curriculum goals. Teach to the student not the curriculum timeline.
2. Components of planning - "Say what you do, do what you say, say what you did."
   A. Say what you do – define lesson objectives.
   B. Do what you say – ensure your lesson planning and class procedures coincide with the class objectives.
   C. Say what you did – assess your students and evaluate your lesson. Did the students understand and accurately perform your objectives?
3. Objectives. Objectives are what the students will be able to do (SWBT) as a result of the lesson. Objectives have to be measurable. For example, students will be able to correctly use the present perfect when talking about his life experiences.
4. Procedures. Procedures are what the teacher will do to get the students to achieve the objectives. Activities and guided practice fall into this category as well as various methods.
5. Assessment. Assessment helps the teacher to see if the lesson was effective. Examples of assessment can include watching students work, assigning application activities, student feedback, student questions, quizzes, etc.
6. Other components. Lesson plans may also include materials needed for the class period, any special equipment needed, or time estimates.

L. ESL Teaching Strategies

The Communicative Approach to Teaching

1. Definition: The Communicative approach is a method of language teaching that emphasizes student interaction in the classroom.

2. There are five features of Communicative Language Teaching (CLT):

   A. An emphasis on learning to communicate through interaction in the target language.
   B. The introduction of authentic texts into the learning situation.
   C. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
   D. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
   E. An attempt to link classroom language learning with language activities outside the classroom.

   These five features help students develop their communicative competence in an authentic context. In the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

3. Types of Group Work:
   A. Informal Learning Groups. These are done within one classroom period and can sometimes last only 2-3 minutes. These can be done in small to large groups.
   B. Formal Learning Groups. These are established for the purpose of completing some kind of project, e.g. a lab assignment or class presentation. These groups last until the assignment has been completed.
   C. Study Teams. These last all semester and are designed to be a support system for students.

4. Important Points:
   A. Make sure all group work pertains to the topic. The students should all understand why they are in groups and how it will contribute to the achievement of the objectives.
   B. The tasks should be designed so that the students are interdependent on each other.
   C. Each member is responsible for the entire team.
   D. Each group task should provide an opportunity for each individual to make an equal contribution.

5. General Strategies:
   A. Plan. In your syllabus or lesson plan, note the activities where group work would be applicable. Know how you will form the students into groups and how you will get feedback.
   B. Explain. Make sure you inform the students what they will be doing in their groups and how they will be evaluated.
   C. Give them the Skills. Many students may never have worked in groups and need instruction in the skills it takes to work successfully in a group.
   D. Consider Written Contracts. For big projects, these help to keep students on task with specific written deadlines and obligations.

6. Useful Website: http://teaching.berkeley.edu/bgd/collaborative.html

Ideas for a Multi-Level Classroom

The following is a summary of information found in How to Teach English by Jeremy Harmer, published by Pearson Longman.

1. Use group work to facilitate learning:
   A. Homogeneous groups. Put students together who are at the same language ability and give them assignments that match their ability.
   B. Heterogeneous groups. Put lower-level students with the higher-level students. The lower-level students will benefit from the instructor of the higher-level students, and higher-level students will cement understanding of a topic through instruction and explanation.
   C. Differentiate instruction within groups. Have some students working on a grammar activity, while other students are preparing a presentation, while others are writing an essay.
2. Teach to the middle level: Sometimes it is best to teach students at the middle level of comprehension, thereby reaching the greatest number of students.

Language Learning Styles

The following information was found at https://www.internationalschooltutors.de/English/index.html. There are approximately eight different types of language learners:

A. Visual learners usually enjoy reading and prefer to see the words that they are learning. They also like to learn by looking at pictures and flashcards.

B. Auditory learners prefer to learn by listening. They enjoy conversations and the chance for interactions with others. They do not need to see words written down. (A recent study has found that Korean and Japanese students tend to be visual learners, whereas English - speaking Americans prefer the auditory learning style.)

C. Tactile learners learn by touching and manipulating objects - this is known as hands-on work.

D. Kinesthetic learners like movement and need frequent breaks in desk activities.

E. Field-independent learners (also called analytic learners) like to concentrate on the details of language, such as grammar rules, and enjoy taking apart words and sentences. They are sometimes unable to see the big picture because of their attention to its parts.

F. Field-dependent learners (also known as global learners) focus on the whole picture and do not care so much about the details. For example, they are more interested in conveying an idea than worrying about whether it is grammatically correct.

G. Reflective learners like to think about language and how to convey their message accurately. They tend not to make so many mistakes because they take time in formulating what they want to say.

H. Impulsive learners take risks with the language. They are more concerned with speaking fluently than speaking accurately and so make more mistakes.

Keep these ESL learning strategies in mind when creating your lessons.

A successful student is a reflection of successful teaching.

M. IEP GOALS, OBJECTIVES, AND ALIGNMENT WITH COURSES

IEP Goals	IEP Objectives	Courses-Achievement level Upon successful completion of this course, students will be able to meet the following learning objectives. They include, but are not limited to:
IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.		
IEP Objective: 1. The student applies listening skills that demonstrate understanding of use of grammar in spoken language within the academic setting.		
		ESL GR-011: Level: Low Beginning ● Students will be able to correctly formulate basic parts of speech and grammatical structures such as the present simple and present progressive. ● Students will be able to ask and answer yes/no questions with the verb to be. ● Students will be able to properly describe location and time using *in/at/on* (prepositions of time and place). ● Students will be able to ask for information about location *(Where +be verb).* ● Students will be able to use demonstrative pronouns/determiners *(this, that, these, those).* ● Students will be able to properly use C/NC Measurement words (aka determiners) some, any, a cup of, a bag of; and adjectives of quantity: much, many, a few, a lot of, a little.
		ESL GR-021: Level: High Beginning ● Students will be able to discern when and how to produce past simple and past progressive forms of verbs to describe past events and chronology including simultaneous action. ● Students will be able to ask and answer yes/no questions in past tense with the verb to be. ● Students will be able to describe events, past and present, properly using adverbs, adjectives, prepositions, and syntax. ● Students will be able to describe people, places, things, and events, using proper comparative and superlative adjective forms. ● Students will be able to give advice and information; communicate ability; and ask and answer questions using necessary modality in past and present (should, can, have to, know how to, etc.). ● Students will be able to describe possession and answer questions about possession utilizing possessive pronouns and *whose*. ● Students will be able to properly use modifiers *too much, not enough, enough, very*.
		ESL GR 031: Level: Low Intermediate ● Students will be able to describe routines and habits with appropriate syntax and adverbs of frequency. ● Students will be able to give statements and ask questions about past events, repeated or progressive, using appropriate syntax and auxiliaries such as *used to* and *would.* ● Students will be able to properly use referential pronouns and formulate and use possessive nouns and plural nouns (countable and uncountable). ● Students will be able to describe events and duration of such in the completed past and continuing to the present, as well as future events and plans, using appropriate syntax which includes present perfect, present perfect progressive (*for and since*), future, and time clauses. ● Students will be able to properly describe actions and objects using adjectives and adverbs (*comparatively and superlatively*).
IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.		

IEP Objective 2: The student applies listening skills that demonstrate interpretation of spoken language within the academic setting.

ESL GR 041: Level: High Intermediate

- Students will be able to construct compound sentences using *but*, *and*, and *so*, and complex sentences which utilize adjective, adverbial, noun, and conditional clauses.
- Students will be able to use gerunds and infinitives as subjects and objects.
- Students will be able to communicate advisability, ability, necessity, prohibition, and possibility using proper modals and syntax.
- Students will be able to variably structure sentences with transitive and intransitive verbs and direct and indirect objects.
- Students will be able to describe subjects and objects with participial adjectives.
- Students will be able to utilize target phrasal verbs correctly.
- Students will be able to politely ask for permission and make polite requests.
- Students will be able to communicate any form of the above with active or passive voice.

ESL GR 051: Level: Low Advanced

- Students will be able to communicate about events that occurred or will be occurring concurrently, and communicate sequencing of events completed, concurrent, or ongoing both with and without modals and time expressions.
- Students will be able to discern when to utilize appropriate tense, present and past, and all their aspects.
- Students will be able to properly formulate and use gerunds and infinitives as subjects and objects.
- Students will be able to express necessity, prohibition, obligation, and expectation through modals.
- Students will be able to ask for and give advice and criticism, and to show regret using modals.
- Students will be able to use statement questions and to check information using tag questions.
- Students will be able to use modals of possibility and logical conclusion in past, present, and future.

ESL GR 061: Level: High Advanced

GR-061Students will be able to use passive voice, identifying when to use *get* passives, and passive infinitives and gerunds.

- Students will be able to formulate causative verbs, instigating action (passive and active).
- Students will be able to properly use phrasal verbs, transitive and intransitive.
- Students will be able to construct proper subject and object relative clauses (reduced or full), identifying and non-identifying.
- Students will be able to construct adverbial clauses of time, contrast, and reason and purpose (full and reduced).
- Students will be able to communicate conditional situations, present, future, real and unreal, including wishes.
- Students will be able to construct and use noun clauses.
- Students will be able to properly report speech, whether statement, question or command.
- Students will be able to utilize transitional words and phrases and prepositional phrases to express contrast, and cause and effect.

IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.

IEP Objective 3: The student engages in oral communication appropriate for social interactions within the academic setting.

ESL LS-011: Level: Low Beginner

Upon successful completion of this course, students will be able to meet the following learning objectives. They include, but are not limited to:

- Students will be able to utilize high-frequency words and expressions.
- Students will be able to recognize basic sight words and sound/symbol correspondence.
- Students will be able to determine the gist of slow, accommodating speech about predictable, familiar situations.
- Students will be able to discern target vocabulary, phrases, and expressions related to familiar topics, provided speech is clear and slow.
- Students will be able to participate in conversations with topics that are familiar, situations that are predictable, and tasks that are simple and routine with slow, accommodating interlocution.

ESL LS-021: Level: High Beginner

- Students will be able to communicate in simple and routine tasks requiring direct exchange of information on familiar topics and activities.
- Students will be able to participate in very short social exchanges using proper grammar and utilizing basic vocabulary.
- Students will be able to be an active participant in an interview, debate, discussion of persuasion or opinion.

- Students will be able to identify the topic of discussion around him/her when it is conducted slowly and clearly.

IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.

IEP Objective 4: The student engages in oral communication appropriate for instructional purposes within the academic setting.

ESL LS-031 Level: Low Intermediate

- Students will be able to enter into and maintain conversations on familiar topics while expressing emotions, attitudes, opinions, agreement, and disagreement.
- Students will be able to explain or give instructions about a process.
- Students will be able to comprehend the general idea and some details of spoken information concerning familiar matters regularly encountered in everyday matters of work, school, and leisure.
- Students will be able to take notes as a list of key points during a simple lecture on a familiar topic.

ESL LS-041 Level: High Intermediate

- Students will be able to individually present or participate in discussions about subjects related to course study while integrating sub-themes, developing particular points, adding relevant supporting detail and rounding off with an appropriate conclusion if necessary.
- Students will be able to handle interjections with ease and respond simultaneously by fluently departing from a prepared text.
- Students will be able to take organized notes on the essential points of lectures, talks, reports and personal experiences.

ESL LS-051 Level: Low Advanced

- Students will be able to communicate spontaneously with good grammatical control, minimally restricting what they want to say, adopting a level of formality appropriate to circumstances.
- Students will be able to give a short, rehearsed presentation on a topic pertinent to everyday life or on familiar subjects previously studied, briefly give reasons and explanations for opinions, plans and actions based on synthesized and researched information from a number of sources.
- Students will be able to fluently cope with follow up questions.
- Students will be able to be an active and polite audience member and participant in animated conversation.
- Students will be able to take detailed notes on the essential points of lectures, talks, reports and personal experiences.

ESL LS-061 Level: High Advanced

- Students will be able to individually present or participate in discussions about subjects related to course study while integrating sub-themes, developing particular points, adding relevant supporting detail and rounding off with an appropriate conclusion if necessary.
- Students will be able to handle interjections with ease and respond simultaneously by fluently departing from a prepared text.
- Students will be able to take organized notes on the essential points of lectures, talks, reports and personal experiences.

IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.

IEP Objective 5: The student applies reading skills that demonstrate understanding of symbols and text within the academic setting.

ESL R-011: Level: Low Beginning

Upon successful completion of this course, students will be able to meet the following learning objectives. They include, but are not limited to:

- Students will be able to demonstrate understanding of simple words, phrases, and questions drawn from familiar material.
- Students will be able to demonstrate understanding of high-frequency words and expressions.
- Students will be able to recognize basic sight words and sound/symbol correspondence.
- Students will be able to read and demonstrate understanding of short, simplified readings containing previously learned vocabulary and sentence structure.

ESL R-021: Level: High Beginning

- Students will be able to make predictions about a passage using background knowledge of a topic, and awareness of text types.
- Students will be able to determine relationships within a paragraph or across a text, such as identifying cause and effect relationships, or the finding links between main and supporting ideas.
- Students will be able to utilize skimming and scanning to extract gist and specific information.
- Students will be able to use top-down reading strategies to gain an overall idea of the purpose and structure of a text.

- Students will be able to use bottom-up processing strategies such as contextual information and word parts in order to comprehend unfamiliar vocabulary and the meaning of cohesive markers such as pronoun reference.

IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.

IEP Objective 6: The student applies reading skills that demonstrate Interpretation of symbols and text within the academic setting.

ESL R-031: Level: Low Intermediate

- Students will be able to employ strategies such as skimming, scanning, and intensive reading to gather pertinent information from a text, including author's purpose.
- Students will be able to recognize main ideas and infer meaning from authentic texts.
- Students will be able to summarize and paraphrase short reading texts.
- Students will be able to differentiate between fact and opinion in text.
- Students will be able to identify pronoun referents and contextually infer meaning of new vocabulary.

ESL R-041: Level: High Intermediate

- Students will be able to identify the main idea, supporting details, and the author's argument within a text.
- Students will be able to use contextual clues and awareness of parts of speech, prefixes and suffixes, and root words to decipher unfamiliar vocabulary.
- Students will be able to employ reading strategies such as prediction, skimming, scanning, and inference to extract necessary information, summarize and sequence events, and evaluate arguments.

ESL R-051: Level: Low Advanced

- Students will be able to infer attitude, mood, and intentions of the author.
- Students will be able to identify contextual, grammatical, and lexical cues which allow the reader to infer meaning and make predictions.
- Students will be able to summarize fiction and non-fiction texts as well as describe contrasting points of view and main themes of various types of text.
- Students will be able to decipher meaning of unfamiliar vocabulary based on inference and contextual clues.

ESL R-061: Level: High Advanced

- Students will be able to make inferences, recount information, make predictions about, and summarize a long, detailed text.
- Students will be able to demonstrate critical thinking by responding to and relating a text to personal experience and acquired knowledge.

IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.

IEP Objective 7: The student applies writing skills that demonstrate writing for purpose within the academic setting.

ESL W-011: Level: Low Beginning

- Students will be able to produce proper punctuation and capitalization.
- Students will be able to write simple isolated phrases and sentences.
- Students will be able to demonstrate understanding of high-frequency words and expressions.
- Students will be able to write simple, compound and complex sentences based on learned material.

ESL W-021: Level: High Beginning

- Students will be able to use proper punctuation and capitalization.
- Students will be able to construct and use compound and complex sentences of which some will include adjective and adverbial clauses.
- Students will be able to write a properly structured paragraph.

IEP Goal: A. English language learners communicate in English for social and instructional purposes within the academic setting.

IEP Objective 8: The student applies writing skills that demonstrate writing for specific audiences within the academic setting.

ESL W-031: Level: Low Intermediate

- Students will be able to distinguish between proper and improper sentence structure (e.g. run-ons and fragments).
- Students will be able to formulate topic and conclusion sentences.
- Students will be able to use a variety of sentence structures, complex verb forms, and modifiers.
- Students will be able to write properly structured paragraphs in various rhetorical styles (definition, opinion, process, narrative).

ESL W-041: Level: High Intermediate
- Students will be able to sequence and formulate paragraphs from topic sentence, through detailed support, to conclusion.
- Students will be able to write simple, five paragraph essays on topics of interest with cohesion and coherence, utilizing connectors and proper transitions along with compound and complex sentences in various rhetorical styles.

ESL W-051: Low Advanced
- Students will be able to write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in cohesive text.
- Students will be able to write an essay with clarity and proper structure while conveying degrees of emotion and highlighting the personal significance of events and experiences, utilizing complex sentences and cohesive devices.

ESL W-061: Level: High Advanced
- Students will be able to write well-structured essays which require research evidenced by proper paraphrasing, synthesizing, summarization, and proper citation.
- Students will be able to give clear detailed descriptions of complex subjects and with a differentiated use of vocabulary and sentence structure.

IEP Goal B: English language learners communicate information, ideas, and concepts necessary for academic success in the content areas relative to professional settings.

IEP Objective 9: The student applies listening skills that demonstrate interpretation of spoken language in professional content areas.

ESL 160: Public Speaking:
- Students will be able to calmly and succinctly answer questions extemporaneously. (Prog. Obj. 9)
- Students will be able to be a key contributing member in formulating and giving a group presentation, adding support, opinion, and research when necessary.
- Students will be able to present or deliver a speech in a calm, direct manner utilizing proper tone, gesture, visual aids, and vocabulary.
- Students will be able to write a concise, well-researched and organized speech which has a clear introduction, body, and conclusion, and is also supported by visual aids.

IEP Goal B: English language learners communicate information, ideas, and concepts necessary for academic success in the content areas relative to professional settings.

IEP Objective 10: The student applies reading skills that demonstrate interpretation of symbols and text in professional content areas.

ESL 100: TOEFL Prep
- The student will be able to understand the basic structure of all sections of the TOEFL iBT Test.
- The student will be able to recognize different question types for all sections of the TOEFL iBT Test.
- The student will be able to apply strategies for individual question types.
- The student will be able to quickly read short academic texts for understanding of the general ideas of the text.
- The student will be able to take detailed notes when listening to academic lectures and conversations.
- The student will be able to quickly prepare well organized spoken responses to opinion questions and questions that ask for the summary of material.
- The student will be able to write summaries of written and verbal materials.
- The student will be able to write well organized compare and contrast, informative, and persuasive essays.
- The student will be able to recognize and use a wide variety of new vocabulary words.

IEP Goal B: English language learners communicate information, ideas, and concepts necessary for academic success in the content areas relative to professional settings.

IEP Objective 11: The student applies writing skills that demonstrate writing for specific audiences in content areas.

ESL 120: Business Communication
- Students will be able to write a comprehensive cover letter and resume.
- Students will be able to discern and evaluate leadership qualities, best business practices, and entrepreneurial undertakings.
- Students will be able to navigate business media outlets/analyze business information/present findings and research.
- Students will be able to demonstrate proper business etiquette, written, verbal, and physical.
- Students will be able to assess and profile leaders and leadership strategies.

• Students will be able to complete annual business reports. • Students will be able to make qualitative stock analysis. • Students will be able to utilize target business vocabulary. • Students will be able to create a marketing plan which includes brand values, market segments, advertising techniques, and numbers. • Students will be able to use marketing vocabulary. • Students will be able to explain marketing trends and developments in relation to current and future practices. • Students will be able to apply consumer behavior theories to formulate effective marketing strategies.
EP Objective 12: Students will accurately and fluently use advanced grammatical structures to communicate ideas effectively in academic and professional contexts, demonstrating comprehension and production of complex spoken and written language.
ESL 110: Advanced Grammar • Students will be able to accurately interpret and respond to spoken language in academic and professional contexts by applying advanced grammatical structures. • Students will be able to demonstrate comprehension of complex spoken input by identifying and analyzing advanced grammatical forms such as verb tenses, modals, conditionals, and clause structures. • Students will be able to apply advanced grammar in spoken communication to express ideas clearly, precisely, and appropriately in professional and academic settings. • Students will be able to produce grammatically accurate and coherent spoken and written responses using complex sentence structures, including noun clauses, adjective clauses, and adverbial clauses. • Students will be able to distinguish and use nuanced grammatical forms (e.g., passive voice, reported speech, and conditionals) to convey meaning effectively based on context and intent.

STANDARD OPERATING PROCEDURE

PROCEDURE NAME: **INSTRUCTOR OBSERVATION AND EVALUATION**
PROCEDURE NO: 2000-650
PROCEDURE CATEGORY: EMPLOYMENT POLICIES AND PRACTICES
ORIGINATION DATE: January 2022

1.0 **PURPOSE**

1.1 Solexian recognizes that the instructor observation and evaluation process aims to facilitate the improvement of instruction and learning outcomes, and it is an integral part of the overall organizational personnel program. The evaluation methodology and instruments shall provide the administration with the framework for assessing instructors' performance as it relates to the adopted performance criteria. Through the unbiased and objective application of this policy, instructors' performance strengths and weaknesses will be identified and communicated to the instructor in a constructive way leading to professional development recommendations and teaching style adjustments.

1.2 For the purposes of this policy the words "instructor" and" faculty member" will be used interchangeably.

1.3 Instructors' performance appraisal shall provide both Solexian and the instructor with:

- Quantified measurement of job performance.
- Assurance of continuous and cyclical evaluation process.
- Identification of areas of performance deficiencies.
- Strategies of performance improvement through counseling, correction recommendations, and supervised and unsupervised professional development.
- Recognition of instructors' areas of strength and their contribution to the Solexian team.
- Identification of additional training needs and other concerns for maximization of instructors' performance potential.

2.0 SCOPE

2.1 This policy applies to all faculty, full-time and part-time, employees or independent contractors affiliated with SOLEXIAN and involved in teacher-student interactions.

2.2 Faculty members may also receive informal reviews throughout their career at Solexian. These reviews will be conducted by the Academic Coordinator or another qualified evaluator.

3.0 RESPONSIBILITY

3.1 It is the responsibility of the President, Academic Coordinator and/or the responsible administrator for the program to ensure that all Solexian faculty members receive their annual evaluation within thirty (30) days of their anniversary date, i.e., the date of hire.

3.2 The supervisor is responsible for providing ongoing feedback and coaching to the faculty. The evaluating authority and the instructor are jointly responsible for identifying gaps between expectations and actual results.

4.0 POLICY

4.1 Solexian has adopted a quantitative instructors' performance evaluation system that links individual accomplishment to the action plans set by Solexian's President for the year. Faculty members are evaluated based on specified performance criteria, their contribution to the overall success of the organization and their fulfillment of Solexian's mission.

4.2 Except for the new instructor orientation and onboarding with shorter performance benchmarks described in Procedure 3000 – 900 "Instructor Orientation and Onboarding", instructors' observation and evaluation process is conducted on an annual basis.

4.3 There are four possible performance ratings:

- Inadequate Performance – seldom meets performance standards; frequently requires special guidance or direction (instructor receives verbal and written warnings to improve performance). Weighted performance score is below 70%.
- Minimally meets requirements; requires more than an average amount of special guidance or direction; supervisor and faculty member specifically discuss improvement of instructor's performance. Weighted performance score is between 71% and 80%.
- Consistently meets performance standards, satisfactory performance. Weighted performance score is between 81% and 90%.
- Consistently meets and exceeds performance standards. Weighted performance score is above 91%.

5.0 **PROCEDURES**

5.1 During the orientation and onboarding process, as described in Procedure 3000 – 900 "Instructor Orientation and Onboarding", the newly hired faculty members are informed of the observation and evaluation of their performance frequency and details. The President or the Academic Coordinator conduct all subsequent performance evaluations of instructors annually.

5.2 The Academic Coordinator is responsible for scheduling the annual faculty evaluation. Instructors are given advance written notice to allow ample preparation time for the review and class observation.

5.3 The evaluation process is guided by Solexian Annual Faculty Performance Appraisal form. In preparation for the review meeting, the reviewer should gather all the required information and fill out the form using all the incoming data from the specified sources in the form.

5.4 The Solexian Annual Faculty Performance Appraisal form consists of cumulative results of (A) Instructor Observation (50%), completed by the Academic Coordinator or the President, (B) Professional Responsibilities (25%), completed by the Academic Coordinator or the President, and (C) Student Evaluation of Instructor average results (25%).

5.4.1. Part A of the Solexian Annual Faculty Performance Appraisal form is Instructor Observation. This process is guided by Solexian Instructor Observation of Instruction Form. Pursuant to Solexian's academic policy, instructor observations are professional, academic, and transparent. There is an advance notice given in writing to a faculty member about the time and place of the observation.

5.4.2. Instructors have the right to submit a written rebuttal within ten days of the receipt of the Solexian Instructor Observation of Instruction Form. The rebuttal should be signed by both the observer and the instructor and will be placed with the Solexian Instructor Observation of Instruction Form in the faculty member's file. That rebuttal should be fairly considered in all future discussions of the observation form.

5.4.3. After the observation the Solexian Instructor Observation of Instruction Form is being signed by the faculty member and the observing authority, and its data used as a weighted observation grade in the first part of Solexian Annual Faculty Performance Appraisal form.

5.4.4. Part B of the Solexian Annual Faculty Performance Appraisal form is completed by the Academic Coordinator of the President to the best of their knowledge and without discrimination on any basis other than performance criteria outlined in the form. The instructor has a right and a responsibility to fully understand the stated criteria and the grading provided.

5.4.5. Part C of the Solexian Annual Faculty Performance Appraisal form is Student Opinion Survey Results. The data gathering for part C is guided by Solexian Student Evaluation of Instruction Form as outlined in Procedure 4000 – 400 "Student Evaluation of Instruction".

5.4.6. The data from pertinent Solexian Student Evaluation of Instruction forms should be averaged across the groups taught by the faculty member subject to review over the entire period of his/her instruction since the last review of onboarding. Using a single representative group of students' results is permitted only at the discretion of the Academic Coordinator or the President.

5.5 The Academic Coordinator will conduct the instructor evaluation privately. The meeting will cover:

· Review of any significant strengths, accomplishments and/or acquired knowledge that took place during this review period.

· Assessment of job competencies for the period.

· Discussion of areas of improvement and planned actions to improve performance.

· Setting the faculty member's learning and performance goals for the upcoming review period.

The reviewer will judge the instructor's performance according to the degree of contribution to the company, quality of

teaching, learning outcomes for the students, and in consideration of such factors as how well the key tasks were performed and progress made in addressing weaknesses.

The instructor will be encouraged to comment about his/her performance, previous goals and the appraisal criteria, and to identify areas of improvement.

5.6 At the conclusion of the performance appraisal, the faculty member will be required to sign the Solexian Annual Faculty Performance Appraisal form and entitled to receive a copy of it.

5.7 Instructors whose review determines that they have achieved satisfactory performance (i.e., consistently meet and/or exceed performance standards) will be annually reviewed.

Instructors whose review determines that they minimally meet job requirements or have demonstrated inadequate performance will be subject to the conditions and terms of Policy #2000-910: Unacceptable Performance, up to and including termination from the job.

Classroom Observation

of Instruction

Instructor: Date:

Observed by: Academic Coordinator

IMPORTANT: Pursuant to Solexian academic policy, instructor observations are professional, academic, and transparent. If the instructor feels he or she has not been fairly evaluated, he or she has the right to be evaluated by a second party. In most cases, this will be the President. It is against Solexian policy to discriminate on any basis during the Classroom Observation of Instruction other than performance under the following stated criteria. The instructor has a right and a responsibility to fully understand all criteria before being observed. Instructors have the right to submit a

written rebuttal within ten days of the receipt of this observation form. The rebuttal will be signed by both the Academic Coordinator and the instructor and will be placed with this form in the instructor's file. The rebuttal will be fairly considered in all future discussions of this observation form.

I understand and have read both the preceding disclaimer and the following criteria:

_____ _____

Instructor Name Date

		Poor	Fair	Average	Above Average	Excellen	Not observed
	Observed Criteria	**1**	**2**	**3**	**4**	**5**	**N/O**
	Lesson Plan						
1	The learning objectives are outlined in a lesson plan or course syllabi and are clearly connected to the lesson being taught.						
2	Lesson plan is well organized and demonstrates a student-centered focus, with an introductory overview at the beginning, logical linkage and sequence to the topics and notes to address anticipated adjustments.						
3	Overall, the stated course syllabus and lesson plan objectives are met through appropriate teaching methods.						
	Lesson Delivery						
4	Instructor's pronunciation is clear and comprehensible.						
5	Instructor uses verbal content consistent with the focus of training, including proper grammar, word selection, and usage.						
6	Instructor demonstrates student-centered focus including use of effective error correction, active listening, coaching, and facilitation of discussion.						
7	Assignments and job tasks are clearly explained and effective methods for checking student comprehension are used.						
8	Instructor encourages student participation and stimulates critical thinking skills by using relevant and stimulating questioning techniques.						

9	Instructor spent adequate time on practical exercises and provides appropriate supervision during practice activities.		
10	Instructor models examples of important information		
11	Instructor demonstrates expert knowledge of subject, including explanatory examples, with accurate and expansive information beyond the textbook.		
12	Instructor models examples that support the concept, reviews previous concepts that students need to retain and provides connections to other concepts.		
13	Instructor uses diverse methods and techniques to address multiple learning styles.		
	Materials and Class Management		
14	Instructor effectively makes use of the required instructional materials for the course		
15	Instructor effectively uses visual aids to enhance presentations.		
16	Instructor has organized the classroom in a manner that facilitates learning and provides a positive environment.		
17	Instructor shows awareness of external time constraints and plans activities with an appropriate pace and length of time		
18	Instructor shows good rapport with students during non-lesson driven interaction.		
19	Instructor integrates mandatory policy and procedure (e.g. attendance taking) into the presentation of the lesson		
20	Instructor has the appropriate materials to effectively present the lesson (e.g. correct number of handouts, fresh white board markers)		

Instructor Signature: _____ Date _____ **/100** total score

Observer Signature: _____ Date _____

Annual Faculty Performance Appraisal

Instructor's Name:

Evaluator: **Date:**

The purpose of this form is to appraise the instructor's performance. It consists of cumulative results of (A) Instructor Observation (50%), completed by the Academic Coordinator or the President, (B) Professional Responsibilities (25%), completed by the Academic Coordinator of the President, and (C) Student Evaluation of Instructor average results (25%).

A. Instructor observation (50%) conducted on (date)_____, by (observer) _____
(observation attached).
[A] Rating: Total Score (%)_____% x 0.5 = _____[A]

Comments:

B. Professional Responsibilities (25%)

The following scale is used for Section B.

5 **Outstanding:** Excellent performance that exceeds job requirements.
4 **Very Good:** Above average performance that exceeds the job's requirements.
3 **Average:** Acceptable performance that meets the job's requirements.
2 **Below Average:** Minimally acceptable performance that meets some of the job's requirements.
1 **Unsatisfactory:** Unacceptable performance that does not meet the job requirements.

1. Demonstrates a cooperative attitude toward other instructors, office and administrative staff. **1 2 3 4 5**

2. Demonstrates professionalism in written and verbal communication, appearance and comportment. **1 2 3 4 5**

3. Participates in school sponsored and outside professional development activities **1 2 3 4 5**

4. Submits all required paperwork accurately and according to schedule. **1 2 3 4 5**

5. Respect's and follows Solexian institutional and departmental policies and procedures. **1 2 3 4 5**

6. Is punctual – classes begin and end on time, and resume on time after breaks. **1 2 3 4 5**

7. Scheduled and/or unexpected absences do not disrupt the educational environment or continuity of instruction. **1 2 3 4 5**

[B]Rating: Total Grade Sum_____/35 x 100% = _____% x 0.25 = _____[B]

Comments:

C. Student Opinion Survey Results (25%)

Instructor has demonstrated satisfactory teaching based upon student opinion survey results.

[C]Class Average _____ % x 0.25 = _____[C]

Comments:

Total Score (A+B+C) _____

Signature Section

Academic Coordinator's Comments:

Academic Coordinator's Signature:_____ Date:_____

President's Comments:

President's Signature: _____ Date: _____

_____I have reviewed and discussed this performance appraisal with my supervisor and AGREE with the contents and conclusions discussed.
_____ I have reviewed and discussed this performance appraisal with my supervisor and DISAGREE with the contents and conclusions discussed. I would like to make the following comments to be added to this appraisal (add additional pages if necessary).

Comments:

Instructor's Signature: _____ **Date:** _____

TO: All Solexian Faculty and Staff

FROM: Dr. Leon E. Linton, President

RE: Professional Development (PD)

Solexian is a dynamic organization. In our ever-changing world we all must constantly improve and sharpen our skills to benefit our students and our company. Recent site visit by the Commission on English Language Program Accreditation and our post-visit internal discussions revealed certain deficiencies in professional development that I aim to address with this memo.

As part of ongoing Solexian's compliance and development process, the annual update of the professional development planning forms for all personnel has begun. To better accommodate individual development planning, I decided to create separate forms for the faculty and administration. Everybody will be granted access to the appropriate forms shortly.

Professional development should take on various forms at Solexian. To meet the PD standards, a list of sample acceptable activities was created and made available to all of you. The following examples include, but are not limited to activities that contribute to professional growth and development:

Continuing Education

- Enrollment in formal degree programs, courses, or workshops
- Obtainment of certificates or other credentials through educational programs

Participation in professional organizations

- Attendance of local, regional, national, and international conferences sponsored by professional organizations, for example, NAFSA.
- Service as a board member or committee member of education institutions or agencies

Job performance improvement

- Enhancement of technology knowledge and existing skills improvement
- Continued learning about new developments in the field
- Proactive acceptance of new challenges in current position, as well as specific projects, long or short-term assignments
- Research activities and presentations of research findings to colleagues.

The Manager of Operations will be instrumental in administrative personnel PD, the Academic Coordinator is made in charge of faculty PD. Please speak directly to them about the opportunities you consider putting on your development plan.

Thank you for your continued dedication to your professional development.

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN

Purpose: The purpose of a faculty professional development is to enhance faculty expertise and teaching effectiveness.

Name	
Area of Teaching Specialization	
Full-time/Part-time Status	
Time Period Covered by the Plan	

In-service Activities Scheduled by the Institution:

Date	In-Service Topic	Check if Attending	Documentation Attached

Professional Growth Activities to be completed (check when documentation has been attached):

Date	Professional Growth Activity	Check if Attending	Documentation Attached

Continuing Education:

Membership & Participation in Professional Organizations:

In the space provided below, give an explanation as why you have chosen to participate in the activities listed in your plan, i.e., explain why this plan is suited to your needs as an instructor:

Explanation:

Signature (Faculty) **Date** **Signature (Supervisor)** **Date**

STANDARD OPERATING PROCEDURE

PROCEDURE NAME: **Unacceptable Performance Procedure**
PROCEDURE NO: 2000-910
PROCEDURE CATEGORY: EMPLOYMENT POLICIES AND PRACTICES
ORIGINATION DATE: April, 2019
REVISION NO:
REVISION DATE:

In the event that an employee routinely performs unacceptably, the President will determine the course of action best suited to the circumstances, including skipping over one or more of the following steps:

Verbal counseling: As the first step in correcting unacceptable performance or behavior, the job requirements will be reviewed with the employee to ensure his/her understanding of them. The severity of the problem, the employee's previous performance appraisals and all of the circumstances surrounding the particular case should be discussed, and the areas for performance improvement or change of conduct be defined in terms of specific outcomes. The employee is asked to review what has been discussed to ensure his/her understanding of the seriousness of the problem and the corrective action required. The President will document the verbal counseling for future reference.

Written counseling: If the unacceptable performance or behavior continues, the next step is written counseling. Written counseling may be the first step if the negative performance or behavior warrants, e.g., violation of a widely known policy or safety requirement. The written counseling defines the problem and how it will be corrected. It can also indicate that probation and/or termination can result if improvement is not observed. The written report becomes part of the employee's personnel file, although it can be removed after a period of time under appropriate circumstances. Probation: Employee probation requires a written probationary notice that includes: • A statement detailing the specific unsatisfactory situation.

- A review of oral and written warnings.
- The length of probation (typically two weeks to 60 days);
- The specific behavior modification or acceptable level of performance.
- Suggestions for improvement.
- A schedule for a counseling session or sessions during the probationary period; and • A statement that further action, such as reassignment, reduction in pay, suspension, demotion or termination, can result if the defined improvement does not occur. The President will meet with the employee to discuss the probationary letter and answer any questions. The employee should acknowledge receipt by signing the letter. If the employee refuses to sign, the President may sign attesting that it was delivered to the employee and record the date of delivery. The letter becomes part of the employee's personnel file. At the

end of the probationary period, the President and employee will meet to determine whether the employee has achieved the required level of improvement and to consider removing the employee from probation, extending the probation period, or taking further action. All decisions should be made in writing and made part of the employee's personnel file. Should probation be successfully completed, the employee should be commended, though cautioned that any future recurrence would result in more severe disciplinary action.

Suspension: Suspension without pay for up to three consecutive working days may be imposed for such proven misconduct as intentional violation of safety rules, egregious behaviors with students, fighting or drinking on the job. Suspension with pay for a specific period may be imposed in other appropriate circumstances, such as the need to investigate a serious incident in which the employee was allegedly involved. In implementing a suspension, a written report setting forth the circumstances justifying the suspension is placed in the employee's personnel file.

Involuntary termination: The President or supervisor notifies the employee who will be directed to complete termination documentation. This documentation becomes part of the employee's personnel file.

Incident Report Form/Campus Security

Thank you for contributing to campus security. Please provide detailed information regarding the incident you are reporting. By submitting this report, you are stating that all the information contained in the report is true and correct to the best of your knowledge. Knowingly filing a false report may lead to administrative action. Please understand that individuals involved may be afforded certain privacy rights under FERPA. Please submit this report to the Student Services Office of the school. You will be contacted to discuss this report in further detail.

Your name:
Your position or program:
Your phone:
Your email:
Type of incident:

- Stalking
- Dating violence
- Domestic violence
- Hate crimes
- Intimidation
- Vandalism
- Assault
- Larceny-theft
- Liquor violation
- Drug violation
- Weapons violation
- Smoking violation
- Arson
- Motor vehicle theft
- Burglary
- Sex offense

Negligent manslaughter
Murder
Date of incident:
Time of incident:
Building of incident:
Location within building of incident:
Description of incident:

Other individuals involved (name and contact info if possible)

use/date received/initials:

Silent Witness Form/Campus Security

Thank you for contributing to campus security. Please provide detailed information regarding the incident you are reporting. If you have observed a crime or disruptive behavior, and would prefer to remain anonymous, please state what you observed with as much detail as possible. You may remain anonymous however identifying yourself will allow for a more comprehensive approach to the incident. Every effort will be made to keep information confidential, and it will be used to determine if there are patterns of behavior or safety issues for our community that may be able to be addressed to avoid potential danger. Please submit this report to the Student Services Office of the school. You will be contacted to discuss this report in further detail.

Type of incident:
Stalking
Dating violence
Domestic violence
Hate crimes
Intimidation
Vandalism
Assault
Larceny-theft
Liquor violation
Drug violation
Weapons violation
Smoking violation
Arson
Motor vehicle theft

Burglary

Sex offense

Negligent manslaughter

Murder

Date of incident:

Time of incident:

Building of incident:

Location within building of incident:

Description of incident:

Other individuals involved (name and contact info if possible)

Your name and phone:

use/date received/initials