Executive Summary

The Program

The Program in focus of evaluation is the pre-semester induction practices for ELI new teachers. Teachers at the ELI are all graduate students in the SLS Department at the University of Hawaii. In this institutional context, every semester, there is change in the staffing of teachers, with old teachers leaving and new teachers hired. Thus, there is a constant need for the ELI to provide the pre-semester induction program to new teachers, in order to facilitate them in getting prepared for teaching in the ELI.

The Evaluation

The Evaluation was initiated and facilitated by two ELI teachers in the spring 2006 semester. The primary intended users (PIUs) of the evaluation are the ELI administrators. Intended uses of the evaluation and the evaluation methods were proposed to the PIUs, negotiated with them, and agreed upon by them to maximize the utility of the evaluation. The evaluation methods included interview with ELI administrators, interviews with new ELI teachers of spring 2006 semester, focus group of experienced ELI teachers of spring 2006 semester, and questionnaire for incoming new teachers of fall 2006 semester. The general evaluation question addressed was “How well are the pre-semester induction practices helping new teachers to get ready for the teaching tasks in the ELI?”

Key Findings

Intended/ Desired outcomes of the program, achieved or not

The program’s intended outcomes articulated by the ELI administrators are as follows:

*Through the pre-semester induction, an ELI new teacher will*
  - get an overall picture of the ELI program, including its mission, student population, curriculum areas, language policy and etc.
  - feel confident in drawing the syllabus for the course he or she is to teach
- become familiar with the goals and objectives of the course he or she is to teach
- acquire surface-level knowledge of the administrative duties of the ELI teachers
- develop a preliminary sense of ownership of being part of the program
- get a sense of the ELI as a work environment where administrators, lead teachers, and colleagues are approachable and supportive
- get to know the resources that teachers can make use of for their teaching, e.g., ELI Online Resource Room, equipment, and etc.

The program’s desired outcomes as perceived by experienced ELI teachers have some overlapping elements with the intended outcomes listed above. At the same time, they also see some additional and more concrete outcomes a new teacher needs to achieve. A summary of these desired outcomes are as follows:

Through the pre-semester induction, it’s desirable that an ELI new teacher will

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<thead>
<tr>
<th>Develop knowledge about the course he/she is to teach in terms of:</th>
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<tr>
<td>- what the goals and objectives are</td>
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The most helpful practices for new teachers, how accessible they are to teachers

The interview, focus group, and questionnaire data consistently show that ELI teachers (new, experienced, and incoming) consider the following pre-semester practices as the most helpful ones:

- Observing ELI classes
- Meeting and talking to lead teacher and other ELI teachers
The focus group data show that experienced ELI teachers also consider the following pre-
semester practices as quite helpful ones:

- Internship
- Previewing textbook/teaching materials (including ORR\(^1\))
- Orientation meeting with ELI administrators

All these induction practices are available in the program. A further question, then, is how the system can work better to make them more accessible and useful to new teachers. New and experienced teachers of spring 2006 semester made a number of specific recommendations for the current system, which may help to generate good answers. Highlights include:

- Make observing ELI classes more accessible and useful to new teachers, e.g. by having tape-recorded typical/regular ELI classes on the ORR\(^1\), and by allowing new teachers more chances to do classroom observations.
- Require meeting with lead teacher(s) as part of the pre-semester induction practices.
- Make meeting and talking to other ELI teachers more accessible.
- Prioritize the information on the Teacher’s Manual for new teachers to read.
- Add more details about the course projects and activities in the handouts on the ORR\(^1\), e.g. what they really are, the rationales for using them, and how to use them.
- Have annotated lesson plans available on the ORR\(^1\), instead of just teaching materials.
- Have meetings/workshops where teachers can share ideas about course projects, activities, and lesson plans.

Note 1: ORR = Online Resource Room
Evaluation of Pre-semester Induction Practices for New Teachers in the English Language Institute (ELI)

Weiwei Yang & Aki Iimuro

June 1, 2006

English Language Institute (ELI)
University of Hawaii at Monoa
Web: www.hawaii.edu/eli
Address: 1890 East-West Road, Honolulu, HI 96822
**Executive Summary**

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The Evaluation was initiated and facilitated by two ELI teachers in the spring 2006 semester. The primary intended users (PIUs) of the evaluation are the ELI administrators. Intended uses of the evaluation and the evaluation methods were proposed to the PIUs, negotiated with them, and agreed upon by them to maximize the utility of the evaluation. The evaluation methods included interview with ELI administrators, interviews with new ELI teachers of spring 2006 semester, focus group of experienced ELI teachers of spring 2006 semester, and questionnaire for incoming new teachers of fall 2006 semester. The general evaluation question addressed was “How well are the pre-semester induction practices helping new teachers to get ready for the teaching tasks in the ELI?”

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*Intended/ Desired outcomes of the program, achieved or not*

The program’s intended outcomes articulated by the ELI administrators are as follows:

- get an overall picture of the ELI program, including its mission, student population, curriculum areas, language policy and etc.
- feel confident in drawing the syllabus for the course he or she is to teach
become familiar with the goals and objectives of the course he or she is to teach
- acquire surface-level knowledge of the administrative duties of the ELI teachers
- develop a preliminary sense of ownership of being part of the program
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The program’s desired outcomes as perceived by experienced ELI teachers have some overlapping elements with the intended outcomes listed above. At the same time, they also see some additional and more concrete outcomes a new teacher needs to achieve. A summary of these desired outcomes are as follows:

Through the pre-semester induction, it’s desirable that an ELI new teacher will

Develop knowledge about the course he/she is to teach in terms of :

| - what the goals and objectives are | - which course projects are required and which ones are optional |
| - how the course differs from other course(s) in the same curriculum area | - how much autonomy teachers can have in constructing the course |
| - how to connect goals/objectives with course projects and lesson plans | - what experiences and suggestions lead teacher and other experienced teachers have for teaching the course |
| - how course materials are translated into actual lessons | - what some basic terms like needs analysis and diagnostic activity mean |
| - what actual lesson plans look like and how they are used | |
| - what the course projects mean and how to use them | |

Develop knowledge about the ELI in terms of :

| - ELI curriculum and its approaches | - the roles of lead teacher |
| - student population | - some policies like attendance policy, exemption policy, and the use of interim report |
| - attitudes ELI teachers are encouraged to take towards students | |

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- Have meetings/ workshops where teachers can share ideas about course projects, activities, and lesson plans.

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Evaluation Report

The Program Context

The English Language Institute

‘The Program’ in focus of the evaluation is the new-teacher induction practices embedded within the larger program of the English Language Institute (ELI) at the University of Hawaii at Manoa (UHM). The ELI is part of the Department of Second Language Studies (DSLS) at UHM. “The primary purpose of the ELI is to provide English instruction for international and immigrant students who have been admitted to the university and who do not speak English as a native language, in order to facilitate their academic studies” (ELI, 2003). The ELI consists of three administrators (Director, Assistant Director, and Coordinator) and 18 teachers (as of Spring 2006). The ELI teachers are all graduate students enrolled in the DSLS. Every semester, the ELI hires new teachers from the department as current teachers graduate. As for the Spring 2006 semester when this evaluation project takes place, four teachers were newly hired to the ELI. In addition to these constituents of the Program, five teachers who were hired to begin working in the Fall 2006 semester are also included in the evaluation as valuable sources for information.

The Program

The Program is the pre-semester induction practices for new-teachers of the ELI. “Pre-semester induction practices” in this report refers to the following twelve practices identified by the ELI administrators and teachers as activities new-teachers will or could do in order to prepare themselves for teaching in the ELI.

The practices are: (a) doing the ELI job interview, (b) attending an orientation meeting with the Assistant Director, (c) attending an orientation meeting with the Coordinator, (d)
meeting with lead teacher of curriculum area, (e) observing ELI classes, (f) talking to ELI teachers, (g) reading the ELI Teacher’s Manual, (h) reading the ELI website, (i) reading the curriculum area readings, (j) previewing textbook/teaching materials (including online resource room), (k) attending the all-ELI meeting, and (l) doing an internship. Currently, the required practices for all of the ELI new-teachers are the following three: (a) doing the ELI job interview, (b) attending an orientation meeting with the Assistant Director, and (c) attending the all-ELI meeting.

Motivation for the Evaluation

Internal Evaluators as Impetus

The evaluation of the Program was initiated by two current teachers of the ELI, Weiwei Yang and Aki Iimuro. The two internal evaluators initiated the evaluation of the Program for two reasons, one personal and the other associated with the status-quo of who the teachers are.

The first reason arises from their personal experience of going through the induction process of the ELI, and in particular experiencing gaps between what is available and what is needed in order to prepare for teaching and pursue teaching-related activities. Reflecting on the difficulties they had in their first semester of teaching, the two teachers identified this area as needing particular attention for an evaluation in order to benefit the Program and future teachers.

The second reason arises from the teacher dynamics of the ELI and the efficiency of teacher preparation. All of the teachers are students of DSLS, and many may not have previous education and teaching experience similar to that of the ELI. In addition, the turnover of teachers is high, usually two years or less for a given teacher, allowing minimal time for teachers to become accustomed to the teaching environment. Furthermore, the large portion of international teachers in the ELI may not be familiar with the teaching context of a U.S. university, nor
dealing with the diversity of the international students in the ELI classrooms. The internal evaluators questioned how well the teacher induction practices were preparing these teachers for their teaching roles in the ELI.

The English Language Institute as Impetus

The ELI also presents their interest in evaluation of the teacher development process as part of their research agenda on the ELI website. The ELI notes, “What can the ELI do to help beginning and continuing GA instructors?” (ELI, 2003) showing the institution’s interest in the teacher development issue.

The three ELI administrators also showed their interests in and needs for the current evaluation by expressing the following purposes of the evaluation through a questionnaire administered by the internal evaluators. One of the administrators succinctly pointed out the purpose of the evaluation as “Helping us do our job better,” with a justification that the ELI has teacher development as one of the goals of the institution and wants and needs self-evaluation of its current practices. Another administrator listed five specific purposes he perceived of this evaluation, which seemed to have outlined what the administrator wished the evaluation to be able to accomplish. The third administrator also expressed wishes for the potential uses of the evaluation as the following:

“I hope that this evaluation will give us a sense of how satisfied (or not) teachers have been with what we provide in terms of new teacher training and development. I also hope that it will provide specific suggestions for potential changes that we could make to improve such practices.”

Through informal conversations with the new teachers who were hired in the Spring 2006 semester, they also expressed interest in an evaluation done with a focus on teacher development.
For these purposes and interests shown above, the internal evaluators perceived a need to address the important issue of teacher development and teacher induction in the ELI, and thus initiated the present evaluation project.

**Primary Intended Users**

The internal evaluators identified the ELI administrators (Director, Assistant Director, and Coordinator), as the primary intended users (PIUs) of this evaluation. These individuals are responsible for supervising the teachers of the ELI, including taking care of the teacher induction and development programs. They are the people who will be able to utilize the evaluation findings and process most to improve the program and to understand the program better. In addition, these identified primary intended users are the ones who will continue working in the ELI, while the teachers, who are graduate students, will graduate and change every few semesters. Therefore, the internal evaluators felt the evaluation would be of most benefit if used by the Director, the Assistant Director, and the Coordinator of the ELI.

The internal evaluators also believed that, since ELI teachers are major stakeholders for the evaluation, their voices should also be heard and represented in the decision-making process of this evaluation. Therefore, the internal evaluators articulated the need for a teacher representative to be included as one of the PIUs to join in decision-making, and the three administrators agreed on this proposal. An email message was then sent to all the experienced ELI teachers to ask them to nominate themselves or others as the teacher representative. Unfortunately, most likely due to lack of information about this evaluation in the message, only two teachers responded. Due to the immediacy of the evaluation activities, the internal evaluators were not able to follow up on this issue and had to give up this plan for the current project.
**Intended Uses of the Evaluation**

Based on early interactions with the PIUs and perceived concerns for the program, the internal evaluators identified four potential uses of the evaluation listed below:

1. Specifying what the new teacher development practices are trying to accomplish.
2. Finding out how well the current new-teacher development practices are able to meet new teachers’ needs and administrators’ expectations.
3. Identifying specific areas for improvement and suggesting ways for improvement.
4. Forming a basis for implementing necessary changes for the improvement of new teacher development practices.

With these initial uses in mind, the internal evaluators developed and sent an evaluation statement to the ELI administrators as a method to clarify the evaluation approach, a “utilization-focused approach” (Patton, 1996), and to seek understanding from the ELI administrators. The internal evaluators also developed and distributed an on-line survey to collect the ELI administrators’ agreement on: (a) the purpose(s) of the evaluation, (b) the primary intended users’ role in the evaluation, (c) potential uses the internal evaluators suggested, and (d) any other possible uses of interest to the ELI administrators (Appendix A).

All the three ELI administrators rated intended uses 2 and 3 above as ‘Very Important’, two of them rated intended use 1 above as ‘Very Important’ and one of them rated it as ‘Somewhat Important’, thus showing agreement on these potential uses the internal evaluators anticipated. As for the fourth intended use above, two of the ELI administrators expressed ‘Very Important’ while one of the ELI administrators expressed ‘Somewhat Unimportant’. It was later confirmed with the administrator who rated the fourth use as ‘Somewhat Unimportant’ that she/he would consider the fourth use as important on the condition that the evaluation turned out
to be solid and useful. The internal evaluators further assured the PIUs that they would try their best to carry out the evaluation with both rigorous and directly useful methods and processes in order to fulfill the identified potential uses of the evaluation.

One additional potential use was identified by one of the PIUs, which was, “Possibly we can use it if we are asked to justify our practices overall. That is, having an evaluation done shows we are being ‘professional.’” It was confirmed later with the PIU that the ELI could possibly use the evaluation to justify the ELI practices to the Chair of DSLS, Grad Chair and Grad Faculty of DSLS, Dean of LLL, and other interested parties.

**Focal Evaluation Question**

Based on the agreed-upon intended uses, the following question was developed to focus the current evaluation activities:

*How well are the pre-semester induction practices helping new teachers to get ready for the teaching tasks in the ELI?*

This question was generated and proposed by the internal evaluators, and agreement was obtained from PIUs for using this question. In order to answer the question above, another evaluation question was generated in terms of the program’s goals and objectives:

*What are the intended outcomes of the pre-semester induction practices for ELI new teachers?*

**Evaluation Design and Methods**

In order to answer the evaluation questions adequately with available resources, four evaluation methods were used to gather data from different groups of stakeholders. These were: (a) interview with the ELI Administrators, (b) interview with new ELI teachers of Spring 2006 semester, (c) focus group with experienced ELI teachers in Spring 2006 semester, and (d)
questionnaire for incoming ELI new teachers of Fall 2006 semester. Purposes of the evaluation and the evaluation activities were clearly conveyed to the stakeholders when they were contacted and requested to participate. All of the contacts with the stakeholders also attempted to instill a sense of ownership of the evaluation among them. It was made clear to the stakeholders that their input and feedback were highly valued, and would help to generate program knowledge and to develop the program. These attempts aimed at increasing stakeholders’ participation and maximizing the usefulness of the evaluation.

The evaluation design and methods were drafted and proposed by the internal evaluators. The ELI administrators executed a final check on the design by providing their thoughts and comments for each evaluation method. Their thoughts and comments were taken into consideration when revising and improving the evaluation methods. One of the ELI administrators also enhanced the utility of the design by sending emails to the different groups of teachers to encourage them to participate, prior to or after the internal evaluators sent the request emails to the teachers.

**Interview with the ELI Administrators**

The major intended uses of the interview with the ELI administrators were to specify the intended outcomes of the pre-semester induction practices for ELI new teachers, and to find out the administrators’ satisfaction with the current practices in achieving the intended outcomes. At the same time, details about the current practices were confirmed with the administrators. Thus, the data collected from the interview could be used to fulfill the first intended use, to identify areas of uncertainty, and to provide some basic information for the design of the other evaluation methods. The interview was conducted with the ELI Director and the ELI Assistant Director, at 12:30-1:45pm (length: 1 hour 15 minutes) on April 11, 2006, in Moore 551. The ELI
Coordinator for Curriculum and Teacher Development was not able to attend the interview due to her status as being on leave for the semester. Please refer to Appendix B for the interview questions.

**Interview with New ELI Teachers of Spring 2006 Semester**

The major intended use of the interview with new teachers was to find out how well the pre-semester induction practices were able to meet the new teachers’ needs. Being in their first semester of teaching in the ELI, the new teachers could freshly reflect on the pre-semester induction process in helping them to get ready to teach in the ELI. Among the four new ELI teachers of Spring 2006 semester, three were interviewed (the fourth new teacher is one of the internal evaluators). The three interviews were respectively conducted at 1:15-2:00pm (length: 45 minutes) on April 14, 2006, in Moore 471, 9:25-10:00am (length: 35 minutes) on April 21, 2006, in Moore 551, and 10:05-10:55am (length: 50 minutes) on April 21st in Moore 479. Please refer to Appendix C for the interview questions.

**Focus Group with Experienced ELI Teachers of Spring 2006 Semester**

The major intended use of the focus group was to find out experienced ELI teachers’ perceptions, comments, and suggestions on pre-semester induction practices for ELI new teachers. As experienced ELI teachers, they could draw upon their past experiences in the ELI, think about the desired outcomes of the pre-semester induction process, comment on the current practices, and make any necessary suggestions. Among the twelve experienced ELI teachers of Spring 2006 semester, eleven of them attended the focus group, and the teacher who did not make the session had a time conflict with her class. The focus group was conducted at 12:00-1:15pm (length: 1 hour 15 minutes) of April 26, 2006, in Moore 551. During the focus group, two teachers arrived 15 minutes late, one teacher arrived 30 minutes late, and one teacher
attended the first 30 minutes, all due to class time conflicts. The teacher who left early provided his additional input via email later. Please refer to Appendix D for the focus group questions.

Questionnaire for Incoming New ELI Teachers of Fall 2006 Semester

The major intended use of the questionnaire was to identify incoming ELI teachers’ needs and expectations for the pre-semester induction program. Incoming ELI teachers may have very little knowledge about teaching in the ELI, and their identified needs for the pre-semester induction program could be compared with the current practices in meeting their needs. A questionnaire was used because two of the incoming teachers were in Korea, thus interviews or focus groups were not feasible. The questionnaire was administered online through Surveymonkey.com, a commercial survey tool (Surveymonkey.com, 2006). There were altogether five incoming ELI new teachers, two of whom were incoming Ph.D. students in the DSLS from Korea, and three of whom were current M.A. students in the DSLS. All of the five incoming teachers responded to the questionnaire during the period of April 26th and April 29th. The questionnaire required ten to fifteen minutes to fill out. A converted version of the questionnaire is attached as Appendix E.

Evaluation Findings

Intended/ Desired Outcomes of the Program: Achieved or Not

The interview with the ELI Director and the Assistant Director produced what they, as ELI administrators, see as the intended outcomes of the pre-semester induction practices for new teachers. Please see Table 1 below for the results. These intended outcomes touch on the very basics new teachers need to achieve at the overall program and the course level.
Table 1: ELI Administrators – intended outcomes of the program

*Through the pre-semester induction, an ELI new teacher will*

1) Get an overall picture of the ELI program, including its mission, student population, curriculum areas, language policy and etc.
2) Feel confident in drawing the syllabus for the course he or she is to teach
3) Become familiar with the goals and objectives of the course he or she is to teach
4) Acquire surface-level knowledge of the administrative duties of the ELI teachers
5) Develop a preliminary sense of ownership of being part of the program
6) Get a sense of the ELI as a work environment where administrators, lead teachers, and colleagues are approachable and supportive
7) Get to know the resources that teachers can make use of for their teaching (e.g., ELI Online Resource Room, equipment and etc.)

Note: The wording of the intended outcomes is based on what the administrators produced during the interview, and were confirmed with the administrators both during the interview and after the interview.

The experienced ELI teachers of Spring 2006 semester also articulated what they see as the desired outcomes of the program during the focus group. Please see Table 2 below for the results.

These desired outcomes touch more on the concrete knowledge and understanding new teachers need to develop at the curriculum and the course level.

Table 2: Experienced ELI teachers – desired outcomes of the program

*Through the pre-semester induction, it’s desirable that an ELI new teacher will*

- Know the ELI curriculum and its approaches
- Know the goals and objectives of the course he or she is to teach
- Know how 70 and 80 level courses (including ELI 100) differ in terms of the goals, objectives, teaching materials, and course projects
- Understand the connection between course goals/objectives and the design of course projects and lesson plans
- Have an idea of how the course materials are translated into actual lessons
- Have an idea of what actual lesson plans look like and how they are used
- Understand what the course projects really mean and how to do the projects
- Know which course projects are required and which ones are optional (Listening/speaking curriculum and Reading curriculum)
- Have a clear idea of how much autonomy teachers can have in constructing the course (e.g., in choosing alternative teaching approaches, and in using alternative textbook and course projects)
- Know the student population
- Know the attitudes ELI teachers are encouraged to take towards students
- Know the roles of lead teachers in the curriculum area, especially their availability to new teachers
- Get to know the experiences and suggestions lead teacher and other experienced teachers have for teaching the course
- Understand some basic terms like needs analysis and diagnostic activity
- Become clear of some policies like attendance policy, exemption policy, and the use of interim report

Note: The desired outcomes are a summary of what the teachers produced when answering the question during the focus group.

In terms of whether the intended outcomes (Table 1) are being achieved, only perception data was obtained from the ELI administrators and the new teachers of spring 2006 semester. One of the administrators expressed in the interview that he cannot be confident about the intended outcomes being achieved because of institutional constraints such as uncertainties brought by using transitory GAs as instructors. When the three new teachers were asked during the interviews whether they were able to achieve the points outlined in Table 1, all the three teachers felt that they were able to achieve 1), 3), 4), and 7). All the three new teachers expressed certain concerns about achieving 2), i.e. feeling confident in drawing the syllabus. One of the new teachers did not feel confident in drawing both the syllabus and calendar, since she/he was not sure what to add to the syllabus and calendar, particularly about what projects to do and what the projects should look like. Another new teacher felt the syllabus was not hard to draw, but was not confident in making the course calendar. The third new teacher had a hard time in using the pre-set and non-negotiable goals and objectives on the syllabus, which seemed to her/him inconsistent with the ELI philosophy of a critical participatory approach. For intended outcome # 5), one of the new teachers felt that she/he was able to develop a preliminary sense of ownership before the semester started. The other two new teachers did not feel they were able to develop that sense of ownership. One of them mentioned that she/he did not develop a good sense of being part of the ELI until one or two months later after she/he started to teach. The other one felt that ELI teachers are rather isolated from each other, and there are few opportunities for
them to communicate with each other. For intended outcome # 6), one of the new teachers already felt that all the ELI people are approachable and supportive before she/he started to teach. The other two new teachers felt that the ELI administrators and lead teachers are very approachable and supportive, but did not feel that all the other colleagues were also approachable.

As for the desired outcomes of the program (Table 2) the experienced ELI teachers suggested during the focus group, the experienced teachers were asked how well they thought the outcomes were achieved in their personal experience of pre-semester induction process. But no answers were obtained from them in regard to this question. Two reasons might explain the non-response. First, the teachers might have felt awkward to answer the question in the group discussion, since different teachers might have different answers to the question. Second, some of the outcomes were suggested when teachers reflected on their personal experience and wished that they had achieved the outcomes.

Status of Current Practices for the Program

The whole evaluation process produced a more full-fledged and accurate picture of what the current pre-semester induction practices include and their current implementation status, mainly through the interview and follow-up talks with the administrators, and the interviews with new GAs of spring 2006 semester. Please refer to Table 3 below for details.

Table 3: Status of current practices for the program
The interview data show that, for the three new GAs of spring 2006 semester, all of them had a meeting with the lead teacher(s) to talk over course-related issues. None of them had an orientation meeting with the Coordinator or were given the curriculum area readings. Two of them had the chance to observe one or two ELI classes, and the third one did not have a chance. To different degrees of detailedness, all of them read the Teacher’ Manual and previewed the textbook and other teaching materials (including online resource room) on their own. One of them had some discussion with the teachers after observing their classes. Another new teacher initiated a lot of discussions with ELI teachers in informal situations.
Overall Degree of Satisfaction with the Current Practices

Through the interviews, some overall idea of how satisfied the ELI administrators and the new teachers are with the current practices was obtained.

The ELI administrators commented in the interview that the current pre-semester induction practices work adequately to get the new teachers through into week one of their teaching, and the current practices are trying to achieve the level of adequacy (satisficing) rather than excellence (optimum). They pointed out that, due to institutional constraints, including limited resources, and a great deal of uncertainties brought by using transitory GAs as instructors, providing excellence in every way is unrealistic. One of the administrators also mentioned that they cannot frontload everything, and there is no need to frontload everything since the ELI human structure supports continuous development for new teachers and the ELI has high-quality people as teachers.

The three new ELI teachers of spring 2006 semester were asked, during the interviews, how well they thought the pre-semester practices prepared them for teaching in the ELI. One of them rated the pre-semester practices as average in preparing her/him for the teaching. Another new teacher thought she/he was well-prepared through the pre-semester process. The third new teacher did not provide a direct answer to the question, only commenting on what was very helpful and what made things difficult for her/his preparedness. Please note that each of three new teachers experienced different pre-semester practices and had different backgrounds.

The Most Helpful Pre-semester Practices for New Teachers

The interviews with current new teachers, the focus group with experienced teachers, and the questionnaire for incoming new teachers all intended to find out what they see as the most helpful pre-semester practices for new teachers. Table 4 shows which pre-semester practices the
three new teachers of spring 2006 semester thought to be particularly helpful to them. These practices came from their responses to open-ended questions. Table 5 shows the result of the short questionnaire (Appendix D) about the helpfulness of the current practices, which was used during the focus group with the experienced teachers of spring 2006 semester. Table 6 shows the most important things the incoming new teachers of fall 2006 semester would like to do or wish to do in order to be prepared to teach in the ELI. These practices came from their responses to open-ended questions.

Table 4: The most helpful practices for new ELI teachers of spring 2006 semester

<table>
<thead>
<tr>
<th>The Most Helpful Practices</th>
<th>N of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing ELI classes</td>
<td>2</td>
</tr>
<tr>
<td>Meeting with lead teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Reading materials on the ORR</td>
<td>2</td>
</tr>
<tr>
<td>Talking to ELI teachers</td>
<td>1</td>
</tr>
<tr>
<td>First CAM at the all-ELI meeting</td>
<td>1</td>
</tr>
<tr>
<td>Reading Teacher’s Manual</td>
<td>1</td>
</tr>
</tbody>
</table>

Total N of teachers = 3
ORR= Online Resource Room; CAM= Curriculum Area Meeting

Table 5: The helpfulness of current practices perceived by experienced ELI teachers of spring 2006 semester

<table>
<thead>
<tr>
<th>The Helpfulness of Current Practices</th>
<th>M</th>
<th>SD</th>
<th>N of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing ELI classes</td>
<td>3.90</td>
<td>0.32</td>
<td>10</td>
</tr>
<tr>
<td>Internship</td>
<td>3.71</td>
<td>0.49</td>
<td>7</td>
</tr>
<tr>
<td>Meeting with lead teacher(s)</td>
<td>3.64</td>
<td>0.50</td>
<td>11</td>
</tr>
<tr>
<td>Talking to ELI teachers</td>
<td>3.64</td>
<td>0.50</td>
<td>11</td>
</tr>
<tr>
<td>Previewing textbook/teaching materials (including ORR)</td>
<td>3.45</td>
<td>0.69</td>
<td>11</td>
</tr>
<tr>
<td>Orientation meeting with ELI Administrators</td>
<td>3.36</td>
<td>0.50</td>
<td>11</td>
</tr>
<tr>
<td>Reading ELI website</td>
<td>3.00</td>
<td>0.45</td>
<td>11</td>
</tr>
<tr>
<td>Reading Teacher's Manual</td>
<td>3.00</td>
<td>0.63</td>
<td>11</td>
</tr>
<tr>
<td>Curriculum area readings</td>
<td>2.80</td>
<td>0.79</td>
<td>10</td>
</tr>
<tr>
<td>All-ELI meeting</td>
<td>2.64</td>
<td>0.67</td>
<td>11</td>
</tr>
</tbody>
</table>

Total N of teachers = 11
1= Not helpful; 2= Not so helpful; 3= Helpful; 4= Very Helpful
ORR= Online Resource Room
Table 6: The most needed practices by incoming ELI new teachers for fall 2006 semester

<table>
<thead>
<tr>
<th>The Most Needed Practices</th>
<th>N of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting and talking to ELI teachers</td>
<td>5</td>
</tr>
<tr>
<td>Observing ELI classes</td>
<td>4</td>
</tr>
<tr>
<td>Previewing textbook/ teaching materials</td>
<td>2</td>
</tr>
<tr>
<td>Short Internship</td>
<td>1</td>
</tr>
<tr>
<td>Reading ELI teacher orientation catalogue</td>
<td>1</td>
</tr>
<tr>
<td>Attending a teacher-training workshop</td>
<td>1</td>
</tr>
<tr>
<td>Doing a little research to get familiar with academic English</td>
<td>1</td>
</tr>
<tr>
<td>Total N of teachers = 5</td>
<td></td>
</tr>
</tbody>
</table>

The three sets of data consistently show that “Observing ELI classes”, and “Meeting and talking to lead teacher and other ELI teachers” are perceived by teachers as the most helpful pre-semester practices for ELI new teachers. In addition, from the focus group data with experienced ELI teachers of spring 2006 semester, “Internship”, “Previewing textbook/teaching materials (including ORR)”, and “Orientation meeting with ELI administrators” are also perceived as quite helpful pre-semester practices for new teachers.

A couple of quotes from the interview data and the questionnaire data seem to be in place here as concrete illustrations of some of the key findings. When one of the new teachers of spring 2006 semester was talking about the pre-semester practices that were particularly helpful to her/him, she/he pointed out “Probably a combination of observation, and meeting with teachers and lead teachers”, and commented that “If you observe different classes, and if you talk with different teachers, and then if you talk with lead teacher, that helps a lot.” One of the incoming new teachers for fall 2006 semester wrote an additional comment in the questionnaire as follows: “I think a thorough orientation and plenty of chances to observe others' courses is the most important. What courses you would teach and the material(book) that you would use should be handed out to the new teacher in advance to fully prepare for the courses they would teach.”
The Most Needed Information by Incoming New Teachers of Fall 2006 Semester

The result of the questionnaire for incoming new teachers of fall 2006 semester shows the most important information they feel necessary to know more about before their teaching in the ELI. Please see Table 7 for the detailed results. These items came from their responses to open-ended questions. Several of the core elements appear to be student population, textbook/teaching materials, course syllabus and schedule, tips/advice from experienced ELI teachers, and class size. Please note that the results can only constitute one piece of information for what a new ELI teacher actually needs to know, but they show what is on the minds of incoming new teachers.

Table 7: The most needed information by incoming new teachers of fall 2006 semester

<table>
<thead>
<tr>
<th>The Most Needed Information</th>
<th>N of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student population</td>
<td>4</td>
</tr>
<tr>
<td>Textbook/teaching materials</td>
<td>4</td>
</tr>
<tr>
<td>Course syllabus and schedule</td>
<td>2</td>
</tr>
<tr>
<td>Tips/advice from experienced ELI teachers</td>
<td>2</td>
</tr>
<tr>
<td>Class size</td>
<td>2</td>
</tr>
<tr>
<td>Difficulties or hardships a new teacher may face</td>
<td>1</td>
</tr>
<tr>
<td>Expectation from the ELI</td>
<td>1</td>
</tr>
<tr>
<td>Expected level of English competency from a NNS instructor</td>
<td>1</td>
</tr>
<tr>
<td>How much we should/can stick to a basic curriculum</td>
<td>1</td>
</tr>
<tr>
<td>How to test/grade each student</td>
<td>1</td>
</tr>
<tr>
<td>How much time can I expect to work</td>
<td>1</td>
</tr>
<tr>
<td>How to negotiate the possibly conflicting students’, teachers’ and program’s needs or wants</td>
<td>1</td>
</tr>
</tbody>
</table>

Total N of teachers = 5

Some Specific Recommendations for the Program from New and Experienced ELI Teachers of Spring 2006 Semester

During the interviews and focus group, new and experienced ELI teachers of spring 2006 semester also made a number of specific recommendations for the program to help new teachers to get prepared. The recommendations are listed in Table 8 below, grouped by topics. Most
emphasized among these were: (a) making observing ELI classes more accessible and useful to new teachers, (b) requiring meeting with lead teacher(s) as part of the pre-semester induction practices, (c) making meeting and talking to other ELI teachers more accessible, (d) prioritizing the information on the Teacher’s Manual for new teachers to read, (e) adding more detailed information about the course projects and activities on the Online Resource Room, (f) having annotated lessons plans available on the Online Resource Room, (g) having meetings/ workshops where teachers discuss course projects, activities and lesson plans.

Table 8: Specific recommendations for the program from new and experienced ELI teachers of spring 2006 semester

<table>
<thead>
<tr>
<th>Observing ELI classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tape-record a typical/regular class for each of the ELI curriculum areas, and put them up on the online resource room **</td>
</tr>
<tr>
<td>(Why? - The classes that new teachers can observe at the very end of the semester are usually non-typical classes; - Experienced teachers may get requests from quite several new teachers at the same time; – Putting them online makes them more accessible.)</td>
</tr>
<tr>
<td>- Decisions for hiring new teachers should be made earlier so that they will have more chances to observe classes.</td>
</tr>
<tr>
<td>- Encourage SLS students who plan to apply for GAship in the ELI to observe ELI classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting with lead teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It should be a required practice for pre-semester induction for new teachers. **</td>
</tr>
<tr>
<td>- Specify what to be covered during the meeting with the lead teacher which everyone in the curriculum area finds most useful for a new teacher to know about teaching the course</td>
</tr>
<tr>
<td>- Lead teachers could go over the annotated syllabi, calendars and course projects with new teachers when meeting them.</td>
</tr>
<tr>
<td>- Make clear to new teachers what lead teachers are all about and the fact that they are accessible, and approachable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting and talking to other ELI teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Make clear to new teachers that, besides lead teacher(s), other ELI teachers are also available and approachable</td>
</tr>
<tr>
<td>- Decisions for hiring new teachers should be made earlier so that they will have more chances to talk to other ELI teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher’s Manual (TM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mark out in the TM the most important messages for new teachers to read **</td>
</tr>
<tr>
<td>(Why? – TM is too long, and the information is not prioritized to show which information is the most important for new teachers to know. – Some information on the TM does not meet new teachers’ most immediate needs and does not make much sense to them.)</td>
</tr>
<tr>
<td>- Make the TM content more concrete and easier to understand for new teachers, probably by providing examples</td>
</tr>
</tbody>
</table>
- Place a hard copy of TM in each ELI office. Hard copies can be easier to use

**Textbook/ teaching materials (including online resource room<ORR>)**
- Add more details about the course projects and activities in the handouts on the ORR, e.g. what they really are, the rationales for using them, and how to use them **
- Have annotated lesson plans available on the ORR, instead of just teaching materials **
- Let teachers have the textbooks and teaching materials well in advance
- Prioritize the materials on the ORR for new teachers to read
- Point out to new teachers which sections of the textbook to preview, i.e. the ones that are more relevant to the course
- Keep some books about second language teaching pedagogy in the Resource Room

**Administrative Procedures (by administrators, lead teachers or other teachers)**
- Have meetings/ workshops where teachers can share ideas about course projects, activities, and lesson plans **
- Let new teachers know which course to teach earlier, and avoid last-minute change
- Ask new teachers to read certain sections of TM that are really important before the orientation meeting with the Assistant Director, so that they can prepare questions to ask and can have discussions during the orientation
- Orientation meeting with the Assistant Director can be conducted with several new teachers together.
- Make clear to new teachers that syllabus and calendar can be given to students in the second week, and that making minor changes to syllabus and calendar later is okay
- Let new teachers know the ELI intranet document
- Have a new teacher share office with an experienced teacher in the same curriculum area
- Make a pre-semester checklist for new teachers about what to do and what to know
- Make internship more accessible
- Have cross-curriculum meetings and gatherings
- Update ELI website so that it can give accurate and concrete information to new teachers

Note: The items with ** at the end are the ones that appeared in both the interview data and the focus group data or the ones that were mentioned by two new teachers during the interviews. The items without ** at the end were either mentioned only in the focus group session or mentioned by one new teacher during the interviews.

These specific recommendations made by ELI teachers are very valuable information for further improving the program, since they are the people who have experienced the program and who know what works and what does not work for new teachers. These recommendations should be taken into careful consideration when making decisions for improving the program.

**Suggested Ways of Using the Evaluation Findings**

Based on the evaluation findings, the internal evaluators would like to suggest the following three major ways of using the findings.
1) Examine the similarities and differences between the program’s intended outcomes administrators had in mind and the program’s desired outcomes teachers suggested, and consider whether there is a need to revise the intended outcomes of the program and draft them into a document for guiding future practices.

2) Since “Observing ELI classes”, and “Meeting and talking to lead teacher and other ELI teachers” are perceived by teachers as the most helpful pre-semester induction practices, efforts should be made to create a system that makes these practices more accessible and useful to new teachers. Some of the recommendations made by teachers can be considered in this regard.

3) Carefully consider the specific recommendations made by teachers (Table 8), particularly the ones that were most emphasized, and find ways to use the recommendations.

Resources


Appendix A

Intended Users and Intended Uses Questionnaire

This survey serves as a means of having your thoughts and comments on the Evaluation Statement document. For this purpose, please provide your name and your answers to each of the questions. Completion of the survey should require approximately 15 minutes.

1. Your name

2. As a primary intended user, what do you see as the purpose(s) of the evaluation?

3. Please describe your perceived role as a primary intended user in the evaluation.

4. We have identified four potential uses of this evaluation. Please provide your opinions of the potential uses. Please choose N/A if the item does not make sense to you.

<table>
<thead>
<tr>
<th>Potential Use</th>
<th>Not Important</th>
<th>Somewhat Unimportant</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Specify what the new teacher development practices are trying to accomplish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Find out how well the current new teacher development practices are able to meet new teachers’ needs and administrators’ expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Identify specific areas for improvement and suggest ways for improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Form a basis for implementing necessary changes for the improvement of new teacher development practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. If you have identified intended uses of the evaluation other than the ones listed in Q #4, please describe them below with a brief explanation.

6. Do you agree to the idea of including one teacher representative as one of the primary intended users who join in the decision-making process throughout the evaluation? Please provide your opinion of agree or disagree of having one teacher representative in the evaluation committee.

   Disagree ◆ Agree

7. If you would like to clarify your opinion on Q #6, please describe it below.

8. If have any additional thoughts and comments, or questions and concerns, about the Evaluation Statement document or the survey, please provide them below.

Thank you very much!
Appendix B

Questions for the Interview with the ELI Administrators

Warm-up: Title of the program – new teacher training/development practices?
   – pre-service trainings/orientations for ELI new teachers?

1. What are the intended outcomes of the pre-service trainings/orientations for ELI new teachers?
   i.e. What are the pre-service trainings/orientations for ELI new teachers trying to accomplish?
   i.e. What changes will ELI new teachers experience through the pre-service trainings/orientations, e.g. changes in their knowledge, abilities, and possibly new dispositions?

2. Please provide confirmation about the current status (Required or Suggested but Not Required) of the pre-service trainings/orientations for ELI new teachers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required</th>
<th>Suggested but Not Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation meeting with Assistant Director</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Orientation meeting with Coordinator</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Meeting with lead teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing ELI classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading TM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum area readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All-ELI meeting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>? Submitting lesson plans to Assistant Director for feedback</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>? Assistant Director reviewing grading &amp; record-keeping system</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

3. To what extent do you think each of the above processes are occurring to your satisfaction, and are achieving the outcomes you described in Q #1? What areas of uncertainty do you have for the processes and their intended outcomes? Which seems to need more attention?

+ For the interviews we are going to conduct with this semester’s new GAs, we aim at finding out how well the pre-service trainings/orientations were able to meet their needs. What are the main questions you want us to ask them?
Appendix C
Questions for the Interview with New ELI Teachers of Spring 2006 Semester

1. Before you started to teach in the ELI, what kinds of pre-semeester orientation did you receive from the ELI, and what kinds of pre-semeester activities did you engage in on your own? (√ or ×) (note: This Q is for schematizing purpose as well.)
Orientation meeting with Assistant Director, Orientation meeting with Coordinator,
Meeting with lead teacher, Observing ELI classes, Reading TM/ELI website,
Curriculum area readings, Previewing textbook/teaching materials, All-ELI meeting
Other -

2. Overall, how well do you think these pre-semeester things were able to help you to get ready for the teaching tasks in the ELI?

3. 1) Of these pre-semeester things, what (if anything) seemed to be particularly helpful/useful? Why? (Specific Q: If you had the pre-semeester meeting with the lead teacher, how helpful do you think it was? Do you think it is something that all ELI new teachers should have as part of the pre-semeester orientation?)
2) Of these pre-semeester things, what (if anything) seemed to be not so helpful/useful? Why?
3) Did you feel you were overloaded with information during the pre-semeester orientation? Were there any pre-semeester orientation activities (or parts of activities) that you feel were completely unnecessary to prepare you to begin your first semester in the ELI? Why?
4) What seemed to be insufficient or lacking in the pre-semeester orientation/induction process? Why? (Is there anything that you feel would have been very helpful for you, but you were not able to get from the pre-semeester orientation?)

4. Through the pre-semeester orientation/induction, were you able to
- get an overall picture of the ELI program, including its mission, student population, curriculum areas, language policy and etc.
- feel confident in drawing the syllabus for the course you are to teach
- become familiar with the goals and objectives of the course you are to teach
- acquire surface-level knowledge of the administrative duties of the ELI teachers
- develop a preliminary sense of ownership of being part of the program
- get a sense of the ELI as a work environment where administrators, lead teachers, and colleagues are approachable and supportive
- get to know the resources that teachers can make use of for their teaching, e.g. ELI Online Resource Room, equipment and etc.

5. Overall, in your opinion, how can the pre-semeester orientation/induction processes further improve in order to serve the new teachers’ needs better?
Appendix D

Questions for the Focus Group with Experienced ELI Teachers of Spring 2006 Semester

1. Through the pre-semester induction process, what knowledge, skills and maybe new dispositions do you think new ELI teachers should develop, so that they can be adequately prepared for the teaching tasks in the ELI? (+ Since most of us are international GAs teaching in this new educational and cultural context, do you feel that we have special needs that need to be addressed during the pre-semester process?)

2. Now take a minute to recall. Think back to your first semester of teaching in the ELI, overall, how well do you think the pre-semester things you received from the ELI and you engaged in on your own helped to achieve the elements identified in Q #1? Why so?

3. Everyone, now please take several minutes to fill out a short questionnaire about how helpful you think the current pre-semester induction practices can be to a new teacher. After that, we will talk about the current practices as a group.

4. Now we will come back as a group to talk about your comments on the current pre-semester practices in helping new teachers. (+ Is there any other pre-semester activity you think the ELI could provide or encourage new teachers to do that would be very helpful to them?)

5. In what other ways (if anything) do you think the pre-semester induction practices can further improve to meet ELI new teachers’ needs better?
How helpful do **YOU** think the following pre-semester activities can be to ELI new teachers? Please provide your comments or suggestions for any of the activities you would like to give comment/suggestion on.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not helpful</th>
<th>Not so helpful</th>
<th>Helpful</th>
<th>Very helpful</th>
<th>Comments/ Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation meeting with Kenny/Priscilla (about program issues)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Meeting with lead teacher (about curriculum area issues)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Observing ELI classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Talking to ELI teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Reading ELI website</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Reading ELI Teacher’s Manual</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Curriculum area readings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Previewing textbook/ teaching materials (including online resource room)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>All-ELI meeting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Questionnaire for Incoming New ELI Teachers of Fall 2006 Semester

Welcome to the ELI!!

This questionnaire is distributed to all the new teachers joining the ELI this Fall. This questionnaire is part of a program evaluation project looking at pre-semester orientation/induction practices for new teachers in the ELI. Please help us with this questionnaire in order to best know your needs before teaching and to improve the new teacher orientation/induction practices of the ELI. Your input here will be valuable information for the evaluation, and will facilitate the ELI in meeting your needs better.

Completion of the questionnaire will take approximately 10 minutes. Please provide your answers to each of the questions. Your answers will be kept anonymous. Please provide your name so that we can keep track of who has responded.

1. Your name

2. Please briefly describe what you already know about the ELI, and through what means you developed the knowledge.

3. Suppose that you already know which ELI courses you are going to teach, what are the four most important things you feel necessary to know more about before you start to teach in the ELI?
   -
   -
   -
   -

4. If you have any more to add to the list, please add in the box below. If not, leave it blank.

5. Suppose that you already know which ELI courses you are going to teach, what are the four most important things that you would like to do or wish you could do in order to be more familiar with the ELI and to prepare yourself for teaching the course?
   -
   -
   -
   -

6. If you have any more to add to the list, please add in the box below. If not, leave it blank.

Thank you very much!