

2012 ELP Annual Performance Review

Employee's Name: Heather Torrie

Rating Scale:

- 1 = Unsatisfactory = Usually does not meet requirements; significant improvement required.
 2 = Needs Improvement = Usually meets requirements; may occasionally fall below expectations.
 3 = Meets Expectations = Consistently meets requirements and expectations.
 4 = Exceeds Expectations = Consistently meets and frequently exceeds requirements and expectations
 5 = Outstanding = Consistently exceeds requirements and expectations

Job Performance	1	2	3	4	5
1. Display appropriate knowledge required for this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Effective team-player. Communicate and coordinate effectively with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Initiate projects and / or actions beneficial to the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Display responsibility and flexibility to unexpected demands of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Report and schedule absences in a timely and appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Complete tasks and assignments in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Display a positive and professional work attitude at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Display commitment to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part I - Accomplishments in Teaching

Attach some external measure of the quality of your teaching. One measure should be student evaluations of your teaching techniques and methods. Other measures can include peer evaluation, letters, copies of course and test design and, original teaching materials, etc.

- **Assessment:** Included outside teachers (teachers of other levels) to pilot listening quizzes/test material to help with revision. (To illustrate, if the level above found the test difficult, it was too hard for my students, and vice versa.)
- **Original Teaching Materials:** Developed several scaffolded lecture activities (partially-filled outlines) to help students better take notes and understand lecture material, including quizzes to reflect this (rather than open form notes); Developed an extensive set of reading quizzes and material to go with the novel, *Funny in Farsi*.
- **Technology in the Course:** Blackboard Discussion for practicing grammar points for Writing 2; Implemented pronunciation web materials, such as EnglishCentral.com, along with an assessment component (students submit their own recording of the dialog or script, and are graded solely on the pronunciation features in focus)
- **Other engaging projects:** Digital Storytelling to convince people to donate to a charity – project involving many steps of revision (students learn to revise, etc); Continuation of class visit assignment and revision of the accompanying worksheets

- **Course design:** English for Engineering (Fall 2012). Refocused the course and all activities to add more of a focus on language skills practice, rather than content only. (For example, students make flashlights, then write using passive voice describing how the flashlight was made).

My Comments: As one of the two most senior teachers in the program, you continue to impress me with your dedication and commitment to the program and its students through your teaching and leadership as a coordinator of the listening speaking component of the program. Your focus on innovation and effective use of technology in the classroom is impressive. I hope you will continue to be part of this program on a long term basis. And on a lighter note, I also give myself credit for hiring you.

Part II - Accomplishments in Scholarship

Presentations given during 2012

Montgomery, K. and H. Torrie (2012). Bridging the gap: ESL and mainstream classes. Presented at TESOL International Association Convention, March 2012.

Proposals submitted and accepted during 2012

EnglishCentral.com for Pronunciation. Will be presented at Illinois TESOL-BE Convention, February 2013.

My Comments: I am glad to see that you are active in the area of research and scholarship. I think now is a perfect time to devote more time to this area after having spent quite a few years in the classroom. Presenting at regional and international TESOL conventions is a good place to start, and I hope you will soon start thinking about getting published somewhere.

Part III – Accomplishments in Service

List any service provided to program, university, field. You may also list any projects initiated or undertaken during the previous year as part of your service to the program.

- **Created supplemental resources for Listening/Speaking:**
 - Pages for Listening/Speaking on ill-elp.wikispaces containing online resources and suggested activities.
 - Assembled binders with extra listening activity worksheets along with audio CDs in CLO 237 for extra practice.
- **Diagnostic revisions:** All diagnostics now have multiple sections of easy, medium, and difficult passages. The difficult passage comes from the level above. This will hopefully give teachers a clearer picture of whether or not students should be moved up or not.
- **Revising/Clarifying Listening/Speaking Objectives:** Spring 2012 – surveyed all instructors to see which objectives they met and assessed, and which they didn't. Used results to revise the objectives. Fall 2012 – met personally with teachers by level to discuss/revise course objectives.
- **Speaking Calibration/Benchmarking:** After calibration meetings, I put benchmark samples along with ratings in a browser-based file (on the R drive) so teachers can listen to samples, rate, and compare with the benchmarks.
- **Instituted Level meetings 2/semester:** Fall 2012, met with teachers at least twice during the semester to help encourage consistency and coordination.

- **Literature Review for L/S:** Put together folder on R drive of relevant interesting literature for Listening, Speaking, Pronunciation.

My Comments: You forgot to mention that you were president of Illinois TESOL in the previous year, which is a great part of your service to the profession. You have also been an active member of this organization for years, and that reflects well on the program that you represent. Your leadership in the area of coordination is exemplary. You continue to build content and create new materials for all L/S levels while mentoring new and less experienced teachers. Your knowledge, flexibility, team spirit, and commitment to the program and the students are commendable. Congratulations on a job very well done!

Part IV - Additional comments

For any of the above items, if you gave yourself less than 3 or more than 4, please explain.

Part V - Short and Long term goals

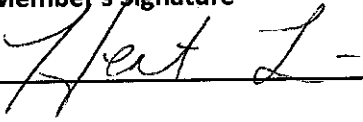
In addition to your personal / professional goals, what goals would you set for this program, and how would you help accomplish them?

- **Listening Assessment:** Continue working on piloting new listening quizzes. This semester, I've been encouraging teachers to give their quiz material to others (not only co-teachers, but teachers of other levels) to review, give feedback, give to their students as an activity, to see if there are any huge problems. I'm also interested in exploring more how various test formats affect the performance of our students, especially Arabic students. I'm concerned with the influence of reading ability on their listening test-taking. I also suspect there is a lot of guessing involved. For the past few months, I've been reviewing some of the relevant research and would like to do some classroom research in this area.
- **Vocabulary:** This has been an interesting pilot project with the master vocabulary list. I would like to see us further help our students develop their study skills. I would continue developing/compiling online AWL resources for them to practice with. (So far, I've put together something on my own: <http://vocabulary-AWL.blogspot.com>)
- **Graduate Preparation:** If we are able to go ahead with this in the future, I'd be interested in teaching this type of workshop.

My Comments: I am glad to see that vocabulary is a focus of your goals and objectives for next evaluation period. As we discussed today, it is important to make sure that vocabulary is consistently taught across all skills, not just the reading classes. I look forward to working with you and other faculty members to develop clear guidelines for incorporating vocabulary instruction in every skill in the near future.

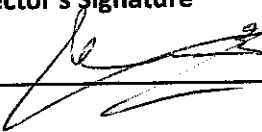
My supervisor has discussed this evaluation with me, given me a copy, and encouraged comments.

Faculty Member's Signature



Date 2/20/2013

Director's Signature



Date 2/19/2013