

ED 027 794

FL 001 228

By-Pascual, Henry W.

New Mexico Department of Education Evaluative Criteria: Division of Foreign Languages.

New Mexico State Dept. of Education, Santa Fe.

Pub Date 68

Note-5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors-Counselor Evaluation, Course Objectives, Curriculum Evaluation, \*Departmental Teaching Plans, Equipment Evaluation, Evaluation Criteria, Faculty Evaluation, \*Language Instruction, Language Programs, \*Modern Languages, Program Design, \*Program Evaluation, Rating Scales, \*Secondary Schools

Identifiers-New Mexico

Based on national, state, and local objectives, this rating sheet, designed for foreign language departmental evaluation, is divided into seven areas of appraisal: philosophy and objectives, program organization, equipment for instructional purposes, curriculum planning and program evaluation, teacher preparation, counseling, and guidance. Blanks for comments and a program evaluation summary are provided. (AF)

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

New Mexico Department of Education  
Evaluative Criteria: Division of Foreign Languages

School System \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Department Head or Teacher \_\_\_\_\_

Rating Scale  
5 - excellent  
4 - good  
3 - average  
2 - below average  
1 - unacceptable  
0 - missing but needed  
N - not applicable

Blanks provided are for  
comments on specific items.  
These need not be rated.

The evaluation scale for this instrument provides a choice of seven rating categories. Each item should be scored using an appraisal based on the techniques of teaching, the instructional materials, and the schools' supplies, equipment and facilities as they appear to the faculty, principal, and the visiting evaluator. All ratings may be averaged for a total composite of quality.

Description - In the opinion of the faculty and evaluating member:

- 5 \_\_\_\_\_ This item is performed in an outstanding manner in relation to generally accepted school objectives. A mark of 5 indicates a consistently high level of effectiveness but may include some variability of quality.
- 4 \_\_\_\_\_ This item is above average in relation to generally accepted school objectives. A mark of 4 shows a generally high level of effectiveness but may include some variability in quality.
- 3 \_\_\_\_\_ This item is average in relation to generally accepted school objectives. A mark of 3 indicates the usual level of effectiveness.
- 2 \_\_\_\_\_ This item is below average in relation to generally accepted school objectives. A mark of 2 indicates deficiencies in the level of effectiveness sufficient to require immediate improvement.
- 1 \_\_\_\_\_ This item is unacceptable in relation to generally accepted school objectives. A mark of 1 indicates serious deficiencies. Items so marked should be corrected immediately.
- 0 \_\_\_\_\_ This item is missing but is needed for an effective program.
- N \_\_\_\_\_ This item does not apply.

FL 001 228

**I. Philosophy and objectives:**

Nationally, the objectives of foreign language instruction have been delineated by the profession as follows:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience
2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience
3. To read with direct understanding, without recourse to English translation, material on a general subject
4. To write, using authentic patterns of the language
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system
6. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied
7. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.)
8. To develop an understanding of the literary and cultural heritage of the people whose language is studied
9. Local objectives and philosophy (in addition to and if different from above)

---

---

---

In addition to the above, New Mexico schools must be cognizant of the fact that a large percentage of our population is Spanish-speaking. For those students whose mother tongue is Spanish and who are studying this language, a shift of emphasis in language instruction is needed. The skills of reading and writing must be emphasized for them without jeopardizing the continued development of oral skills.

Comments \_\_\_\_\_

---

---





III. Equipment for instructional purposes:

- 1. Fully equipped language laboratory or electronic classroom
- 2. There is a planned program for repair and maintenance of electronic equipment \_\_\_\_\_

Present status of equipment \_\_\_\_\_

- 3. Portable tape recorders or record players are available and used
- 4. Overhead projector and transparencies are used (teaching reading, etc.)
- 5. Availability and use of films and filmstrips \_\_\_\_\_
- 6. Suitability and appearance of classroom
- 7. Supplementary materials \_\_\_\_\_

IV. Curriculum planning and program evaluation:

- 1. There is available to each teacher a local content outline for each level of language taught (Spanish I, etc.).
- 2. All teachers are involved in vertical and horizontal planning and coordination.
- 3. There is a planned program for evaluating student performance in all skills (teacher as well as professionally prepared tests).
- 4. Evidence of student performance in all skills is available (record keeping beyond grade book).
- 5. Student achievement results are used to restructure instruction and reteach relevant items.

V. Teacher preparation: unacceptable \_\_\_\_\_ minimal \_\_\_\_\_ strong \_\_\_\_\_ superior \_\_\_\_\_  
 Belongs to professional organizations (ACTFL, etc.) \_\_\_\_\_  
 Experiences to enhance teacher competence (overseas travel, etc.) \_\_\_\_\_

VI. Counseling and guidance:

- 1. Pupils are counseled on the vocational and academic importance of foreign language study.  
(Evidence \_\_\_\_\_)
- 2. Guidance and counseling literature related to language study is available to counselors, teachers, and students.

3. Counselor-parent-teacher-pupil conferences are scheduled as needed for discussion of student placement, progress, and adjustment to program.

4. Teacher-counselor communication:  
Incidental \_\_\_\_\_ Planned \_\_\_\_\_

VII. Evaluation Summary:

1. Outstanding features of program \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Weaknesses \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Recommendations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Henry W. Pascual

