

STUDENT EMPLOYEE EVALUATION REPORT

Name of Student Employee _____

Job Title _____

Employing Department _____

Supervisor _____

Evaluation Period _____

PLEASE CHECK APPROPRIATE BOX <i>(All characteristics may not apply to each student because of the great diversity in the opportunities for employment. If a category cannot be rated objectively, please mark the "Does Not Apply" box.)</i>	Outstanding	Above Average	Acceptable	Unsatisfactory	Does Not Apply
QUALITY OF WORK: Ability to do satisfactory work following specified procedures.					
QUANTITY OF WORK: Volume of work done in specified time following specified standards.					
COMPREHENSION: Knowledge of job, familiarity with procedures of job.					
RELIABILITY: Job completion, ability to get things done, conscientiousness.					
ATTITUDE TOWARD WORK: Degree of enthusiasm and willingness with which one performs work.					
JUDGEMENT: Ability to make sound decisions.					
DEPENDABILITY: Punctuality and reliability in attendance.					
PROFESSIONALISM: Conducts oneself in a dignified, businesslike manner.					
COOPERATION: Ability to work with others in harmony.					
INITIATIVE: Ability to see what needs to be done, and then does it.					
LEADERSHIP: Ability to guide and direct others.					
PERSONAL APPEARANCE: Outward impressions made by a person through attire, manner, personal hygiene.					
OVERALL EMPLOYEE: Consider all attributes.					

GENERAL COMMENTS: A narrative should be provided if a student is evaluated as outstanding or unsatisfactory overall. *(Attach additional sheet if needed.)*

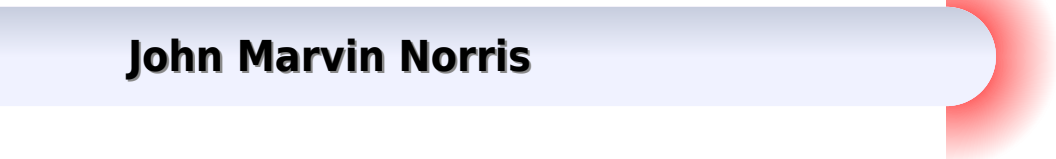
Evaluation Date _____

Supervisor's Signature _____

Student Employee's Signature _____

Program Evaluation In Language Education

John Marvin Norris



Program Evaluation In Language Education:

Program Evaluation in Language Education R. Kiely, P. Rea-Dickins, 2005-07-26 The authors describe evaluation as a way of understanding and developing language programs the thematic and background section sets out the decision making quality management and learning functions of evaluation Case studies illustrate the diversity of evaluation contexts functions and approaches documenting the ways in which evaluation processes and outcomes inform and facilitate program development and contribute to explaining how language and teacher education programs constitute opportunities for learning The ways in which evaluation practice can be researched and developed to maximize policy institutional and program effectiveness is included and a comprehensive set of resources for those commissioning undertaking or researching language program evaluations concludes the text **A Guide to Useful Evaluation of Language Programs** John McE. Davis, Todd H. McKay, 2018-03-01 Departments and language programs often are asked to evaluate the efficacy of their own programs and make curricular decisions on the basis of evidence This guide designed to help language educators meet the needs of program evaluation and assessment often requested by their institutions provides step by step advice to help language educators conduct evaluation and assessment and to show how it can lead to meaningful programmatic decisions and change With discussions about evaluation planning advice for selecting data collection tools explanations for data analysis examples based on actual evaluations and more this book provides everything you need to complete a successful language program evaluation that will give educators useful data on which to base curricular decisions This short book is practical and timely and will find an audience in instructors of all languages and all levels *Language Program Evaluation* Brian K. Lynch, 1995-11-24 Although much has been written about the testing and evaluation of language students few books have dealt with the much broader issue of measuring the success of language programs Filling a critical gap in the literature of applied linguistics *Language Program Evaluation* provides teachers researchers and administrators with a complete introduction to both qualitative and quantitative approaches to evaluating the effectiveness of their programs Through a careful blend of theory research and practice the author presents a testing model that is specifically tailored to the concerns of language education programs and which can be adapted to different contexts and updated as teaching and learning situations evolve He proposes a shift from purely quantitative studies which consider only end of program achievement gains to ones that include an investigation of program process using qualitative naturalistic methods *Program Evaluation in Language Education* Richard Kiely, 2005 **Blended Language Program Evaluation** Paul Gruba, Mónica S. Cárdenas-Claros, Ruslan Suvorov, Katherine Rick, 2016-04-08 Advocating an argument based approach *Blended Language Program Evaluation* presents a framework for planning conducting and appraising evaluation of blended language learning across three institutional levels and demonstrates its utility and application in four case studies carried out in diverse international contexts *Language Program Evaluation* Brian K. Lynch, 1996 Combines qualitative and quantitative

approaches to second language program evaluation *Toward Useful Program Evaluation in College Foreign Language Education* John Marvin Norris, 2009 This volume reports on innovative useful evaluation work conducted within U S college foreign language programs Each case is reported by program internal educators who walk readers through critical steps from identifying evaluation uses users and questions to designing methods interpreting findings and taking actions

Useful Assessment and Evaluation in Language Education John McE. Davis, John M. Norris, Margaret E. Malone, Todd H. McKay, Young-A Son, 2018-03-01 The specific and varied ways in which assessment and evaluation can impact learning and teaching have become an important language education research concern particularly as educators are increasingly called on to implement these processes for improvement accountability or curricular development purposes *Useful Assessment and Evaluation in Language Education* showcases contemporary research that explores innovative uses of assessment and evaluation in a variety of educational contexts Divided into three parts this volume first examines theoretical considerations and practical implementations of assessment conducted for the purpose of enhancing and developing language learning Part 2 addresses novel assessment development and implementation projects such as the formative use of task based assessments technology mediated language performance assessment validation of educational placement tests for immigrant learners and the use of assessment to help identify neurolinguistic correlates of proficiency The final section of the book highlights examples of argument based approaches to assessment and evaluation validation extending this critical framework to quality assurance efforts in new domains Adding to research on traditional and conventional uses of testing and evaluation in language education this volume captures innovative trends in assessment and evaluation practice that explicitly aim to better inform and enhance language teaching and learning *Managing Evaluation and Innovation in Language Teaching* Pauline Rea Dickins, Kevin Germaine, Pauline Rea-Dickins, 2014-06-11 *Managing Evaluation and Innovation in Language Teaching* focuses on the connections to be made between evaluation and change in language education with a specific focus on English Language Teaching The book demonstrates the central importance of evaluation in relation to language projects and programmes the management of change and innovation and in improving language teacher development The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching covering a number of cultural and ethnographic studies in evaluation management in different world wide contexts as well as drawing insights from other related disciplines The editors seek to draw attention to the possibilities of interdisciplinary exchange to inform the reader of current practice and highlight emerging issues in the expanding field of evaluation in language teaching especially in ELT The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching It will be of particular interest to those involved in the management of innovation and the evaluation of projects and

programmes such as curriculum developers Director of Studies and professionals with a special responsibility for bringing about change in language teaching contexts

Validity Evaluation in Language Assessment John Michael Norris, John M. Norris, 2008 This book explores the notion of validity evaluation as a means for helping educators to ensure the utility and worth of their assessment practices With a particular focus on foreign language testing the author challenges assessment traditions and argues for a fundamental reconceptualization of assessments and their validation in language teaching and other educational settings Following a critical review of test validity standards and methods within educational measurement the author then proposes a comprehensive alternative approach to validation based upon program evaluation methodology A report of a multi year case study completes the volume providing in depth analyses of how validity evaluation methods were applied by foreign language educators in meeting the assessment needs of a German program at a US university

The Handbook of Language Teaching Michael H. Long, Catherine J. Doughty, 2011-07-05 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

Open Architecture Curricular Design in World Language Education Andrew R. Corin, Betty Lou Leaver, Christine M. Campbell, 2025-07-01 A guide to a textbook free approach to world languages curriculums that will improve learning outcomes Open architecture curricular design OACD is a textbook free curricular design framework for teaching and learning world languages that integrates all the best practices in world language education to enhance learning efficiency and effectiveness As editors and pioneers of this method Corin Leaver and Campbell define OACD for world language instructors and second language acquisition researchers from middle school through higher education and beyond The book's chapters demonstrate how to use OACD for a wide variety of languages and proficiency levels in government service academy and university programs Topics covered include the use of authentic texts at all levels learner involvement in the selection of content and activities and methods of assessment and program evaluation

Evaluating Second Language Education J. Charles Alderson, Alan Beretta, 1992-02-27 Counter Responsibility for planning language teaching programs now carries with it a strong element of accountability Evaluation of the whole process of course design development and implementation is therefore a necessary area of activity for course designers language planners and researchers This book brings together accounts of recent work in

this increasingly important field and will be a valuable resource both for those already engaged in evaluation and for those in training Part One presents a review of the literature covering past developments in the wider field of educational evaluation as well as specifically in second language education Part Two contains a series of eight original case studies written by scholars involved in evaluations in widely divergent settings The focus in each case is on how the evaluator addresses the difficulties central to each study and the findings are also included The final Part Three provides practical guidance for evaluators offering suggestions about how to set up and carry out evaluations in any given setting Publisher's website

Designs for Language Program Evaluation Paul Gruba, 2024-10-11 This book aims to advance language program evaluation and practice building on the author's previous work in *Blended Language Program Evaluation* Palgrave Macmillan 2016 The book is based in theory yet incorporates case study examples throughout each chapter The conceptual framework is grounded in complexity and evaluative thinking and incorporates a three tiered approach on themes ranging from hybrid learning through to leadership and sustainability The style of the work seeks to engage stakeholders through its focus on utility and program improvement and result in pragmatic evidence based results that foster quality teaching learning and administration Despite being situated in a multibillion dollar global industry few language professionals evaluate their language programs and foster improvement This book is addressed to current language professionals and researchers and aims to fill this gap in current knowledge and practice

Heritage Language Program Direction Sara M. Beaudrie, Sergio Loza, 2023-05-18 This innovative text presents an introduction to different facets of building and leading language education programs at the university level to meet the needs of students who are minority speakers of a heritage language HL also known as community or home languages Providing a unique synthesis of theory and empirical research Sara Beaudrie and Sergio Loza authoritatively illustrate and guide the reader through the main issues that program directors face from the early stage of program conceptualization and creation through later stages of program management and evaluation The book keys in on the diverse considerations and skills involved in this leadership work including advocacy and fund raising placement curriculum development and assessment teacher preparation and student advocacy and offers an array of practical advice and pedagogical features This is an invaluable resource for advanced students and scholars of applied linguistics and education as well as future and current language program administrators in institutions of higher education for understanding the benefits of specialized HL courses for blazing a trail in future research in this domain and for forging a path to solidified institutional recognition and support for HL education

The Handbook of Research in World Language Instruction Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, Krishauna Hines-Gaither, 2025-06-05 This seminal handbook provides a comprehensive overview of the research on world language education and how that research can transform into effective and daily instructional practices for K 16 language teachers With contributions from leading scholars in the field the volume addresses cutting edge research trends and practice

Covering key topics in language education the volume is organized in six sections Teaching Methods and Approaches Culture Pragmatics and Intercultural Communicative Competence Assessment and Program Evaluation Diversity Equity and Inclusion in the World Language Classroom Technology Integration and Online Language Teaching and Learning and Key Issues in World Language Instruction including advocacy teacher recruitment and retention and professional development This handbook is an essential text for all scholars researchers and educators in world languages

Evaluation in Foreign Language Education in the Middle East and North Africa Sahbi Hidri,Christine Coombe,2016-09-27 This book presents evaluation cases from the Middle East and North Africa MENA context investigating the various facets of evaluation in different parts of the MENA region and beyond In 19 chapters it explores cases from Tunisia Saudi Arabia Egypt Sudan Syria the UAE Turkey Iran and Morocco The book highlights the impact of evaluation on a range of stakeholders arguing that it has repercussions at the individual societal economic cultural and political levels that it also has an ethical dimension and that it is tailored to people s needs helping them to remain abreast of the effectiveness and efficiency of programs Further the book explores controversial issues concerning different evaluation themes such as teacher and staff evaluation assessment practices text genre analysis evaluation assessment of productive skills textbook and ICT evaluation evaluation of ELT certificates and programs quality assurance ESP needs analysis assessment literacy and dynamic assessment It addresses key challenges such as who the right people to implement evaluation are and the appropriate use of evaluation results to avoid any misuse or harm to any stakeholder In closing the book calls for further research venues on the relevance of evaluation testing and assessment in the MENA context and beyond

Program Evaluation and Evaluation Methods in Minority Language Education ,1985

The Routledge Handbook of Language Program Development and Administration Alan V. Brown,Cori Crane,Beatrice C. Dupuy,Estela Ene,2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even

upper level undergraduate education students considering second language teaching as a future career Chapters 9 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Teacher Evaluation in Second Language Education Amanda Howard, Helen Donaghue, 2014-12-18 Effective language learning depends on effective instruction In order to investigate whether or not this is taking place teachers classroom pedagogical practices both in service and pre service are frequently monitored by means of observation and feedback However research indicates that although this process has potential value for teacher learning and development there are also a number of attendant problems and it is therefore important that practitioners share their experience with others in the field in order to expand the existing knowledge base This volume investigates participant experiences looking beyond the materials used and examining the way in which language teachers are evaluated and supported throughout their careers Particular attention is given to the practices and frameworks involved outlining key approaches and discussing tools for investigation and collaboration The book highlights the importance of the use of talk to foster reflection and teacher learning the value of learning from experienced others and the importance of giving voice to all those involved in the process of development and evaluation

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