

## Activity Part 1:

Given the context, primary intended users, intended uses, and evaluation questions below, brainstorm indicators, key informants, and best timing for the evaluation project.

### Context:

EAP program in large university with new graduate student teachers every semester

### Primary Intended Users:

Program administrators (director, lead teachers, curriculum coordinators)

### Intended Uses (WHY?)

- Specify goals of teacher induction program
- Figure out if induction practices meet teacher needs & administrators' expectations
- Identify areas of improvement
- Form basis for implementing changes

### Evaluation Questions:

- How are induction practices preparing new teachers for teaching?
- What are the intended outcomes of the teacher induction program?

## Linking the how to the why: Methods decisions in foreign language program evaluation

Yukiko Watanabe & Castle Sinicrope, Second Language Studies

SLS Brown Bag Series

Foreign Language Program Evaluation Summit Opening Workshop

March 13, 2008

### Useful Evaluation Concepts and Terms:

**Primary Intended Users (PIUs):** A group or individuals who are in position to make decision about the program, intend to use the evaluation findings to inform their future actions, and are affected by the evaluation outcomes (Patton, 1997).

**Indicator:** "Contextually relevant quantitative or qualitative descriptions that have the potential to alert the programme personnel as to whether the language center...is performing as it should" (Mackay & Wellesley, 1998, p. 119). In other words, it is the evidence/phenomena that will be useful in answering the evaluation questions.

### Standards for Evaluation:

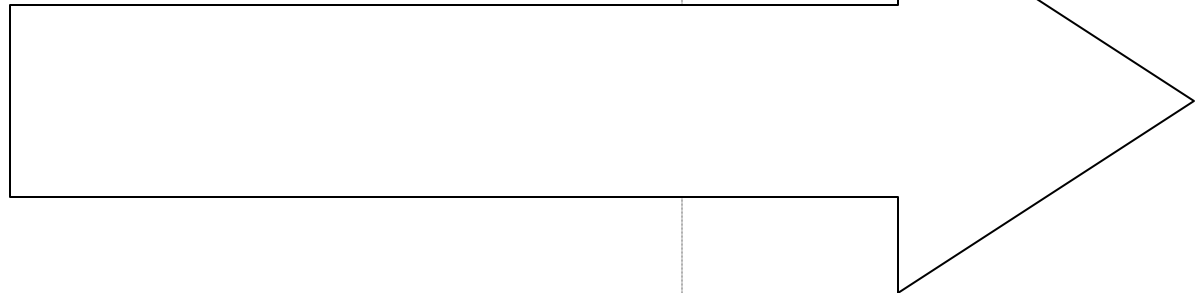
(Based on The Joint Committee on Standards for Educational Evaluation, 1994)

Usefulness: Does the evaluation serve the needs of the intended users?

Feasibility: Is the evaluation realistic, prudent, diplomatic, and affordable?

Appropriateness: Is the evaluation conducted appropriately (ethically, legally)?

Accuracy: Does the evaluation reveal and convey adequate and accurate information?



**Indicators, Key Informants, and Timing**  
(WHAT, WHO, and WHEN?)

Indicator 1: \_\_\_\_\_

Key Informants: \_\_\_\_\_

Timing: \_\_\_\_\_

Indicator 2: \_\_\_\_\_

Key Informants: \_\_\_\_\_

Timing: \_\_\_\_\_

Indicator 3: \_\_\_\_\_

Key Informants: \_\_\_\_\_

Timing: \_\_\_\_\_

Indicator 4: \_\_\_\_\_

Key Informants: \_\_\_\_\_

Timing: \_\_\_\_\_

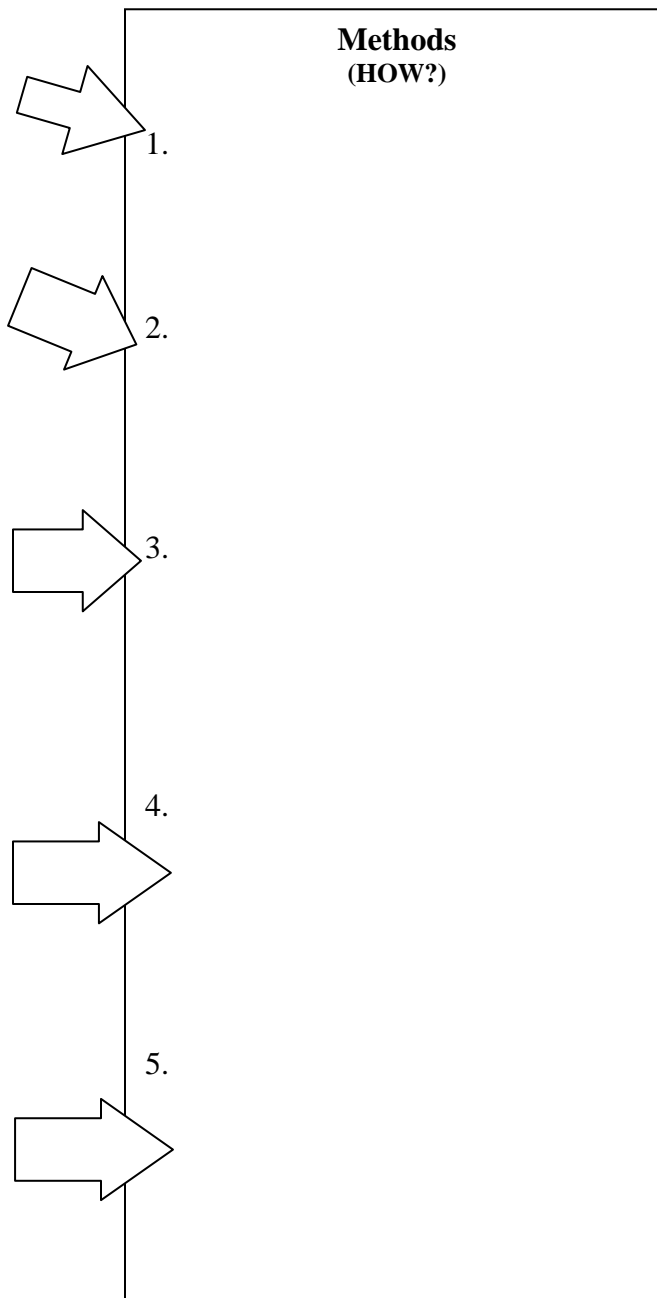
Indicator 5: \_\_\_\_\_

Key Informants: \_\_\_\_\_

Timing: \_\_\_\_\_

**Activity Part 2:**

*Given the uses, indicators, key informants, and best timing, what are the most feasible, credible, and accurate data collection methods? What are your justifications?*



**Looking Forward**

*Today we focused on linking the why to the how in program evaluation. However, it is important to remember that the findings should feed back into the use and lead to new evaluation questions.*

