

### CULTURAL EXCHANGE PROGRAM EVALUATION

This report should be prepared by the chaperoning teachers and reviewed by the principal of the sponsoring school/office head after the conclusion of the cultural exchange.

School:	_____
Chaperoning Teachers:	_____
Principal of Sponsoring School:	_____
Reciprocal School:	_____
Destination:	_____
Dates of Exchange:	From _____ to _____

- I. Please comment on these operational aspects of the cultural exchange:
  - A. Describe the strengths and weaknesses of the planning process in relation to ease of using the planning timeline.
  
  - B. Were there any accidents or unusual incidents?      \_\_\_Yes    \_\_\_No      If Yes, give details.
  
  - C. Was there any unacceptable or disruptive behavior which misrepresented the standards of the Baltimore County Public Schools?  
\_\_\_ Yes    \_\_\_No      If Yes, give details.

D. What kinds of planned activities beyond the school day did the students experience?

E. If applicable, were students placed appropriately with host families?

\_\_\_ Yes \_\_\_No If No, give details.

II. Submit a report to the school nurse, returning the first aid kit and any other medical equipment, and verifying medications or treatment administered.

III. Please comment on these educational aspects of the cultural exchange:

A. Based on your experiences as chaperoning teachers, how would you evaluate the value of the cultural exchange to the education of the participating students?

B. What recommendations would you make for future cultural exchanges?

IV. Attach the following documentation regarding student accountability:

A. Documentation of the creative presentations including the appropriate scoring rubrics as indicated in Superintendent’s Rule 6801 Form J, Performance Task Rubrics.

B. Student responses to the following:

- 1. How do you think this experience in cultural exchange will enable you to successfully interact with people of different cultures, and also enable you to value, understand, and respect cultural similarities and differences?
- 2. How did you integrate into the culture and meet members of the community? (For example, clubs, sports, etc.)
- 3. Describe the cultural differences and challenges you encountered and how you addressed them.
- 4. Describe any cultural awareness tips for future students. Describe the type of student for whom this program is best suited.

What suggestions would you have for future students participating in a cultural exchange?

- 5. How accurate were your expectations for cultural exchange both academic and personal? Be specific.
- 6. How has your participation in this program affected your career plans or interests?
- 7. Choose either a social studies Core Learning Goal or State Curriculum (SC) standards for World Languages and describe how your culminating project addressed learning for that goal or standard. Give specific details from the cultural exchange to support your response.

\_\_\_\_\_  
Chaperoning Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chaperoning Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sponsoring Principal/Office Head Signature

\_\_\_\_\_  
Date

**A copy of this completed form, along with the attachments, to be submitted by the Executive Director, Special Programs to the Superintendent.**

CULTURAL EXCHANGE EVALUATION: BEFORE THE EXCHANGE

This form should be used as a rubric by the sponsoring principal/office head and chaperoning teachers to evaluate readiness for the cultural exchange. For those categories related to the students, indicate the number of students in each score point in the blank provided.

Score	Logistics/ Pre-Travel	Student Readiness for Cultural Exchange	Theme of Culminating Project	Validation of Theme of Culminating Project Alignment with Curriculum	Creative Presentation	Validation of Creative Presentation alignment with Curriculum
4	The timeline and all pre-travel forms were completed according to the prescribed schedule.	Student attended four pre-travel /orientation sessions, and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline. _____	Student developed a theme related to appropriate multiple SC standards for World Languages and Social Studies CLG/SC. An extensive rationale was provided. _____	The theme and standards/ core learning goals are totally validated by Offices of World Languages and Social Studies.	Student provided appropriate presentation format, extensive rationale, and demonstrated understanding of technology involved. _____	The creative presentation is totally validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a Variety of Modes.
3	The timeline and most pre-travel forms were completed according to the prescribed schedule	Student attended three pre-travel /orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline. _____	Student developed a theme related to several SC standards for World Languages and Social Studies CLG/SC. Adequate rationale was provided. _____	The theme and standards/ core learning goals are somewhat validated by Offices of World Languages and Social Studies.	Student provided appropriate presentation format, appropriate rationale, and some understanding of technology involved. _____	The creative presentation is mostly validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Revisions are necessary.
2	The timeline and some pre-travel forms were completed according to the prescribed schedule	Student attended two pre-travel /orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline. _____	Student developed a theme related to a single SC standards for World Languages and Social Studies CLG/SC . Limited rationale was provided. _____	The theme and standards/ core learning goals are validated by either the Office of World Languages or the Office of Social Studies. Revision is required.	Student provided appropriate presentation format, weak rationale, and limited understanding of technology involved. _____	The creative presentation is somewhat validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Revisions are necessary.
1	The timeline and few pre-travel forms were completed according to the prescribed schedule	Student attended one or more pre-travel/orientation sessions but did not secure all vaccinations, visas, passports, in accordance with time frame stated in the timeline cultural exchange. _____	Student developed a theme not relating to appropriate SC standards for World Languages and Social Studies CLG/SC . No rationale was provided. _____	The theme and standards/ core learning goals are not validated by either the Office of World Languages or Social Studies and both offices require revision.	Student provided appropriate presentation format, no rationale, and no understanding of technology involved. _____	The creative presentation is not validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Another mode of presentation is required.
0	Neither the timeline nor the pre-travel forms were completed according to the prescribed schedule.	Student did not attend any pre-travel/orientation sessions. _____	Student developed no theme or rationale. _____	No submission was made to the Office of Social Studies or the Office of World Languages.	Student did not select an appropriate presentational format. _____	No submission was made to the Office of Language Arts.

SC – State Curriculum  
CLG – Core Learning Goals

CULTURAL EXCHANGE EVALUATION: DURING THE EXCHANGE

This form should be used as a rubric by the chaperoning teachers. For those categories related to the students, indicate the number of students in each score point in the blank provided.

Score	Journal Documentation of Weekly Meetings with Cultural Exchange Advisor During the Exchange	Student Participation in Classes and Field Trips During the Exchange	Documentation of Daily Communication
4	Student met weekly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended all classes and activities as outlined in the cultural exchange proposal.  _____	Daily communication with all students was maintained throughout the entire cultural exchange.
3	Student met fairly regularly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended most classes and activities as outlined in the cultural exchange proposal.  _____	Daily communication with most students was maintained throughout the entire cultural exchange.
2	Student met occasionally with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended some classes and activities as outlined in the cultural exchange proposal.  _____	Daily communication with some students was maintained throughout the entire cultural exchange.
1	Student met rarely with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended few classes and activities as outlined in the cultural exchange proposal.  _____	Daily communication with few students was maintained throughout the entire cultural exchange.
0	Student neither met with the cultural exchange advisor nor made revision to the culminating project. _____	Student attended no classes or activities as outlined in the cultural exchange proposal.  _____	Communication was not maintained as planned.

CULTURAL EXCHANGE EVALUATION: AFTER THE EXCHANGE

This form should be used as a rubric by the chaperoning teachers and sponsoring principal/office head or program coordinator to evaluate the reciprocal exchange. For those categories related to students, please indicate the number of students in each score point in the blank provided.

Score	Assessment of Cultural Exchange/Teacher	Assessment of Culminating Project	Student Reaction to the Cultural Exchange Experience
4	The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Extensive comments were made regarding the educational value as well as recommendations for future cultural exchanges.	Student submitted a draft of the culminating project which was accepted without revision. The student presented the project as designed to multiple audiences. _____	Student would recommend cultural exchange with enthusiasm. _____
3	The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as recommendations for future cultural exchanges.	Student submitted a draft of the culminating project which was accepted with minor revision. The student presented the project as designed to multiple audiences. _____	Student would recommend cultural exchange with few modifications. _____
2	The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Few comments were made regarding the educational value as well as recommendations for future cultural exchanges.	Student submitted a draft of the culminating project which was accepted with major revision. The student presented the project as designed to a limited audience. _____	Student would recommend cultural exchange with some modifications. _____
1	The final evaluation form was partially completed and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as comments for future cultural exchanges.	Student submitted a draft of the culminating project which was not accepted. Total revision was required. The project was not presented to any audience. _____	Student would recommend cultural exchange with multiple modifications. _____
0	No final evaluation form was submitted.	No project was submitted or presented. _____	Student would not recommend participation in cultural exchange. _____