

# **Chapter 3**

## **EVALUATION CRITERIA & INSTRUMENTS**

## **Introduction**

In any enterprise, human beings want to be appreciated, to be helped, to know their status, and to feel secure. Ongoing evaluation of teachers is a hallmark of the times and will probably continue to be in the foreseeable future. Evaluation that is offered positively, honestly, and concisely should lead to professional growth. Criteria of evaluation that are mutually understood by all parties are more apt to bring rapport to a working team relationship than those that are vague and not effectively communicated.

Student teacher/candidates need specific feedback regarding their successes in the classroom as well as areas that are in need of improvement. Verbal “pats on the back” are essential; however, written statements tend to bring about more behavioral changes as the student teacher/candidate is recommended for initial certification.

## **University Supervisor & Cooperating Teacher**

### **Tentative Evaluation of Student Teacher/Candidate**

The University supervisor at the midpoint of each assignment will provide a Tentative Evaluation for the student teacher/candidate. It is also necessary that each cooperating teacher candidly evaluate the candidate and leave opportunity for growth and improvement. The cooperating teacher should provide the student teacher/candidate with written feedback during a conference to set goals for growth and improvement during the balance of the assigned period. Please use the forms provided in Appendix A for tentative evaluations.

### **Teacher Candidate Performance Profile (TCPP)**

Teacher Candidate Performance Profile (TCPP): For the final evaluation of the student teacher/candidate, the TCPP will be used. The TCPP will be completed online.

Grades: Student teacher/candidates at Edinboro University have the option of electing to be graded on either a conventional letter grade or satisfactory-unsatisfactory basis. The student teacher/candidate must exercise such an option by the end of the ADD period. Those student teacher/candidates electing to be graded on a satisfactory-unsatisfactory receive a conventional letter grade, which is converted by the University Registrar’s Office to Satisfactory-Unsatisfactory. Achievement of a letter grade of a C or better is necessary for conversion to a Satisfactory grade.

The final grade should be a joint decision of the cooperating teacher(s) and the University supervisor; however the ultimate responsibility for assigning the grades rests with the University supervisor. The letter grade system for student teacher/candidates in student teaching is as follows: A, B+, B, C+, C, D, and F. The criteria for each grade are described in the next section.

## **Evaluation Summary (previously known as the Final Recommendation)**

Both the cooperating teacher and the University supervisor will complete an Evaluation Summary. This form is an important part of the student teaching program because this document becomes a part of the student teacher/candidate's placement credentials, which are forwarded to prospective employers upon request.

The Evaluation Summary will be provided to the cooperating teacher by the University supervisor. When completing this form, the student teacher/candidate should be rated and described for his/her probable success as a beginning teacher, as indicated by the student teacher/candidate's performance during the student teaching semester.

The descriptive statement must be based on the competencies listed on TCPP. If the student teacher/candidate has been ranked on "target" in an area on the TCPP, it is important to support the rating in the written Evaluation Summary. Additionally, general comments may be made at the end of the structured statement.

A great deal of care should be exercised in completing the TCPP and the evaluation summary in order to have them portray something significant about the student teacher/candidate's levels of competence. It is also important that the forms be submitted to the Office of Student Teaching in accordance with the University deadlines (see calendar). Cooperating teachers are encouraged to keep personal copies of these forms. Many times, prospective employers will contact cooperating teachers regarding the level of achievement of student teacher/candidates. Numerous school personnel will view the recommendation statement as the student teacher/candidate seeks employment. Please type the statement and submit it with a professional appearance.

It is important to note that it is the policy of Edinboro University not to ask cooperating teachers to write additional letters of recommendation for student teacher/candidates beyond those required as outlined above.

## **Cooperating Teacher**

### **Daily Progress Assessment**

Cooperating teachers should engage in the following on a daily basis in order to meaningfully evaluate the student teacher/candidate:

1. Provide written reports of supervision regarding the student teacher/candidate's strengths and weaknesses. Attempt to provide written feedback of at least 10% of the student teacher/candidate's lessons.
2. Observe the personal traits of the student teacher/candidate, i.e. punctuality, dress, grooming, relationships with students, faculty, and administration.
3. Analyze the students' reactions to the student teacher/candidate.
4. Notice the student teacher/candidate's relationship with staff and students beyond the classroom.
5. Offer verbal suggestions.

## **Weekly Written Analysis**

Each cooperating teacher is requested to provide the teacher candidate with a weekly written analysis on forms provided by the University. The format for this analysis will address the following questions:

1. The best teaching skills which were demonstrated in the class (es) are:
2. The class (es) next week that need improvement are: (cite specific suggestions)
3. Conference outcomes; specific goal(s) for next week are:
4. Evidence of student achievement

This type of written communication is essential to provide timely feedback to student teacher/candidates at regular intervals. Some suggestions to keep in mind as the cooperating teacher writes such weekly analyses are:

1. Write statements to the student teacher/candidate on the competencies that were demonstrated in quality fashion.
2. Write specific suggestions on items, actions, or issues that need improvement; share your expectations openly with the candidate.
3. Suggest one or two specific goals to be given special attention in the immediate future.
4. Arrange for a confidential conference with the candidate to discuss all of the items identified as either strengths or areas in need of improvement.

## **Student Teacher/Candidate**

### **Weekly Self-Analysis**

Each student teacher/candidate is also expected to engage in a written weekly self-analysis of his/her student teaching progress. The self-analysis should address the following:

1. The most successful class (es) this week were: (state reason)
2. The class (es) this week that were in need of improvement were: (state reason)
3. Goal(s) for next week will be to:

Student teacher/candidates should keep in mind the following items as they perform the weekly self-analysis:

1. Identify those classes that you felt you did your best teaching.
2. Identify those items or situations that you feel need to be improved in the immediate future, i.e., discipline, grammar, over-use of words, variety in instructional techniques.
3. Specific goals to improve professional competencies.

### **Student Teaching Grading Criteria**

The faculty of the School of Education has approved the following grading criteria in order to provide increased communication and consistency in the student teaching grading process. Cooperating teachers and University supervisors should seriously consider the criteria when engaging in the evaluation of student teacher/candidates.

All Student teacher/candidates are required to demonstrate competency in the following:

### Communication Skills

- communicates effectively;
- uses acceptable oral and written English;
- articulates correct pronunciation of terms and names from the subject matter;
- possesses no speech patterns which adversely affect communication;
- uses non-verbal communication positively and effectively;
- displays appropriate levels of speech modulation, intonation, pitch, and tone;
- avoids repetitious colloquialisms and fillers;
- models respect and good listening skills.

### Professional Ethics

- displays ethical and professional behavior at all times;
- displays respect for confidentiality in classroom;
- assumes responsibility for enforcing rules of the school;
- follows correct procedures according to professional ethics when problems arise;
- responds positively to cultural differences of students and/or colleagues;
- selects materials and gives presentations free of cultural/gender/racial bias.

### Personal Characteristics

- completes tasks assigned by the University supervisor and/or cooperating teacher in a timely manner;
- consistently displays punctuality (with regard to activities/assignments, both at the University and the school);
- consistently presents an appearance which is appropriate and professional;
- possesses no distracting/objectable mannerisms which adversely affect teaching;
- responds positively to constructive criticism and initiates suggested remediation;
- maintains a working relationship with the University supervisor, the school administration and the school staff;
- avoids allowing personal considerations to interfere with student teaching.

**Grade of A:** has consistently demonstrated competency in all areas of B and B+ levels and in addition has met the following competencies:

### Knowledge of Subject

- demonstrates exemplary knowledge of content and the creative application thereof;
- fosters an appreciation of good scholarship and high academic standards in students;
- teaches students good research and/or study skills when applicable;
- demonstrates appropriate problem solving strategies;
- asks appropriate questions of others to advance personal knowledge and understanding.

### Planning

- writes objectives in correct behavioral format on a variety of cognitive levels for all domains;
- consistently prepares purposeful and meaningful learning activities for each set of lessons;
- consistently prepares activities adaptable to all members of the group;
- consistently presents fully developed lesson plans, including anticipated student questions, in correct format, on time;
- completes a reflective self-analysis of the lesson which includes diagnostic assessment when appropriate and projects actions to be implemented in the next lesson;
- develops sequential lessons which build on prior learning.

### Instructional Techniques

- uses question scaffolding effectively to aid students to think critically and independently;
- uses appropriate collaborative learning techniques;
- demonstrates enthusiasm toward material taught and toward students;
- consistently individualizes instruction to accommodate the learning styles and special needs of students;
- independently identifies and utilizes appropriate instructional media sources frequently;
- assists students frequently and effectively with reading in the content area, when appropriate;
- develops an alternative plan to teach the concept and adapts lesson for unseen contingencies;
- uses positive reinforcement techniques such as praise, non-verbal cues, and encouragement.

### Evaluation of Student Progress

- uses a variety of evaluative methods such as quizzes, tests, portfolios, developmental checklists, holistic scoring, and journals;
- evaluates frequently enough to be effective;
- consistently returns corrected evaluations promptly and keeps each student assessed of his/her progress by providing individual feedback;
- uses unbiased evaluative techniques adaptable to all students, especially those with special learning or physical needs.

### Communication Skills

- Communicates effectively at an exemplary level of proficiency.

### Discipline

- is aware of problems occurring during the lesson and handles them without losing control of the content or of the class behavior;

- consistently establishes an atmosphere of cooperation with students and maintains a non-threatening atmosphere conducive to learning;
- makes appropriate decisions in implementation of discipline plan.

#### Personal Characteristics

- enjoys a high level of appropriate interaction with students and encourages appropriate student interaction;
- explores new and creative opportunities for self-improvement.

**Grade of B+** has demonstrated competency in all areas of the B, C+, and C levels, and, in addition, has met the following competencies:

#### Knowledge of Subject

- shows mastery of knowledge of appropriate content for grade level.

#### Planning

- writes objectives in correct behavioral terms on a variety of cognitive levels;
- consistently presents fully developed and correctly implemented plans;
- completes a self-evaluation following each lesson which includes a diagnostic assessment;
- consistently presents fully developed daily plans and presents long-range plans on time.

#### Instructional Techniques

- consistently uses a variety of teaching techniques which are appropriate to achieve the instructional objectives;
- uses question scaffolding to help students think independently;
- individualizes instruction to accommodate the learning styles and special needs of students;
- identifies and utilizes appropriate instructional and media resources frequently and well.

**Grade of B:** has demonstrated competency in all areas of the C and C+ levels and in addition has met the following competencies:

#### Knowledge of Subject

- Displays competence in knowledge of subject with any minor exceptions taken as a challenge to be self-remediated immediately.

#### Planning

- writes complete lesson plans in correct behavioral format which includes introductory sets and closures, which are consistent with the curriculum goals of that school district, and which indicate both long and short term planning;
- prepares a variety of purposeful and meaningful learning activities for each set of lessons;
- prepares activities adaptable to all members of the group;

- consistently presents fully developed daily lesson plans on time;
- completes a self-evaluation with reflective analysis following each lesson.

#### Instructional Techniques

- uses teaching techniques which are appropriate to achieve the instructional objective;
- consistently leads students to analyze, synthesize, and think critically through skillful questioning techniques;
- clarifies the daily lesson objectives for students;
- provides smooth transition between activities;
- incorporates collaborative learning strategies in lessons;
- consistently demonstrates enthusiasm toward material and toward the teaching process;
- demonstrates knowledge of learning styles and individualizes instruction to accommodate the particular needs of students;
- identifies and utilizes appropriate instructional and media sources frequently;
- creates/provides and utilizes appropriate visuals and manipulatives;
- demonstrates competency in the use of computers;
- assists students with reading in the content area.

#### Discipline

- establishes an atmosphere of cooperation with students and maintains a non-threatening atmosphere conducive to learning;
- develops and implements a well-written discipline plan congruent with the established classroom policy;
- takes prompt action when class control problems arise;
- displays an understanding of current educational thought concerning discipline;
- maintains and uses eye contact and other non-verbal strategies as an effective disciplinary tool.

#### Communication Skills

- uses the vocabulary of the subject skillfully;
- communicates effectively with all learners;
- projects a positive attitude toward students using non-verbal communication.

#### Personal Characteristics

- encourages students to communicate openly;
- responds to constructive criticism, and exceeds the expected levels of remediation.

**Grade of C+:** has demonstrated competency in all areas of the C level, and shows promise in achieving many of the B competencies with experience.

**Grade of C:** has met the minimal level of competency listed below:

### Knowledge of Subject

- is competent in knowledge of many areas of content with some exceptions.

### Planning

- consistently prepares written daily lesson plans which delineate clear objectives and procedures, but lack some elements;
- consistently presents fully developed lesson plans at least 24 hours prior to the lesson;
- prepares long range plans;
- demonstrates enthusiasm toward the material taught;
- identifies and utilizes appropriate instructional and media resources;
- attempt to assist the students with reading in the content area;
- uses assessment of the lesson for planning purposes.

### Discipline

- deals fairly with all students;
- attempts to establish a relationship with students that is conducive to learning.

### Management Techniques

- handles efficiently all routine matters of organization;
- maintains accurate records.

**Grade of D:** The grade of D indicates that there is a consensus of opinion among the University supervisor, the director of student teaching, and the cooperating teacher that the recipient has not met the minimum competencies, as identified for the grade of C.

**Grade of F:** The grade of F indicates that there is a consensus of opinion among the University supervisor, the director of student teaching, and the cooperating teacher that the recipient of the grade is incapable of successfully entering the teaching profession at this time.

## **Satisfactory/Unsatisfactory Grading System**

The University through action of the University Senate has provided that student teaching is evaluated on a letter grade basis unless the student elects during the **ADD** period to receive a satisfactory/unsatisfactory grade. Failure to request the S/U grade will result in letter grading. We would like the student to be aware of the specific rule so that he or she may make his/her decision accordingly:

“Students wishing to exercise the satisfactory/unsatisfactory option must

do so during the registration period (specifically, during the period for adding courses). After opting for satisfactory/unsatisfactory, students may **not** then elect to receive a letter grade in that course.”

The University supervisor will discuss these options with the student during his/her professional seminar. The student will then be required to complete a request for evaluation either by letter grade or satisfactory/unsatisfactory grade. If the student would have any additional concerns or questions regarding these options, the supervisor would be most willing to help him/her or he or she may contact our office.

Following are some of the specific guidelines of the University satisfactory/unsatisfactory grading system.

1. The satisfactory-unsatisfactory option will be open to any undergraduate student who at the beginning of the semester is in good academic standing and has more than thirty-one (31) earned semester hours.
2. Students wishing to exercise the S/U option must do so during the “ADD” period of registration, as established each semester by the University, or during the first two days of each summer session. The student must file a proper request with the coordinator of records. After opting for an S/U in a course, the student may **NOT** reverse the option and elect to take a regular letter grade in the course.
3. A student will receive a final grade of S (satisfactory) for C or better work or U (unsatisfactory) for D or below D level, for a course taken under the S/U standard where a dual grading system exists.
4. Courses for which a satisfactory grade is earned will count toward graduation. The grade will not affect the student’s quality point average. Courses for which an unsatisfactory grade is received will not count toward graduation. The grade will not affect the student’s quality point average.
5. Departments may, with the appropriate committee and University Senate approval, offer courses that are graded entirely according to the satisfactory-unsatisfactory standard. All other courses are optional S/U courses in which students will receive a grade according to the standard for which they are registered.
- 6. Student teaching will be graded on a letter grade basis unless the student elects, during the ADD period, to receive an S/U grade. Failure to request the S/U grade will result in letter grading.**
7. No student may exercise the satisfactory/unsatisfactory option in more than four (4) courses in which a dual grading system is utilized, as part of their undergraduate degree program. A maximum of one course each semester and one each summer may be taken on a satisfactory/unsatisfactory basis.
8. No students will be permitted to use the S/U option for any courses that are required for their major, unless the course has been approved for grading on the S/U basis as established in Item Five (5) above.
9. In courses with some students on the traditional grading system and others electing the course S/U, the instructors will not know which students are taking the course S/U. The traditional final grade for the courses will be recorded and submitted by the professor to the Office of Records and Registration. The Office of Records and

Registration will convert the traditional grade to either S or U for inclusion on the student's record.

10. Only those courses, which are offered solely on an S/U basis, may be repeated under the satisfactory-unsatisfactory option.
11. A student who elects a course or courses under the S/U option and who then transfers to a major for which that course or courses are required will be allowed to transfer S/U courses for credit. Such transfer will be at the discretion of the dean of the school into which they are transferring and after consultation with the appropriate department chairperson.
12. Any course that is not offered on a continuing basis, i.e., once in every three semesters, is identified in the schedule with a recommendation that students enrolling in such a course should have a minimum QPA of 2.00 and/or be alerted to using the S/U option (since it may be impossible for a student to repeat such a course). Students are cautioned that the S/U option is not applicable for any course required for their major.