

Indiana University of Pennsylvania

Teacher Education Office
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EVALUATION OF THE STUDENT TEACHER

Evaluation should be an ongoing process for the growth and development of the student teacher. This responsibility is shared by the Cooperating Teacher, the University Supervisor and the Student Teacher. Evaluation focuses on identifying areas of strength and weakness and suggesting strategies and techniques for more effective teaching. The student teacher is then able to capitalize on strengths while eliminating the weaknesses. Goals need to be set and specific objectives established to enable the student teacher to have optimal development.

Grading is the culmination of the evaluation process. A judgment is made concerning the degree to which a student has met specified goals and objectives and the degree of attainment of both the generic and teaching field competencies. Although a grade for the experience is important, it is not the only indicator of the student's ability to teach but grades do give a general indication of the quality of the student's achievement.

In assigning a grade, the following statements may be helpful:

- A. Represents superior teaching signifying excellence. This signifies that the student exhibits teaching competencies in a continuous and spontaneous manner. Student teachers who are rated A have achieved a "higher level" of competency. These students can be expected to develop into outstanding teachers.
- B. Represents good teaching. A student teacher receiving a B has achieved a "moderate level" of competency. The student should be expected to maintain that level of performance and perhaps even approach excellence as he/she gains experience and is mentored to facilitate continued growth.
- C. Represents minimally acceptable teaching. A student teacher rated a C has achieved a "low level" of competency. The student teacher is eligible for certification but may not carry a recommendation of professional competence. In a competitive market, the student may find it difficult to obtain a teaching position.
- D. Represents inadequate teaching skills indicated by not achieving the majority of competencies listed on the evaluation form. The student teacher WILL NOT be certified but will be able to graduate from IUP without certification.
- E. Represents failure. No credit will be given.

Please work closely with the University Supervisor before deciding on a final grade for your student teacher. Your University Supervisor is the instructor of record and has worked with student teachers in many different settings and classroom situations -- together a mutually agreeable, objective assessment of the performance can be achieved. It is statistically unlikely and unrealistic to expect that all students will meet the competency level to receive an "A" grade. A grade of "B" is quite frequently indicated. Grades of "C" and "D" occur much less frequently. Grades must honestly and professionally reflect the competency attainment of the student teacher.

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EVALUATION OF THE STUDENT TEACHER (cont.)

The letter grade is just one measure of the student's ability. Equally important to the evaluation process is the checklist of competency attainment on the evaluation form as well as the written comments which afford the opportunity to indicate specific strengths, weaknesses, and potential of the prospective teacher.

The evaluation form and performance indicators for both the Minimal Generic Teacher Education Competencies (green sheet) and the Minimal Teaching Field Competencies (yellow sheet) will assist you in your evaluation process. Work closely with your student teacher to develop the competencies and with your University Supervisor to evaluate the competencies.

Mid-term Evaluation:

At the mid-term of the assignment, a mid-term evaluation is to be conducted using the generic and the teaching field competencies and performance indicators. The mid-term evaluation assists the student in knowing strengths and weaknesses to that point in the semester thus helping the student teacher to focus his/her energies. The indicated grade should reflect actual performance for that period rather than an estimate of the student's potential.

Your University Supervisor will share with you the most appropriate process in completing the evaluation for the discipline area or department.