

GUIDELINES FOR EVALUATION OF STUDENT PERFORMANCE

The evaluation of student performance for the M.S.W. degree is the culmination of a process which begins with placement of the student in the practicum agency and continues through the ongoing planning, orienting and teaching that takes place in the agency, in the supervisory relationship, in the classroom, and with the faculty advisor. The written evaluation should not be a surprise to the student.

Evaluation Workshop

At the mid-semester, all field instructors are invited to attend an Evaluation Workshop. The workshop is an opportunity for field instructors, whether new to the school or Experienced, to gain assistance in completing the competency based evaluation instrument.

Oral Evaluation

In **mid-November** and again in **mid-March**, evaluation materials are distributed to the field Utilizing the evaluation instrument, field instructors should review in supervisory conference the competencies in each area of the evaluation. By reviewing the competencies, students will have a clear understanding of expectations prior to the written evaluation. The School expects that field instructors will hold **oral evaluation** conferences with students at the mid-point of both first and second semesters. The oral evaluation often coincides with the field visit of the advisor and can otherwise be a occasion for discussion between advisor and instructor.

Written Evaluation

The evaluation format is available on the School's web site: www.hunter.cuny.edu/socwork and in the Field Practicum Manual (See **Appendices**). The first semester written evaluation is due in early **January**; the second semester written evaluation is due at the end of the second semester (early **May**). The written evaluation should be the occasion for additional contact between faculty advisor and field instructor.

Practicum Grade

The faculty advisor has the sole responsibility for the practicum grade. The grade is based on the advisor's review of the written evaluation, the field instructor's recommendation, as well as the advisor's review of student assignments and recordings.

Field Practicum Evaluation

The school employs a model of field practicum evaluation in which the field instructor rates the student on a 1-5 scale on competency-associated practice behaviors each semester of field practicum. The evaluation also includes descriptions of the student's field work assignments, illustrative examples to support the competency rating, and a summary rating of student's practice competency overall and in the student's advanced concentration area. Because we expect students to progress in their mastery from core (foundational) practice behaviors to advanced methods practice behaviors, we use two different field practicum evaluation forms.

Field Practicum Evaluation Form I is used to assess core competency associated practice behaviors at the end of the first year for Two Year and Accelerated Program students and at the end of the first semester of the One Year Residency Program and Dual Degree Program students. It also includes

assessment of beginning advanced methods practice behaviors because the advanced concentration begins for most students in their second semester of enrollment.

Field Practicum Evaluation Form II is used to assess core and advanced methods practice behaviors in the second year of field instruction for Two Year and Accelerated students, second semester for One Year Residency Program and Dual Degree Program students. This second evaluation highlights the advanced practice behaviors identified by each of the Method Concentrations. The student's performance of core/foundational practice behaviors is also reassessed.

INSTRUCTIONS FOR COMPLETING THE EVALUATION

The Evaluation Format

The field evaluation (see Appendix) is based on student performance with respect to competency and associated practice behaviors grouped in three general areas: **Development of Professional Values and Ethics, The Student as Learner, and Knowledge and Skills for Agency Based Practice**, including competencies in each of the four practice methods concentrations as applicable to the student's assignment.

Description of Agency and Assignments

The agency and the assignments that are generated by its service objectives are the foundation for student practice and evaluation. The field instructor should provide, in brief narrative form on page one of the evaluation form, information describing the planned learning opportunities of the practicum. The learning opportunities should follow from the **Educational Plan** submitted in October.

Rating Scale

The Rating Scale includes five evaluative options ranging from **(1) Unacceptable Performance; (2) Needs Improvement to Achieve Standard; (3) Achieves Standard; (4) Standard Exceeded; and (5) Outstanding Performance**. The instructor should use the rating **No Significant Opportunity**, if the student has not been observed or supervised in a particular area of practice. The field instructor is expected to rate students in every item on the evaluation unless there has been no significant opportunity for practice related to that item.

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

Each item on the rating scale is stated in the form of a performance competency which, if achieved, will meet the standard in that area. The school expects students to **achieve the standard** by achieving the competency objectives on the rating scale. Thus a rating of **(3)** is the norm and is necessary as an **overall rating** if the student is to receive credit for the semester.

- **Unacceptable Performance:**
The student who fails in every way to achieve the competency should be rated **(1)**.
- **Needs Improvement (to achieve the standard)**
The student who is attempting to achieve the competency, but is not yet achieving it at a satisfactory

level should be rated **Needs Improvement to Achieve Standard (2)**.

- **Achieves Standard:**
The student who achieves the standard is rated **(3)**. This is the expectable rating for demonstration for an average level of skill.
- **Exceeds the Standard**
The student who exceeds the standard should be rated **(4)** and is recognized for better than expectable performance or skill.
- **Outstanding Performance:**
The student who is demonstrating outstanding performance is rated **(5)** and is recognized for exceptional achievement of the standard.
- The student's performance should be rated for all relevant items in each of the areas of competence: **Development of Professional Values and Ethics, Student as Learner, and Knowledge and Skills for Agency Based Practice.**

Summary rating

After rating each individual item, the instructor should give a summary rating at the end of each category of the evaluation. The summary rating is based on an assessment of the student's average performance on all of the items – there is some discretion in giving a summary rating. Not all items must be rated as **(3)** in order to receive a summary rating of **(3)**, for example.

Descriptions

At the end of each of the major categories of the evaluation, in addition to providing a **summary** rating, the field instructor must provide a brief written description detailing how the student has demonstrated competence in one or more items in this area. Instructors should give an example from a direct observation, a process recording, or a discussion in supervision. Only one description is required for each summary area. The description section may be used to highlight a student's outstanding performance or to provide evidence of a less than expectable performance rating. It may be used to explain unevenness in a student's performance across the items in that category.

Overall Rating

At the end of the evaluation, the field instructor must provide an **Overall Student Rating** using the same scale (1-5) used previously in individual ratings and summary ratings.

Student's Major Strengths in Learning and Directions and Goals for Student's Future Learning. This section allows the field instructor to describe unique characteristics of the student's learning and goals for the next semester or beyond. In consultation with the field instructor, the student is expected to contribute to the assessment of his/her learning and to develop objectives for future professional development.

Student's Self-Evaluation of the Field Learning Experience

The student has the opportunity to rate their own participation and performance in one or more of the areas of competence and to write a brief narrative. Completion of this page gives the student an opportunity to provide feedback to the field instructor, the agency, and the advisor about the overall field practicum experience.

Signatures

The field instructor and the student are required to sign the last page of the evaluation. The student's signature indicates that he/she has read and discussed the evaluation with the field instructor; signature by the student does not imply agreement with the contents of the evaluation.

EXAMPLES FOR COMPLETION OF THE RATING SCALE

1. Ratings within Areas of Competency

Within each area of competency, i.e., Student as Learner, Development of Professional Values and Ethics, and Knowledge and Skills for Agency Based Practice, there are a number of items to be rated. The field instructor can utilize the range of evaluative options from 0 to 5 on these items

EXAMPLE (note circled ratings)

Capacity to recognize learning patterns, needs and goals in collaboration with the field instructor	0	1	2	③	4	5
Initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills	0	1	②	3	4	5
Initiative in the evaluation of own practice effectiveness	0	①	2	3	4	5

2. Use of Unacceptable and Needs Improvement Ratings

The field instructor may rate the student's performance as **Unacceptable** on an individual item within an area of competency, and give a *summary rating* of **Achieved Standard** for that area.

The field instructor may rate the student's performance as **Needs Improvement** on one or more items within an area of competency, and give a *summary rating* of **Achieved Standard** for that area.

EXAMPLE (note circled ratings)

Capacity to recognize learning patterns, needs and goals in collaboration with the field instructor	0	1	2	③	4	5
Initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills	0	1	②	3	4	5
Initiative in the evaluation of own practice effectiveness	0	①	2	3	4	5

3. Summary Ratings for Each Area of Competency

SUMMARY FOR STUDENT AS LEARNER: (Please circle a rating for the student's overall performance in this category.)

EXAMPLE (note circled ratings)

1	2	3	4	5
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The Faculty Advisor must be contacted when: (1) the field instructor gives an **Unacceptable** *summary rating* of student performance in one or more areas of competency; **or**, (2) when the field instructor gives a **Needs Improvement** *summary rating* in one or more areas of competency.

4. Indications for contacting the Faculty Advisor

An *Overall Student Rating* of **Outstanding Performance** reflects an evaluation of superior student Performance and should be brought to the attention of the Faculty Advisor particularly if the Field Instructor wishes to recommend a grade of **Honors**.

An *Overall Student Rating* of **Exceeds Standard** reflects an evaluation of better than expectable performance.

An *Overall Student Rating* of **Achieves Standard** reflects an evaluation of expectable student performance and is necessary to achieve a grade of **Credit**

An *Overall Student Rating* of **Needs Improvement** reflects an evaluation of student performance that is less than expectable. An assessment that the student needs improvement in all aspects of performance, in any semester, may reflect the need for a revised educational plan for the student, an extension of placement, or other accommodation. ***The Faculty Advisor must be immediately involved in discussion with the Field Instructor and the student if such an evaluation is contemplated.***

An *Overall Student Rating* of **Unacceptable** is an indication of failure in the practicum, a grade of **No Credit**, and referral to the ***Educational Review Committee***. ***The Faculty Advisor must be immediately involved in discussion with the Field Instructor and the student if such an evaluation is contemplated.***