

Graduate Teaching Evaluations

Fall 2019

We received 8 summative teaching evaluations with student learning growth goals from graduates who were in their first three years of teaching. Graduates' teaching assignments ranged from 1st grade to high school and included different content areas. Participants' schools ranged in size from 451 to 1640 and represented urban, suburban, and rural communities. Student demographics among the schools varied greatly in socioeconomic status, the percentage of English Language Learners, and the categories of racial/ethnic diversity represented.

The average teaching summative evaluation scores for 1st-year, 2nd-year, and 3-year graduates, as aligned to InTASC Standards, can be seen below.

InTASC Standard		1 st -year grads	2 nd -year grads	3 rd -year grads
1	Learner Development	2.75	3	4
2	Learner Differences	3	3.5	3.5
3	Learning Environment	3.25	3	4
4	Content Knowledge	3	3.5	4
5	Application of Content	3.6	3.5	4
6	Assessment	3	3.5	4
7	Planning for Instruction	3.25	3	4
8	Instructional Strategies	3	3	4
9	Professional Learning and Ethical Practice	3.5	3	4
10	Leadership and Collaboration	3.25	3	4
	Average	3.15	3.2	3.95

Overall average teaching evaluation scores increased with experience in the classroom. No major weaknesses were revealed on Summative Teaching Evaluations. However, first-year and second-year graduates have lower scores in InTASC Category 1: The Learner and Learning as opposed to scores in other categories. Third-year graduates also have a lower score in one area of this category. Other low areas shared by first-year and second-year graduates are: InTASC Standard 8 Instructional Strategies, with mixed strengths and weaknesses in other areas of Category 3: Instructional Practice and Category 4: Professional Responsibility. It is interesting to note that scores in InTASC Category 4 dip for second-year grads as compared to first-year grads.