

Completing the West Chester University Teaching Internship Performance Rating Form
Unit Outcomes: A West Chester University Professional Education Unit Assessment Administered during Student Teaching

Purposes and Functions

Multiple assessments of Professional Education Unit outcomes and standards represent the means by which West Chester University (WCU) teacher education programs provide evidence of candidate achievement and program quality. The evaluation of student teachers constitutes a Unit assessment. The candidates must achieve the Unit outcomes according to the performance indicators outlined in the Conceptual Framework. This evaluation serves both formative and summative purposes. The performance of Unit outcomes verifies qualifications for certification and successful program completion. Along with the other Unit assessments, the aggregated results affirm the efficacy of the Unit to prepare candidates for teaching and provide evidence of strengths and the need for improvement.

Information

Ratings are based on the day-to-day performance in the school(s), observations, student (P-12) learning data, etc.

The first- and second-half ratings constitute individual and collective assessments derived from conferences among the Candidate, Cooperating Teacher, and WCU Faculty Member.

The completed *West Chester University Teaching Internship Performance Rating Form (TIPR)* provides the University Faculty Members/Supervisors with pertinent data to make ratings and justifications on the *Pennsylvania Department of Education (PDE)-430 Student Teacher Assessment Form*.

Directions and Procedures

1. The TIPR rubric is completed in LiveText at the end of the first assignment or the end of the 7.5 weeks of a full-semester assignment at one student teaching site, as well as at the end of the second assignment or 15.0 weeks. *(Paper versions of the TIPR are included in this handbook for informational purposes.)*
2. The Candidate, Cooperating Teacher, and University Faculty Member complete the TIPR independently.
3. For the TIPR rubric, please click on the circle “o” next to the level of performance that you think the Candidate has demonstrated (i.e., 3 = *Exemplary*, 2 = *Superior*, 1 = *Satisfactory*, 0 = *Unsatisfactory*, and NA = *Not Applicable, Insufficient Basis for Judgment*). These ratings show the quality of performance on the performance indicators for the Unit outcomes. The rating of *Exemplary* should be reserved to highlight exceptional strengths.
4. At a joint conference, discuss the ratings and the justifications for or explanations of them. Make adjustments in the ratings where they are warranted and modify the justifications and explanations in the comments as needed. Set plans for improvements. (Please note that faculty members can manage their data in LiveText to make changes. Contact Mary Byrnes, LiveText Coordinator, or Mary Tygh, Assessment Specialist for details.)
5. Comments should be completed for each half. Record comments as needed and appropriate to the performance. Report justifications and explanations in term of behaviors rather than value judgments such as “good lesson.”
6. Faculty members can request TIPR reports from the Assessment Office.