STUDENT EVALUATION

General Guidelines

The **incremental tasks** drive the student evaluation processes. The tasks should have been developed in a manner that produces activities, which will achieve the defined outcome measures. It is the quality, quantity, and timeliness of the performance of these task activities, coupled with the student’s capacity to establish effective relationships with clients and staff that the field instructor will assess.

Like the task statements, the performance dimensions are clear and written in a specified format, which ensure that all relevant information is obtained in a manner that consistently reflects all of the student’s activity. The field instructor, after becoming clear about the structure of the dimensions, is expected to gain information about the student’s activities, behavior, and relationships. This information may be obtained through direct observation or from indirect sources such as reports, client records, as well as feedback from appropriate individuals.

The agency, field instructor, and the student have congruent roles that are integrated to facilitate the growth and development of the student.

The agency’s role includes:
- making agency resources available to the student, appropriately;
- communicating mission, policies, goals, service objectives and information about the client population;
- providing training, mobility opportunities that facilitate the student’s functioning; and
- reinforcing and supporting the field instructor’s role in the agency.

The field instructor’s role includes:
- giving clear feedback about what students should reasonably expect;
- providing forums for discussions;
- providing support and growth opportunities consistent with the student’s and agency’s goals;
- communicating the formal and informal realities of the agency;
- providing exposure for the student;
- linking the student to appropriate resources and people.

The student’s role includes:
- managing self-assessment processes;
- setting goals and plans;
- expressing expectations;
- making use of opportunities, education, and training.

As each of these key players enacts these roles, not only does an effective learning climate emerge, it becomes fertile ground for the growth and development of the student. The student’s ability and capacity to perform task activities that lead towards achieving the outcome measures will become evident.

STUDENT EVALUATION

Specific Instructions

The Performance Dimensions are used to show a correlation between the student’s activities in performing the incremental tasks and the standardized performance activities that are drawn from the performance field students seeking advanced education. In order to objectively assess the student’s level of growth and development in achieving a professional education through the field experience process, the student usually has concerns such as:

1. Who am I in this setting?
2. How am I seen?
3. What are my goals?
4. How can I achieve my goals?
In order to respond to these concerns, the field instructor functions as:

1. A coach
2. An appraiser
3. An advisor
4. A referral agent

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<thead>
<tr>
<th>KEY ACTOR</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>Field instructor</td>
<td>Monitor the student’s functioning and ensures that there are opportunities for the student to achieve the outcome measures.</td>
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<tr>
<td>Faculty liaison</td>
<td>Review with the field instructor and student the student’s field performance and progress.</td>
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<tr>
<td>Student</td>
<td>Perform tasks competently, applying course work within the guidelines of the agency.</td>
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<tr>
<td>Student</td>
<td>Confer with the field instructor appropriately about his/her learning.</td>
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<tr>
<td>Field instructor</td>
<td>Ensure that the student’s functioning is progressively developing according to the performance guidelines.</td>
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<tr>
<td>Student</td>
<td>Seek out learning experiences throughout the agency and external to the agency.</td>
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<tr>
<td>Field instructor</td>
<td>Set up a conference with the student, review performance dimensions, and schedule a time to conduct the evaluation.</td>
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<tr>
<td>Field instructor and student</td>
<td>Bring documentation of student’s performance activities and determine the appropriate level.</td>
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<tr>
<td>Field instructor and student</td>
<td>Modify the objectives and tasks for the second semester.</td>
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<tr>
<td>Field instructor and student</td>
<td>Review student’s performance and evaluation form.</td>
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<tr>
<td>Faculty liaison</td>
<td>Review student’s performance and evaluation and field instructor recommended grade, and assign a final grade.</td>
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