The Field Evaluation is completed and submitted by
Field Instructor and Student in Sonia

Due December 9, 2016 (fall semester) and April 21, 2017 (spring semester)

EVALUATION PROCESS

I. USE OF THE LEARNING AGREEMENT IN THE EVALUATION PROCESS:

The Learning Agreement will be used to inform the Evaluation for all students field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

II. EVALUATION PROCESS

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and field instructor to evaluate what the student has learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future.
It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of semester Evaluation, it is the Field Instructor's responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion. The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by December 9, 2016 (fall semester) and April 21, 2017 (spring semester).

### III. EVALUATION FORM

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each practice behavior:

<table>
<thead>
<tr>
<th>No Opportunity*</th>
<th>Does not meet expectations for a student at this level</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations for a student at this level</th>
<th>Exceeds expectations for a student at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.