

Linfield University

2024 Analysis of Graduates' Teaching Evaluations

We received 9 summative teaching evaluations from graduates who were in their first three years of teaching. Four evaluations were from graduates in their first year of teaching, four evaluations were from graduates in their second year of teaching, and one evaluation was from a graduate in her third year of teaching. Since there was only one graduate in her first year of teaching, her scores were included in the analysis with second-year teachers. Graduates' teaching assignments ranged from 1st grade to high school and included different content areas. Participants' schools ranged in size from 392 to 2,164 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 and 2nd-year & 3rd year graduates, as aligned to InTASC Standards and using a 4-point scale, can be seen below.

InTASC Standard		1 st -year grads	2 nd and 3 rd - year grads
1	Learner Development	3.2	3.3
2	Learner Difference	3.3	3.4
3	Learning Environment	3.3	3.8
4	Content Knowledge	3.1	3.1
5	Application of Content	3.2	3.3
6	Assessment	2.9	3.2
7	Planning for Instruction	3.1	3.3
8	Instructional Strategies	3.2	3.2
9	Professional Learning and Ethical Practice	3	3.5
10	Leadership and Collaboration	2.9	3.5
	Overall Average	3.1	3.4

Overall average teaching evaluation scores increased with experience in the classroom. No major weaknesses were revealed in the Summative Teaching Evaluations. However, first-year graduates have slightly lower scores in InTASC Category 6: Assessment and in InTASC Category 10: Leadership and Collaboration as opposed to scores in other categories.