



**INTER AMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
SCHOOL OF EDUCATION  
TEACHER EDUCATION PROGRAM (TEP)**

**CANDIDATE EVALUATION ON THE EFFECTIVENESS OF THE  
COOPERATING TEACHER**

Date: \_\_\_\_\_ Specialization or Level: \_\_\_\_\_

Location of Center: \_\_\_\_\_ Zone: \_\_\_\_\_

Name of Cooperating Teacher: \_\_\_\_\_

The Teacher Education Program is committed to recruiting and retaining the clinical faculty ( university supervisor) and cooperating teachers that are highly qualified and provide positive constructivist educational experiences to our student teachers. For this reason, we ask you to provide your evaluation about how both clinical educators, individually, were effective so that your clinical experience was carried out in a positive constructive environment, promoting learning and that you were able to demonstrate your subject and pedagogical knowledge of the field in which you will teach. Thank you for your cooperation.

Below, there are some items you will use to evaluate the effectiveness of the **Cooperating Teacher** during your clinical experience, using the following scale:

- 5- Very good (almost always effective)
- 4- Good (Effective most of the time)
- 3- Regular (Effective sometimes)
- 2- Deficient (Effective a few times)
- 1- Inefficient

**I. To evaluate the effectiveness of the cooperating teacher**

Items	5	4	3	2	1
	Very good	Good	Regular	Deficient	Inefficient
1. The Cooperating Teacher treated me as a professional during my Clinical practice.					
2. The Cooperating Teacher created an open and welcoming climate during the Clinical practice.					
3. The Cooperating Teacher provided guidance and					

Items	5	4	3	2	1
	Very good	Good	Regular	Deficient	Inefficient
orientation during the clinical practice.					
4. The cooperating teacher offered <i>positive and constructivist assistance</i> to help my performance during the clinical practice.					
5. The cooperating teacher offered positive suggestions about errors made during the clinical practice.					
6. I recommend the cooperating teacher continue in the Teacher Education Program (TEP) in future occasions.					
7. The cooperating teacher was accessible to clarify my doubts during the clinical practice.					
8. The cooperating teacher offered me <i>individual help when asked</i> .					
9. The cooperating teacher allowed me to give my opinions without feeling judged.					
10. The cooperating teacher showed interest in my success during the clinical practice.					
Total					

## II. Effectiveness of the Cooperating Teacher

Select how you would evaluate the effectiveness of the Cooperating Teacher according to your experience using the following scale:

- 5- Very good (almost always effective)
- 4- Good (Effective most of the time)
- 3- Regular (Effective sometimes)
- 2- Deficient (Effective a few times)
- 1- Inefficient

Appendix 2.2.d.

<b>Criteria of the Effectiveness of the Cooperating Teacher</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Gives prompt feedback and communication (no later than 2 days).					
2. We meet regularly.					
3. Revises my plans regularly..					
4. Help in modifying and correcting errors in my teaching process.					
5. Allows flexibility in my teaching process.					
6. Promotes reflections on my performance in the classroom.					
Total					