



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

**CANDIDATE EVALUATION ON THE EFFECTIVENESS OF THE UNIVERSITY SUPERVISOR**

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

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

Name of University Supervisor: \_\_\_\_\_

The Teacher Education Program is committed to recruiting and retaining the clinical faculty ( university supervisor) and University Supervisors 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 **University Supervisor** 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 University Supervisor**

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

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

## II. Effectiveness of the University Supervisor

Select how you would evaluate the effectiveness of the University Supervisor 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

| Criteria of the Effectiveness of the University Supervisor         | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 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  |   |   |   |   |   |

Appendix 2.2.c.