

**Feinstein School of Education and Human Development
Rhode Island College
College Supervisor Evaluation of Cooperating Teacher**

The purpose of this survey is to obtain your views regarding the specified cooperating teacher. Please be assured that your responses will be kept confidential and will be used by Office of Partnership and Placements for determining future student teaching placements.

Please indicate how much you agree or disagree with the following statements about the specified cooperating teacher.

Scale: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree

The cooperating teacher:

1. Developed a positive relationship with me, displaying mutual respect and providing an environment for the candidate's professional growth.
2. Anticipated the teacher candidate's needs, addressed his/her apprehensions, and minimized his/her fears about the student teaching experience.
3. Provided a positive professional role model to the teacher candidate.
4. Made time available for three-way conferences with the teacher candidate and cooperating teacher.
5. Was available, either in person, by phone, or through email, for consultations.
6. Fostered a classroom environment demonstrating the dispositions and learner outcomes represented in FSEHD's Conceptual Framework

Would you recommend the cooperating teacher for future teacher candidate supervision?

Yes _____ No _____ Why or why not?

I. Objective of Instrument

The College Supervisor Evaluation of Cooperating Teacher, administered to College Supervisors, informs us of supervisors' perceptions of the Cooperating Teacher. It is administered to supervisors at the end of their student teaching experience.

II. Instrument Development

This survey is adapted from the SUNY Cortland Student Teacher Evaluation of Cooperating Teacher (2008) and The Lander University Cooperating Teacher Evaluation Form (2004).