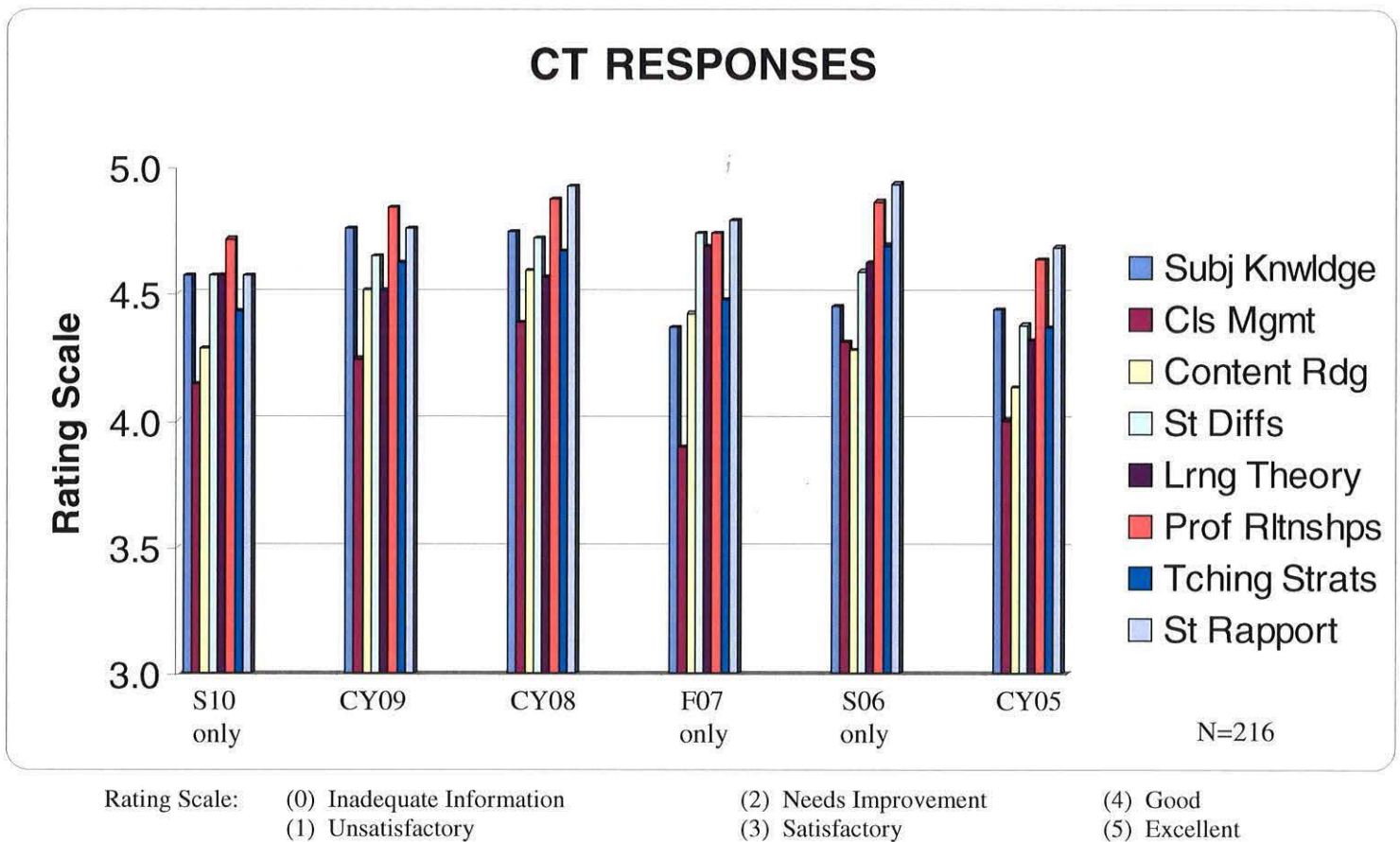


Cooperating Teacher Response Forms Data Analysis

The Cooperating Teacher Response Form is completed near the end of each student teaching experience by the Cooperating Teacher (CT). In collecting their final paperwork the student teachers (ST) return the CT Response Forms either directly to the Coordinator of Student Teaching or to their University Supervisors who submits them to the Coordinator of Student Teaching. The graph below represents nine semesters worth of data collected directly from the CT Response Forms.

Consistently, all areas have scored at or above (4) *Good* with the exception of Classroom Management. In fall 2007 it averaged 3.9 based on 19 CT Response Forms.



Questions:

1. Are we asking the right questions? What insight do we want to gain from the CTs?
2. Is the rating scale too large? Is it meant to follow the typical A-F grading scale? What is the difference between the ratings of *Satisfactory* and *Good*?

3. Are the scores truly representative of our program or of the strength of the personal relationships established between the CT and the ST? Are the results positively skewed due to the difficulty of being mentor and judge?

- Of the 216 forms (1728 responses), there were only two scores of (1) *Unsatisfactory* and fourteen scores of (2) *Needs to Improve*.
- One teacher suggested that this form be kept confidential by mailing it in rather than handing it to the ST.

Recommendations:

Analyze the data annually using SPSS.

Excel does not easily lend itself to comparing private/public school reports, elementary/secondary placements, content area groupings, school profiles, etc.

Address return rate.

The return rate was not addressed in this report although such information would be beneficial to determine the representational nature of the data.

Create an online version of the form.

Provide CTs the opportunity to complete and submit the Response Form online.

Consider rephrasing or rewriting statements.

Provide clarity related to Content Area Reading, Learning Theory, and Teaching Strategies. Ensure understanding related to effect on student learning, would this fall under learning theory or teaching strategies? Which element addresses systematic, intentional use of assessment data? Identify key program elements and determine the level to which they are addressed in this form, make necessary adjustments.

Oral Roberts University
School of Education
COOPERATING TEACHER RESPONSE FORM

Name _____ Date _____

School _____ Address _____

Phone no. _____ Grade/Subject _____ Years at this level _____

Student teacher supervised _____

Mail completed form to: Coordinator of Student Teaching, School of Education, Oral Roberts University, 7777 South Lewis Avenue, Tulsa, OK 74171. If desired, return via your student teacher.

I. Please make observations and recommendations regarding the strengths and weaknesses of the Oral Roberts University **student teaching program** as reflected by this student teacher's performance.

II. Comment on the performance of the student teacher in the following areas.

	Excellent	Good	Satisfactory	Needs to Improve	Unsatisfactory	Inadequate Information
Knowledge of subject area						
Classroom management						
Content area reading						
Individual student differences						
Learning theory						
Social relationships with professional staff						
Teaching strategies						
Rapport with students						

Additional observations and recommendations about the student teacher may be made on the back of this page.