Binghamton University
Graduate School of Education
Teacher Education Program

Practicum Student Evaluations
Procedures for Collection and Submission for Statistical Analysis

The procedures below will help us collect as many evaluations as possible, leave less room for errors, and avoid multiple requests for Institutional Research to run our statistical analyses.

1. Program coordinators (or other faculty designated by the coordinator) will take responsibility for making sure evaluations are completed, collected, organized, and submitted as a complete batch for your program in a timely fashion. This also assures the opportunity for the program coordinator and other program faculty to review student performance in the practica.
2. The proper color forms should be distributed to and collected from students and cooperating teachers, since the color-coding corresponds with different versions for each rater.
3. To assure independent ratings, evaluations should be completed prior to conferences with students/cooperating teachers.
4. Practicum supervisors will collect evaluations from all students and cooperating teachers by the end of the semester; if three-way conferences must be postponed until after holidays, ALL evaluations should be held until the batch is complete.
5. Practicum supervisors should submit evaluations to the program coordinator (or designee) for review; stray evaluations from students and cooperating teachers should be submitted to the coordinator. Under no circumstances should stray evaluations be submitted to Tami.
6. When the program coordinator is convinced that the batch of evaluations is complete for that semester-
   - Remove evaluations for any student who withdrew from the Practicum or received a grade of U (Unsuccessful). Statistical analyses are meant to reflect performance of students who complete our Teacher Education program successfully.
   - For students who complete practica successfully, make sure only the “final” evaluations are included; everything else should be removed from the batch. (If you consider an 8th week evaluation to be a “final” evaluation, include it; if not, remove it.)
   - Check to make sure the top section is completed (name, school, grade, midterm/final, etc.) and make sure the rater’s name is provided.
   - Staple or clip together the evaluations for each student. (This is a good final check that your batch is complete, and makes data entry much easier for Institutional Research.)
   - Put the batch of evaluations in a folder or envelope, and mark the folder/envelope with:
     - program name e.g., Adolescence Special Education
     - semester and year e.g., Spring 2011
     - n=_____ e.g., n = 8
   - Send your folder/envelope to Tami
7. When Tami has received all the folders from all the programs, she will submit them to Institutional Research for data entry and statistical analysis.
8. When data entry is complete, forms will be returned to each program coordinator for further review, comparison with data tables, and/or placement in student files.
Reasons for Creating These Procedures

There are several reasons to establish and follow these procedures, which respond to persistent issues with our past practice. Specifically –

1. It takes program faculty far less time to organize evaluations for 10-20 students than for Tami to organize them for 100 students.

2. Tami cannot judge if your batch is complete or includes extraneous evaluations; if she suspects a problem, she has to contact a faculty member to resolve the problem. It is much more efficient for everyone if the faculty take care of it in the first place.

3. When extraneous materials were sent to Institutional Research, the staff there made judgments about what data to enter and what to exclude. Sometimes they were right; sometimes they were not. We ended up with a great deal of missing data, and it took hours to sort through the paper evaluations and data sets to find and correct the errors.

4. Several stray evaluations have been submitted, one at a time. Each time, staff at Institutional Research must figure out where the stray belongs in the set of raw data, re-run the entire statistical analysis, and re-send the entire report to SOE. Results are reported by question, not program, but results are more useful to us if sorted by program; so each time SOE receives a new analysis, someone has to re-sort the results by program.